

**A STUDY ON TEACHING ENGLISH THROUGH OUTDOOR  
ACTIVITIES TO KINDERGARTEN STUDENTS OF POINT  
EDUCATION CENTER SURAKARTA**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In Indonesia, English is a foreign language. To master it, students should take an extra effort because English is different from their language that is Bahasa Indonesia either in its pronunciation or in its grammar. Because English is very important for the future therefore, to get the best result, the students should study English earlier. As we know that in our country there are many kinds of English institutions that provide new programs for children in learning English with various methods that can make students easy to understand it and feel comfortable when they are studying English.

Each institution provides methods in teaching English for children that can make them interesting, so that they should have fun and special methods that is suitable for children in learning English in order to make students easy to master it. One of English institutions that provide fun and easy program in studying English is POINT Education Center Surakarta. It has many kinds of programs and also methods usually used by the English teacher in teaching English material especially for children, namely singing, drawing, movie class, outdoor activities, role play, games, and also rolling class. One of methods that almost students can enjoy in studying English is outdoor activities, because it consists of various activities and fun activities like going outside, dancing,

singing, drawing, shopping. It depends on the material that they have been studying in the class.

In the kindergarten of POINT Education Center Surakarta, the students are still categorized as young learners. As young learners, in teaching learning process they should be given a fun teaching in order that they are not easily bored. The teacher always gives the activities to the students before they start studying English. By singing a song the teacher asks the students to make a queue outside the classroom and greet them directly. Then the students answer the teacher's greeting. In this activity they always pray together, doing POINT's clap together and singing some different songs together. After that the teacher gives the students a fun game, depending on the teacher who leads the activities. Therefore the activity is an intermezzo to make the students happy and enjoyed studying English.

While the class is running, outdoor activities is also used in each class related to the material that is explained by the teacher, in order to make the students easy to understand the material. In this activity usually the students are practicing, acting, guessing, and asking each other related to the material. Seeing this phenomenon, the writer wants to observe and analyze the technique used by the teacher in delivering English in order to be understood by the students.

Outdoor activity is an activity that can be done in outside a house or building (Oxford Learn's Dictionary, 1995: 291). Outdoor activities mean student's activities that are done outside the classroom, whether it is in the

school yard, Town Park, zoo, or any other places. In addition, this is not done every time they have English class. This is arranged based on certain material. A material that is delivered in interesting condition and situation activities, make the students happy learning English. In addition, the students are made to be active, so that it is useful for absorbing the material. Therefore, by implementing outdoor activities, the teacher expects that the students will be able to master English more easily. In POINT Education Center Surakarta outdoor activities is one of methods used by the teacher to teach the students, not only outdoor activities there are some methods that is combined by the teacher in explaining the material such as indoor activities and field trip, its contain of games, singing, drawing, movie class, and role play.

Almost students like outdoor activities because in outdoor activities they can express their knowledge maximally and they can be confident in doing activities that is given by the teacher. They also can be spiritfull in following the activities and they will not be bored easily because it consists of various activities and fun activities like going outside, dancing, singing, drawing, shopping, cooking, e.tc.

Based on the previous explanation, the writer is interested in doing a research about technique in language learning entitled, “A Study on Teaching English Trough Outdoor Activities Used by English Teacher to Kindergarten Students of POINT Education Center Surakarta.”

**B. Limitation of the Study**

To make the problem easy to be discussed deeply, the writer focuses the problems as follows:

1. The subjects of this research are kindergarten students of Green level, and kindergarten of Red level at POINT Education Center, Surakarta in teaching English using outdoor activities.
2. The focus of the research is the activity used by the English teacher of POINT Education Center, Surakarta.

**C. Problem Statement**

In analyzing this study, the writer elaborates two problems as follows:

1. What are the underlying principles of teaching English using outdoor activities?
2. How is the implementation of teaching English using outdoor activities?
3. What are the problems faced by students and the teacher by using outdoor activities?

**D. Objective of the Study**

This study aims to:

1. describe the underlying principles of teaching English using outdoor activities.
2. describe the implementation of teaching English using outdoor activities.

3. describe the problems that arise in the teaching learning process which should be solved by the teacher.

#### **E. Benefits of the Study**

The writer hopes that this research will have some benefits in the English teaching-learning process, especially in teaching English using outdoor activities. There are two kinds of benefits in this research; theoretical and practical benefits.

##### 1. Theoretical Benefit

- a. The result of this research can be one of the ideas in English teaching learning process.
- b. The result of this research can be used as an input in English teaching learning process
- c. The result of this research can be used as the reference for those who want to conduct a research in teaching English.

##### 2. Practical Benefit

- a. For teacher, by using outdoor activities in teaching English, the teacher can determine better teaching process and English teacher can use the result of the research when they teach the students of kindergarten.
- b. By using outdoor activities the teacher can stimulate the students in order to be more interested in learning English
- c. The result of the research can be the reference for those who want to conduct a research in increasing English.

## **F. Research Paper Organization**

The writer to organizes this research paper in order to make the reader easier to understand. The following shows the content covered in this research. Chapter I is introduction that consists of background of the study, problem statement, objective of the study, the limitation of the study, benefit of the study, and research paper organization.

Chapter II presents underlying theory, It covers of previous study, characteristics the young learners, English teaching method for children, teaching technique suitable for children, and the design of outdoor activities.

Chapter III presents research method. It deals with type research, subject of study, object of the study, data sources, method of collecting data, technique foe analyzing data.

Chapter IV presents the result of the study. In this chapter, the writer presents the discussion and findings, which consist of the data analyzis, the testing result of teaching English trough outdoor activities, the strength and weaknesses of teaching English trough outdoor activities.

Chapter V deals with conclusion and suggestion.