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

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ABSTRACT

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.

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

ABSTRAK

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.

Kata-Kata Kunci: Efektivitas Pembelajaran Kontekstual Berbasis Kelas Luar, Pemahaman Kosakata

INTRODUCTION

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. The reasons behind these challenges can vary. For instance, research has highlighted the ineffectiveteaching 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.

LITERATURE REVIEW

Outing Class in the Context of Contextual Learning

An outing class, within the framework of contextual learning, involves educational activities conducted outside the classroom. This approach emphasizes hands-on experiences, real-world applications, and direct interaction with the environment to provide students with practical experiences that enhance their understanding of academic concepts. These classes can greatly enhance educational effectiveness by incorporating field experiences and hands-on learning, allowing students to see how classroom concepts play out in real life. This multisensory learning stimulates different senses, further solidifying understanding (Gardner, 1983).

Outing classes often explore multiple disciplines, fostering connections across fields for a holistic understanding (Bruner, 1960). They may include cultural immersions that broaden perspectives and promote critical thinking, problem-solving, and collaborative skills through group projects (Vygotsky, 1978; Bloom, 1956). These activities are followed by reflection and evaluation to deepen learning, while efforts ensure inclusivity, accessibility, and safety measures to manage risks (CAST, 2011).

John Dewey's philosophy emphasizes experiential learning and field experiences, making learning relevant and impactful (Dewey, 1938). David Kolb's Experiential Learning Theory supports hands-on learning through activities where students actively engage and apply theoretical knowledge in practical settings (Kolb, 1984). Howard Gardner's Multiple Intelligences Theory highlights the benefits of stimulating various senses to enhance comprehension and retention (Gardner, 1983). Jerome Bruner advocates for an interdisciplinary approach, encouraging exploration of multiple disciplines for a holistic understanding (Bruner, 1960). Lev Vygotsky's Social Development Theory underscores the importance of cultural immersions and social interactions in broadening perspectives and enhancing 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 (Bloom, 1956). Lastly, the principles of Universal Design for Learning (UDL) emphasize the necessity of inclusivity, accessibility, and safety measures to ensure all students benefit from educational outings while managing potential risks effectively (CAST, 2011).

Contextual Learning

Contextual learning emphasizes understanding and applying knowledge in real-life situations, moving beyond memorization to active engagement with concepts in relevant contexts. This method, successful when tied to the environment in which it will be applied, helps learners grasp the practical significance and utilization of their knowledge.

Key features of outing classes in contextual learning include experiential learning, where activities encourage active participation, allowing students to learn by doing. Lessons demonstrate the real-world relevance of academic concepts, helping students see practical

implications. Outings may involve visits to museums, nature reserves, historical sites, businesses, or other curriculum-relevant locations, integrating knowledge from various disciplines for a holistic understanding. Students are encouraged to observe, analyze, and reflect critically, fostering observation, problem-solving, and decision-making skills.

Group activities during outing classes promote teamwork, collaboration, and interpersonal skills. John Dewey emphasized experiential learning, advocating activities that encourage active participation (Dewey, 1938). David Kolb's Experiential Learning Theory supports this, stressing the importance of direct interaction with the subject matter (Kolb, 1984). The real-world application of academic concepts aligns with Lev Vygotsky's Social Development Theory, highlighting contextual learning and practical knowledge application (Vygotsky, 1978).

Jerome Bruner advocated for an interdisciplinary approach, integrating knowledge from various disciplines to foster a holistic understanding (Bruner, 1960). Howard Gardner's Multiple Intelligences Theory supports encouraging observation, analysis, and critical reflection to enhance problem-solving and decision-making skills (Gardner, 1983). Promoting teamwork and collaboration through group activities aligns with Benjamin Bloom's educational principles, stressing the development of cognitive and social skills (Bloom, 1956).

English Vocabulary

English vocabulary encompasses all the words and lexical units in the language, including nouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. It is fundamental to communication, literacy, and effective expression. Vocabulary acquisition is crucial for language development and varies in depth and breadth, involving both extensive learning of new words and a deep understanding of their meanings and usage (Laufer & Goldstein, 2020).

The importance of vocabulary size for language proficiency is highlighted by Nation (2022), who suggests methods like spaced repetition and context-based learning. Webb and Nation (2020) emphasize incidental vocabulary acquisition through extensive reading, showing significant vocabulary expansion through engagement with diverse reading materials. Schmitt (2021) explores cognitive processes in vocabulary acquisition, stressing the importance of active usage and repeated exposure to new words in different contexts for better retention and recall. He also discusses the effectiveness of learning strategies such as mnemonics and word cards.

Ellis (2023) examines explicit and implicit vocabulary learning, arguing that while explicit instruction is necessary for complex and low-frequency words, implicit learning through natural language use is essential for high-frequency vocabulary. He also looks at the impact of technology-assisted language learning tools on vocabulary development. These theories underscore the multifaceted nature of vocabulary learning, highlighting the importance of both breadth and depth of vocabulary knowledge, incidental learning through reading, cognitive processes in vocabulary acquisition, and balancing explicit and implicit learning methods.

A person's English vocabulary includes passive vocabulary (words they understand) and active vocabulary (words they use). Vocabulary acquisition is a lifelong process influenced by exposure to diverse language sources, reading habits, educational experiences, and personal interactions. Krashen's Input Hypothesis emphasizes comprehensible input slightly beyond

the current proficiency level as essential for vocabulary acquisition and language development. Expanding vocabulary involves learning new words, understanding their meanings, and grasping their usage in different contexts, which significantly contribute to language proficiency, writing skills, and overall communication competence (Krashen, 1985).

Vygotsky's Sociocultural Theory supports this idea, highlighting the role of social interaction and cultural context in language learning. Meaningful engagement with language in various settings enhances vocabulary growth and overall linguistic ability (Vygotsky, 1978).

Previous Study

Dika Arif Chrisnawan (2014) examined the effect of outing class-based contextual learning on understanding English vocabulary among Grade III students at SDN Gajahan Karanganyar. This experimental research, involving interviews, tests, and documentation, concluded that outing-class-based contextual learning significantly improved students' English vocabulary understanding, with t count (-2.106) being less than t table (-2.001).

Suryani Sahabuddin's study, "Implementation of Contextual Learning Based Outing Class to Improve Student Learning Outcomes in Elementary Schools in Jeneponto Regency," focused on SD Kabupaten Jeneponto. This classroom action research (CAR), conducted with fifth-grade students at SD Inpres 117 Buludoang, found that contextual learning through outing classes improved student learning outcomes by integrating theory with practical applications (Asrori & Priyadi, 2020; Sugiono, 2017).

Pingsi Anggriani (2019) investigated the impact of outing-based contextual learning on Indonesian vocabulary acquisition in Class II students at SD Negeri 33 Kaur. The experimental study revealed significant improvements in vocabulary learning, supported by a t-value of 3.47 exceeding the critical value of 2.00.

Rahim & Syamsul Alam (2023) explored the effect of contextual learning based on outing class on Indonesian vocabulary of Grade V students at SD Negeri 9 Sumanga. The pre-experimental study recommended contextual learning methods as an effective pedagogical approach, though it highlighted the need for more rigorous experimental designs in future research.

Saleh et al. (2021) investigated the influence of a contextual learning approach on student learning activities. Using observation, questionnaires, and documentation, the study found a positive and significant correlation between the contextual learning approach and active student learning, enhancing student engagement and learning outcomes.

METHODE

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.

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: 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 above 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.

RESULT

This research was conducted on vocabulary learning materials received outside the classroom Second semester VII student. The values compared in this study are the post-test values from the experimental group with the post-test control group given by researcher on understanding English vocabulary before giving treatment with the grades obtained students after being given treatment (post-test results). Here's the score 33 class VII B students before receiving treatment.

Table. 1 Student Scores of pre-test

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

Table 4. Descriptive Statistics of student scores pre-test

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 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.

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

Table 4. Descriptive Statistics of student scores post-test

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. 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.

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:

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.

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:

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.

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

Table of 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 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 of 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.

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 conventionalin-class approach in enhancing English vocabulary comprehension among students at MTsN7 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 differenteducational 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 naturaland 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 toenrich educational practices and enhance student achievement across diverse educational settings.

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.

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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