



**STUDENTS' PERCEPTIONS OF THE FIELD TRIP IN VOCABULARY LEARNING  
(A DESCRIPTIVE QUANTITATIVE RESEARCH IN THE SIXTH SEMESTER  
STUDENTS OF ENGLISH FOR BUSINESS AND PROFESSIONAL  
COMMUNICATION IN THE ACADEMIC YEAR OF 2021-2022)**

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**Abstract**

Vocabulary has an important role in all language skills. Vocabulary helps people to express their idea. In a classroom, the lecturer meets many characters of students. Some students have high motivation to learn, but some have low motivation to learn. In explaining the learning materials in the classroom, the lecturer will deal with the various reaction of students. These situations require the lecturer to find out the best way to teach the students effectively and increase their motivation in learning. The objectives of this research are to find out the students' perceptions of the field trip in vocabulary learning and to find out the advantages of the field trip in learning vocabulary. This research is descriptive. The researcher used a questionnaire as the instrument of data collection. Based on the questionnaire, students' perceptions of the field trip in vocabulary learning are: 54,3% of respondents agree that field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something, 77,1% respondents agree that field trip is the most natural learning because it realized through the learners' personal experience. 68,6% of respondents strongly agree that students involved in their work will make them learn and enjoy it, and 48,6% of respondents strongly agree that the field trip involved students on an excursion outside the classroom for making the relevant observation and for understanding the topic of the study.

**Keywords:** *vocabulary, students' perception, field trip*

**1.1 Introduction**

Vocabulary has an important role in all language skills. Vocabulary helps people to express their idea. Vocabulary helps people read and listen with more understanding. Vocabulary helps people to convey meaning. The linguist Wilkins (1972, p. 111) states that "without grammar little can be conveyed, without vocabulary nothing can be conveyed." So, vocabulary plays a more important role than grammar. Indeed, people need to use words to express themselves in any language, as well as students. In addition, "successful people usually have large vocabularies and good

word recognition skills that enable them to use the right word in the right place at the right time." (Hancock, 1987, p. 1)

In doing communication with others, there are two basic ways of communication, they are speaking and writing. As Hancock (1987, p. 1) states that there are two basic ways of communicating with others, they are speaking and writing. Vocabulary development is essential for both. If the students fail to understand what the instructor or lecturer says, one of the reasons could be because of the failure to understand the words that were used. In the researcher's experience as a lecturer, she

noticed the fact that students usually find it hard to speak English fluently and accurately. They usually consider that speaking activities are boring and exhausting because they keep on using the same expressions and words and immediately, their conversation is interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary. That is why vocabulary plays an essential role in learning a language.

In a classroom, the lecturer meets many characters of students. Some students have high motivation to learn, but some have low motivation to learn. In explaining the learning materials in the classroom, the lecturer will deal with the various reaction of students. Some students respond to the lecturer's explanation positively such as by listening to the lecturer carefully, taking notes while the lecturer is explaining the learning material, discuss the learning materials with their friends but some students react or respond negatively such as do not pay attention to the lecturer's explanation, talk with a friend beside him, busy with their smartphone or fall asleep. These situations require the lecturer to find out the best way to teach the students effectively and increase their motivation in learning.

There are various approaches, methods, and techniques for teaching English. According to Setiadi, et. al. (2008), there are some approaches to teaching a language, there are natural approach, communicative approach, content-based approach, literature-based approach, etc. In teaching methods, there are the audio-lingual method, direct method, total physical response method, and grammar-translation method. The various kinds of teaching approach, method, and technique make the teacher able to use them in their class but the teacher must be able to choose the most appropriate approach, method, and technique that suit the characteristics of their students.

The field trip is one of the techniques that can be used in language learning. Based on the researcher's observation in vocabulary class, she found that the field trip can increase students' motivation in language learning and the field trip can create a good atmosphere in language learning. On researcher pre-observation, field trip makes the students happy while learning a language, feel relaxed and increase their motivation to get a new word. That is why, the researcher would like to investigate the students' perception of the field trip in vocabulary learning, the researcher is going to research the sixth-semester students in the academic year 2021-2022. The researcher will do it in research entitled *The Students' Perceptions of the Field Trip in Vocabulary Learning (A Descriptive Quantitative Research in the Sixth Semester Students of English for Business and Professional Communication in the Academic Year of 2021-2022)*.

The problem formulations of this research are:

1. What is students' perception of the field trip in vocabulary learning?
2. What are the advantages of the field trip in learning vocabulary?

Based on the problem formulated, the objectives of this research are:

1. To find out the students' perception of the field trip in vocabulary learning;
2. To find out the advantages of the field trip in learning vocabulary.

The researcher wishes that the result of this research will give many advantages, they are: Theoretically, the researcher hopes that the finding of this research will give additional reference for other research related to the students' perceptions of the field trip and the advantages of the field trip in learning vocabulary. Practically, the researcher hopes that the finding of this research will give more knowledge to lecturers about students' perception of the field trip and the advantages of the field trip in learning vocabulary so the lecturer can

use the field trip as one of their techniques in teaching language.

## 2.1 Literature Review

Vocabulary plays an important role in language skills. It is the basis for the development of other language skills, which are reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation. As Harmer (2001, p. 4) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention. Moreover, Richard and Renandya (2002, p. 255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means that the role of vocabulary is really important in language learning since it is the basis for students to speak, listen, read and write well. Vocabulary is very important because it is the starting point that people have to possess when they deal with languages. As Al-Hinnawi (2012, p. 62) stated "vocabulary is the starting point that people should possess when dealing with languages." Moreover, vocabulary is dominant in improving a person's communication skills. As Anil (2011, p.46) states that "vocabulary is predominant in improving one's communicative skill. Language is more powerful when it is being used perfectly".

Vocabulary is a set of words in oral and written and in productive and receptive which has a meaning, as Fran et. al. (2005, p. 2-3) define that vocabulary as knowledge of words and word meaning in both oral and written language and productive and receptive forms. In other words, vocabulary is a combination of words that produce meaning. Vocabulary is the focus of language with its sounds and intended meanings that interlock to allow students to communicate with one another (Nation, 2000: Pyles, 1970). In classroom implementation, vocabulary becomes the guidance that leads students to comprehend

every piece of information both oral and written and to produce ideas.

Thornbury (2002, pp. 24-25) and Nation (2001, p. 24) classified the types of vocabulary into two types, they are receptive and productive vocabulary. According to them, there are two types of vocabulary related to the language skills of reading, listening, speaking, and writing they are receptive or passive vocabulary which refers to the words that native speakers and foreign learners recognize and understand but it hardly ever used, it is used passively in reading and listening, and productive vocabulary which is utilized actively either in speaking or writing. Productive vocabulary refers to the words that learners use when they speak or write and is called active vocabulary.

Approach, method, and techniques are three terms that are important in teaching. According to Anthony (as cited in Richards and Rogers, 2001, p. 19),

approach, method, and technique have a hierarchical arrangement. The approach is the level of theories, and the method is the plan of language teaching which is consistent with the theories, and techniques carried out by a method. In other words, the arrangement of the three is that approach is axiomatic, the method is procedural and the technique is implementation.

Field trip is one of the techniques in teaching and learning a language. Ezechi (2018, p. 32) states that "field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something." According to Yusuf (2011), "the most natural learning is realized through the learners' personal experience. Students involved in their work will make them learn and enjoy it."

Akubuilu (2010) states that the field trip is a teaching method that involved students on an excursion outside the

classroom for making relevant observations for understanding the topic of the study. According to Bitgood and Stephen (2009), a field trip is a trip done by students to get firsthand knowledge away from the classroom. Ilori (2010) states that field trips are aids used by teachers to build students' interest thereby enabling them to get direct experience. According to Wilson (2011), field trip offers meaningful and educative opportunities to students, they are field trip provides a real learning experience to students because it provides them with the opportunities to put what they learned through another method of teaching into practice, gives the students opportunity to see the world, as the students go out and study in groups during the field trip, their interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities, field trip enhances the students' memory as the students have been found to remember what they learn in the trips for many years.

### **3.1 Methodology**

This research is descriptive. Aquino in Calderon and Gonzales (1993, p. 61) states:

Descriptive research is fact-finding with adequate interpretation. The descriptive method is something more and beyond just data-gathering; the latter is not reflective thinking nor it is research. The true meaning of the data collected should be reported from the point of view of the objectives and the basic assumption of the project underway. This follows logically after careful classification of data. Facts obtained may be accurate expressions of central tendency or deviation, or correlation, but the report is not the research unless discussion of those data is not carried up to the level of adequate interpretation. Data must be subjected to the thinking process in terms of ordered reasoning.

In this research, the researcher conducted the research at Politeknik Tonggak Equator. This research is done

from July until August 2022. The researcher chose sixth-semester students of English for Business and Professional Communication as the respondent of the research because these students had attended the vocabulary subject and had the experience of doing a field trip in vocabulary learning. The respondent consists of 35 students filling out the questionnaire. The researcher chose 35 students to fill out the questionnaire with the criteria of being willing of being respondents of this research, having ever attended and finished vocabulary subject, have experienced learning vocabulary through a field trip. In this research, the researcher used a questionnaire as the instrument of data collection. According to Calderon and Gonzales (1993, p. 105), "questionnaire is simply a set of questions which, when answered properly by required number of properly selected respondent, will supply the necessary information to complete a research study." A questionnaire is used to collect students' opinions and supply the necessary information to complete the research. In this research, the researcher distributed questionnaires to 35 students using email and WhatsApp. In this research, the result of the questionnaire will be analyzed quantitatively.

### **4.1 Finding and Discussion**

In this research, the researcher spread questionnaires to 35 people respondents. All of the respondents are sixth-semester students of Politeknik Tonggak Equator. The finding of the questionnaires can be seen in the following tables.

**Table 4.1 Field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something**

Statement	SA	A	D	SD	Total Respondent
Field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something	45,7%	54,3%	0%	0%	100%

Based on table 4.1, it can be seen that 54,3% of respondents agree that field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something, 45,7% states strongly agree, and 0% states disagree and strongly disagree.

**Table 4.2 Field trip is the most natural learning because it realized through the learners' personal experience**

Statement	SA	A	D	SD	Total Respondent
Field trip is the most natural learning because it realized through the learners' personal experience.	17,1%	77,1%	0%	0%	100%

Based on table 4.2, it can be seen that 77,1% of respondents agree that field trip is the most natural learning because it is realized through the learners' personal experience, 17,1% states strongly agree, and 0% states disagree and strongly disagree.

**Table 4.3 Students' involvement in their work will make them learn and enjoy it**

Statement	SA	A	D	SD	Total Respondent
Students involving in their work will make them learn and enjoy it.	68,6%	31,4%	0%	0%	100%

Based on table 4.3, it can be seen that 68,6% of respondents strongly agree that

students involved in their work will make them learn and enjoy it, 31,4% states agree, and 0% states disagree and strongly disagree.

**Table 4.4 Field trip involved students on an excursion outside the classroom for making relevant observations for understanding the topic of the study**

Statement	SA	A	D	SD	Total Respondent
Field trip involved students on an excursion outside the classroom for making relevant observation for understanding the topic of the study.	48,6%	51,4%	0%	0%	100%

Based on table 4.4, it can be seen that 48,6% of respondents strongly agree that the field trip involved students on an excursion outside the classroom for making relevant observations for understanding the topic of the study. 51,4% agree, and 0% states disagree and strongly disagree.

**Table 4.5 Field trip is a trip done by students to get firsthand knowledge away from the classroom**

Statement	SA	A	D	SD	Total Respondent
Field trip is a trip done by students to get firsthand knowledge away from the classroom	40%	60%	0%	0%	100%

Based on table 4.5, it can be seen that 60% of respondents agree that the field trip is a trip done by students to get firsthand knowledge away from the classroom, 40% states strongly agree, 0% states disagree and 0% states strongly disagree.

**Table 4.6 Field trips are aids used by teachers to build students' interest thereby enabling them to get direct experience**

Statement	SA	A	D	SD	Total Respondent
Field trips are aids used by teachers to build students interest thereby enabling them to get direct experience	57,1%	42,9%	0%	0%	100%

Based on table 4.6, it can be seen that 57,1% of respondents strongly agree that field trips are aids used by teachers to build students' interest thereby enabling them to get direct experience, 42,9% states agree, 0% states disagree and 0% states strongly disagree.

**Table 4.7 Field trip provides a real learning experience to students because it provides them with the opportunities to put what they learned through other methods of teaching into practice**

Statement	SA	A	D	SD	Total Respondent
Field trip provides real learning experience to students because it provides them with the opportunities to put what they learned through other method of teaching into practice	74,3%	25,7%	0%	0%	100%

Based on table 4.7, it can be seen that 74,3% of respondents strongly agree that field trip provides a real learning experience to students because it provides them with the opportunities to put what they learned through other methods of teaching into practice, 25,7% states agree, 0% states disagree and 0% states strongly disagree.

**Table 4.8 Field trip allows the students to see the world, as the students go out and study in groups during the field trip**

Statement	SA	A	D	SD	Total Respondent
Field trip gives the students opportunity to see the world, as the students go out and study in groups during the field trip	51,4%	45,7%	2,85%	0%	100%

Based on table 4.8, it can be seen that 51,4% of respondents strongly agree that field trip gives the students opportunity to see the world, as the students go out and study in groups during the field trip, 45,7% states agree, 2,85% states disagree and 0 % states strongly disagree.

**Table 4.9 In field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities**

Statement	SA	A	D	SD	Total Respondent
In field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities	45,7%	51,4%	2,85%	0%	100 %

Based on table 4.9, it can be seen that 51,4% of respondents agree that on the field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities, 45,7% states strongly agree, and 2,85% states disagree, and 0% states strongly disagree.

**Table 4.10 the field trip enhances the students' memory as the students have been found to remember what they learn on the trips for many years.**

Statement	SA	A	D	SD	Total Respondent
Field trip enhance the students' memory as the students have been found to remember what they learn in the trips for many years.	57,1%	40%	2,8%	0%	100%

Based on table 4.10, it can be seen that 57,1% of respondents strongly agree that the field trip enhances the students' memory as the students have been found to remember what they learn on the trips for many years, 40% states agree, and 2,85% states disagree and 0% states strongly disagree.

**Table 4.11 Field trip is an effective method of teaching since it helps students acquire useful knowledge while having fun and relaxing at the same time**

Statement	SA	A	D	SD	Total Respondent
The field trip is an effective method of teaching since it helps students acquire useful knowledge while having fun and relaxation at the same time	60%	31,4%	8,6%	0%	100%

Based on table 4.11, it can be seen that 60% of respondents strongly agree that field trip is an effective method of teaching since it helps students acquire useful knowledge while having fun and relaxation at the same time, 31,4% states agree, and 8,6% states disagree and 0% states strongly disagree.

**Table 4.12 Field trip sharpen the students' observational abilities and helps elicit their interest**

Statement	SA	A	D	SD	Total Respondent
Field trip sharpen the students' observational abilities and helps elicit their interest	28,6%	71,4%	0%	0%	100%

Based on table 4.12, it can be seen that 71,4% of respondents agree that field trip sharpens the students' observational abilities and helps elicit their interest, 28,6% states strongly agree, and 0% states disagree and strongly disagree.

**Table 4.13 Field trip is useful in developing all senses of students namely observation, analysis, reporting, etc.**

Statement	SA	A	D	SD	Total Respondent
Field trip is useful in developing all senses of students namely observation, analysis, reporting, etc.	62,3%	37,1%	0%	0%	100%

Based on table 4.13, it can be seen that 62,3% of respondents strongly agree that field trip is useful in developing all senses of students namely observation,

analysis, reporting, etc. Then, 37,1% of states agree, and 0% of states disagree and strongly disagree.

**Table 4.14 Things that cannot be brought to the classroom can be observed and studied through the field trip**

Statement	SA	A	D	SD	Total Respondent
Things that cannot be brought to the classroom can be observed and studied through field trip	57,1%	37,1%	5,7%	0%	100%

Based on table 4.14, it can be seen that 57,1% of respondents strongly agree that things that cannot be brought to the classroom can be observed and studied through the field trip, 37,1% of states agree, and 5,7% of states disagree and 0% of states strongly disagree.

**Table 4.15 Experience gained during the field trip can motivate the students to read what they have observed to harmonize actual field experience with information gathered from the textbook**

Statement	SA	A	D	SD	Total Respondent
Experience gained during the field trip can motivate the students to read what they have observed so as harmonized actual field experience with information gathered from textbook	45,7%	51,4%	2,85%	0%	100%

Based on table 4.15, it can be seen that 51,4% of respondents agree that experience gained during the field trip can motivate the students to read what they have observed as harmonized actual field experience with information gathered from the textbook, 45,7% states strongly agree, 2,85% states disagree and 0% states strongly disagree.

Based on the questionnaire, it can be known 54,3% of respondents agree that field trips are rich in educational

possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something. It is in line with Ezechi (2018, p. 32) states that “field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something.” Then, 77,1% of respondents agree that field trip is the most natural learning because it realized through the learners’ personal experience. It is in line with Yusuf (2011) states that “the most natural learning is realized through the learners’ personal experience”. Moreover, 68,6% of respondents strongly agree that students involved in their work will make them learn and enjoy it. This is in line with Yusuf (2011) states that “students involving in their work will make them learn and enjoy it”.

Next, 51,4% of respondents strongly agree that the field trip involved students on an excursion outside the classroom for making relevant observations for understanding the topic of the study. This statement is suitable with what Akubulo (2010) states: “field trip is a teaching method that involved students on an excursion outside the classroom for making relevant observation for understanding the topic of the study”. Then, 60% of respondents agree that the field trip is a trip done by students to get firsthand knowledge away from the classroom. This is in line with Bitgood and Stephen (2009) who states that “field trip is a trip done by students to get firsthand knowledge away from the classroom”. Moreover, 57,1% of respondents strongly agree that field trips are aids used by teachers to build students’ interest thereby enabling them to get direct experience. This is in line with Ilori (2010) states that “field trips are aids used by teachers to build students’ interest thereby enabling them to get direct experience”.

Then, 74,3% of respondents strongly agree that field trip provides a real learning experience to students because it provides them with the opportunities to put what they learned through other methods of teaching

into practice. 51,4% of respondents strongly agree that field trip allows the students to see the world, as the students go out and study in groups during the field trip. 51,4% of respondents agree that on the field trip, students’ interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities. 57,1% of respondents strongly agree that the field trip enhances the students’ memory as the students have been found to remember what they learn on the trips for many years. This is in line with Wilson (2011) states that field trip increases the students’ memory because the students have been found to remember what they learn in the trips for many years.

Moreover, 60% of respondents strongly agree that field trip is an effective method of teaching since it helps students acquire useful knowledge while having fun and relaxing at the same time. 71,4% of respondents agree that field trip sharpens the students’ observational abilities and helps elicit their interest. 62,3% of respondents strongly agree that field trip is useful in developing all senses of students namely observation, analysis, reporting, etc. 57,1% of respondents strongly agree that things that cannot be brought to the classroom can be observed and studied through a field trip. 51,4% of respondents agree that experience gained during the field trip can motivate the students to read what they have observed and harmonize actual field experience with information gathered from the textbook.

Based on the questionnaire spread to the respondents, the researcher resumed the advantages of field trip in learning vocabulary, they are field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something; field trip is the most natural learning because it realized through the learners’ personal experience; students involving in their work will make them learn and enjoy it; field trip involved students on an excursion outside the

classroom for making relevant observation for understanding the topic of the study; field trip is a trip done by students to get firsthand knowledge away from the classroom; field trips are aids used by teachers to build students interest thereby enabling them to get direct experience; field trip provides real learning experience to students because it provides them with the opportunities to put what they learned through other method of teaching into practice; field trip gives the students opportunity to see the world, as the students go out and study in groups during the field trip; in field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities; field trip enhance the students' memory as the students have been found to remember what they learn in the trips for many years; it helps students acquire useful knowledge while having fun and relaxation at the same time; field trip sharpen the students' observational abilities and helps elicit their interest; field trip is useful in developing all senses of students namely observation, analysis, reporting, etc.; things that cannot be brought to the classroom can be observed and studied through field trip; experience gained during the field trip can motivate the students to read what they have observed so as harmonized actual field experience with information gathered from textbook.

### 5.1 Conclusion

Based on the finding and discussion, the researcher could conclude as follows:

1. Based on the questionnaire, the students' perceptions of the field trip in vocabulary learning are: 54,3% of respondents agree that field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something, 77,1% of respondents agree that field trip is the most natural learning because it realized through the

learners' personal experience. 68,6% respondents strongly agree that students involving in their work will make them learn and enjoy it, 48,6% respondents strongly agree that field trip involved students on an excursion outside the classroom for making relevant observation for understanding the topic of the study, 60% respondents agree that field trip is a trip done by students to get firsthand knowledge away from the classroom, 57,1% respondents strongly agree that field trips are aids used by teachers to build students interest thereby enabling them to get direct experience, 74,3% respondents strongly agree that field trip provides real learning experience to students because it provides them with the opportunities to put what they learned through other method of teaching into practice, 51,4% respondents strongly agree that field trip gives the students opportunity to see the world, as the students go out and study in groups during the field trip, 51,4% respondents agree that in field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities, 57,1% respondents strongly agree that field trip enhance the students' memory as the students have been found to remember what they learn in the trips for many years, 60% respondents strongly agree that field trip is an effective method of teaching since it helps students acquire useful knowledge while having fun and relaxation at the same time, 71,4% respondents agree that field trip sharpen the students' observational abilities and helps elicit their interest, 62,3% respondents strongly agree that field trip is useful in developing all senses of students namely observation, analysis, reporting, etc. 57,1% respondents strongly agree

that things that cannot be brought to the classroom can be observed and studied through field trip, 51,4% respondents agree that experience gained during the field trip can motivate the students to read what they have observed so as harmonized actual field experience with information gathered from textbook.

2. The advantages of field trip in learning vocabulary are field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something; field trip is the most natural learning because it realized through the learners' personal experience; students involving in their work will make them learn and enjoy it; field trip involved students on an excursion outside the classroom for making relevant observation for understanding the topic of the study; field trip is a trip done by students to get firsthand knowledge away from the classroom; field trips are aids used by teachers to build students interest thereby enabling them to get direct experience; field trip provides real learning experience to students because it provides them with the opportunities to put what they learned through other method of teaching into practice; field trip gives the students opportunity to see the world, as the students go out and study in groups during the field trip; in field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities; field trip enhance the students' memory as the students have been found to remember what they learn in the trips for many years; it helps students acquire useful knowledge while having fun and relaxation at the same time; field trip sharpen the students' observational abilities and

helps elicit their interest; field trip is useful in developing all senses of students namely observation, analysis, reporting, etc.; things that cannot be brought to the classroom can be observed and studied through field trip; experience gained during the field trip can motivate the students to read what they have observed so as harmonized actual field experience with information gathered from textbook.

Based on the research finding, the researcher wants to give a suggestion, especially for the vocabulary teachers or lecturers they are vocabulary teacher or lecturer can apply the field trip in vocabulary learning to encourage the students to learn vocabulary and overcome the students' saturation of learning vocabulary that usually done in a classroom.

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