

CHAPTER I

INTRODUCTION

A. Background of the Study

People will be able to express their thought and feeling each other by using language. The correlation between language and life cannot be separated. Language is used for communication. Language allows people to say things to each other and express their communicative needs.

Nowdays, English has been introduced in elementary school. English curriculum has been one subject as local content for elementary school in which students must learn listening, speaking, reading and writing as basic competence. As the basic competence of the four language skills, vocabulary has to be mastered by learners. Having limited vocabulary, the student will find difficulties in mastering language skills.

Learning a language deals with learning vocabulary. Vocabulary is a basics to communicate and also important for the acquisition process (Krashen, 1981 : 12). It means that learning a language cannot be separated from learning its vocabulary. It is important to introduce it as basic step to children in order to help them to understand utterances and to prepare them to learn English in the next level.

Teaching English to children and adults are extremely different in technique and methods. Usually adults only involved with the teaching in the classroom. Teaching to adults means not only to show our acquaintance with

English knowledge especially in teaching translation, but also our talent, experience and handiness of approaching our student to make the class enjoyable, relaxing, and interesting to them, so that the students can learn excitedly and interactively (Effendi, 2003 : 1). Although, teaching English to children is different with method teaching adults. Children are easily getting bored when they are learning something. The teacher should create an interesting and joyful atmosphere in the learning activities. For children, they can get better understanding about thing when they experience it themselves. It is better to let the children learn from their own experience. The teacher use original reality that they can find in the nature by using outdoor activities, to make English vocabulary is easily remembered by the children.

Outdoor activity is an activity that can be done by people to lose the feeling of bored. Outdoor activity is more interesting than indoor activities because this activity do in outdoor. When we are in outdoor, we can get the more motivation to learn something (Patmonodewo, 2003 : 112).

Outdoor activities are essential for children's health and well-being. The sense of people and pleasure that the children experience when they take in the fresh air, fell the warmth of the sun on their backs, and watch a butterfly lends gently on flower is immeasurable. In outdoor the children can do a lot of activities, for example the children can run, jump, climb and play outdoor.

The process of teaching vocabulary by using outdoor activities are first, the teacher prepare the lesson plan about the topic that would be taught and of course the teaching material and teaching aid. Second, the teacher

starter the teaching learning process by greeting “Assalamu’alaikum Wr. Wb.” and ask the student “how are you student?” by using Indonesian first and than using English of course. Third, the teacher giving and explaining the material. Fourth, the teacher gives the test about the material to know the skill and competence the student. The last, the teacher give correction and feedback about the test and make the conclusion, and then close the teaching learning process by saying “Alhamdulillahirobil’alamin”.

Lesson plan is a teacher’s detailed description of the course of instruction for an individual.

The result of teaching vocabulary by using outdoor activities are the vocabulary skill the student are increasing than in indoor activities, about pre-test until post-test. Because in indoor activities the student feel of boring, but in outdoor the student can do a lot of activities so, the student get motivation and new idea about the material.

Vocabulary in English as a foreign language is taught at school for the purpose of providing the student’s language skills. Vocabulary is one of elements of the language. The teacher teaches the English vocabulary with different method. Because the teacher gets difficulties to give the new English vocabulary to the students. So, the teacher uses outdoor activities to learn the children. Based on the explanation above the writer is interested in conducting a research about “A DESCRIPTIVE STUDY ON TEACHING VOCABULARY BY USING OUTDOOR ACTIVITIES TO YOUNG

LEARNERS AT THE THIRD YEAR IN SD NEGERI 01 GEMPOL
KLATEN IN 2006/2007 ACADEMIC YEAR”.

B. Problem Statement

Based on the background of the study the writer formulates the problem as follow :

1. How is the process of teaching vocabulary by using outdoor activities at the third year in SD Negeri 01 Gempol Klaten? (curriculum, method of teaching-learning process, media, system evaluation)
2. The appropriate the process of teaching vocabulary by using outdoor activities at the third year in SDN 01 Gempol Klaten with the lesson plan

C. Limitation of the Study

In this research, the writer has limited the problem to make the research easier. In Elementary School especially in the third year, there are many meeting and topic to be discuss as the material what the teacher learn but the writer only focused in the first meeting with the topic “things around the school’s yard”, because in the first meeting the student don’t have some knowledge about the material what will be discuss.

D. Objective of the Study

Based on the problem statements, the purposes of the study are :

1. To describe the process of teaching vocabulary by using outdoor activities at the third year in SD Negeri 01 Gempol Klaten.
2. To know what is the process of teaching vocabulary by using outdoor activities at the third year in SD Negeri 01 Gempol Klaten is suitable with the Lesson Plan or not.

E. Benefit of the Study

The writer hopes that this research will have some benefits in English teaching learning process, especially in teaching learning vocabulary. There are two kinds of benefit in this research :

1. Theoretical benefit
 - a. The result of research can be used of an input in teaching process especially in teaching vocabulary.
 - b. The result of research can be used as the reference for those who want conduct a research in English teaching learning process.
2. Practical benefit
 - a. It will give some information and knowledge about the teaching English vocabulary learning process.
 - b. The English teachers can use the result of the reference for those who want to conduct a research in English learning process.

F. Research Paper Organization

The researcher is going to discuss five chapters in the research. Chapter I is introduction which covers background of the study, problem

statement, limitation of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is review of related literature, which covers previous study, general concept of vocabulary (the notion of vocabulary and the importance of vocabulary), characteristics of young children, suitable teaching technique for children, the design techniques of outdoor activities, the process of teaching vocabulary by using outdoor activities and the notion of Lesson Plan, the Notion of Curriculum, Method of Teaching-Learning Process, Media, System of Evaluation

Chapter III is research method that consists of type of research, object of the study, subject of the study, method of collecting data, and technique for analysing data.

Chapter IV is related to the process of teaching vocabulary using outdoor activities and the appropriate of teaching vocabulary by using outdoor activities with the lesson plan

Chapter V is conclusion, implication and suggestion.