

**IMPROVING STUDENTS' VOCABULARY MASTERY
USING OUTDOOR ACTIVITIES
(AN ACTION RESEARCH AT TK PULE II SELOGIRI WONOGIRI)**



RESEARCH PAPER

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by

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CHAPTER I INTRODUCTION

A. Background of the Study

English is used to join the international world. We should master it as a means of communication. It allows people to say things to each other and express their communicative needs. In order to communicate, we have to learn it. Learning a language deals with learning vocabulary. It is basic to communicate and also important for the acquisition process (Krashen, 1981: 12). It means that learning a language can not be separated from learning its vocabulary. It is important to introduce it as a basic step to children in order to help them to understand utterances and to prepare them to learn English in the next level.

Vocabulary is one of the three aspects of language together with grammar and phonology. It plays an important role in listening, speaking, reading and writing. Developing student's vocabulary is one of the most important duties for English teacher. This vocabulary must be taught from the beginning that is from kindergarten school to give them more chance to learn English. The teacher techniques makes the English lesson more exciting Allen (1983: 33) states that teaching English for the beginner needs particular techniques. The best technique in using an approach is that should be related to their world. The outdoor activities technique used here is teaching aid such as pictures, songs, games, and puzzles in teaching vocabulary.

In learning English, students should realize what they do when they receive the language assignment. They must be guided to understand the assignments that are connected to their habit of using their own language to enrich their vocabulary.

Vocabulary is one of the elements in language that cannot be separated from learning English. It is hard to master the four language skill without mastering or understanding a number of vocabulary, because it is fundamental in language learning.

Teaching children is different from teaching adults. They are basically different in nature. Unlike adults, children are easily getting bored when are learning something especially for kindergarten students. Besides, children like playing, children usually play something or game with their friends.

Based on the above children characteristics, the kindergarten teacher should try to introduce English vocabulary an interesting subject for them. The teacher should create an interesting and joyful atmosphere in the learning activities for children, so that they can better understand about thing when they experience it themselves. It is better to let the children learn from their own experience. In order to make English vocabulary it easily remembered by the children the teacher may use original really that they can find in the nature by using outdoor activities.

Outdoor activities is an activity that can be done by people to loose the feeling of boredom. It is more interesting that indoor activities, because these activities are conducted outdoor. When we are outdoor, we can get more

motivation to learn something (Patmonodewo, 2003: 12). Outdoor activities are essential for children's health and well-being. The sense of peace and pleasure that the children experience when they take in the fresh air, feel the warmth of the sun on their backs, and watch a butterfly lands gently on a flower is immeasurable. In outdoor the children can do many activities, such as running, jumping, climbing, and playing outdoor.

Usually students in Kindergarten still have limited vocabulary because they get difficulties to memorize the meaning, focusing the study and the pronunciation of English words. They are not interested in studying English because they feel bored with other technique, such as songs, games or story. Based on phenomenon above, the researcher and the English teacher of in Pule II Kindergarten try to find the effective solution to improve the vocabulary mastery by using outdoor activities.

From the result of the interview with the English teacher and the student of kindergarten, it can be found that the limited vocabulary is their problem in learning English. It is difficult to them to memorize the meaning and the pronunciation the words. they are also not interested in studying English because they feel bored with the teacher technique. Usually, the teacher taught vocabulary just in the class directly. The teacher does not combine this technique with other technique, such as songs, games, give the materials with pictures or story. Therefore, the students feel are bored and difficult to memorize the words.

Based on the reason above the writer is interested in conducting a research entitled "IMPROVING STUDENTS VOCABULARY

MASTERY USING OUTDOOR ACTIVITIES (AN ACTION RESEARCH AT TK PULE II SELOGIRI WONOGIRI)”.

B. Problem Statement

Based on the background of the study, the writer formulates the following problems : “Can outdoor activities improve the students vocabulary mastery ?”

C. Limitation of the Study

In this research, the writer limits the problem to make the research easier. In Kindergarten, there are many ways to teach, but the writer only focused on the materi to improving vocabulary mastery to the student of Pule II Kindergarten Selogiri Wonogiri in 2007/2008 Academic Year, because the students can improve their ability of vocabulary easily.

D. Objectives of the Study

Generally, the study aims to improve the students’ vocabulary mastery. Specifically it is to:

1. describe the teaching of vocabulary by using outdoor activities Pule II Kindergarten, and
2. know whether the outdoor activities can improve the students’ vocabulary skill or not.

E. Benefit of the Study

The writer hopes that this research has two benefits in the English teaching learning process, especially in teaching learning vocabulary.

The two kinds of benefits in this research are, theoretical and practical, benefits:

1. Theoretical Benefit

- a. The result of research can be used as an input in increasing English vocabulary .
- b. The result of research can be used as the reference for those who want to conduct a research in increasing English vocabulary.

2. Practical Benefit

- a. For teacher, by using outdoor activities in teaching English especially vocabulary the teacher can determine better teaching process and the English teachers can use the result of the research when they teach the pupils or kindergarten in improving vocabulary.
- b. The result of the research can be the reference for those who wants to conduct a research in increasing English vocabulary.

F. Research Paper Organization

The researcher discusses five chapters in the research. Chapter I is introduction which covers background of the study, problem statement, limitation of the study, object of the study, benefit of the study, and paper of organization.

Chapter II is review of related literature which presents previous study, general concept of vocabulary (the notion of vocabulary and the importance of vocabulary), characteristics of young children, suitable teaching techniques for children, and the design techniques of outdoor activities.

Chapter II is research method that consists of type of research, action procedures, object of the study, subject of the study, method of collecting data, data and data source, and technique analyzing data.

Chapter IV is related to the process of the implementation of teaching vocabulary using outdoor activities in teaching learning process and the student's response to do activities.

Chapter V draws conclusion and suggestion.