

Improving the Students' Vocabulary through Outdoor Experiential Method

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ABSTRACT

This research aimed to find out whether or not the use of outdoor experiential method can improve students' vocabulary mastery, whether or not the students are interested in learning vocabulary through outdoor experiential method, and the correlation between the students' interest in learning through outdoor activity and their vocabulary mastery. To address the objectives, this study was conducted by using quantitative method, particularly in the form of quasi-experimental design. This research was executed at SMPN Satap 3 Cina, in March 2018 that involved thirty second-grade students from Class VIII A as the experimental group and thirty second-grade students from Class VIII B as the control group. To collect data about the improvement of students' vocabulary mastery, the researcher conducted vocabulary test for pretest and posttest, and to collect data about students' interest in outdoor experiential method, the researcher distributed questionnaire. There are three findings of this research: 1) Outdoor Experiential Method was effective to improve students' vocabulary mastery, 2) the students were interested in using Outdoor Experiential Method for learning vocabulary, and 3) there was positive correlation between students' vocabulary mastery and their interest in Outdoor Experiential Method.

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

BACKGROUND

Most of English learners in Indonesia learn English by focusing on learning grammar and pronunciation so they can write grammatically and speak fluently with correct pronunciation like native speaker (Panggabean, 2015). But actually, there is something more important than those language elements, which is vocabulary.

Vocabulary learning is central to language acquisition, whether the language is first, second or foreign (Zhang, 2015). It shows that learning vocabulary is really important. Therefore, in this research, the writer focused on vocabulary mastery as one of English components because it is one of the elements of the language that

is important to be learnt. Without vocabulary mastery, the ability to communicate and convey in the language cannot be established (Mothe, et al, 2015).

Unfortunately, vocabulary becomes one of the problems confronted by English language learners. Many students found difficulties to speak and write in English because they lack of vocabulary. Learning English without mastery of vocabulary can make people trouble to speak and they cannot answer some question in spoken and written form (Thornburry & Harmer, 2002). Therefore, teaching vocabulary needs any method which is applied for the students based on their level and need so they can build and enhance their vocabulary.

It was evident that many English learners still found problems in relation to vocabulary mastery. The factor can be caused by the individualized teacher, by the method that is used, by the less of motivation and interest of the students in learning English, or perhaps the students have difficulties in mastering vocabulary (Bazo et al., 2016). Further, according to Marcellino (2015), many English teachers teach vocabulary to the students monotonously. The teachers only give their students a list of words to be memorized or ask them to look up the meaning of the words in the dictionary. It will make the students feel bored in learning vocabulary. Besides, based on the researcher's observation at SMPN Satap 3 Cina, the students were still lack of vocabulary mastery. Even they still did not recognize the English vocabulary about many things around the school.

It was expected to create teaching learning process which is interesting and comforting to the students so that they can reach the learning goal and English becomes a more attractive subject for them, and the researcher suggested outdoor experiential method as the solution. Outdoor Experiential method can be used in teaching vocabulary to make the teaching learning process much interesting and fun. It can increase students' interest in learning process, because the circumstances become more interesting (Waite, et al, 2016).

Outdoor experiential method provides a wide range of benefits for language learners. According to Çengelci (2013), outdoor experiential method makes learners involve actively in the learning process, provides a challenge which encourages learners to stretch themselves, helps learners to forget they are studying: they lose themselves in the fun activity of the learning process, and encourages collaborative learning by having active interaction among members of a group and participating in real communication.

Considering the problems in vocabulary mastery faced by the students, as well as the benefits of outdoor experiential method, the researcher was initiated to conduct a research to find out the effectiveness of outdoor experiential method for improving students' vocabulary at SMPN Satap 3 Cina, as well as to reveal the students' interest in the learning activity using outdoor experiential method, and whether or not it is correlated with their vocabulary mastery. Therefore, the research was entitled "Teaching Vocabulary through Outdoor Experiential Method".

LITERATURE REVIEW

There had been some research conducted in relation to the method of teaching vocabulary as well as the use of outdoor experiential method for language

teaching. Sopamena (2016) found that students at Ambon Islamic State University responded positively to the implementation of outdoor experiential method. They perceived that this method is challenging and encouraging. Besides, the learning activities based on this method brought benefits to the students' English learning performance in how the students were more active in asking questions and more enthusiastic in accomplishing task.

In line with the finding above, Asmara (2016) found that students at secondary school of YPI Darussalam Gresik enjoyed non-formal activities especially playing games, competitions, and adventures which were carried out outside of the classroom, and their interests towards English learning were also strengthened during the implementation of the program.

In contrast with the previous findings, Larsson (2014) indicated that the students responded negatively to the instructions using outdoor experiential method during the class. Many of them were active while some did not do what they were supposed to, and hardly no English was spoken. Even though mostly negative results were found the interviewees were generally positive to be taught outdoors and enjoyed it more than receiving education in doors, but some of them were aware that they did not learn much English since they hardly used it.

The research findings mentioned previously were similar to this research in how the focused on the use of outdoor experiential learning. However, this research is different from those researches in how this research focused on the use of outdoor experiential method for teaching vocabulary in specific, while the three researches above focused on the use of Outdoor Experiential Method for teaching English in general. Besides, the location of the three researches mentioned previously was outside South Sulawesi, while this research was conducted in South Sulawesi, particularly in Bone regency.

1. Vocabulary

There are various definitions of vocabulary stated by many experts and researchers. Ur (1999) stated "Vocabulary can be defined, roughly, as the words we teach the foreign language". However, a new item of vocabulary may be more than a single word which is made up of two or three words but express a single idea. There are also multiword idioms that the meaning of the phrase cannot be defined from an analysis of the component word. Further, Hiebert and Kamil (2005) stated that vocabulary is the knowledge of meaning of words. Knowledge of words also comes in at least two forms, receptive that which can understand or recognize and productive that the vocabulary we use when we write or speak. Besides, Neuman and Dwyer (2009) said that vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). In other words, vocabulary is an important aspects in learning a foreign language. Without appropriate vocabulary the learners will get difficulties in speaking, listening, reading and writing skill.

Harmer(2008) stated that there are some aspects that students need to know about words which are pronunciation, spelling, meaning, use, formation, and grammar of the word.

2. Concept of Outdoor Learning

Outdoor learning is learning existing, happening or done outside, rather than inside a building (Dillon et al, 2006). Outdoor education had been described as a place (natural environment), a subject (ecological processes), and a reason (resource stewardship) for learning (Priest & Gass 1997). It had been called a method (experiential), a process (sensory), and a topic (relationships) of learning.

There are three benefits of learning in outdoor learning as suggested by Kaplan and Talbot (1983); firstly, emerging the process of realizing of relationship with physical environment and emerging the process of attention to one's another. Secondly, emerging a self-confidence and a feeling of tranquility. The students can join with environment challenges that offer them. Thirdly, emerging the contemplation. The students have compatibility among environmental patterns, the inclinations of the individual, and the action required to feel comfortable in the environment.

3. Concept of Experiential Learning

Experiential learning is a process of constructing knowledge that involves a creative tension among the four learning modes that is responsive to contextual demands (Kolb, 2005). Moreover, Kolb (1984) said that learning is the process whereby knowledge is created through the transformation of experience. Experiential learning in this research refers to the activity of obtaining knowledge based on experience or learning with experience. It involves the integrated functioning of the total organism-thinking, feeling, perceiving, and behaving.

The goal of experiential learning is to know about the world as we experience it, and both theory and practice are components in the scientific method for achieving this knowledge. This is relevant to Dewey's philosophy of education, the goal of education is not the right answer, for that might change (Garrison et al., 2012). The goal is being able to understand and use our experience, and this is achieved by developing the thought processes with which we examine our experience.

4. Concept of Interest

When people do activities such as studying, they must have a good reason to make them sure that the activities can be successful. It concludes that they are interested in that activity. Talking about interest, it refers to about the positive response or attitude to something the people like, enjoy, and appreciate which make them having a desire to do. Attempts to define interest are numerous, and a great variety of definitions have been developed, here are only a few of them.

Renninger (2014) defined interest as the internal power as sources of motivation in teaching-learning process. It makes students easier to involve in the subject because they will pay attentionfully on that subject in this case is english language (carreira, 2011). Renninger (2014) also showed that students' interest can be shown by some aspect, they are: curiosity, attention and enjoyment.

RESEARCH METHODOLOGY

This research applied quantitative method and the design was quasi-experimental design with two groups, experimental group and control group. The population of this research was the second grade students of SMPN Satap 3 Cina, Bone regency for academic year 2018/2019 . There were two classes and each class consisted of 30 students. Considering that there were only 2 classes of the second-grade students, the researcher directly took the two classes as the sample. Further, to decide which one is the experimental and control groups, the researcher used random assignment technique. As the result, Class VIIIA was selected as experimental group and Class VIIIB as control group. Both classes consisted of 30 students. Further, the instruments used in this research were vocabulary test and questionnaire related to students' interest. The vocabulary test consisted of 30 questions. 10 numbers of multiple choice for testing about word meaning, 10 numbers of 'fill in the blank' test for testing about word use, and 10 numbers of multiple choice for testing about spelling. Besides, questionnaire was given specifically to the experimental class to obtain data about students' interest in the use of outdoor experiential method for vocabulary learning. The questionnaire consisted of 20 items which were categorized into some aspects: motivation, participation, knowledge, novelty, and convenience. To analyze the data, SPSS version 20.0 program was used to test the hypothesis of the significant difference between the mean of two groups on some independent variable by calculating the p-value of the independent t-test. Besides, Pearson Product Moment was used to find out the correlation between the two variables.

EXPERIMENTATION

The treatment was conducted in four meetings and each meeting lasted in 80 minutes. The topic of vocabulary which were taught for the 4 meetings were animal, plants, school building and facilities, and traditional market. The total vocabulary that was taught in each meeting was about 25 words. The process of learning process is presented as follows:

a. Beginning the class

- 1) The researcher says greeting to the class, then gives opportunity to the students to pray before studying.
- 2) The researcher checks the students' attendance list

b. Running the class

- 1) The researcher tells the topic and objective of the lesson which is learning vocabulary about animal (for the 1st meeting), plants (for the 2nd meeting), school building and facility (for the 3rd meeting), or traditional market (for the 4th meeting). Then, the researcher tells the sequence of activities that the students are going to do
- 2) The researcher instructed the students to draw observation table in a piece of paper. In this case, the researcher shows the example by drawing the table on whiteboard.

- 3) The students are led to go out of the classroom, do observation, and write 20 words related to the topic in the table. They are given time around 10 minutes, and they are instructed to bring dictionary.
 - 4) The students go back to the classroom for presenting the result of the observation. The researcher selects 20 students randomly and instructs them to write on white board the words that they have got and still new for them. 1 student writes 1 different word. Then, the researcher checked the 20 words to make sure that no student writes word which is familiar to the majority of the students. The 20 words are the vocabulary to be learned by the students in that meeting.
 - 5) The researcher teaches the students the words' pronunciation. The students repeat what the teacher says until they can pronounce all of the words correctly.
 - 6) The students do word meaning, word use, and word spelling exercises. Then, the researcher leads the students to do peer checking. The teacher mentions the correct answer.
- c. *Ending the class*
- 1) Students remention all of the vocabularies that have been learned without looking at the vocabulary list.
 - 2) Teacher closes the lesson.

FINDINGS

This part consists of three major points based on the research questions. The findings of this research are presented as follows:

1. The Improvement of Student's Vocabulary Mastery by Using Outdoor Experiential Method.

The data of students' score in pre and post tests were analyzed by using SPSS version 20.0 program. It was to test the hypothesis of the significant difference between the mean of two groups on some independent variable by calculating the p-value of the independent t-test. the result of the data analysis is as follows

Table 4.4
Independent Samples T-Test of experimental class and control class

		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Differen ce	95% Confidence Interval of the Difference	
							Lower	Upper
Pre test	Equal variance assumed	-1.708	58	.093	-5.29365	3.09901	-11.50171	.91440
	Equal variance not assumed	-1.724	54.111	0.91	-5.29365	3.07140	-11.45115	.86385
Post test	Equal variance assumed	3.178	58	.002	10.25090	3.22517	3.79012	16.71169
	Equal variance not assumed	3.232	47.943	.002	10.25090	3.17212	3.87274	16.62907

Based on the result of data analysis as shown in the table above in relation to the pre-test of both the experimental and control groups, the probability value or p-value (0.91) is higher than $\alpha(0.05)$ or it can be said as $0.91 > 0.05$ and the degree of freedom is 58. It can be interpreted that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. As conclusion, there is no significant difference between the students' vocabulary improvement of the experimental and the control group before the treatment.

On the other hand, the data in posttest of the experimental and control groups show that the probability value or p-value (0.002) is smaller than $\alpha(0.05)$ or $0.002 < 0.05$. It indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. So, there is significant difference between the students' vocabulary improvement in the experimental and the control groups after the treatment. The significance of T-test can be seen in the following table.

Table 4.5
Significance of T-Test

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

The table above indicates that the data of posttest as the final result of the students' learning shows significant increase. It is indicated by the P-value which is 0.002. Therefore, the use of outdoor experiential method was able to improve the students' vocabulary mastery.

2. Correlation Between Students' Interest in Learning through Outdoor Activity and Their Vocabulary Mastery

To test the hypothesis, the writer used Product Moment formula by using SPSS program. The result of the computation shows that the correlation coefficient (r) between students' interest in Outdoor Experiential Method and students' vocabulary mastery is 0.526 as presented in the table below.

Table 4.11
The correlation between students' interest (X) and vocabulary mastery (Y)

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

The correlation test presented by the table above shows that value of the Sig (2-tailed) is 0.000 and the value r is 0.919. Based on the table of significance, it can be seen that df 29 is 0.355 on r table at the level of significance $\alpha = 0.05$. It means value r (0.919) is higher than r table (0.355). Therefore, (H_1) is accepted while (H_0) is rejected, or there is correlation between students' interest in the use of outdoor experiential method in vocabulary learning and the students' vocabulary mastery. Further, based on chart interpretation of correlation coefficients, the value r (0.919) is classified as strong correlation. As the conclusion, there is significant correlation between the students' interest in the use of outdoor experiential method in vocabulary learning and the students' vocabulary mastery.

DISCUSSION

1. The Improvement of Student's Vocabulary Mastery by Using Outdoor Experiential Method.

Based on the result of experimentation as shown in the findings, the result of statistical analysis showed that the use of outdoor experiential method could improve students' vocabulary mastery. This finding is supported by Awalia (2012) who found that the students of junior high school in Surakarta were doing excellent in learning vocabulary by outdoor learning method. Besides, Toumpaniari (2015) through his research indicated that Outdoor Experiential Method is effective since it enables students to learn by experiencing and directly acting on the subject being learnt.

The improvement of students' vocabulary mastery can also be seen in the teaching and learning process at the four meetings of the treatment using outdoor experiential method. The learning process is described specifically as follows:

In the first meeting of the treatment, the students spent around 10 minutes to list 20 words about animal that they see. After that, the students went back to the classroom to present what they got from the observation. During the pronunciation practice, the students found difficulty to pronounce 4 words:

Words	Students' Pronunciation	Correct Pronunciation
cockroach	/ˈkəkrotʃ/	/ˈkɑ:kroʊtʃ/
mosquito	/mɔˈski:tə/	/məˈski:tʊ/
feather	/ˈfeaðər/	/ˈfeðə(r)/
whiskers	/ˈwɪskərs/	/ˈwɪskərz/

However, the students were trained by repeating the words multiple times until they could pronounce the words correctly. Besides, the students got obstacle in word use exercise. Most of the students committed grammatical error in the use of 'to be', 'have or has', and 'article the'. The example can be seen as follows:

- The lizard on the wall (the student did not put to be)
- dragonfly have wings (dragonfly is singular so, it should be 'has', not 'have')
- I saw worm in yard (yard should be specified by article 'the')

Further, the students made some errors in spelling, such as:

	Students' Spelling
cockroach	cockroc, cokroac, kokroc
beetle	beatle, beetel

beak	beek, bik, biik
whiskers	wishkers, wiskers

However, the students' errors had been corrected by the researcher or through peer-review.

In the second meeting, they spent around 12 minutes outside the classroom. The students found difficulty to pronounce 3 words which were:

Words	Students' Pronunciation	Correct Pronunciation
orchid	/ˈɔrcɪd/	/ˈɔ:rkɪd/
shrubs	/srab/	/ʃrʌb/
mushroom	/ˈmasrʊm/	/ˈmʌʃrʊm/

However, the students were trained by repeating the words multiple times until they could pronounce the words correctly. Besides, the students got obstacle in word use exercise. Most of the students committed grammatical error in the use of 'to be', 'have or has', and 'article the'. The example can be seen as follows:

- Asoka flower in the garden (the student did not put to be)
- Mango tree have leaf ('mango tree' is singular so, it should be 'has', not 'have')
- There is shrubs behind classroom ('shrubs' is plural, it should be 'are', not 'is')

Further, the students made some errors in spelling, such as:

	Students' Spelling
tamarind	tamarin
shrubs	srubs, shrabs
cactus	kactus, cactuse,

In the third meeting, they spent around 10 minutes to observe around the school. After that, the students went back to the classroom to present what they got from the observation. The students found difficulty to pronounce 3 words:

Words	Students' Pronunciation	Correct Pronunciation
shelf	/self/	/ʃelf/
library	/ˈlɪbrari/	/ˈlaɪbreri/
mosque	/mo:sq/	/mɑ:sk/
trash bin	/traʃ/	/træʃ/

The students were trained by repeating the words multiple times until they could pronounce the words correctly. Besides, the students got obstacle in word use exercise. Most of the students committed grammatical error in the use of 'to be'. The example can be seen as follows:

- The toilet in behind office (the student did not put to be and double preposition)
- Desks is in the classroom ('desks' is plural so, it should be 'are', not 'is')
- There is many desk in the classroom ('many' means plural, so 'desk' should be added with 's' and the to be should be 'are')

Further, the students made some errors in spelling, such as:

	Students' Spelling
shelf	self, sheelf
desk	desc
equipment	ekuiptment, equipmen
racket	racet, rakhet

The students' errors had been corrected by the researcher or through peer-review.

In the fourth meeting, they spent around 13 minutes to list 20 words about stuffs people sell in the market. The students found difficulty to pronounce 4 words which were:

Words	Students' Pronunciation	Correct Pronunciation
cabbage	/'kebbej/	/'kæbɪdʒ/
potato	/poteto/	/pə'tetou/
squash	/skuaas/	/skwɑ:f/
kidney bean	/'kɪdneibi:n/	/'kɪdnɪbi:n/
mustard green	/'mustard gri:n/	/'mʌstərd gri:n/

However, the students were trained by repeating the words multiple times until they could pronounce the words correctly. Besides, the students got obstacle in word use exercise. Most of the students committed grammatical error in the use of singular and plural nouns. The example can be seen as follows:

- I buy ten pumpkin (the student did not add 's' at the end of 'pumpkin')
- There are much cassava in the market ('cassava' is countable, so it should be 'many' not 'much')
- The banana bud are expensive ('banana bud' is singular, so it should be with 'is' not 'are')

Further, the students made some errors in spelling, such as:

	Students' Spelling
mustard	masterd, mustard, musterd
cabbage	cebbage,
celery	selery, calary
kidney	kidnea, kidnee

However, the students' errors had been corrected by the researcher or through peer-review.

2. Students' Interest in Learning Vocabulary through Outdoor Experiential Method.

To find out the students' interest in the use of Outdoor Experiential Method for learning vocabulary, the researcher distributed questionnaire after the implementation of outdoor experiential method. The questionnaire consists of 20 items that cover 5 aspects of students' view about the method. They are aspect of motivation, participation, knowledge, novelty, and convenience. Description about the students' interest in the use of Outdoor Experiential Method is presented based on the 5 categories as follows.

Based on the result of the questionnaire, the students had high motivation to learn by outdoor experiential method. It can be seen in the results of the questionnaire number 1, 5, 8, and 6. It indicates that the majority of the students were encouraged to actively learn vocabulary by outdoor experiential method and none of the students responded that they feel bored learning by outdoor experiential method.

In relation to students' participation, most of the students participated actively in the learning process using outdoor experiential method. Based on the result of the questionnaire number 2, 11, and 14, the students actively asked and answered more questions about vocabulary when they learned by outdoor experiential method. Besides, they perceived that the procedure of outdoor experiential method is easy to understand and to practice.

Further, the majority of the students responded that learning by outdoor experiential method enabled them increase their vocabulary. It is shown in the result of the questionnaire number 3, 7, 9, 12, 13, 15, and 16 which indicates the students' positive perception about how outdoor experiential method is appropriate for vocabulary learning. It also indicates that outdoor experiential method helped the students acquire new vocabularies, remember many new words, and they felt satisfied with new knowledge they got from the learning process.

Another result of the questionnaire is about the novelty of the activity for the students. About 70% of the students responded that outdoor experiential method is new learning activity for them and none of their teachers had implemented such learning method before. In addition, the result of the questionnaire, particularly number 10 and 17, shows that the students felt convenient with outdoor experiential method. Most of the students responded that outdoor experiential method did not made them depressed. Instead they felt relaxed doing it.

3. Correlation Between Students' Interest in Learning through Outdoor Activity and Their Vocabulary Mastery

The result of the Pearson Product Moment correlation test shows that there is significant correlation between the students' interest in learning through outdoor activity and students' vocabulary mastery. It is indicated by value r (0,919) which is higher than r table (0.355) and classified as strong correlation based on chart interpretation of correlation coefficients. It can be interpreted that student who has high interest in learning using outdoor experiential method was likely to have better vocabulary mastery. It is because the interest makes the students enjoy the learning activities, participate actively by asking and answering more questions about vocabulary, remember many new words easier, as well as feel convenient with the learning process which is relaxing and easy to understand and to practice. This student's positive attitudes toward the learning process leads to the better vocabulary mastery of the student. This is in line with Sopamena (2016) who found that students at Ambon Islamic State University responded positively to the implementation of outdoor experiential method and it brought benefits to their English learning performance.

The findings above are also supported by Wurdinger (2005) who revealed the positive characteristics of experiential method compared with the regular ways. He stated that experiential methodology does not treat each subject as being walled off in its own room, unconnected to any other subjects. Regular learning does not reflect the real world, while as the experiential classroom works to create an interdisciplinary learning experience that mimics real world learning. However, Kujalova (2006) through her case study indicated that concerning the application

of experiential education methods to TEFL, the course would be successful even if not without this experiential method. The most significant drawback was the failure to employ English to a substantial extent, particularly outside the students' regular learning activities.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of outdoor experiential method is effective to be used for teaching vocabulary. The effectiveness is reflected in the students' improvement of vocabulary mastery after carrying out a sequence of learning activities based on outdoor experiential method. The students eventually could increase their vocabulary related to the things around them by knowing the word's meaning, spelling, and pronunciation, as well as to use the word in sentences.

Besides improving vocabulary mastery, outdoor experiential method was also effective in how students were enthusiastic and interested in learning process using the method. The students were more active in asking question and felt easier to remember the words. In addition, it was concluded that there was significant correlation between students' interest in the outdoor experiential method and the students' vocabulary mastery. The students had high interest in the implementation of the method, which in turn gave positive impact on their vocabulary mastery.

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