

## IMPROVING VOCABULARY MASTERY BY FIELD TRIP & DRILLING

**Fajar Rahmadi Saleh\*, A. Handoko Pudjobroto, Muh. Asrori**

**English Education Study Program  
Sebelas Maret University Surakarta**

Email: [farelr@gmail.com](mailto:farelr@gmail.com)

**Abstract:** This research aims are: (1) identifying whether and to what extent, Field trip improves the vocabulary mastery of fourth grade students of SD N Singopuran 1, and (2) describing the classroom situation when Field trip is implemented in the vocabulary class of the fourth grade of SD N Singopuran 1 Kartasura. The method used in this research is a collaborative action research. The research was conducted in two cycles. The problems faced by the students include students get difficulties in finding the meaning of words, memorizing the words, pronouncing the words, spelling the words, and using of words on the simple sentence. The research data were collected by using techniques of observation, interview, field note, photographs, and test (pre-test and post-test). The quantitative and qualitative results show that Field Trip can improve both the students' vocabulary mastery and class situation.

**Key Words:** vocabulary mastery, Field Trip

English has an important role in many aspects of life. This statement leads us to the reason of why this language should be taught in schools. English is one of the important subjects in Indonesian education because English becomes an international language. In indonesia, English is used as the first foreign language that should be learned by the students from elementary school until university. Teaching a language means teaching how to use that language in communication.

The language has some elements, such as grammar and vocabulary. One of the most important language items that should be taught to children is vocabulary. Recognizing enough vocabulary will make the students able to communicate and know

English at least in a simple way because vocabulary is the core of English. Learning a language deals with learning vocabulary. It is a basic to communicate and also important for the acquisition

process ( Krashen,1981 : 12). It means that learning a language can not be separated from learning its vocabulary. It is important to introduce it as a basic step to children in order to help them to understand utterances and to prepare them to learn English in the next level. Vocabulary mastery has significant role in achieving four language skills. Before acquiring four language skill, it is important to understand vocabulary first. Cameron (2001:72) states “ Building up a useful vocabulary is central to the learning a foreign language at primary level ”. From those in mind, it is clear that vocabulary mastery is vital in language acquisition. Vocabulary is important to be master since someone can't talk without knowing vocabulary. At some elementary school the students have a low mastery of vocabulary. It is shown that the students need long time to mention a name of a thing, students get a problem in

pronouncing the word, and they often mention wrong words in pointing a thing.

The children has some characteristics. Basically, children like playing and doing something while learning. Children take great pleasure in finding and creating fun in what they do. They have big curiosity in something they find in the environment.

SD Negeri Singopuran 1 is one of the favorite schools in Kartasura. Based on the pre-research, it is found that the students of fourth grade get some difficulties in mastering vocabulary. The writer finds that the students have low competence on mastering vocabulary. It is indicated through the following indicators: (1) Students get difficulties in finding the meaning of words. Generally, students could identify the English names of things at the environment quite well. But, there were found some students who could not identify the correct English names of some words yet. (2) Students get difficulties in memorizing the words. (3) Students get difficulties in pronouncing the words. They made many mistakes in pronouncing English words in the oral pre-test. The interference from mother tongue is the biggest reason causing mispronunciation. Besides, there are some sounds which do not exist in mother tongue. (4) Students get difficulties in spelling the words. Students could not provide the missing letters to construct correctly spelled words. They also could not arrange the jumbled letter into the correct spelling. The writing system of English words which is different from the pronunciation makes students confused to memorize the proper spelling system of those words. (5) Students get difficulties in using of words on the simple sentence.

Problems in classroom that appear during the lesson also happened; (1) Students made noise. Most of students were

busy talking with their friends when the teacher explained the material. Therefore, the class became noisy. (2) Students did improper activities (non academic activities) in the class like sleeping, chatting, drawing, etc. (3) Students did homework of other lessons. (4) Students did not response to the teachers' commands; and (5) Students did not pay attention to the lesson.

The conventional technique used by the teacher might be another cause of their low motivation. The teacher introduced new words and their meaning by writing them on the whiteboard and asked students to note them, read them, and memorize them under guidance of the teacher. Then, the teacher gave examples of how to pronounce the words and asked the students to repeat after her. This might be good, but if the technique is used continuously without variation, this could cause boredom.

Based on that situation, it is necessary for the teacher to find a new variation of teaching technique in order to make students pay attention to the lesson. The new technique should be able to make them get involved to the teaching learning process. Here, the technique will be used is Field Trip.

Field Trip is an educational activity in which school group leaves the classroom and goes out into the community to the actual source of information ( Howard, 1964: 65). Field Trip is a trip by students to gain firsthand knowledge away from the classroom. Field Trip is one of the effective and interesting techniques to improve the student's vocabulary. A visit to a place that gives students the chance to study something in a real environment, rather than in classroom or laboratory (MacMillan dictionary).

B.T. Basavanthappa (in Kuriakose, 2012) defines Field Trip as an educational

procedure by which the students obtain first-hand information by observing places, objects, phenomena or activities and process in the natural setting for further learning. Basically, children like playing and doing something while learning. The activities that happen in classrooms create a kind of 'environment' for learning and, as such, offer different kinds of opportunities for language learning. The subject material will be mastered more easily when the children learn with fun and interesting activities. Field trip is an interesting technique to teach vocabulary, because the students will learn from their normal environment. In field trip the students can improve vocabulary with to touch something and the teacher say the name of the thing, so the students more understand and can make the students have great memories about that.

By doing Field Trip, children will be interested for them because they do not have to sit on their chair and listening their teacher's explanation which sometimes cause boredom but they can learn something in real situation and the things they found can also be touched. So, it can make the students have great memory about that and interest with the lesson.

When the childrens are interested, automatically, the childrens are motivated and active and it will be easier for them to absorb the lesson.

## RESEARCH METHOD

Burns (1998: 30) states that action research in the application of fact finding to practical problem solving in social situation with view to improve the quality of action within involving the collaborative and cooperation of researchers, practitioners and laymen.

This action research uses the model developed by Kemmis and McTaggart in

Burns (1999: 32). There are four steps in action research: plan, action, observation, and reflection.

There are two kinds of data collected in this research: Qualitative and quantitative. Qualitative data include observation, notes, photographs, interviews, documents. Meanwhile, quantitative data include test (pre-test and post-test). Both of them must be valid and reliable. Validity means testing what are supposed to test, and not something else (Wallace: 1998:36) . Reliability means if the research is repeated, the findings or results will be the same.

The data which were analyzed in this research are divided into two, qualitative data and quantitative data. The qualitative data consist of the result of observation, field notes, Interview, documents and photographs. In analyzing qualitative, Burns (1999: 157-160) states that there are five stages in analyzing the data, they were: assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes.

The researcher analyzed the data from the result of observation, field notes, Interview, documents and photographs. The observation, field notes, photographs, documents and interview describes how the process of teaching vocabulary using Field Trip runs in the classroom. The researcher also analyzed the process of vocabulary teaching by studying the field notes and the photograph that were made during the teaching learning process. After studying notes, he could identify progresses and advantages as well as problems and its possible solution in teaching vocabulary using Field Trip.

Besides, the researcher gave written test to measure the students' vocabulary mastery achievement. After the data from written test of vocabulary had been

collected, they were analyzed to prove whether teaching vocabulary using Field Trip can overcome the student's problems in vocabulary mastery or not. The result of the tests can serve as the justification of the result of the observation and vice versa. The tests are scored by looking for the mean by using quantitative method. In analyzing the quantitative data, it will be used descriptive statistic.

Finally, by analyzing the data, the researcher can propose hypothesis that Field Trip can enhance the students' vocabulary mastery.

## **RESULT OF THE RESEARCH AND DISCUSSION**

The implementation of Field Trip as the teaching-learning technique has improved students' vocabulary mastery. Four aspects in vocabulary concerned in this research could be improved. Those are pronunciation, spelling, meaning, and use in a simple sentence. In the final test, it was shown students' higher achievement. The improvement of students' vocabulary in cycle one and cycle two was satisfactory. It can be seen from the results of the students' tests and attention in each meeting. The improvement of students' meaning understanding was good enough. They could see the objects and understand the meaning or English words directly. The aspect of students' meaning understanding is also proved by the result of the meaning test means score from pre test which was 6.8 improved to 7.98 in post-test one and improve to 8.8 in post-test two.

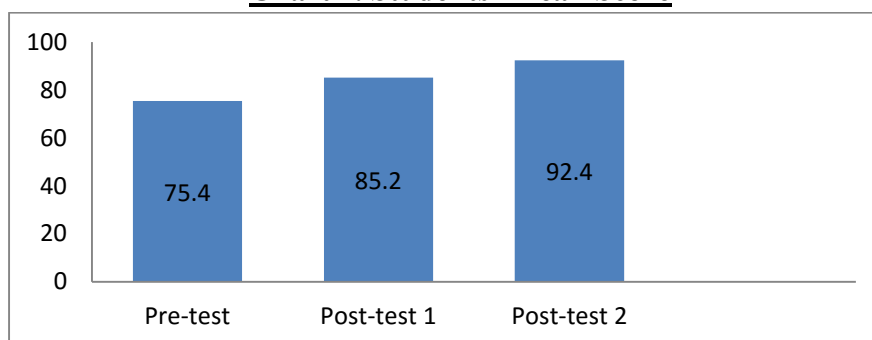
In improving students' pronunciation, the researcher were drilled the words in each meeting. The students' were drilled in the begining of the lesson and in post-trip activity. They had to be

responsible in presenting the words in every meeting. It was also proved by the result of the pronunciation test score from the pre-test which was 7.6 improved to 8.7 in post-test one and improved to 9.37 in post-test two.

In improving students' spelling, the researcher also drilled the students to write the words they saw in every meeting. The students had to spell the words when they were conducting the trip. So they had more chance to memorize the spelling of the words. This activity made significant improvement of students' mastery in spelling the words. It was also proven by the result of the spelling test scores from the pre-test which was 9.17 improved to 9.65 in post-test one and improved to 10 in post-test two.

Moreover, in improving student's understanding of the use of words in simple sentence, the researcher asked the students to complete the sentences, the researcher made simple sentence based on the real object that they saw and the students answered using the words from the real object that they learn. This activity also made significant improvement of the students' understanding of the use of words in context. It was also proven by the result of the use word in a simple sentence test scores from the pre-test which was 8.75 improved to 9.03 in post-test one and improved to 9.86 in post-test two.

The use of Field Trip as the teaching technique had helped students' learning process, so their vocabulary mastery could improve. It was proven by the increase of mean score through pre-test and post-tests. The improvement of students' achievement is presented in the following figures and chart.

**Chart 1. Students' Mean Score**

From those chart, it can be seen that there was difference between the score of pre-test and post-test. It proves that Field Trip is an effective technique to improve the student's vocabulary mastery.

In this research, Field Trip technique is also able to improve the classroom situation. After conducting this research, it can be seen that the students became enthusiastic, excited, and happy during teaching and learning process. The students paid more attention to the lesson and they were very attracted to do the tasks during the teaching and learning process. Field trip could make the students pay more attention to the teachers' explanation. The students were more active during the teaching learning process. The students asked the researcher about something or new vocabulary they did not know.

The students looked more attractive to join the lesson. It can be seen from the students' responses when the researcher explained the lesson. The researcher used the real media to explain the lesson, so the students grasped the lesson materials easily. The students paid more attention to the objects when they observed. They did not do the other activities except the lesson activity. Based on the result and discussion above, the researcher and English teacher reflected several positive results and some weaknesses.

The positive result, The students could improve student's vocabulary mastery. It was proven by the increase of

students' vocabulary mastery including pronunciation, spelling, the use of words and meaning. There was an improvement of students' behavior and motivation in teaching and learning process. The students become more interested, active and focus to the lesson especially when they studied outside the classroom. They did not feel bored in joining the lesson with the concrete object from their environment. Students' curiosity was attracted by conducting field trip in teaching and learning process and the students paid more attention during the lesson.

About the weaknesses, implementing field trip to teach vocabulary needs long time because the teacher should practice the students' pronunciation, spelling, use in a simple sentence and meaning.

Based on the explanations above, the researcher concluded that Field Trip is an effective technique to teach English vocabulary. After the implementation of the Field Trip technique, the students' mean score of vocabulary mastery and the students' motivation were increased. So, Field Trip technique is appropriate and useful to improve students' vocabulary mastery, actually for the fourth grade students of SD N Singopuran 1.

## **CONCLUSION AND SUGGESTION**

The implementations of Field Trip as the teaching technique in teaching learning activity showed that: 1) the use of

Field Trip is able to improve the students' vocabulary mastery; 2) the use of Field Trip is able to improve the English classroom situation.

The improvement of the students' vocabulary mastery is shown by the increase of mean scores in pre-test and post-tests, compared to the mean score of pre-test which is 75.4, the mean score of post-test 1 increased up to 85.2. Then, the mean score of post-test 2 increased up to 92.4.

The students' attitude toward English lesson especially vocabulary got better. The students became enthusiastic, excited, and happy during teaching and learning process. The students paid more attention to the lesson and they were very attracted to do the tasks during the teaching and learning process. They were more active and more focused on doing the activity in learning process. The activities in field trip technique attracted the students' motivation and interest to join the lesson. The high participation of the students made a lively atmosphere in teaching and learning process.

The success of this study will be helpful in the larger teaching-learning world, for that reason it can be drawn some useful suggestion not only for the teachers but also for the students, for the school and the other researchers.

For the teacher, the teacher should use any creative technique in teaching and learning process. Field Trip is one of the effective technique that can be used in teaching vocabulary. Teacher should create a good atmosphere in teaching-learning in order to make students motivated to learn and do not get bored during the teaching-learning process. To use field trip effectively, the teacher should pay attention to some points.

The first is the time for doing a Field Trip. Doing a Field Trip needs a lot of time. From the pre-trip until post-trip, the teacher should pay attention in dividing the time for the trip. Second is doing a field trip needs a facilitator. Here, the teacher plays as an important role. The teacher should manage all the students in a trip.

For the students, the students have to build motivation themselves and pay more attention to the teacher's explanation about the lesson. The students have to be more motivated to learn English. The students not only can learn English in the class but also can learn everywhere and every time. The students should practice Field Trip by themselves at home to improve their English vocabulary by going some places to search things that they do not know the name of the things in English and bring the dictionary to check the things that they find.

For the school, the school should support English teachers to improve their teaching quality. Besides, it is suggested that the school should motivate the teachers to do action research in order to solve the problems. The institution should also give an opportunity to the teachers to express a new idea in teaching English. By supporting and giving the teacher opportunity to express their ideas, the teaching learning process will run well.

For the other researchers, The result of the study can be used as an additional reference for other researcher to improve other language skills such as writing and speaking by using Field Trip technique and this study is just one of the efforts in improving the student's motivation and achievement. Therefore, the researcher hopes that the finding of this study will be used as a starting point of the future research on similar problems for the other researchers.

## BIBLIOGRAPHY

- Burns, Anne. 1999. *Collaborative Action Research for English language Teachers*. Cambridge: Cambridge University Press.
- Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Howard, Alvin W. 1964. *Teaching the Middle School*. Pennsylvania: International Textbook Company Scranton.
- Krashen, Stephen D. 1981. *Principles and Practice in Second Language Acquisition*. English Language Teaching series. London: Prentice-Hall International (UK).
- Kuriakose, Sujith. 2012. *Field Trip* [Power Point slides]. Retrieved from <http://www.authorstream.com/Presentation/spk123spk123-237571-field-trip-education-ppt-powerpoint/>
- Macmillan Dictionary. 2012. Field trip definition. Retrieved from <http://www.macmillandictionary.com/dictionary/british/field-trip>
- Wallace, J. Michael. 1998. *Action Research for Language Teachers*. Cambridge: Cambridge University Press.