# THE EFFECTIVENES OF OUTING CLASS BASED CONTEXTUAL LEARNING ON UNDERSTANDING ENGLISH VOCABULARY IN JUNIOR HIGH SCHOOL LEVEL

**THESIS**

**BY**

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**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**

**MALANG**

**2024**

**THESIS**

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**To Compile Thesis in Undergraduate Program English Education Department Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang**

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**2024**

**APPROVAL SHEET**

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Has been defended in front of the board of examiners on the date of June 26th 2024 and declared **PASSED**

Accepted as the Degree of English Language Teaching (S.Pd) requirement in the English Education Department, Faculty of Education and Teacher Training.

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In Malang

*Assalamualaikum Wr. Wb*

After conducting several times of guidance in terms of content, language, writing, and technique, and after reading, the student's thesis is as follows:

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| Name | : Muhammad Roziqin |
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| Thesis | : The Effectiveness of Outing Class Based Contextual Learning on Understanding English Vocabulary in Junior High School Level |

Therefore, we believe that the thesis of Muhammad Roziqin has been approved forfurther approval by the board examiners.

*Wassalamualaikum Wr. Wb.*

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The Researcher,


Muhammad Roziqin

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## MOTTO

**"Education is the most powerful weapon, which you can use to change the world."**

Prophet Muhammad (ﷺ)

## THESIS DEDICATION

I dedicate this thesis to my beloved family: my father, Warimun, my mother, (Almh) Een Suhaina, and my old sister, Nur Asia, and my bothers Ahmad Rifa' i, M Fauzi Rahman whose unwavering support, prayers, and motivation have enabled me to complete this work to the best of my ability. My family has been an unbreakable support system. I also dedicate this thesis to my advisor, Rendhi Fatrisna Yuniar, M.Pd, for his invaluable advice, suggestions, and encouragement, which have been instrumental in the successful completion of this thesis. Lastly, I dedicate this work to my close friends, too numerous to name individually, who have supported, encouraged, and assisted methroughout this journey.

## ACKNOWLEDGMENT

First and foremost, I express my deepest gratitude to Allah SWT, the Creator of all and the Owner of the world. Without His permission and blessings, Iwould not have had the opportunity to complete my studies and this thesis. May sholawat and salam always be presented upon our prophet Muhammad SAW, whobrought light to the era of darkness and guided us to the true path of Islam.

I am profoundly thankful to everyone who has offered their ideas and time to complete this thesis would like to sincerely thank the following individuals for their support and for making the completion of this thesis possible.:

1. Prof. Dr. H. M. Zainuddin, M.A., the Rector of Maulana Malik Ibrahim State Islamic University of Malang. Prof. Dr. H. Nur Ali, M.Pd., the Dean of the Faculty of Education and Teacher Training. Prof. Dr. H. Langgeng Budianto, M.Pd., the Head of the English Education Department, and all the beloved lecturers in the English Education Department.
2. All the lecturers of the English Education Department who have supported the learning process since I was a new student on this campus. With the knowledge they have imparted, I have been able to reach this stage. May Allah SWT bless them for their hard work.
3. To my entire family: my father Warimun, my mother (Almh) Een Suhainah, my beloved sister Nur Asia, my beloved brothers Ahmad Rifa'i , M Fauzi Rahman and other family members who have alwaysprovided support and encouragement for me to complete my educationat this university.
4. Mr. Rendhi Fatrisna Yuniar, M.Pd., my supervisor, who has generously provided guidance and direction in completing this thesis.
5. Drs. Achmad Ali, M.M., the headmaster of MTs N 7 Malang, granted permission for the research to be conducted at the school.
6. Sukma Indah, S.Pd English teachers at MTs N 7 Malang, whoallowed and facilitated the research, providing the opportunity and time

for conducting the research from the initial observations to the final data collection.

7. All the students of grades VII A and VII B, who provided me with the opportunity to collect data and get to know them well.
8. My Nawasena kipk 2020 have given me a lot of spaceto learn new and experience.
9. To my family, brothers, Asrama Tahfidz AL-Huda, and friends on this campus, especially my proud RENDEZVOUS 2020 (English Education Department 2020), who have always been by my side throughout this journey.
10. Lastly, I want to express my deepest gratitude to myself. I am thankful for believing in my abilities, for persevering through challenges with unwavering determination. I appreciate myself for the tireless effort I've put in, for the countless days without rest. I am grateful for never giving up, for staying true to who I am through it all. Thank you, me, for being the resilient, relentless force that propels me forward.

Finally, I cannot adequately convey my appreciation for all the help provided in finishing this thesis. I understand that this thesis isn't flawless. Hence, I embrace any feedback and recommendations to enhance it, rendering it beneficial for future research endeavors.

## LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decidedthat the Arabic-Latin transliteration guidelines used in this thesis are as follows:

### A. Words

| | | | | | |
|---|---|---|---|---|---|
| ا | **= a** | ز | **= z** | ق | **= q** |
| ب | **= b** | س | **= s** | ك | **= k** |
| ت | **= t** | ش | **= sy** | ل | **= l** |
| ث | **= ts** | ص | **= sh** | م | **= m** |
| ج | **= j** | ض | **= dl** | ن | **= n** |
| ح | **= <u>h</u>** | ط | **= th** | و | **= w** |
| خ | **= Kh** | ظ | **= zh** | ه | **= h** |
| د | **= d** | ع | **= ‘** | ء | **= ’** |
| ذ | **= dz** | غ | **= gh** | ي | **= y** |
| ر | **= r** | ف | **= f** | | |

### B. Long Vocal

| | |
|---|---|
| **Long Vocal (a)** | **= â** |
| **Long Vocal (i)** | **= î** |
| **Long Vocal (u)** | **= û** |

### C. Diphthong Vocal

| | |
|---|---|
| **اَو** | **= aw** |
| **اَي** | **= ay** |
| **اُو** | **= û** |
| **اِي** | **= î** |

## TABLE OF CONTENT

## LIST OF TABLES

## Abstract

Roziqin, Muhammad 2024. *The Effectiveness of Outing Class Based Contextual Learning on Understanding English Vocabulary.* Thesis. Department of Tadris English, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Supervisor: Rendhi Fatrisna Yuniar, M.Pd

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**Keywords**: Effectiveness, Outing Class Based Contextual Learning, Understanding of Vocabulary

The lexicon is a fundamental aspect that educators must focus on, as it encompasses all the words understood and used by an individual. Michael Graves (2000) emphasizes the importance of an effective vocabulary program, which includes extensive reading, specific word instruction, independent word learning strategies, and word-play activities. Recent educational innovations, such as Outing Class Based Contextual Learning, aim to enhance students' vocabulary skills by incorporating real-life experiences into the learning process. Nawas (2018) highlights the benefits of the Contextual Teaching and Learning (CTL) approach in empowering students, fostering an interactive learning environment, and promoting collaboration. The primary focus of this study is to explore the implementation of class-based contextual learning strategies in order to enhance the comprehension of English vocabulary among junior high school students. The selection of this particular group is based on their active cognitive development, as outlined by Bujuri (2018). Employing a quantitative approach with a quasi-experimental design, the research involved two experimental groups: one receiving the treatment and the other serving as a comparison. The findings revealed significant improvements in the experimental group, with an average post-test score of 79,39, compared to the control group's score of 72.58. This disparity underscores the effectiveness of class-based contextual learning methods in enhancing the understanding of English vocabulary. From a practical standpoint, the aim of this research is to offer alternative teaching approaches to educators, enabling students to learn beyond the confines of the traditional classroom. This method proves highly effective in the current era, as it introduces a new learning environment, particularly in fostering enthusiasm for English vocabulary acquisition. Outing class-based learning offers the advantage of strengthening the relationship between subject matter and real-world contexts, thereby providing a more meaningful learning experience for students.

## Abstrak

Roziqin, Muhammad 2024. *Efektivitas Pembelajaran Kontekstual Berbasis Outing Class Terhadap Pemahaman Kosa Kata Bahasa Inggris Tingkat Smp*. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Rendhi Fatrisna Yuniar, M.Pd

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**Kata kunci** : Efektivitas Pembelajaran Kontekstual Berbasis Kelas Luar, Pemahaman Kosakata

Leksikon adalah aspek mendasar yang harus diperhatikan oleh para pendidik, karena leksikon mencakup semua kata yang dipahami dan digunakan oleh seorang individu. Michael Graves (2000) menekankan pentingnya program kosakata yang efektif, yang mencakup membaca ekstensif, pengajaran kata spesifik, strategi pembelajaran kata mandiri, dan aktivitas bermain kata. Inovasi pendidikan terkini, seperti Pembelajaran Kontekstual Berbasis Outing Class, bertujuan untuk meningkatkan keterampilan kosakata siswa dengan memasukkan pengalaman kehidupan nyata ke dalam proses pembelajaran. Nawas (2018) menyoroti manfaat pendekatan Contextual Teaching and Learning (CTL) dalam memberdayakan siswa, menumbuhkan lingkungan belajar interaktif, dan mendorong kolaborasi. Fokus utama penelitian ini adalah untuk mengeksplorasi penerapan strategi pembelajaran kontekstual berbasis kelas untuk meningkatkan pemahaman kosakata bahasa Inggris di kalangan siswa sekolah menengah pertama. Pemilihan kelompok khusus ini didasarkan pada perkembangan kognitif aktif mereka, sebagaimana diuraikan oleh Bujuri (2018). Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu (quasi-experimental design) yang melibatkan dua kelompok eksperimen: satu kelompok diberi perlakuan dan satu kelompok lagi dijadikan pembanding. Temuan menunjukkan peningkatan yang signifikan pada kelompok eksperimen, dengan skor rata-rata post-test sebesar 79,39, dibandingkan dengan skor kelompok kontrol sebesar 72,58. Kesenjangan ini menggarisbawahi efektivitas metode pembelajaran kontekstual berbasis kelas dalam meningkatkan pemahaman kosakata bahasa Inggris. Dari sudut pandang praktis, tujuan penelitian ini adalah untuk menawarkan pendekatan pengajaran alternatif kepada para pendidik, memungkinkan siswa untuk belajar di luar batas-batas ruang kelas tradisional. Metode ini terbukti sangat efektif di era sekarang karena memperkenalkan lingkungan belajar baru, khususnya dalam menumbuhkan semangat penguasaan kosakata bahasa Inggris. Pembelajaran berbasis outing class menawarkan keuntungan dalam mempererat hubungan materi pelajaran dengan konteks dunia nyata, sehingga memberikan pengalaman belajar yang lebih bermakna bagi siswa.

# صخلم

رزيقين، محمد ٢٠٢٤. فعالية التعلم السياقي المبني على الصفوف الخارجية في فهم مفردات اللغة الإنجليزية في مستوى المدرسة المتوسطة. أُطرُوحَة. تدريس قسم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: رندهي فاتريسنا يونيار، ماجستير التربية

**الكلمات المفتاحية:** فعالية التعلم السياقي المبني على الطبقة الخارجية، فهم المفردات

يعد المعجم جانبا أساسيا يجب على المربين الاهتمام به، لأن المعجم يشمل جميع الكلمات التي يفهمها ويستخدمها الفرد. يؤكد مايكل جريفز (٢٠٠٠) على أهمية برنامج المفردات الفعال، والذي يتضمن قراءة مكثفة، وتعليم كلمات محددة، واستراتيجيات مستقلة لتعلم الكلمات، وأنشطة لعب الكلمات. تهدف الابتكارات التعليمية الحديثة، مثل التعلم السياقي القائم على الفصل الدراسي، إلى تحسين مهارات الطلاب في المفردات من خلال دمج تجارب الحياة الواقعية في عملية في تمكين الطلاب وتعزيز بيئة (CTL) التعلم. سلط نواس (٢٠١٨) الضوء على فوائد نهج التدريس والتعلم السياقي التعلم التفاعلية وتشجيع التعاون. التركيز الرئيسي لهذا البحث هو استكشاف تطبيق استراتيجيات التعلم السياقي القائم على الفصول الدراسية لتحسين فهم مفردات اللغة الإنجليزية بين طلاب المدارس الإعدادية. واستند اختيار هذه المجموعة بالذات على تطورهم المعرفي النشط، كما أوضح بوجوري (٢٠١٨). يستخدم هذا البحث المنهج الكمي ذو التصميم شبه التجريبي الذي يتضمن مجموعتين تجريبيتين: يتم التعامل مع مجموعة واحدة ويتم استخدام المجموعة الأخرى للمقارنة. وأظهرت النتائج تحسناً ملحوظاً في المجموعة التجريبية، حيث بلغ متوسط درجات الاختبار البعدي **٧٩,٣٩**، مقارنة بدرجة المجموعة الضابطة البالغة **٧٢,٥٨**. وتؤكد هذه الفجوة فعالية أساليب التعلم السياقي القائمة على الفصول الدراسية في تحسين فهم مفردات اللغة الإنجليزية. من الناحية العملية، الهدف من هذا البحث هو تقديم نهج تعليمي بديل للمعلمين، مما يسمح للطلاب بالتعلم خارج حدود الفصول الدراسية التقليدية. وقد أثبتت هذه الطريقة فعاليتها الكبيرة في العصر الحالي لأنها تقدم بيئة تعليمية جديدة، خاصة في تعزيز الحماس لإتقان مفردات اللغة الإنجليزية. يوفر التعلم القائم على الفصل الدراسي ميزة تعزيز العلاقة بين الموضوع وسياقات العالم الحقيقي، وبالتالي توفير تجربة تعليمية ذات معنى أكبر للطلاب

# CHAPTER I

# INTRODUCTION

In this chapter, the researcher wants to explain about the introduction; background of the study, identification of the problem, objective of the study, the significance of the study, scope and the limitations of the study, and definition of key term.

## 1.1. Background of the Study

Lexical competence involves the cognitive acquisition and comprehension of words and their semantic nuances. In accordance with the elucidation provided by Diamond& Guutlohn, (2009),” lexical knowledge transcends mere definitions; it encompasses a profound understanding of a word, including its contextual integration within the broader cognitive framework." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary program: wide or extensive independent reading to expand word knowledge, instruction in specific words to enhance comprehension of texts containing those words, instruction in independent word-learning strategies and word consciousness and word-play activities to motivate and enhance learning.

Acquiring language proficiency becomes challenging without a solid grasp of vocabulary. Vocabulary serves as the foundation for learning a second language. According to Afzal (2019), without vocabulary acquisition, communication in the second language becomes more difficult. Furthermore, vocabulary knowledge is an essential component of language and is crucial for effective communication. According to Al qahtani (2015), learners face significant challenges in learning the English language due to their inadequate vocabulary knowledge. Schmitt (2002), further emphasizes the importance of vocabulary in second language teaching and learning, as it is a crucial component for effective communication. According to Halik & Jayasundara, n.d. (2013), vocabulary errors can hinder students' language development by deviating from the original form, thus complicating the learning process. Despite this, students typically perceive vocabulary as more manageable and less challenging to acquire. Memorizing vocabulary and translating it into Indonesian are often the main aspects retained from English classes, where teachers emphasize reading English texts. Junior high school acts as a bridge between elementary school and higher education, necessitating early exposure and familiarity with English vocabulary. Previously, students had only been introduced to English in a restricted and insufficient manner.

In learning a mother tongue or any foreign language, vocabulary is the most significant component. Language acquisition cannot take place without learning its lexis, with unlimited shifts in meaning caused by various contextual variables (Yang & Dai, 2012). Vocabulary is one of the most essential parts, along with phonetics/pronunciation and grammar, required to learn a foreign language (Afzal, 2019). In addition, vocabulary is the basis for language skills, namely listening,

speaking, reading and writing. Learning a language requires individuals to expand their vocabulary by memorizing words that are relevant to the language they are studying. The Quran verse in An-Nahl (16):78 stated that there are three learning components: al-sama' (hearing), al-bashar (sight), al-fuad (intellect). It means that learning English through listening and reading is essential, and as stated above that both of the skills cannot be mastered without vocabulary learning.

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۙ لَعَلَّكُمْ تَشْكُرُونَ

The message conveyed by the verse is: And Allah brought you out of the wombs of your mothers while you knew nothing, and give you hearing, sight, and intellect so perhaps you would be thankful. Mastering unfamiliar words is crucial for enhancing comprehension and communication skills. However, learning new vocabulary can be particularly challenging, especially for non-native English speakers. They often face difficulties with understanding definitions, spelling, pronunciation, proper usage, and interpreting context clues, among other obstacles.

The reasons behind these challenges can vary. For instance, research has highlighted the ineffective teaching and learning practices employed in lower secondary schools, which fail to emphasize the significance of vocabulary enrichment for students. Early childhood has the most important development period because it determines the next development period (Lailatul Rahmawati & Nazarullail, 2020).

This is due to rapid brain development, because of this significant brain development, children aged 0-6 years are called the golden age or critical period (Arianty, 2016). Therefore, it is very important for students to master English vocabulary well to practice their proficiency in the language. Similarly, educators confront the challenge of effectively addressing students' vocabulary learning

needs in a manner that yields lasting impact. Therefore, it becomes important to overcome the difficulties students face when learning vocabulary, use theories that can improve their understanding of vocabulary, and provide them with opportunities to expand their vocabulary knowledge. The focus of this research is to assess how effective outing class based contextual learning is on understanding English vocabulary. Based on previous research, it is recommended that further research be carried out initially at the elementary school level. Furthermore, this research focuses on a higher level, namely at the junior high school level. The main reason for conducting this research, the researcher wanted to expand the scope of previous findings.

Therefore, based on the previous studies, the researcher intends to conduct experimental research with the title: "The Effectiveness of Outing Class-Based Contextual Learning on Understanding English Vocabulary at the Junior High School Level". The research was conducted at junior high school level because students at this stage of education experience active cognitive development. According to Bujuri's (2018) analysis, cognitive development is a crucial aspect that must be used as a guide in the educational process. The cognitive domain maintains learning goals and focuses on thinking skills, which is usually called Bloom's taxonomy in education. Within the cognitive domain, there are six levels in Bloom's Taxonomy, including remembering, understanding, applying, analyzing, evaluating, and creating. Hence, it is imperative to ensure an effective learning process that enhances students' knowledge before they progress to the next level of education. based on previous study recommends the following things: Firstly, adopt a more rigorous experimental design. Several studies utilized less stringent experimental designs, such as single-group pretest-posttest designs.

Future research should employ robust methodologies, including better control groups and random sampling procedures, to ensure more reliable and objective results. Secondly, expand the sample size and generalize findings. While valuable insights were gleaned from these studies, most had relatively small and localized samples. Future research should broaden its sample to encompass more schools or regions, thereby enhancing the generalizability of findings. Thirdly, include additional performance measurements. Some studies focused solely on vocabulary comprehension or language learning outcomes. To provide a comprehensive picture, future research could incorporate other performance metrics, such as speaking or writing skills, to evaluate the full impact of outdoor-based contextual learning approaches. Fourthly, consider external variables. Certain studies noted external variables, such as environmental conditions or teaching approaches, which could influence research outcomes. Future studies should carefully control or monitor these variables to ensure validity and better interpretation of results. Lastly, learn from successful implementation cases. Several studies indicated that outdoor-based contextual learning approaches have proven effective. Future research could focus on case studies or qualitative analyses to explore key success factors in implementation, providing practical guidelines for educators and policymakers to effectively adopt these strategies. By adopting these recommendations, future research in language learning and outdoor-based contextual approaches is expected to make more substantial contributions to educational policy development and more effective learning practices.

The use of the outing class-based contextual learning method is considered a viable solution among various existing methods. This learning model, grounded in real-world scenarios, facilitates full practice based learning activities, offering

convenience in knowledge transfer through real-time examples in the field. (Nawas, 2018) the Contextual Teaching and Learning (CTL) approach, identified as a potential tool for student empowerment, emphasizes the creation of an engaging learning environment and encourages teamwork. CTL encompasses a variety of effective teaching techniques, necessitating teachers to possess adequate preparation in implementing CTL as an instructional approach for teaching English. In essence, the application of CTL requires teachers to exhibit creativity, innovation, and flexibility. At the core of Contextual Teaching and Learning lies the emphasis on meaningful teaching and learning experiences, wherein students actively participate in the learning process. This signifies that Contextual Teaching and Learning promotes a student-centered approach to learning, where students are no longer passive recipients but rather encouraged to become self-directed learners (Alfian, 2019). Cultivating a culture that promotes mutual support, enjoyment, and a passion for learning, professional development encourages integrated learning from various sources and active student involvement.

This method emphasizes critical thinking, student collaboration, and innovative teaching strategies, empowering students to share knowledge, think critically, and engage in hands-on activities to enhance professional development and improve student learning outcomes. In contrast to traditional education, criticized for its focus on isolated entities and outdated ideologies, modern scientific understanding underscores the interconnectedness of entities and their underlying relationships (Capra, 1996; Johnson & Broms, 2000; Zukav, 1979). Experiential learning approaches are widely considered more effective as they address real-world problems, enhance learning beyond the classroom, and

positively impact cognitive development and thought processes.

Contextual learning integrates academic material with students' real-life contexts to increase understanding and meaning, aligning with the superior function of the human brain in storing relevant and meaningful information. When students grasp how lessons apply to daily life or personal situations, they become more engaged and motivated. For instance, teaching geometric concepts in mathematics through modeling structures or calculating area within a school setting illustrates the practical application of theoretical knowledge. Similarly, relating historical events to the direct experiences of families or communities in history lessons helps students understand the impact and relevance of those events. Contextual learning not only boosts engagement but also strengthens neural connections, fostering stronger memories and deeper understanding. This approach supports continuous and applicable learning, crucial for developing critical skills and applying knowledge effectively in real-world contexts.

Educators have traditionally relied on the lecture method for teaching and lesson activities, but it is not the sole means to empower students (Jubhari, 2022). It has been observed that the teaching and learning environment significantly influence students' motivation to engage with materials provided by their teachers. When students are actively involved and motivated in the learning process, they begin to acquire English words and make efforts to incorporate them into their conversations (Budianto & Fatrisna Yuniar, 2023).

The primary objective of this study is to assess the effectiveness of outing class based contextual learning in enhancing the comprehension of English vocabulary among junior high school students. The research aims to address the following research question: Does the outing class based contextual learning

method significantly contribute to the understanding of English vocabulary? This research holds great potential for language learners, particularly junior high school students, who often struggle with grasping vocabulary concepts. Moreover, educators can utilize the findings of this research as a valuable tool to assist students in overcoming difficulties in comprehending the meaning of vocabulary during their English language acquisition. As per Piaget's Stages (1969), children acquire knowledge from their immediate environment. They learn by building upon their existing knowledge and constantly engaging with their surroundings, including finding solutions to the problems they encounter. Through active participation, children can effectively resolve problems, leading to a process of continuous learning.

### 1.2 Identification Problem of the Study

A preliminary study conducted at MTsN 7 Malang revealed that students in the EFL class encountered challenges when it came to articulating their thoughts, opinions, and responses in English, whether verbally or in written form. The primary reason behind this struggle was attributed to the students' restricted grasp of English vocabulary. Consequently, a comprehensive evaluation of the students' vocabulary comprehension is essential to pinpoint the issues at hand and formulate effective strategies to enhance their proficiency in this area.

Through previous research and initial studies, the researcher intends to evaluate the impact of outing class-based contextual learning on enhancing comprehension of English vocabulary at MTsN 7 Malang. Previous research has indicated a positive correlation between outing class-based contextual learning and improved mastery of English vocabulary at the elementary school level. Consequently, this study aims to delve deeper into this topic at a higher

educational level, specifically at the junior high school level. Thus, the research will analyze the effectiveness of outing class-based contextual learning in enhancing English vocabulary comprehension among junior high school students. This study will address the following inquiries:

1) How effective is the implementation of contextual learning through outdoor classes in enhancing junior high school students' comprehension of English vocabulary?

### 1.3 Objective of the Study

The study's objective is to explore the effectiveness of contextual learning in outdoor educational settings in 2024, specifically examining how it influences junior high school students' comprehension of English vocabulary. (1) Evaluate the effectiveness of implementing contextual learning through outdoor classes in improving junior high school students' understanding of English vocabulary.

This objective focuses directly on assessing the impact of outdoor contextual learning on English vocabulary comprehension among junior high school students, providing a clear direction for the research study.

### 1.4 Significance of the Study

This discovery is anticipated to make a noteworthy contribution to both theoretical and practical aspects within the realm of contextual learning in educational psychology, specifically in the area of outing class-based influence. Theoretically, it supplements the effectiveness of contextual learning in outing classes as an additional source of information and enhances knowledge on the impact of in class contextual learning approaches.

Additionally, this study suggests exploring the effectiveness of combining in-class and outing class-based contextual learning experiences, as well as developing a better understanding of English vocabulary. Practically this study will raise awareness and inform teacher as well as students to increase the desire in outing class based contextual learning to be successes in learning process. For teacher, this study will be as the reference to improve outing class based contextual learning teaching and learning strategy and determine the most appropriate teaching method and tool based on student's ability to understand outing class based contextual learning. For the students, this study will solve their problem in lack of outing class based contextual learning through the identifying their outing class based contextual learning during learning activities. For further researcher, this study will be the sources of the learning activities development especially in master vocabularies skill for English as a Foreign Language (EFL) learner.

The researcher concluded that there are two domains that could benefit from this research in terms of its usefulness: theoretical significance and practical significance. The findings of this research have the potential to offer valuable insights and a comprehensive understanding of vocabulary development through contextual learning based outside the classroom in junior high school students. In addition, this research offers a comprehensive analysis of contextual learning approaches for vocabulary enrichment, specifically designed for practical users such as Indonesian English as a Foreign Language (EFL) teachers. While this approach has not been fully utilized at the junior high school level, it holds promise for making substantial advancements in enhancing vocabulary acquisition through contextual learning beyond the classroom setting.

Therefore, this research provides educators with a valuable tool aimed at applying contextual learning outdoors to improve understanding of English vocabulary, which is a reference in the world of education, and overcome emerging challenges in the education sector. Apart from that, future researchers can use this research as a reference for conducting similar research regarding vocabulary enrichment. By utilizing the findings and methodology outlined in this research, they can further contribute to existing knowledge in this field.

### 1.5 Scope and Limitation of the Study

Based on the research objective and goals mentioned earlier, the primary focus of this study is to examine the effectiveness of outing class-based contextual learning on the development of vocabulary skills among junior high school students. Specifically, the study targets 7$^{th}$ grade students at MTsN 7 Malang, who were previously observed in a preliminary study. The researcher narrows down the scope of this study to understanding English vocabularies through outing class-based contextual learning.

The focus of this research is outing class-based contextual learning targeting class VII students registered at MTsN 7 Malang in the 2023/2024 academic year. Specifically, this study involved participants from grades VII B and VII C. The researcher opted for a quasi-experimental design to thoroughly assess the efficacy of contextual learning, which takes place outside the classroom, in enhancing the comprehension of English vocabulary among junior high school students. This methodological decision serves as a demonstration of the effectiveness of contextual learning beyond the confines of traditional classroom settings.

The main objective of this study is to evaluate how outdoor contextual learning impacts the comprehension of English vocabulary among junior high school students, guiding the direction of this research. This study aims to enhance vocabulary instruction in education by concentrating on a particular classroom and utilizing a quasi-experimental method. It strives to assess the effectiveness of contextual learning outside the classroom in improving English vocabulary comprehension. Through providing contextual learning opportunities beyond the typical educational environment, this research aims to assess the influence of this approach on language acquisition.

### 1.6 Definition of Key Terms

In this study, it is crucial for readers to understand several key terms.

1. Outing Class: Refers to learning activities conducted outdoors, allowing students to interact practically with materials in real-world settings.

2. Contextual Learning: Involves students acquiring knowledge and skills in meaningful contexts relevant to real-life situations, enhancing practical application.

3. Understanding English Vocabulary in Outing Class-Based Learning: Focuses on students' ability to recognize, understand, and utilize English vocabulary in outdoor learning environments, crucial for communication skills and real-life application.

4. English as a Foreign Language (EFL) Students: Includes non-native English speakers, such as those at MTsN 7 Malang, highlighting their unique learning challenges and the relevance of outing class-based approaches.

# CHAPTER II

# LITERATURE REVIEW

In this section, the scholar will elaborate on relevant theories and information regarding the variables and the main focus of the study, drawing primarily from previous research as the fundamental source of foundational theories and information. Significant aspects include the explanations of "The Effectiveness," "Outing Class," Contextual Learning, and English Vocabulary, all with the objective of improving students' understanding and proficiency in vocabulary comprehension.

## 2.1 Definition of the Outing Class

Outing Class in the Context of Contextual Learning: An outing class, within the framework of contextual learning, involves educational activities or lessons conducted outside the classroom environment. This approach emphasizes hands-on experiences, real-world applications, and direct interaction with the environment. The goal is to provide students with practical, tangible experiences that enhance their understanding of academic concepts by connecting them to the world around them. Outing classes can greatly enhance educational effectiveness by incorporating a variety of enriching features. These include field experiences that immerse students in real-world contexts, and hands-on learning that engages them through activities and experiments. By integrating theory with practical application, students can see how classroom concepts play out in real life, further solidified by multisensory learning that stimulates different senses.

Such classes often explore multiple disciplines, fostering connections across fields to promote a holistic understanding. They may include cultural immersions

that broaden perspectives and promote critical thinking, problem-solving, and collaborative skills through group projects. These activities are followed by reflection and evaluation to deepen learning, while efforts ensure exclusivity, accessibility, and stringent safety measures to manage risks. John Dewey's philosophy of education emphasizes experiential learning and field experiences, immersing students in real-world contexts to make learning relevant and impactful (Dewey, 1938). David Kolb's Experiential Learning Theory supports hands-on learning through activities and experiments, where students actively engage and apply theoretical knowledge in practical settings (Kolb, 1984). Howard Gardner's Multiple Intelligences Theory highlights the benefits of multisensory learning, stimulating various senses to enhance comprehension and retention (Gardner, 1983). Jerome Bruner's ideas on education advocate for an interdisciplinary approach, encouraging the exploration of multiple disciplines to foster a holistic understanding of subjects (Bruner, 1960). Lev Vygotsky's Social Development Theory underscores the importance of cultural immersions and social interactions in broadening students' perspectives and enhancing their learning experiences (Vygotsky, 1978). Benjamin Bloom's educational framework promotes the development of critical thinking, problem-solving, and collaborative skills through group projects, reflection, and evaluation, which are integral to outing classes (Bloom, 1956).

Lastly, the principles of Universal Design for Learning (UDL) emphasize the necessity of inclusivity, accessibility, and safety measures, ensuring that all students benefit from these educational outings while managing potential risks effectively (CAST, 2011).

## 2.2 Definition of Contextual Learning

Contextual learning is an educational method that highlights the importance of understanding and applying knowledge in specific real-life situations. Rather than focusing on memorization or theoretical ideas, contextual learning promotes the idea of learners gaining a deeper understanding of concepts by actively engaging with them in relevant contexts or scenarios. This method acknowledges that learning is most successful when it is tied to the environment in which it will be applied, enabling learners to comprehend the practical significance and utilization of the knowledge or skills they are acquiring. Key features of an outing class in the context of contextual learning may include experiential learning, where activities are designed to encourage active participation and engagement, allowing students to learn by doing. Lessons are structured to demonstrate the real-world relevance of academic concepts, helping students see the practical implications of what they are learning. Outings may involve visits to museums, nature reserves, historical sites, businesses, or other locations relevant to the curriculum. These classes may integrate knowledge from various disciplines, providing a holistic understanding of a particular subject. Students are encouraged to observe, analyze, and critically reflect on their surroundings, fostering skills such as observation, problem-solving, and decision-making.

Additionally, group activities during the outing class promote teamwork, collaboration, and interpersonal skills among students. Education theorist John Dewey emphasized the importance of experiential learning, advocating for activities that encourage active participation and engagement, allowing students to learn by doing. David Kolb's Experiential Learning Theory further supports this, emphasizing that learning is most effective when students can directly

experience and interact with their subject matter. Real-world application of academic concepts aligns with Lev Vygotsky's Social Development Theory, which highlights the significance of contextual learning and the practical application of knowledge.

Jerome Bruner's advocacy for an interdisciplinary approach complements the integration of knowledge from various disciplines, fostering a holistic understanding of subjects. Howard Gardner’s Multiple Intelligences Theory supports the idea of encouraging observation, analysis, and critical reflection, enhancing students' problem-solving and decision-making skills. Finally, the promotion of teamwork, collaboration, and interpersonal skills through group activities is in line with Benjamin Bloom's educational principles, which stress the development of cognitive and social skills as fundamental aspects of learning. Various educational theories, including John Dewey and David Kolb's experiential learning theory, Lev Vygotsky's social development theory, Jerome Bruner's interdisciplinary approach, Howard Gardner's theory of multiple intelligences, and Benjamin Bloom's educational principles, all support the idea of contextual learning.

This approach emphasizes the significance of direct experience and the practical application of knowledge in real-life situations. Contextual learning fosters active engagement, real-world relevance, the development of analytical and problem-solving skills, as well as teamwork and interpersonal skills.

### 2.1 Definition English Vocabulary

English vocabulary refers to the entire set of words and lexical units that are used in the English language. It encompasses a vast range of terms, including

nouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. Vocabulary is the foundation of language, enabling individuals to communicate, comprehend written or spoken texts, and express ideas. It plays a crucial role in language development, literacy, and effective communication in various contexts. Recent studies and theories have further elaborated on the complexity and importance of vocabulary acquisition.Laufer and Goldstein (2020) emphasize the significance of vocabulary depth and breadth in language acquisition, proposing that effective vocabulary learning should involve both extensive acquisition of new words (breadth) and a deepening understanding of word meanings and usage (depth). Nation (2022), highlights the importance of vocabulary size for language proficiency, suggesting practical methods for vocabulary teaching, such as spaced repetition and context-based learning. Webb and Nation (2020), underscore the role of incidental vocabulary acquisition through extensive reading, finding that students can significantly expand their vocabulary by engaging with diverse and extensive reading materials that challenge their current language abilities.

Schmitt (2021) delves into the cognitive processes involved in vocabulary acquisition, emphasizing the importance of active usage and repeated exposure to new words in different contexts to enhance retention and recall. His research also discusses the efficacy of various vocabulary learning strategies, such as mnemonics and word cards. Ellis (2023) explores the interaction between explicit and implicit vocabulary learning, arguing that while explicit instruction is necessary for learning complex and low-frequency words, implicit learning through natural language use is crucial for acquiring high-frequency vocabulary. He also examines the impact of technology-assisted language learning tools on vocabulary development. These recent theories collectively underscore the

multifaceted nature of vocabulary learning, highlighting the importance of both breadth and depth of vocabulary knowledge, the benefits of incidental learning through extensive reading, the cognitive processes involved in vocabulary acquisition, and the balance between explicit and implicit learning methods. They provide a comprehensive framework for understanding how individuals acquire and utilize vocabulary in the English language, guiding future research and educational practices to enhance vocabulary learning outcomes. A person's English vocabulary includes words they understand (passive vocabulary) and words they actively use (active vocabulary). Vocabulary acquisition is an ongoing process that occurs throughout one's life, influenced by exposure to diverse language sources, reading habits, educational experiences, and personal interactions.

Stephen Krashen's Input Hypothesis emphasizes the importance of comprehensible input exposure to language that is slightly beyond the current level of proficiency as essential for vocabulary acquisition and language development. Expanding one's English vocabulary involves learning new words, understanding their meanings, and grasping their usage in different contexts. The richness and depth of an individual's vocabulary contribute significantly to their language proficiency, writing skills, and overall communication competence. This idea is supported by Lev Vygotsky's Sociocultural Theory, which highlights the role of social interaction and cultural context in language learning, suggesting that meaningful engagement with language in various settings enhances vocabulary growth and overall linguistic ability.

## 2.1 Previous Study

Within the intricate landscape of English language education, Dika Arif Chrisnawan (2014) embarks on a comprehensive exploration in the study titled "The Effect of Outing Class Based Contextual Learning on Understanding English Vocabulary in Grade III Students at SDN Gajahan Karanganyar for the 2013/2014 Academic Year." This research delves into the multifaceted dimensions of outing class based contextual learning, aiming to unravel its profound influence on the nuanced understanding of English vocabulary among Grade III students at SDN Gajahan Karanganyar. Many problems occur in the learning process at school, more precisely in the classroom, where students are placed as loyal listeners when the teacher conveys the concept of learning material.

Student understanding of the concept of the material taught will be felt less so understood because students do not feel exactly what the teacher conveys in class and this is considered ineffective in the learning process. in grade 3 of SDN Gajahan, Karanganyar. This type of research is an Experimental Research with a quantitative approach with research subjects of grade 3 students of SD Negeri Gajahan, Karanganyar. Data collection techniques are carried out by means of interviews, tests, and documentation. Based on the results of data analysis with a 5% level significance obtained: t count is -2.106 while t table is -2.001 so t count < t table. So, it can be concluded that outing-class-based contextual learning affects students' understanding of English vocabulary.

In a scholarly inquiry conducted by Suryani Sahabuddin titled "Implementation of Contextual Learning Based Outing Class to Improve Student Learning Outcomes in Elementary Schools in Jeneponto Regency," the focus is on the educational landscape of SD Kabupaten Jeneponto. Building upon the

foundational premise that language acquisition encompasses a spectrum of components, as elucidated by Asrori and Priyadi (2020), this study employs an approach that emphasizes studying natural object conditions to derive meaning rather than generalization. The aim is to examine the intricate interplay between teachers, curriculum, learning materials, and learning approaches in enhancing student learning outcomes. These elements must work together to ensure that the learning process is optimized and successful. However, in practice, the learning process often falls short of its potential. Teachers may rely too heavily on theory without providing concrete examples, leaving students with a theoretical understanding but no practical application. As a result, students may struggle to apply what they have learned in real-life situations.

This particular research is known as classroom action research (CAR), which consists of two cycles with four stages: planning, action, observation, and reflection. These stages are repeated throughout the research process. The research adopts a qualitative approach that is descriptive in nature. According to Sugiono (2017), qualitative research aims to develop theories and gather in-depth data. The research was conducted at SD Inpres 117 Buludoang in the West Bangkala District of Jeneponto Regency. The research subjects were fifth-grade students from SD Inpres 117 Buludoang, Bangkala Barat District, Jeneponto Regency, during the 2021/2022 school year. The study involved 21 students, comprising 11 male and 10 female students. Below is a model outlining each stage of the research implementation.

In the research conducted by Pingsi Anggriani (2019), titled "Examining the Impact of Outing-Based Contextual Learning on the Acquisition of Indonesian Vocabulary in Class II Students at SD Negeri 33 Kaur," the main objective was to

investigate how outing-based contextual learning affects the development of Indonesian vocabulary in Class II students. This quantitative study utilized an experimental approach, collecting numerical data directly from the research environment.

The experimental group consisted of Class VII A, while Class VII B served as the control group. Data collection methods included observation, tests, and documentation, with the validity of test questions assessed using the product moment correlation technique. Data analysis involved a comparative test (t-test), which revealed significant differences in learning outcomes between the implementation of outing class-based contextual learning and traditional lecture-based learning. This was supported by a t-value that exceeded the critical t-value (3.47 > 2.00). As a result, the study's alternative hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected, confirming the influence of outing class-based contextual learning on the understanding of Indonesian vocabulary among Class II students at SD Negeri 33 Kaur.

In the exploration of the impact of contextual learning, the fifth scholarly inquiry, conducted by Rahim & Syamsul Alam (2023), titled "The Effect of Contextual Learning Based on Outing Class on Indonesian Vocabulary of Grade V Students at SD Negeri 9 Sumanga," sheds light on the landscape of Indonesian vocabulary acquisition. Focused on SD Negeri 9 Sumanga, the study presents valuable findings, leading to essential recommendations. Among them, the researcher advocates for the consideration of contextual learning methods, specifically outing classes, as an alternative pedagogical approach for teaching Indonesian language subjects. These recommendations underscore the importance of aligning materials and indicators with learning objectives, urging teachers and

school principals to adopt strategies aimed at enhancing the overall quality of education. They should adapt the learning methods to suit the educational conditions and strive to improve the competence of both educators and students.

Researchers can utilize these findings to enhance their understanding of contextual methods based on outing classes and facilitate the teaching and learning process in the future. This research employs a Pre-experimental Design methodology to investigate the impact of contextual learning through outdoor activities on the comprehension of Indonesian vocabulary among Fifth-grade students of SD Negeri 9 Sumanga. The chosen research design is the "One-Group Pretest-Posttest Design," which according to Sugiyono (2015: 110), refers to an experimental type where external variables still play a role in influencing the formation of the dependent variable. Consequently, the experimental outcomes, which represent the dependent variable, are not solely influenced by the independent variable due to the absence of a control variable and the non-random selection of the sample. While this study provides valuable insights into the potential benefits of contextual learning approaches like outing classes for enhancing Indonesian vocabulary acquisition, future research could benefit from more rigorous experimental designs and larger sample sizes to further validate these findings and provide a more comprehensive basis for educational policy and practice.

In the study conducted by (Saleh et al., n.d.) titled "Influence of Contextual Learning Approach on Student Learning Activities," an investigation was undertaken to evaluate the impact of the teacher's contextual learning approach on student learning activities. the objective was to examine the teacher's contextual learning approach, student learning activities, and the impact of the contextual

learning approach on student learning activities. The research utilized observation, questionnaires, and documentation to collect data from a total population of 151 students, with a sample size of 75 students. The collected data were analyzed using descriptive statistical analysis, including percentages, as well as inferential statistical analysis, such as the product-moment correlation test and simple linear regression analysis. The findings revealed that the contextual learning approach was described as highly effective, and the students' learning activities were categorized as very high. The results of hypothesis testing demonstrated a positive and significant correlation between the contextual learning approach and active student learning. Therefore, it can be concluded that the contextual learning approach plays a crucial role in enhancing students' learning activities.

# CHAPTER III

# RESEARCH METHODE

This chapter contains an explanation of the research methods used in this study. This chapter contains research design, the subject of the study, research instruments, data collection, validity and reliability testing, and data analysis.

## 3.1 Research Design

This research utilized a quasi-experimental approach to investigate the effectiveness of contextual learning in an outing class on English vocabulary comprehension. In this type of study, the researcher has the ability to manipulate the teaching and learning conditions by providing treatments to the experimental group while comparing their achievements to those of the control group, which receives no treatment.

The utilization of a quasi-experimental serves the purpose of investigating the effectiveness of contextual learning in an authentic environment, as the researcher faces limitations in forming groups artificially for the experiment due to constraints in the research setting. Despite the experimenter's limited control over the timing of experimental stimuli and the inability to randomize exposures, they can still incorporate experimental elements into their data collection methods. These circumstances together constitute a quasi-experimental design.

*Table 3.1: Design of the Research*

| Group | Pretest | Treatment | Postest |
|---|---|---|---|
| Eksperimental Class | O 1 | X1 | O 2 |
| Control group | O 1 | - | O2 |

Note:

X1 : Treatment 1 used Outing Class Based Contextual Learning

\- : Conventional or Traditional Learning

O1 : Pre-test

O2 : Post-test

Table 3.1 clearly shows that there were two groups in the research, namely those carrying out the pre-test and post-test. The pre-test is to determine their initial understanding of English vocabulary before being given treatment. Meanwhile, the post-test is to find out their final results regarding understanding English vocabulary after carrying out the treatment.

### 3.1 Research Setting

This quasi-experimental investigation took place at MTsN 7 Malang. In order to address the challenge of controlling all potential variables, the researcher employed a random assignment method to allocate participants into various groups. The English teacher at MTsN 7 Malang recommended both the control and experimental groupes, specifically selecting second-grade students who were part of the study.

The investigation was conducted in the second semester of the academic year 2023/2024. The participants of the study were 7 grade students at MTsN 7 Malang during the same semester, who were provided with equal opportunities. To ensure diversity among the students in terms of ability, difficulties, and needs during the learning process, the English teacher was consulted. The English teacher verified that both class VII B and VII C possessed similar abilities, difficulties, and needs. As a result, these classes were chosen at random to form the experimental and control groups. The conventional teaching strategy is meticulously designed to optimize vocabulary acquisition. The teacher meticulously introduces the material, ensuring students grasp the foundational concepts. During the main teaching phase, students are strategically grouped to engage in collaborative activities aimed at exploring and applying the vocabulary within simulated real-world contexts. This approach not only encourages teamwork but also facilitates in-depth comprehension through active discussion and problem-solving. Subsequently, the post-teaching phase encourages reflection and open dialogue, enabling students to articulate their learning journey and reinforce their understanding of the newly acquired vocabulary. Overall, this systematic approach ensures a comprehensive and enduring grasp of vocabulary, nurturing both individual and collaborative learning outcomes effectively.

*Table 3.2 The Research Schedule*

| **NO** | **DAY / DATE** | **CLASS** | |
|---|---|---|---|
| | | **VII B Outing Class Based Contextual Learning** | **VII C Conventional Learning** |
| 1 | Monday, May 13th 2024 | *Activities (Treatment )*<br>• The teacher provides | *Activities*<br>• *The teacher provides an* |

| | | | |
|---|---|---|---|
| | | an overview of material.<br>*Pre- Teaching*<br>• Students are divided into groups and then directed to explore the material by conveying their ideas regarding the Vocabulary Exploration material through Excursion-Based Group Activities" (**Exploring Vocabulary Through Excursion-Based Group Activities**")<br>*Main Teaching*<br>• Collaborative Learning: Group activities foster collaboration among students, allowing them to work together to solve problems, complete tasks, and achieve common goals. Through collaboration, students can reinforce their | *overview of material.*<br>*Pre- Teaching*<br>Students are divided into groups and then directed to explore the material by conveying their ideas regarding the Vocabulary Exploration material through **Exploring Vocabulary Through In the class -Based Group Activities**")<br>*Main Teaching*<br>• Collaborative Learning: Group activities foster collaboration among students, allowing them to work together to solve problems, complete tasks, and achieve common goals. Through collaboration, students can reinforce their understanding of the vocabulary by sharing ideas, perspectives, and experiences with their |

| | | | |
|---|---|---|---|
| | | understanding of the vocabulary by sharing ideas, perspectives, and experiences with their peers provides examples of the vocabulary<br>*Post Teaching*<br>**Reflection and Discussion Prompts**: After the outing, facilitate reflection and discussion sessions where students can share their experiences and use the vocabulary they learned. Provide prompts or questions to guide their reflections and encourage them to make connections between the vocabulary and their real-world experiences. | peers provides examples of the vocabulary<br>*Post Teaching*<br>• After in-class activities, facilitate reflection and discussion sessions where students can share their experiences and use the vocabulary they have learned. |
| 2 | Monday, May 20th 2024 | *Activities (Treatment)*<br>• Brainstorming<br>*Pre- Teaching*<br>• The teacher gives questions to students after learning with the | *Activities*<br>• Brainstorming<br>Pre- Teaching<br>•The teacher gives questions to students after learning with the first treatment. **(Constructivism)** |

| | | | |
|---|---|---|---|
| | | first treatment.<br>(**Constructivism**<br>*Main Teaching*<br>• The teacher facilitates class outing activities by introducing an environment where students can face real-world situations and contexts that are relevant to the vocabulary being studied. By experiencing this context directly, students can better understand and remember vocabulary in a meaningful way.<br>*Post Teaching*<br>**Reflection and Discussion Prompts**: After the outing, facilitate reflection and discussion sessions where students can share their experiences and use the vocabulary they learned. Provide | *Main Teaching*<br>• "The teacher organizes classroom activities that simulate real-world situations and contexts pertinent to the studied vocabulary. Through firsthand engagement within the classroom, students can develop a richer comprehension of the vocabulary and retain it with greater significance."<br>• *Post Teaching*<br>• **Reflection and Discussion**:<br>After in-class activities, facilitate reflection and discussion sessions where students can share their experiences and use the vocabulary they have learned. |

| | | | |
|---|---|---|---|
| | | prompts or questions to guide their reflections and encourage them to make connections between the vocabulary and their real-world experiences. | |
| 3 | Monday, May 27th 2024 | *Activities (Treatment)*<br>• Brainstorming<br><br>*Pre- Teaching*<br>• The teacher gives questions about previous material<br>*Main Teaching*<br>• The teacher instructs students to be grouped again according to their previous groups<br>• Students discuss with their group friends the results of the analysis of the number of vocabulary words they found and understood<br>*Post Teaching* | *Activities*<br>• Brainstorming<br><br>*Pre- Teaching*<br>• The teacher gives questions about previous material<br>*Main Teaching*<br>• The teacher instructs students to be grouped again according to their previous groups<br>• Students appreciate the results of value analysis in the number of vocabulary words they find and understand<br><br>*Post Teaching* |

| | | | |
|---|---|---|---|
| | | • Question and reflection | • Question and reflection |

### 3.2 Population and Sample

The participants in this study were students in the seven Grade at MTsN 7 Malang. To ensure accurate results, the researchers divided the students into two groups, as experimental research requires at least two groups for comparison. One group was designated as the experimental group, while the other served as the control group. Each class consisted of approximately thirty-three to thirty-three students.

The distribution of the population is presented in the table below. To eliminate any bias in selecting the experimental and control groups, a 'simple cluster random sampling technique' was employed, randomly assigning classes to each group.

*Table 3.3 Population of the Research*

| No | Class | Number of students |
|---|---|---|
| 1 | VII A | 20 |
| 2 | VII B | 33 |
| 3 | VII C | 31 |
| 4 | VII D | 32 |
| 5 | VII E | 33 |
| 6 | VII F | 33 |

| | | |
|---|---|---|
| 7 | VII G | 33 |
| 8 | VII H | 33 |
| Total | | 248 |

After consulting with the English Teacher at MTsN 7 Malang, two classes were selected as samples from the population. One class was designed as a control group, while another group was designed as an experimental group. The researcher selected these 2 classes to serve as the control group and the experimental group for several reasons. The approach employed in this study is based on several crucial methodological principles. Firstly, ensuring both groups exhibited similar average pre-test scores (59.09 for the experimental group and 58.38 for the control group) mitigates potential bias from baseline differences, aligning with statistical theory suggesting that similarity in initial characteristics minimizes the influence of other variables on study outcomes. Secondly, the inclusion of a control group allows for a clear comparison of the impact of the Outing Class Based Contextual Learning strategy on the experimental group. By measuring changes from pre-test to post-test, the study effectively evaluates the intervention's impact on learning outcomes compared to standard teaching methods in the control group. This approach enhances the study's internal validity by ensuring observed score changes can be directly attributed to the intervention. Lastly, selecting a balanced group supports the replication and generalization of findings across different educational settings, bolstering the study's overall robustness and relevance for educational practitioners and researchers in the field. the reliability and applicability of the research beyond its specific context.

The distribution of these samples is illustrated in Table 3.4 below:

*Table 3.4 The Distribution of the Samples*

| No | Class | Number of students |
|---|---|---|
| 1 | VII B | 33 |
| 2 | VII C | 31 |

In the teaching-learning process of reading class, the experimental group 1 (class VII B) used Outing Class Based Contextual Learning strategy and the experimental group 2 (class VII C) used Conventional or Traditional strategy.

### 3.3 Research Variables

This research categorizes variables into two distinct groups: independent and dependent variables. The independent variables under investigation are Outing Class Based Contextual Learning and Conventional or Traditional strategies, which are not influenced by the dependent variable, understanding English vocabulary. The purpose of this study is to assess the effectiveness of these independent variables in improving students' understanding of English Vocabulary.

English vocabulary mastery is considered the dependent variable in this study, indicating the level to which students comprehend and utilize a variety of English words and expressions. Proficiency in vocabulary is crucial for language learners as it impacts their ability to communicate effectively, comprehend texts, and engage in academic or professional discussions.

The evaluation of English vocabulary mastery involves assessing both the breadth (the number of known words) and depth (understanding nuances and

usage in context) of students' lexical knowledge. A comprehensive measurement of this variable requires thorough assessments that encompass various aspects of vocabulary acquisition, including receptive skills (understanding words in context) and productive skills (using words in speech and writing).

The study aims to determine whether Outing Class Based Contextual Learning or Conventional strategies yield better results in enhancing English vocabulary mastery. By examining these teaching approaches, educators can gain valuable insights into which method best supports students' language development and proficiency in real-world situations.

### 3.4 Research Instruments

This research utilized a pre-test and post-test approach. The pre-test was conducted to ensure that the control group and experimental group were similar, given that the sample for the study was not randomly selected. Through the pre-test, the researcher was able to assess specific attributes or characteristics of the student participants in this quasi-experiment before they underwent the experimental treatment (Mauldin, 2020).

Following that, the researcher developed vocabulary tests as the post-test to evaluate the students' comprehension of English vocabulary achievements. The post-test provided the researcher with information regarding the measurement of attributes or characteristics assessed for the student participants after the experimental treatment (Creswell, 2012). Both the pre-test and post-test consisted of multiple-choice questions, which ensured a consistent process of scoring and grading for the researcher. In this study, each of the pre-test and post-test included 10 multiple-choice test items.

Implementing comprehensive guidelines ensures a consistent and reliable process of scoring and grading for both the pre-test and post-test, thereby enhancing the overall quality and validity of the study results. For the pre-test, it is crucial to establish a clear answer key that delineates correct answers precisely. Similarly, the post-test should also have a meticulously defined answer key to facilitate accurate scoring. A standardized scoring rubric should be developed for both tests, specifying point allocations for correct responses and outlining any penalties for incorrect answers. Training sessions for scorers are essential to maintain consistency in scoring procedures, supplemented by blind scoring techniques to mitigate potential biases. Additionally, randomizing the order of test items on both tests helps prevent any bias arising from question sequence preferences. It is advisable to have a second scorer independently verify the results to ensure accuracy and reliability. Employing scoring software can further streamline the scoring process, while establishing a consistent grading scale aids in interpreting scores consistently across all assessments.

Finally, implementing a feedback mechanism based on test scores allows for the provision of personalized reports to participants, highlighting their strengths and areas for improvement. Adherence to these guidelines ensures a rigorous and valid process of scoring and grading, thereby bolstering the integrity of the study outcomes.

### 3.5 Data Collection Technique

Two complete classrooms were allocated to groups according to their class position, with no alterations made. These classrooms subsequently served as the class conditions for the treatment. In this quasi-experimental design, the researcher administered a pre-test and post-test. During the initial session, the student

participants in each complete classroom underwent a pre-test. The researcher then assessed and compared the pre-test results for each complete classroom. Subsequently, the student participants in both complete classrooms received the experimental treatment outlined in the subsequent paragraphs.

The experimental treatment used in this study was the Outing Class Based Contextual Learning Strategy. After administering the pretest to this group, the researcher introduced activities related to this strategy to the experimental group. Specifically, the researcher focused on teaching English vocabulary using the Outing Class Based Contextual Learning Strategy. Throughout the experiment, the researcher closely monitored the process. Once the experimental treatment was completed, a posttest was administered to measure the results for this experimental group.

Alternatively, the experimental treatment used in this study was the Conventional or Traditional Strategy. Similar to the previous group, the researcher administered a pre-test before introducing the experimental treatment to the experimental group. The experimental treatment focused on teaching English vocabulary using the Conventional or Traditional Strategy. The researcher closely monitored the process throughout the experiment. Once the experimental treatment was completed, a post-test was administered to measure the results for this experimental group.

In addition to the experimental groups, the researcher also administered a pretest to the control group. However, unlike the two experimental groups, the control group did not receive an introduction to either of the two strategies, as they were not given the experimental treatment. Instead, this group was taught English vocabulary as usual.

### 3.6 Instruments Validity and Reliability

The research instruments employed must adhere to specific criteria in order to be considered effective tools. To be deemed as such, these instruments must possess both validity and reliability. In the present study, the instrument utilized successfully met the fundamental criteria, namely the validity and reliability of the instrument. The subsequent passage provides a comprehensive account of the prerequisites for ensuring the validity and reliability of research instruments.

#### 1.Instrument validity

The research employed content validity to guarantee that the tool utilized was suitable for the students' level and material. Content validity assesses if the items in the tool correspond with the pertinent materials. The goal of the researcher was to develop the tool according to the materials and subjects taught in the second semester, in line with the curriculum of MTsN 7 Malang for $7^{th}$ grade students in the academic year 2023/2024. Furthermore, the researcher consulted the school's handbook to enrich the content of the tool.

To validate the research instrument, expert judgment was sought. Two experts, namely Mrs. Ima Mutholliatil Badriyah M.Pd, an English Education lecturer at UIN Maliki Malang, and Mrs. Sukma Indah, S.Pd, an English teacher at MTsN 7 Malang, participated in the content validity process. The Gregory index was used to evaluate the instrument's validity. The results from the validators were then organized into a contingency table, which determined the strength of the Gregory Index. Scores 1 and 2 indicated a weak category, while scores 3 and 4 indicated a strong category. The contingency table used to calculate the content validity with the Gregory Index is presented below.

*Table 3.5 The Gregory Index*

| | | Rater 1 | |
|---|---|---|---|
| | | Strong | Weak |
| Rater 2 | Strong | A | B |
| | Weak | C | D |

The calculation of the Gregory Index is as follows.

$$V = \frac{D}{A + B + C + D}$$

1. Information:

V = The content validity coefficient A = Expert 1 and 2 stated weak

B = Expert 1 stated strong, Expert 2 stated weak C = Expert 1 stated weak, Expert 2 stated strong D = Expert 1 and 2 stated strong

The findings from the Gregory index are then analyzed to determine their validity. If the agreement index is below 0.4, it is considered to have low validity. If the agreement index falls between 0.4 and 0.8, the validity is considered moderate. If the agreement index is above 0.8, it is considered to have high validity (Retnawati, 2016: 32-33). In this study, the instrument validation results were confirmed through the instrument validation sheet and a validation conducted by 2 experts. The validation stage in this study yielded a content validity coefficient of 0.95. Based on this coefficient, the instrument used in this study is deemed to have high validity. The validation results and the validated certificate can be found

in the appendix.

**2.Instrument reliability**

Reliability coefficients can be interpreted as a measure of the stability or consistency of measurement results (Retnawati, 2016: 84). In this study, the reliability of the instrument used for assessing reading recount texts in English was examined using inter-rater techniques.

The correlation between expert 1, Mrs. Mutholliatil Badriyah M.Pd, an English Education lecturer at UIN Maliki Malang, and expert 2, Mrs. Sukma Indah, S.Pd, an English teacher at MTs N 7 Malang, was then analyzed using Cronbach Alpha reliability analysis in SPSS version 22. If expert 1 and expert 2 demonstrate a strong relationship, it can be inferred that they both have a good understanding of the instruments employed. The estimation of instrument reliability is presented in the table below.

*Table 3.6 Result of Reliability Test*

| Cronbach's Alpha | N of Items |
|---|---|
| 0.862 | 10 |

The data presented in the table is the outcome of reliability estimation conducted using SPSS 22. In this study, the reliability was assessed using Cronbach Alpha. A measurement instrument is considered reliable if the Cronbach Alpha coefficient exceeds 0.6 (Pramesti, 2014: 44). According to the estimates, the reliability coefficient obtained in this study is 0.862, indicating a high level of

reliability in the coefficients used.

## 3.8 Data Analysis

### 3.8.1 Descriptive Analysis

The present study conducted a descriptive analysis to examine the progress of students in reading comprehension. The focus was on their performance before and after receiving treatment, specifically in the area of school area. The assessment of students' abilities was based on pre-test and post-test activities. Various statistical formulas, including the mean, minimum score, maximum score, and standard deviation, were employed for data analysis. Ultimately, a comparison between the treatment class and control group was presented.

### 3.8.2 Normality Test

The analysis of the data requires adherence to a normal distribution. To determine whether the pre-test and post-test data follow a normal distribution, a normality test is conducted. In this particular study, the normality of the teaching reading score, represented by the pre-test and post-test data, was examined using the Kolmogorov-Smirnov and Shapiro-Wilk tests with SPSS version 22. The conclusions were based on the significance value (sig). If the sig value exceeds 0.05, it indicates that the data from both classes exhibit a normal distribution. Conversely, if the sig value is below 0.05, it suggests that the data from both classes do not conform to a normal distribution.

### 3.8.3 Homogeneity Test

The homogeneity test is employed to determine whether the samples were derived from populations that are statistically significant to each other. This test is

utilized to assess the similarity of variance among the three classes being compared, namely Outing Class Based Contextual Learning and The Class Conventional or Traditional Learning. The homogeneity test employs a one-way variance analysis technique using the Levene test on SPSS 22. The variance is analyzed based on the following criteria: if the significance value (sig) is less than 0.05, then the three variants are considered non-identical or non-homogeneous, leading to the rejection of the null hypothesis (H0). Conversely, if the significance value (sig) is greater than 0.05, then the three variants are considered identical or homogeneous, resulting in the acceptance of the null hypothesis (H0)**.**

### 3.8.4 Independent T Test

After the data was transformed to meet normality assumptions and ensure homogeneity of variance, the research continued with Analysis of Covariance (ANCOVA) using SPSS 22. ANCOVA was used to assess the effect of the independent variable on the dependent variable while controlling for covariates. Acceptance or rejection of the null hypothesis (H0) is based on the significance level (α), which is usually set at 0.05. Next, the researcher conducted a Scheffe test using SPSS 22 to explore mean differences between groups and identify the most effective strategies for improving students' understanding of English vocabulary. Scheffe's test is a post hoc analysis that compares all possible pairs of means to determine significant differences.

# CHAPTER IV

# FINDINGS AND DISCUSSION

This section includes the results of the study and subsequent analysis. In this chapter, the data obtained from the research procedures are described, along with the findings of tests of normality, homogeneity, and independent t tests.

## 4.1. Findings

This section presents students' understanding of English vocabulary before and after applying the classroom-based contextual learning approach and in-class or conventional learning. After collecting test data, descriptive statistics were used for analysis.

### 4.1.1 Data Analysis of Pre-test

The research was carried out on June 4 2024. The pre-test data collection process consisted of 10 multiple choice questions with a period of one subject session (45 minutes). Next, students are directed to choose the correct answer from the four available answers. These questions were distributed to the control and experimental groups. In this case the researcher determined class VII B as the experimental group and class VII C as the control group. The two classes have different numbers of students, namely 33 students for class B and 31 students for class VII C.

The pre-test was distributed with the same choice questions. However, after the pre-test was carried out, control group learning was carried out using conventional learning methods, meaning that the outing class based contextual learning method was not applied in class. On the other hand, after a pre-test was carried out in the experimental group, the Outing Class Based Contextual Learning

method was applied. The following are the results of the experimental group pre-test:

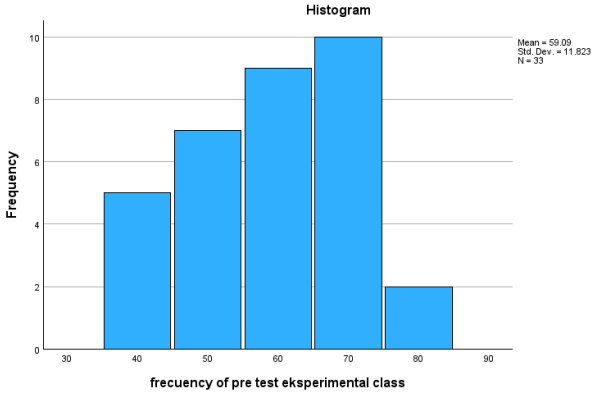
*Table 4. 1 The Experimental group Pre-test Data Scores*

| No | Name | Score |
|---|---|---|
| 1 | A A | 70 |
| 2 | A H EL K | 40 |
| 3 | A F R | 60 |
| 4 | A N F K | 40 |
| 5 | B C | 80 |
| 6 | F M A | 60 |
| 7 | G K R | 50 |
| 8 | K N Z | 70 |
| 9 | M F M | 50 |
| 10 | M I | 70 |
| 11 | M IZ | 70 |
| 12 | M A H | 60 |
| 13 | M A H | 40 |
| 14 | M D J | 50 |
| 15 | M F D H | 70 |
| 16 | M F A | 50 |
| 17 | M L A | 50 |
| 18 | M N A H | 60 |
| 19 | M Z A F | 70 |
| 20 | A S A | 50 |
| 21 | N SA P | 70 |

| | | |
|---|---|---|
| 22 | P P | 60 |
| 23 | R R M | 40 |
| 24 | R V L | 70 |
| 25 | S L A | 60 |
| 26 | S F R | 50 |
| 27 | S D A | 60 |
| 28 | S R A | 60 |
| 29 | T D A | 70 |
| 30 | T A F | 70 |
| 31 | T R A Z | 80 |
| 32 | Y A | 40 |
| 33 | Z A P | 60 |
| Total Score | | **1950** |
| Average | | **59.09** |

Table 4.1 above shows that the lowest score is 40 and the highest score is 80. From the result above, it is found that the final result is 1950 with an average score of 59,09. The following is a histogram of the table above:

*Table 4. 2 Histogram Pre-test Experimental group*



Based on the pre-test results presented in Table 4.2 above shows that the lowest score is 40 and the highest score is 80 From the result above, it is found that the final result is 1950 with an average score of 59.09. The following is a histogram of the table above: Based on the histogram provided, it can be seen that the distribution of scores on the pre-test ranges from the lowest score to the highest. The lowest score recorded was 40.00, with a total of 5 students achieving that score. Continuing to the next range, a score of 50.00 was achieved by 9 students. Furthermore, 9 students got a score of 60.00, while 10 students got a score of 70.00. Finally, the highest score on the pre-test, namely 80.00, was achieved by 2 students.

From the histogram analysis it can be concluded that only a small percentage of students meet the standard value or assessment criteria (KKM), namely 76.00. Specifically, 2 students got a score of 80.00 and 10 other students got a score of 70.00. This indicates a need for further support and intervention to ensure more students achieve proficiency in the skills or content being assessed. The pre-test frequency is dominated by scores that are below the assessment completeness criteria (KKM). The following are descriptive statistics of the experimental group pre-test data scores:

*Table 4. 3 Descriptive Statistics of the Pre-test Experimental group*

**Descriptive Statistics**

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation |
|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic |
| frecuency of pre test eksperimental class | 33 | 40 | 40 | 80 | 59.09 | 2.058 | 11.823 |
| Valid N (listwise) | 33 | | | | | | |

Table 4.3 summarizes descriptive statistics of the experimental group pre-test scores. The average pre-test score was 59.09, indicating average student

performance. The minimum score was 40 and the maximum score was 80. The standard deviation, which measures the spread of scores, is 11.823. The small standard deviation (11.823) compared to the mean pre-test score (59.09) indicates relatively low variability, signifying good data quality. After assessing the pre-test scores, researchers applied the outing class based contextual learning method as treatment. The next stage after treatment is the post-test. This is done to measure how much the score increases after implementing the treatment. Therefore, researchers can evaluate the effectiveness of outing class based contextual learning strategies on achieving students' understanding of English vocabulary. Furthermore, with a descriptive statistical framework presenting student achievement in the experimental group, the next step is to explore similar results in the control group, which is important to gain a holistic understanding of the effectiveness of the treatment. This analysis aims to identify performance patterns, levels of variation, and differences in pre-test and post-test scores in the control group context, to sharpen understanding of the impact of treatment on the two groups of students. The following are the results of the control group pre-test data scores:

*Table 4. 4 The Control group Pre-test Data Scores*

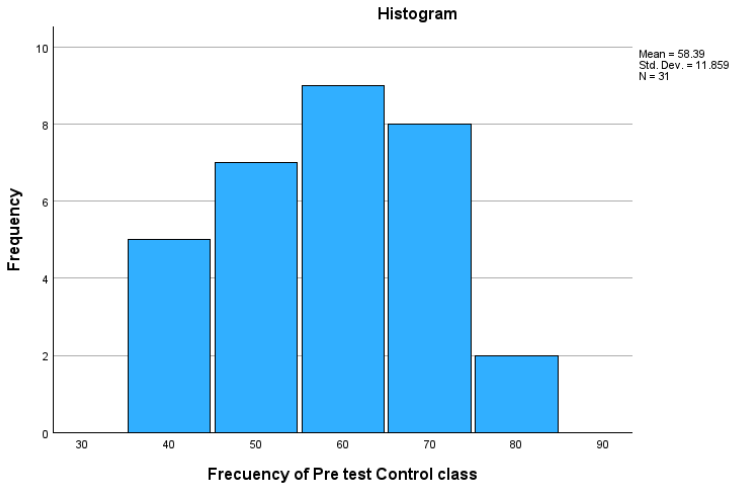
| No | Name | Score |
|---|---|---|
| 1 | A Z W | 70 |
| 2 | A A N N | 70 |
| 3 | A S | 60 |
| 4 | A A N H | 40 |
| 5 | C V P | 60 |
| 6 | I F R | 60 |

| | | |
|---|---|---|
| 7 | E E | 50 |
| 8 | F V A | 60 |
| 9 | F Z I | 50 |
| 10 | I J R | 70 |
| 11 | IM F | 70 |
| 12 | K F P | 80 |
| 13 | Z A A | 40 |
| 14 | M S | 50 |
| 15 | A N T | 70 |
| 16 | M I | 50 |
| 17 | M J | 40 |
| 18 | M M | 60 |
| 19 | E J A | 70 |
| 20 | M T E P | 50 |
| 21 | M R M | 40 |
| 22 | M F A Z | 60 |
| 23 | N A Z | 40 |
| 24 | E A R | 80 |
| 25 | R A A | 60 |
| 26 | R A | 50 |
| 27 | S F P | 60 |
| 28 | E A Z | 50 |
| 29 | H S I | 70 |
| 30 | I D L | 70 |
| 31 | Z A W | 60 |

| | |
|---|---|
| Total | **1810** |
| Average | **58.38** |

From the pre-test results presented in Table 4.4 it can be seen that the lowest pre-test score recorded is 40, while the highest score is 80. Furthermore, to conduct a descriptive analysis of this pre-test results, researchers choose to use IBM SPSS Statistics. Distribution of students' scores represented visually in the histogram graph provided below:

*Diagram Table 4.5 Histogram Pre-test Control group*




Based on the Table 4.5 histogram graph provided, the distribution of the pre-test of the control group is as follows: There are 6 students with a range of low scores of 40, 7 students with a score of 50 and 9 students with A with a range of 60. In another range, 8 students get a score in the range of 70 and 2 students scored 80. The highest score of the pre -test of the control group consists of only 2 students, namely with a value of 80.

This graphic representation illustrates the frequency of students' scores in different ranges of scores, from the lowest to the highest. Among the 31 students in the control group, see that 2 students achieve effectiveness in pre-test.

The following is a descriptive analysis of the Control group Pre-test score:

*Table 4. 6 Descriptive Statistics of the Pre-test Control group*

**Descriptive Statistics**

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| Frecuency of Pre test Control class | 31 | 40 | 40 | 80 | 58.39 | 2.130 | 11.859 | 140.645 |
| Valid N (listwise) | 31 | | | | | | | |

From table 4.6 can be descriptive statistics from the pre-test score in the control group is as follows: The total number of students in the control group is 31 students, with a minimum pre-test score of 40 and the maximum score is 80. Furthermore, the standard deviation is smaller (11,589) rather than the meaning of the total student score (58.39) which shows relatively low variability in data and shows good data quality for pre-test scores in the control group. After determining group pre-test scores, researchers continue to implement treatment using conventional learning methods for three sessions. Furthermore, post-test is managed to assess the differences in post-learning scores. Analysis of this goal is to evaluate the effectiveness of treatment in improving student performance in the control group.

### 4.1.2 Data analysis of post-test

Post-test is carried out on June 4, 2024. This stage is the final activity after treatment is applied. In the implementation of this post-test, students are asked to answer the questions of vocabulary understanding as many as 10 multiple choice questions. Post-test activities are no different from the pre-test carried out before

maintenance is carried out. The purpose of using this pattern and method is to minimize the difference between post-test results and pre-test results as a benchmark. Post-test consists of 10 multiple choice items given in one class hour (45 minutes), according to the pre-test format. Participants are asked to choose the answers that they think are correct. Through an analysis of student post-test results tables, it will then be evaluated whether there are significant differences in achieving scores before and after learning treatment. The following is a table of student post-test achievement scores:

*Table 4.7 The Experimental group Post-test Data Scores*

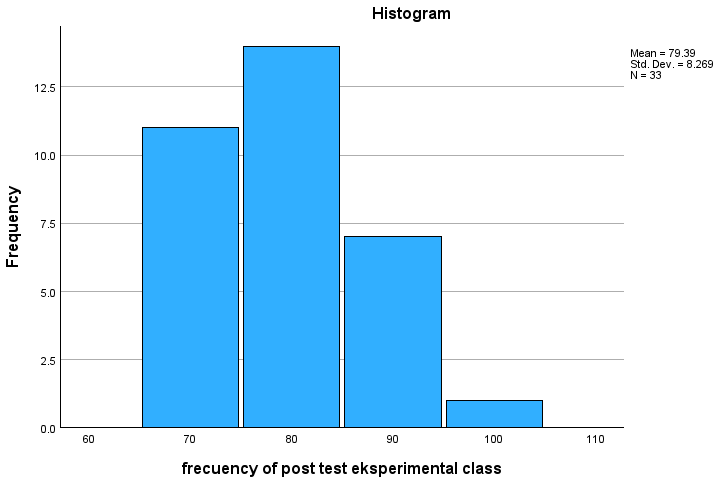
| No | Name | Score |
|---|---|---|
| 1 | A A | 80 |
| 2 | A H EL K | 80 |
| 3 | A F R | 90 |
| 4 | A N F K | 80 |
| 5 | B C | 100 |
| 6 | F M A | 70 |
| 7 | G K R | 80 |
| 8 | K N Z | 70 |
| 9 | M F M | 90 |
| 10 | M I | 80 |
| 11 | M IZ | 80 |

| | | |
|---|---|---|
| 12 | M A H | 90 |
| 13 | M A H | 80 |
| 14 | M D J | 90 |
| 15 | M F D H | 70 |
| 16 | M F A | 80 |
| 17 | M L A | 90 |
| 18 | M N A H | 80 |
| 19 | M Z A F | 80 |
| 20 | A S A | 80 |
| 21 | N SA P | 70 |
| 22 | P P | 90 |
| 23 | R R M | 70 |
| 24 | R V L | 80 |
| 25 | S L A | 70 |
| 26 | S F R | 70 |
| 27 | S D A | 70 |
| 28 | S R A | 70 |
| 29 | T D A | 90 |
| 30 | T A F | 80 |

| | | |
|---|---|---|
| 31 | T R A Z | 80 |
| 32 | Y A | 70 |
| 33 | Z A P | 70 |
| Total Score | | **2620** |
| Average | | **79,39** |

From the results of the post-test described in Table 4.7, it is proven that in class 7B, designed as an experimental group, this study reached scores ranging from 70.00 to 100.00. The cumulative score for class is 2620, with an average score of 79,39. This data is further illustrated through a histogram graph that represents the pre-test score distribution, as shown below:

*Table 4. 8 Histogram Post-test Experimental group*




The histogram graph above provides a visual representation of the distribution of student scores, showing the frequency of scores in different ranges in the experimental group. specifically in the 70-80 range there are 13 students, at 90 there are only 6 students, and at 100 or perfect there is 1 student. The final

histogram range shows that the 90-100 range is the highest post-test score and consists of 1 student. From this series of results, it can be concluded that there were 14 students who got scores equal to or above the assessment completeness criteria (KKM) while 13 students got the same score but still below the assessment completeness criteria (KKM). The descriptive statistics of the experimental group post-test data are summarized as follows:

*Table 4. 9 Descriptive Statistics of the Post-test Experimental group*

**Descriptive Statistics**

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| Post test Ekperimental Class | 33 | 30 | 70 | 100 | 79.39 | 1.439 | 8.269 | 68.371 |
| Valid N (listwise) | 33 | | | | | | | |

The descriptive statistical data presented in Table 4.9 provides a comprehensive picture of student performance in the experimental group post-treatment test. The average post-test score of 79.39 indicates the average performance of students before implementing treatment. The score ranges from 70.00 to 10.00 illustrates variations in students' initial understanding before being given treatment. However, the relatively low standard deviation of 8.269 shows the consistency of student performance before the treatment was given.

This low variability indicates good data quality. By planning to calculate the difference between pre-test and post-test scores, researchers will be able to evaluate the effectiveness of the treatment in improving student performance. This comparative analysis will provide valuable insight into the impact of treatment on student learning outcomes. By planning to calculate the difference between pre-test and post-test scores, researchers will be able to evaluate the effectiveness of

the treatment in improving student performance. This research will provide valuable insight into the impact of treatment on student learning outcomes. Next, the following researchers will discuss the post-test results:

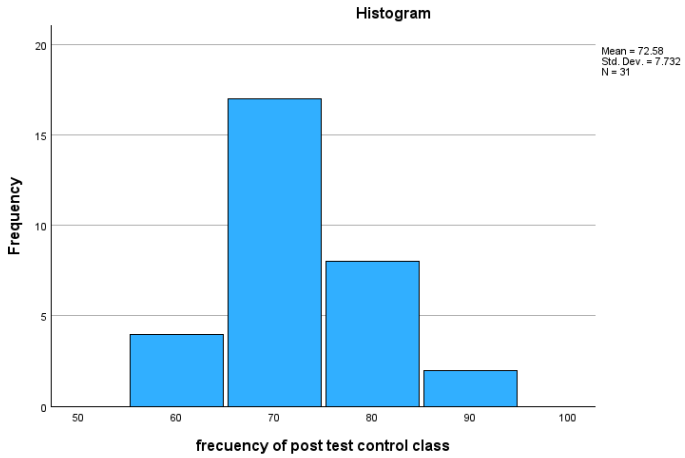
*Table 4. 10 The Control group Post-test Data Scores*

| No | Name | Score |
|---|---|---|
| 1 | A Z W | 60 |
| 2 | A A N N | 70 |
| 3 | A S | 70 |
| 4 | A A N H | 80 |
| 5 | C V P | 90 |
| 6 | I F R | 60 |
| 7 | E E | 70 |
| 8 | F V A | 70 |
| 9 | F Z I | 70 |
| 10 | I J R | 80 |
| 11 | IM F | 80 |
| 12 | K F P | 90 |
| 13 | Z A A | 70 |
| 14 | M S | 80 |
| 15 | A N T | 70 |

| | | |
|---|---|---|
| 16 | M I | 80 |
| 17 | M J | 70 |
| 18 | M M | 60 |
| 19 | E J A | 70 |
| 20 | M T E P | 80 |
| 21 | M R M | 70 |
| 22 | M F A Z | 70 |
| 23 | N A Z | 70 |
| 24 | E A R | 80 |
| 25 | R A A | 70 |
| 26 | R A | 70 |
| 27 | S F P | 70 |
| 28 | E A Z | 70 |
| 29 | H S I | 70 |
| 30 | I D L | 80 |
| 31 | Z A W | 60 |
| Total | | **2250** |
| Average | | **72,58** |

The table above presents the post-test results of the control group. From the table it can be seen that the lowest score achieved by a student is 60, while the highest score is 90. Researchers used IBM SPSS Statistics to carry out descriptive analysis of students' post-test scores. The following is a histogram graph that depicts the distribution of control group students' post-test scores:

*Table 4. 11 Histogram Post-test Control group*




Based on the histogram graph above, it can be seen that the frequency distribution of student grades ranges from the lowest to the highest. In the post-test achievement of the control group, there were 4 students with the lowest scores in the 60. In the 70 there were 17 students, while 8 students got scores in the 80. and there were 2 students who got the highest score on this post-test, namely 90. Thus, the control group must know that 6 students got scores according to the competency assessment standards. Next, the following is an analysis table of students' post-test scores:

*Table 4. 12 Descriptive Statistics of Post-test Control group*

**Descriptive Statistics**

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| frecuency of post test control class | 31 | 30 | 60 | 90 | 72.58 | 1.389 | 7.732 | 59.785 |
| Valid N (listwise) | 31 | | | | | | | |

This table provides comprehensive descriptive statistical details. Specifically, the minimum score on the post-test is 30.00. while the maximum score obtained is 90.00 appears as a mode, indicating the highest frequency. in this assessment range it peaked at an overall score of 1389.

The mean score on this post-test was 72.58. The variance, a measure of the spread of data points from the mean, is calculated at 59.785 as depicted in the table. Standard deviation, which assesses the distribution of data regarding the mean, is used to ensure the representativeness of sample data compared to the entire population.

A smaller standard deviation from the mean indicates greater accuracy of the sample data. In this case, the standard deviation of 7.732 is lower than the mean, which strengthens the accuracy of the sample data.

Finally, the post-test data shows good quality. Student Achievement on understanding English vocabulary Before and After Applying outing class based contextual learning and in class or conventional learning.

*Table 4. 13 The Result Pre-test and Pos-test of the Experimental group*

| No | Initial Name | Difference | | Description |
|---|---|---|---|---|
| | | Pre-Test | Post-Test | |
| 1 | A A | 70 | 80 | Incrase |
| 2 | A H EL K | 40 | 80 | Incrase |
| 3 | A F R | 60 | 90 | Incrase |
| 4 | A N F K | 40 | 80 | Incrase |
| 5 | B C | 80 | 100 | Incrase |
| 6 | F M A | 60 | 70 | Incrase |

| | | | | |
|---|---|---|---|---|
| 7 | G K R | 50 | 80 | Incrase |
| 8 | K N Z | 70 | 70 | Incrase |
| 9 | M F M | 50 | 90 | Incrase |
| 10 | M I | 70 | 80 | Incrase |
| 11 | M IZ | 70 | 80 | Incrase |
| 12 | M A H | 60 | 90 | Incrase |
| 13 | M A H | 40 | 80 | Incrase |
| 14 | M D J | 50 | 90 | Incrase |
| 15 | M F D H | 70 | 70 | Incrase |
| 16 | M F A | 50 | 80 | Incrase |
| 17 | M L A | 50 | 90 | Incrase |
| 18 | M N A H | 60 | 80 | Incrase |
| 19 | M Z A F | 70 | 80 | Incrase |
| 20 | A S A | 50 | 80 | Incrase |
| 21 | N SA P | 70 | 70 | Incrase |
| 22 | P P | 60 | 90 | Incrase |
| 23 | R R M | 40 | 70 | Incrase |
| 24 | R V L | 70 | 80 | Incrase |
| 25 | S L A | 60 | 70 | Incrase |
| 26 | S F R | 50 | 70 | Incrase |
| 27 | S D A | 60 | 70 | Incrase |
| 28 | S R A | 60 | 70 | Incrase |
| 29 | T D A | 70 | 90 | Incrase |
| 30 | T A F | 70 | 80 | Incrase |
| 31 | T R A Z | 80 | 80 | Incrase |

| | | | | |
|---|---|---|---|---|
| 32 | Y A | 40 | 70 | Incrase |
| 33 | Z A P | 60 | 70 | |
| Total | | **1950** | **2620** | Incrase |
| Average | | **59.09** | **79,39** | |

From the table of pre-test and post-test scores for the experimental group, differences in student scores can be seen. The pre-test was given before implementing the Outing Class Based Contextual Learning strategy, while the post-test was given after treatment in class. Both sets of results show an increase in student scores.

Meanwhile, the average score obtained from the initial pre-test in the experimental group was 59.09. After the intervention and re-administration of the post-test, the average score increased to 79,39 among all students, which means an increase in the average score of 20,30. As a result, it can be concluded that the pre-test score in the experimental group was lower than the post-test score test.

*Table 4. 14 The Result Pre-test and Pos-test of the Control group*

| No | Initial Name | Difference | | Description |
|---|---|---|---|---|
| | | Pre-Test | Post-Test | |
| 1 | A Z W | 70 | 60 | Incrase |
| 2 | A A N N | 70 | 70 | Incrase |
| 3 | A S | 60 | 70 | Incrase |
| 4 | A A N H | 40 | 80 | Incrase |
| 5 | C V P | 60 | 90 | Incrase |
| 6 | I F R | 60 | 60 | Incrase |

| | | | | |
|---|---|---|---|---|
| 7 | E E | 50 | 70 | Incrase |
| 8 | F V A | 60 | 70 | Dicrase |
| 9 | F Z I | 50 | 70 | Incrase |
| 10 | I J R | 70 | 80 | Incrase |
| 11 | IM F | 70 | 80 | Incrase |
| 12 | K F P | 80 | 90 | Incrase |
| 13 | Z A A | 40 | 70 | Incrase |
| 14 | M S | 50 | 80 | Incrase |
| 15 | A N T | 70 | 70 | Incrase |
| 16 | M I | 50 | 80 | Incrase |
| 17 | M J | 40 | 70 | Incrase |
| 18 | M M | 60 | 60 | Incrase |
| 19 | E J A | 70 | 70 | Incrase |
| 20 | M T E P | 50 | 80 | Incrase |
| 21 | M R M | 40 | 70 | Incrase |
| 22 | M F A Z | 60 | 70 | Incrase |
| 23 | N A Z | 40 | 70 | Incrase |
| 24 | E A R | 80 | 80 | Incrase |
| 25 | R A A | 60 | 70 | Incrase |
| 26 | R A | 50 | 70 | Incrase |
| 27 | S F P | 60 | 70 | Incrase |
| 28 | E A Z | 50 | 70 | Incrase |
| 29 | H S I | 70 | 70 | Incrase |
| 30 | I D L | 70 | 80 | Incrase |
| 31 | Z A W | 60 | 60 | Incrase |

| | | | |
|---|---|---|---|
| Total | **1810** | **2250** | Incrase |
| Average | **58.38** | **72,58** | |

The table of pre-test and post-test scores of the control group shows the difference in student scores. From these two results, it can be seen that there is an increase in student scores in the control group. Furthermore, the average obtained from the pre-test score of the control group which was originally 58,38 after being given treatment and tested, the achievement of the average student score increased to 72.58 for all students.

After analysis, the control group also showed increase in the average value from the pre-test to the post-test. Thus, it was concluded that the control group pre-test value was lower than the experimental group post-test value.

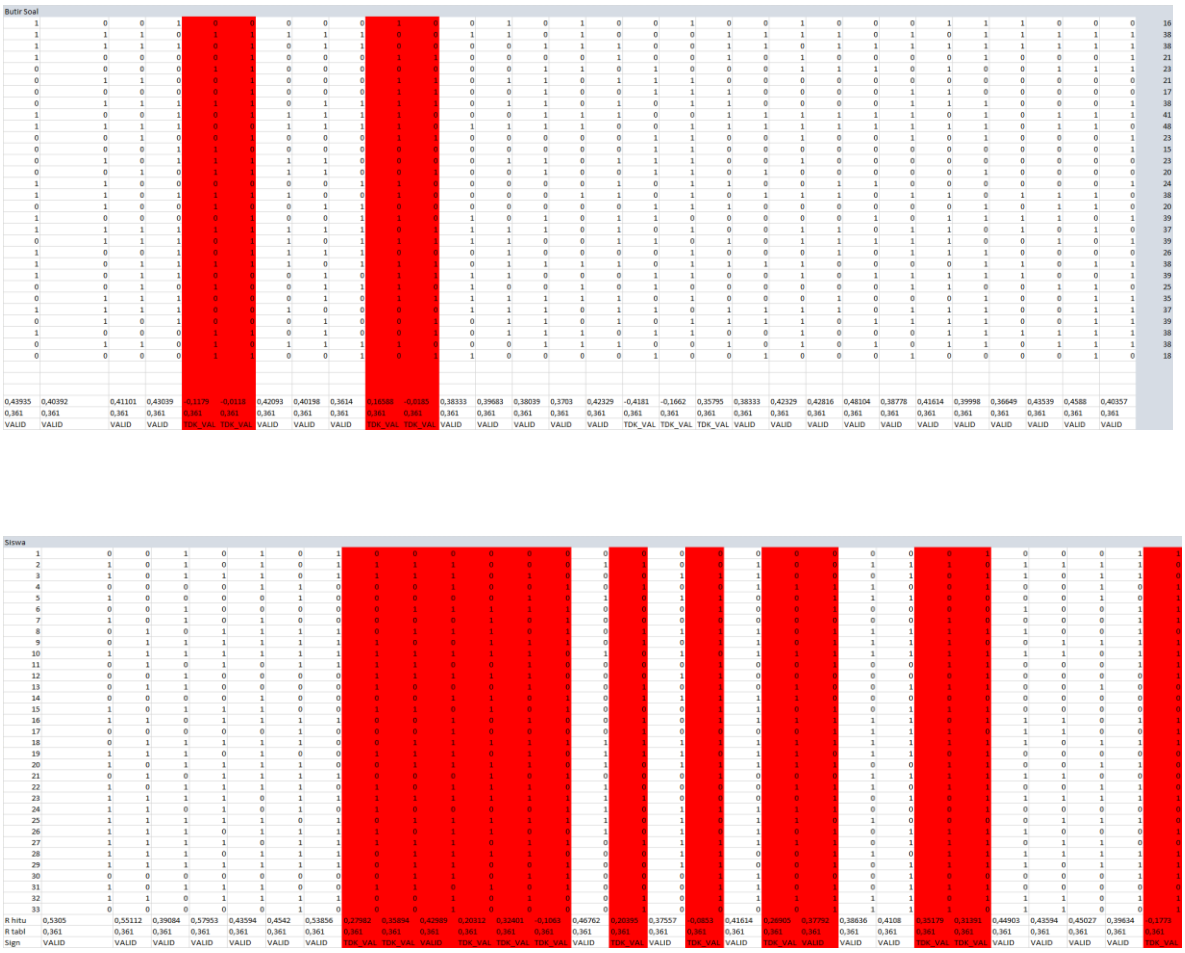
### 4.1.3 The Result of Validity Testing

Assessment of the validity of question items is carried out through construct and content validity, involving question validators such as lecturers and teachers. Researchers administered 15 validity questions to seventh grade students who were not part of the control or experimental groups. Next, a special validity test for class 7 A was carried out, consisting of two sessions of 40 minutes each, carried out over two consecutive days on 13 and 14 MAY 2024. In this research, researchers used Microsoft Excel as a tool to assess validity. The Corel formula in Microsoft Excel is used to determine the calculated R for each question data. The results obtained are as follows:

In these findings, researchers collected data based on the results of the class VII B pre-test and post-test to answer the research questions. On May 20 2024, the researcher conducted an English language test on class VII B students.

The researcher gave several questions totaling 10 questions, these are questions that have been validated by experts and have tested their validity because the researcher wants to get accurate data based on existing findings.

*Table 4. 15 The Result of Validity Testing*



Based on the results of the validation test given, questions are considered valid if the number R is greater than Table R. Among the 30 questions tested, 10 questions are found to have a value of the number of R less than table R, thus making it invalid. These invalid questions were given number 9,10,11,12,13,15,15,17.19 and 20. As a result, it can be concluded that of the 30 questions tested, 20 of them are valid. Therefore, researchers use 20 questions for their studies.

### 4.1.4 The Result of Reliability Testing

The reliability test was conducted after the question validity test. Furthermore, the purpose of the reliability test is to measure whether this test gets relatively the same results when tested. In this case, researchers used IBM SPSS Statistics for the reliability test, and the following results were obtained:

*Table 4. 16 The Result of Reliability Testing*

| Cronbach's Alpha | N of Items |
|---|---|
| , 854 | 30 |

Based on the reliability test results using the Kudr-Richardson 20 (KR 20) formula, the obtained reliability coefficient is 0.854. Therefore, this data is reliable, indicating a "Reliable" correlation coefficient.

### 4.1.5 The Result of Normality Testing

The objective of the normality test is to ascertain whether the data conforms to a normal distribution. In this analysis, the researcher utilized the Shapiro-Wilk test as the method for assessing normality. A dataset is deemed to exhibit normal distribution if the obtained p-value (p) is greater than or equal to the significance level (α), which is typically set at 0.05. The outcomes of the test are presented in below:

*Table 4. 17 The Result of Normality Testing*

**One-Sample Kolmogorov-Smirnov Test**

| | | | Unstandardized Residual |
|---|---|---|---|
| N | | | 30 |
| Normal Parameters[a,b] | Mean | | .0000000 |
| | Std. Deviation | | 8.77664083 |
| Most Extreme Differences | Absolute | | .089 |
| | Positive | | .089 |
| | Negative | | -.086 |
| Test Statistic | | | .089 |
| Asymp. Sig. (2-tailed)[c] | | | .200[d] |
| Monte Carlo Sig. (2-tailed)[e] | Sig. | | .777 |
| | 99% Confidence Interval | Lower Bound | .767 |
| | | Upper Bound | .788 |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 112562564.

Based on the output of the one-sample Kolmogorov-Smirnov test from IBM SPSS Statistics, the experimental group's pre-test results showed .200 and the post-test results were 777, while the control group variables showed a significance level of 767 in the Shapiro-Wilk test results from IBM SPSS Statistics. pre-test assessment and .788 in post-test significance value. Both values are more than the 0.05 threshold. Thus, it can be concluded that the experimental and control group data show a normal distribution.

### 4.1.6 The Result of Homogeneity Testing

The homogeneity test is used to find out whether the variations in several populations are the same. This test is important as a requirement before carrying out the independent sample t test and ANOVA analysis. The underlying assumption of analysis of variance (ANOVA) is that the variances of a population are the same. The equality test of two variances is used to test whether the data

distribution is homogeneous or not, by comparing the two variances. In this study, the homogeneity of control and experimental group students was tested using IBM SPSS Statistics, as follows:

*Table 4. 18 The Result of Homogeneity Testing*

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| result of ost test experimental | Based on Mean | .022 | 1 | 62 | .882 |
| | Based on Median | .371 | 1 | 62 | .545 |
| | Based on Median and with adjusted df | .371 | 1 | 61.142 | .545 |
| | Based on trimmed mean | .112 | 1 | 62 | .739 |

Based on the results of the homogeneity test of student learning achievement, the Sig. the value is 0.882 or more of the sig. value 0.05. This shows that there is no significant difference between the variances of the two groups. In other words, the variance of student scores in the control and experimental groups is quite balanced. Therefore, the data in this study can be considered to meet homogeneous values.

### 4.1.7 The Result of Independent T-test and Hypothesis Testing

To determine whether or not there is a significant difference between the experimental and control groups, a researcher has conducted an independent t-test. Independent t-test is a parametric statistic that determines whether there is a significant difference between the means in two different and unrelated group. Based on the results of the pretest and post-test of both groups, a significant difference was found between the experimental group and the control group.

To ensure the conclusion of the final results, the researcher then analyzed whether there was an increase after giving treatment to the experimental group. This analysis was carried out using the gain score, which was then tested by

independent samples t- test. The results of this analysis are depicted in Tables 4.1.14 and 4.1.15 below:

*Table 4. 19 The Result of N gain Scores*

**Group Statistics**

| | kelas | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| result of ost test experimental | post test experimental class (Outing class base contextual learning)) | 33 | 79.39 | 8.269 | 1.439 |
| | post test control clas (conventional learning) | 31 | 72.58 | 7.732 | 1.389 |

The table 4.19 above illustrates the significant differences in average student learning outcomes between the experimental group and the control group which used the Outing Class Based Contextual Learning method and the control group which used conventional learning methods. method. Specifically, it can be seen that the average post-test result for the experimental group was 79.39 while the average post-test result for the control group was 72.58.

*Table 4. 20 The Result of the Independent T-Test*

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Significance | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | One-Sided p | Two-Sided p | Mean Difference | Std. Error Difference | Lower | Upper |
| result of ost test experimental | Equal variances assumed | .022 | .882 | 3.399 | 62 | <.001 | .001 | 6.813 | 2.004 | 2.807 | 10.820 |
| | Equal variances not assumed | | | 3.406 | 61.999 | <.001 | .001 | 6.813 | 2.000 | 2.815 | 10.811 |

The section labeled "Equal Variances assumed" provides the independent samples t-test results as shown in the results table. In this section, the 2-sided significance value is reported as <001. If the significance value of the independent sample t test is less than 0.05, then the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. In the results given, the significance value (2-tailed) is indeed <001. Therefore, it can be concluded that the null hypothesis

is rejected, and the alternative hypothesis is accepted. This shows that Outing Class Based Contextual learning is effective in improving students' vocabulary comprehension.

### 4. 2 Discussion

This research employs experimental quantitative methods, utilizing pre-test and post-test instruments as primary assessment tools. It is grounded in two theoretical frameworks: Contextual Teaching and Learning (CTL), which emphasizes connecting learning experiences to real-world contexts to enhance students' understanding and retention of knowledge; and outing class theory (2000s), influenced by educators such as Kurt Hahn (1886-1974), who advocated for challenging outdoor experiences for personal and social development. Outing class theory promotes using real-world environments outside the classroom as a learning context, facilitating direct experience and observation of natural or everyday objects to deepen students' understanding of academic subjects. By immersing students in real-life contexts, this approach aims to stimulate sensory engagement and active participation in learning activities, fostering critical thinking skills and a deeper appreciation of the subject matter through experiential learning.

The theory of outing class, also known as outdoor education or experiential learning, encompasses a variety of learning media aimed at enhancing educational experiences beyond traditional classroom boundaries. This holistic approach includes organized field trips to museums, historical sites, or natural reserves, providing students with firsthand encounters to apply academic concepts in real-world settings. Outdoor activities like hiking, gardening, and wildlife observation promote hands-on exploration and sensory engagement, complemented by digital

tools such as tablets and smartphones equipped with educational apps for documenting observations and conducting research. Experiential exercises like role-playing and problem-solving tasks conducted outdoors foster critical thinking and decision-making skills. By integrating natural materials like leaves and rocks as teaching aids, outing class theory facilitates sensory learning experiences, bridging abstract concepts with tangible elements in the environment. Influenced by educators such as John Dewey (1859-1952), Maria Montessori (1870-1952), Kurt Hahn (1886-1974), David Kolb (b. 1939), and Jean Piaget (1896-1980), this approach emphasizes experiential, hands-on, and nature-based learning methods, enriching academic understanding and fostering a deeper connection with nature through active participation in the learning process.

Two samples were chosen consisting of different classes: class VII B as the experimental group and class VII C as the control group. Each class had 33 and 31 students respectively, who participated in a series of research activities including pretests, treatment (implementing the Outing Class Based Contextual Learning method), and post-tests. The aim was to determine the effectiveness of implementing the Outing Class Based Contextual Learning method in improving understanding of English vocabulary in the experimental group, compared to the control group which followed conventional learning methods. Conventional classroom teaching strategies for English vocabulary typically involve structured lessons within a classroom setting, including teacher-led instruction, textbook exercises, vocabulary drills, and quizzes aimed at reinforcing learning. Classroom activities may also include group discussions, role-playing exercises, and interactive games to engage students and improve their vocabulary comprehension and retention. Evaluation is usually carried out through written tests, oral

assessments, and homework to measure students' proficiency and understanding of the vocabulary being taught. This comparative approach allows researchers to observe and analyze differences in results between the two classes, thereby contributing valuable insights towards effective teaching methodologies in language education.

Before research activities began in the experimental and control groupes, the researcher first tested the questions on VII A students to ensure the validity and reliability of the questions that would be used as pre-test and post-test questions. This step is in line with Syamsurizal's (2020) statement that research instruments must demonstrate reliability, ensuring that the instruments used during research can produce reliable data for analysis.

The test consists of 30 questions, and students are given 40 minutes to complete them. Next, the researcher evaluated students' answers by conducting validity and reliability tests. The validity test was carried out using Microsoft Excel, while the reliability test used IBM SPSS Statistics. After carrying out the validity test, it was found that 10 questions were invalid, namely questions numbered 9,10,11,12,13,15,15,17.19 and 20. These questions did not effectively measure the concept or skill intended. Regarding the reliability test using the KR formula, a coefficient of 0.854 was obtained. According to the Interpretation of Correlation Coefficient Values, this result falls under the category of "Very Strong." This indicates that the data collected from the test is reliable and consistent.

In carrying out this research, there was a clear difference between the results of the pre-test and post-test scores for the two classes used as samples. Based on the data described previously, it can be concluded that the score of class VII B as

an experimental group treated with the Outing Class method is higher than the control group with conventional learning. The pre-test is given before implementing the Outing Class learning method, followed by the treatment process, and ending with a post-test assessment.

To analyze the differences in pre-test and post-test scores for each class, data analysis was carried out using IBM SPSS Statistics. It can be seen that the average pre-test score for the experimental group was 59.09, increasing to 79,39 in the post-test. These findings show an increase in scores from the pre-test carried out before implementing the Outing Class Based Contextual Learning teaching method towards the final achievement of the post-test scores carried out after the treatment.

In the control group, researchers did not use the Outing Class method as treatment. Instead, we employ standard teaching procedures. Specifically, the teacher presents the lesson material to students, discusses the lesson material before class, and assigns appropriate assignments based on the English teacher's handbook, with a focus on vocabulary topics. On the first day of the research, the researcher gave a pre-test. The students continued conventional teaching and learning activities. After completing the Vocabulary material, the researcher carried out post-test activities as the final stage of the meeting. The control group showed an average pre-test score of 58.38, increasing to 72.58 in the post-test.

The findings of this study revealed significant differences in academic achievement between the experimental group, which utilized the Outing Class Based Contextual Learning method, and the control group that relied on conventional learning methods. Analysis of the data in Table 4.1.8, with a two-sided significance value of less than 0.05 (sig 2-tailed), underscored the positive

impact of Outing Class Based Contextual Learning on student learning outcomes compared to traditional approaches.

This reinforces the effectiveness of contextual learning in enhancing academic performance. However, despite these positive outcomes, there were unexpected challenges observed. Some students initially struggled with applying their knowledge in real-world contexts during outing classes, which temporarily affected their academic performance compared to peers in the control group. Additionally, a few students reported feeling overwhelmed by the increased independence and responsibility in learning that outing classes promoted, leading to occasional disengagement. To address these challenges, structured support during the initial stages of outing classes, clear learning objectives, scaffolded activities, and opportunities for reflection and feedback are essential. These strategies aim to enhance student engagement, support their transition to contextual learning environments, and ensure all students benefit fully from this innovative approach, ultimately improving both academic achievement and real-world application of learning.

Outing Class Based Contextual Learning Method has demonstrated greater efficacy in enhancing English vocabulary comprehension. Students exposed to this method exhibited a more pronounced improvement in vocabulary understanding compared to those instructed through the conventional in-class learning method. Despite the ongoing effectiveness of the conventional approach in teaching English vocabulary, the magnitude of improvement among students is notably less significant when compared to those utilizing the outing class method.

The integration of the Outing Class Method into the English curriculum is recommended to bolster students' vocabulary comprehension. Teachers require

training to professionally design and execute relevant outing class activities aligned with the lesson material. Continuous evaluation is imperative to gauge the long-term efficacy of the outing class method and adapt teaching strategies based on students' requirements. As a result, the contextual learning method based on outing class proves more effective than the conventional in-class approach in enhancing English vocabulary comprehension among students at MTsN 7 Malang. Based on the findings from the five previous studies, several key points emerge regarding the impact of outing-based contextual learning on student outcomes across different educational contexts. These studies collectively demonstrate that outing class-based contextual learning significantly enhances students' understanding of vocabulary in both English and Indonesian languages (Chrisnawan, 2014; Sahabuddin, 2020; Anggriani, 2019; Rahim & Alam, 2023; Saleh et al., n.d.). They highlight the effectiveness of integrating natural and real-life contexts into the learning process to foster deeper comprehension and practical application of language skills. For instance, Chrisnawan (2014) and Sahabuddin (2020) emphasize the positive influence of contextual learning on enhancing student learning outcomes by engaging students in real-world scenarios. Anggriani (2019) and Rahim & Alam (2023) provide evidence of significant improvements in vocabulary acquisition among students through outing class-based approaches. Additionally, Saleh et al. (2022) underscore the correlation between contextual learning approaches and active student engagement, suggesting that such methods contribute to more effective learning environments. These insights collectively advocate for the widespread adoption of contextual learning strategies to enrich educational practices and enhance student achievement across diverse educational settings.

# CHAPTER V

# CONCLUSION AND SUGGESSTION

In this chapter, the researcher presents two parts, conclusions and suggestions. Conclusions and suggestions are drawn based on the results of data, analysis, and discussion presented in the previous chapter. In addition, some suggestions are also given to give some ideas for further research in this field.

## 5.1 Conclusion

After conducting a thorough examination of the pre-test and post-test results from both the Experiment and Control groupes at MTsN 7 Malang, it is evident that there is a significant contrast in scores. The Experimental group achieved an impressive average post-test score of 79,39, surpassing the Control group average of 72.58. This notable difference undeniably showcases the remarkable effectiveness of the outing class-based contextual learning approach in enhancing English vocabulary comprehension. It is worth mentioning that this study not only provides valuable insights but also exceeds initial expectations, emphasizing the transformative influence of innovative teaching methods in educational environment.

The outing class method has proven to be highly effective for both students and educators. Students have shown increased enthusiasm and participation in learning, crediting their improved vocabulary comprehension to the hands-on experiences gained during outings. These real-life interactions have made learning more practical and memorable, leading to a better understanding and retention of language concepts.

Educators have noticed significant progress in students' ability to utilize learned vocabulary in various situations, highlighting the method's impact on developing critical thinking and problem-solving skills. The collaborative aspect of outing class activities has not only enhanced classroom dynamics but also fostered a supportive learning environment that promotes academic growth.

Furthermore, the effectiveness of the excursion-based contextual learning method at MTsN 7 Malang highlights its flexibility and scalability in various educational environments. As educators strive to discover new teaching methods, the results of this research emphasize the importance of incorporating hands-on experiences into conventional classroom instruction. Looking ahead, the continuous improvement and application of these approaches hold the potential to enhance educational experiences, equipping students with the necessary abilities and knowledge for academic achievement and beyond.

### 5.2 Suggestions

This study offers valuable insights into the field of English language learning and teaching, making significant theoretical and practical contributions. Theoretical advancements involve a deeper comprehension of how Outing Class-Based Contextual Learning methods impact students' vocabulary acquisition, enhancing language teaching strategies, particularly in vocabulary comprehension. On a practical level, this research sheds light on the significance of incorporating innovative learning approaches into English education, providing educators with a useful roadmap for implementing Outing Class-based contextual learning techniques.

The authors look forward to future studies expanding on these findings, refining interventions, and exploring additional variables for more holistic results. Furthermore, this study sets the groundwork for a more extensive exploration of the implications of Outing Class Teaching and Learning based on contextual learning, underscoring the potential of such methods to cultivate critical thinking abilities and cater to diverse learning requirements.

While the efficacy of classroom-based contextual learning in enhancing English vocabulary understanding among MTsN 7 Malang students is evident, there are various avenues for further investigation. Recommendations for future research encompass assessing contextual learning in diverse settings beyond the conventional classroom, evaluating longitudinal vocabulary retention, and considering a range of student demographics and educational approaches. Employing qualitative methodologies can offer valuable insights into student and educator viewpoints, while broadening the scope of the study to assess the impact on other language skills would yield a more comprehensive understanding of its efficacy. Overcoming practical obstacles is crucial for the successful implementation of classroom-based contextual learning in educational settings.

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# APPENDICIES

***Appendix I Research License***

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 565/Un.03.1/TL.00.1/02/2024 — 19 Februari 2024
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada

Yth. Kepala MTsN 7 Malang
di
Malang

***Assalamu'alaikum Wr. Wb.***

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

| | | |
|---|---|---|
| Nama | : | Muhammad Roziqin |
| NIM | : | 200107110011 |
| Jurusan | : | Tadris Bahasa Inggris(TBI) |
| Semester - Tahun Akademik | : | Genap - 2023/2024 |
| Judul Skripsi | : | **The Influence of Outing Class Based Contextual Learning** |
| Lama Penelitian | : | **Februari 2024** sampai dengan **April 2024** (3 bulan) |

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

***Wassalamu'alaikum Wr. Wb.***

An.Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

***Appendix II Validation Sheet***

*Appendix II Validation Sheet*

**Validation Sheet**

**Vocabulary Comprehension Sheet**

"The Effectiveness of Outing Class Based Contextual Learning on Understanding English Vocabulary in Junior High School Level "

Validator : Ima Mutholliatil Badriyah, M.Pd

NIP : 198312172023212017

Expertise : English Education Practitioner

Instance : Maulana Malik Ibrahim State Islamic University of Malang

Validation Date :

**A. Introduction**

The purpose of this validation sheet is to gather an evaluation from the Validator regarding my research. The questionnaire comprises of 30 multiple-choice questions in English. It is designed specifically for research participants, specifically seventh-grade junior high school students. Any feedback or suggestions provided are highly valuable for enhancing the quality of the instrument. I sincerely appreciate your willingness to serve as a validator for my research. Thank you.

**B. Guidance**

1. In this section, asses by ticking (✔) with the following criteria to the columns below:

1: Very poor

2: Poor

3: Average

4: Good

5: Excellent

2. Please give comments and suggestion in the columns below:

**C. Validation Sheet**

| No | Aspect | Score | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | **Suitability of Instrument with basic competencies**<br>**Basic Competience**<br><br>3.9 Menerapkan struktur teks, fungsi sosial, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis melibatkan Tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat bendar, orang, bintang, sesuai dengan konteks penggunaannya. | | | | | ✓ |
| 2. | **Instrument Indicator**<br>Clarity of question items contained in the research instrument | | | | | ✓ |
| 3. | Clarity of instrument on each question items contained in the research instrument | | | | ✓ | |
| 4. | The research instrument is relevant with the relevant with the Research objectives | | | | | ✓ |
| 5. | The research instrument can help the researcher find out students abilities in vocabulary skills. | | | | | ✓ |
| 6. | The research instrument is easy to understand | | | | ✓ | |
| 7. | Each question has one correct or most correct answer | | | | | ✓ |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8. | The Researchnusing proper grammar | | | | ✓ | |
| 9. | The choice of answers to the research instrument is appropriate and logical in terms of material | | | | ✓ | |
| 10. | The subject matter must be formulates clearly and unequivocally | | | | ✓ | |

**D. Suggestion**

The pre-test and post-test should be equal both in difficulties and the ease level

**E. Conclusion**

Based on the validation sheet above, it can be coincided that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision. ✓
3. The instrument can be used with many revision.
4. The instrument can be used.

Malang, Mei 2024

Validator

Ima Mutholliatil Badriyah, M.Pd

198312172023212017

***Appendix III Completion research letter***

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 7 MALANG
Alamat : Jl. Raya Pandanajeng No. 25 Tumpang Telp. 0341-8561108
Website : http://www.mtsn7malang.sch.id
Email : mtsntumpang@gmail.com

**SURAT KETERANGAN**

Nomor : 560Mts.13.35.7/PP.00.5/06/2024

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 7 Malang, menerangkan bahwa:

| | |
|---|---|
| Nama | : Muhammad Roziqin |
| NIM | : 200107110011 |
| Semester – Tahun Akademik | : Genap – 2023 / 2024 |
| Jurusan | : Tadris Bahasa Inggris |
| Asal Perguruan Tinggi | : UIN Maulana Malik Ibrahimp Malang |

Telah melaksanakan penelitian di lembaga kami sebagai bahan untuk penyeleseian skripsi, yang dilaksanakan pada tanggal: 28 Februari s/d 12 Juni 2024, sesuai permohonan izin penelitian nomor: 565/Un.03.1/TL.00.1/02/2024, tanggal 19 Februari 2024.

Adapun judul penelitian tersebut adalah **The Effectiveness of Outing Class Based Contextual Learning on Understanding English Vocabulary In Junior High School Level.**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Malang, 13 Juni 2024
K e p a l a,

AHMAD ALI

Dokumen ini telah ditanda tangani secara elektronik.
Token : V70fc6

***Appendix IV Documentation***

***Appendix V Curriculum Vitae***

# Curriculum Vitae

| | |
|---|---|
| Name | : Muhammad Roziqin |
| Place and date of Birth | : Malang, 16 September 2001 |
| Gender | : Male |
| Religion | : Islam |
| Education | : English Education Department, Faculty of Education and Teaching Training, The Islamic State of University Maulana Malik Ibrahim Malang |
| Adress | : Dusun Bendilwuni RT 26 RW 03 Kademangan Pagelaran Malang |
| Phone Number | : +62 85745869906 |
| E-mail | : roziqinkademangan@gmail.com |

**Educational Backgrounds:**

| | |
|---|---|
| 1. RA Mamba'ul Ulum Sumber Gempol | 2008 |
| 2. MI Mamba'ul Ulum Sumber Gempol | 2014 |
| 3. MTs Mamaba'ul Ulum Banjarejo | 2017 |
| 4. MA Mamba'ul Ulum Banjarejo | 2020 |
| 5. Universitas Islam Negeri Maulana Malik Ibrahim Malang | 2024 |