

**IMPROVING STUDENTS' VOCABULARY MASTERY
USING OUTDOOR ACTIVITIES
(AN ACTION RESEARCH AT SIXTH YEAR OF
SD NEGERI 2 SURU GEYER GROBOGAN
IN 2009 / 2010 ACADEMIC YEAR)**



RESEARCH PAPER

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by

YUDHI WIDAYANTO
A. 320 060 191

**SCHOOL OF TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language, so learning English is important in order to be able to communicate with everyone in international world. It allows people to say things to each other and express their communicative needs. Since its importance, English is taught widely at formal schools starting from elementary school up to the universities. Students are provided with opportunities to learn English. This will help them to study some scientific books, which are written in English, or to get information from television, internet, etc.

Learning a language deals with learning vocabulary. It is basic to communicate and also important for acquisition process (Krashen, 1981). It means that language and vocabulary are two inseparable components. 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 learning English in the next level.

Vocabulary is central to language teaching and learning. It means that by mastering the vocabulary, of course with grammar, the learners will produce so many sentences easily either in spoken or written one. Then, they can communicate with other people fluently and express their opinion or ideas conveniently.

Developing students' vocabulary is one of the important duties for English teacher. The teacher techniques make 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.

Teaching children is different from teaching adults. Children are easily getting bored when are learning something. Besides, children usually like playing something or game with their friends. Usually, students in elementary school still have limited vocabulary because of their abilities to memorize the meaning, focusing the study, and the pronunciation of English word. They are not interested in studying English because of the teacher's techniques in study.

Based on the above characteristics, the elementary teacher shall try to introduce English vocabulary an interesting subject for them. The teacher should create an interesting atmosphere in children's learning activities, so they can easily understand about thing when they experience it themselves. Based on observation, the student of SD Negeri 2 Suru are not motivated in their study. This phenomenon occurs because the teacher used conventional strategy. Students are not interested with the method, it difficult to student to understand the material, so students' vocabulary mastery is low. Their capacity in memorization of new vocabulary is also low. Based on the phenomenon above, the English teacher of SD Negeri 2 Suru try to find the

best strategy to improve the students' vocabulary mastery, that is by using outdoor activities. Outdoor activities are suitable method to the students because their characteristics: children like playing, the children talk here and now association and memory. In outdoor, student can do in both learning and playing. From this, they can easily in understanding the material because they interested in the method.

Outdoor activities are activity that can be done by people to loose the feeling of boredom. It is more interesting that indoor activity, because these activities are conducted outdoor. When we are outdoor, we can get more motivation to learn something (Patmonodewo, 2003: 12). In outdoor, the children can do many activities, such as running, jumping, climbing, and other activities. So, when the children study in real world, they can easily understanding the information or materials because they can do in both study and playing in outdoor.

Usually students in elementary school have limited vocabulary because they get difficulties to memorize the meaning of the word and also to spell and pronounce it. Situation like this happens because they are not interested in studying or learning process, or in other word we say that they feel bored. So, based on the phenomenon above, the researcher and the English teacher of SD Negeri 2 Suru try to find the effective solution to improve the vocabulary mastery by using outdoor activities.

Focused on the result of the interview with the English teacher and the student of elementary school, 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's technique. Usually the teacher taught vocabulary only in the class directly. The teacher does not combine their technique with other technique, such as songs, games, give the materials by using pictures or puzzle. Therefore, the students feel 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 SIXTH YEAR OF SD NEGERI 2 SURU GEYER GROBOGAN IN 2009 / 2010 ACADEMIC YEAR)”**.

B. Problem Statement

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

C. Limitation of the study

The study is limited to the improving students’ vocabulary mastery using outdoor activities (an action research at sixth year students of SD Negeri 2 Suru Geyer Grobogan in 2009 / 2010 Academic Year.

D. Objective of the study

1. General objective:
 - a. improving the students' vocabulary using outdoor activities
2. Specific objective:
 - a. to describe the teaching of vocabulary using outdoor activities in SD Negeri 2 Suru, and
 - b. to know whether the outdoor activities can improve the students' vocabulary or not.

E. Benefit of the study

The writer hopes this research can give contribution to the English teaching and learning. It has two major benefits i.e.: practically and theoretically:

1. Theoretical Benefit: The finding of this research will enrich the theory of teaching vocabulary.
2. Practical Benefit: The finding of this research will be useful to the readers who are interested in analyzing teaching vocabulary.

F. Research Paper Organization

This study is divided into five chapters:

Chapter I is Introduction. It consists of Background of the Study, Problem of the Study, Limitation of the Study, Objective of the Study, Benefit of the Study, Definition of the Key Term, Research Paper Organization.

Chapter II deals with Underlying Theories. It consists of General Notion of Vocabulary Mastery, Teaching Vocabulary, Characteristics of the Elementary School Students, Teaching Technique Suitable for Children, Teaching Vocabulary Using Outdoor Activity, Performance Indicators, Action Hypothesis, and Theoretical Framework.

Chapter III is Research Method. It consists of Type of the Research, Subject of the Study, Object of the Study, Data and Data Source, Method of Collecting Data, Technique for Analyzing Data, Teaching Action, Teaching Material, and Testing Technique..

Chapter IV deals with Teaching Implementation. It consists of Research Implementation, Implementation of Action Research, The Result of Teaching Vocabulary Using Outdoor Activities, Advantages and Disadvantages of Teaching Using Outdoor Activities.

Chapter V is Conclusion and Suggestion.