

CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain the research context, research focus, research objective of the study, significance of the study, scope and limitation and definition of key terms.

A. Research Context

Nowadays, English is one of the global languages in the world that really important for communication. Many people maybe say that English is hard or difficult to be learnt.¹ The globalization of English has prompted continuing debate about the role of English as a language for international communication and how people from other linguistic communities might participate in the ‘world’ of English.² And to understand English itself, we need a process to master it, one of which begins by learning English vocabulary. Learning a language deals with learning vocabulary. It is basic to communicate and also important for acquisition process. It means that language and vocabulary are two inseparable components.

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.

¹ Diana Christianti, *English is Easy* (Jakarta: PT Gramedia, 2017), iii.

² Galuh Nur Rohmah, *Facing the Complexities of Writing* (Malang: UIN-Malang Press, 2008), 1.

Understanding vocabulary to young learners is not the same as adults because of their limited memory of something new which if not accustomed to will be something difficult for them. Therefore in teaching vocabulary to young learners it takes concepts and accuracy to the child's mindset. Not all children will feel interested in learning English, but if the teacher can make a child's mindset change by applying interesting strategy, methods, techniques or media that are placed in a learning material so that the child's mindset becomes interested in learning the language English especially vocabulary teaching and learning.

Vocabulary has an important role for children in mentioning the things that are around them. In addition, vocabulary is also needed to help children convey their feelings and desires.³ Moeslichatoen states that the more vocabulary of children's knowledge about the real world, the faster their cognition develops, especially in the ability to think convergent, divergent, and the ability to make judgments.⁴

The importance of vocabulary learning is also correlated with the learning system created by the teacher. Nowadays, the students feel so bored in learning English in the classroom. Sometimes, the teachers use the same methods in teaching English, especially to teaching vocabulary. Teachers must be able to differentiate the system they apply in teaching English for young learners. As young learners have their own world, there must be attractive strategy, method, technique or media in teaching

³ Devinta Puspita Ratri, Iswahyuni, dan Ni'matul Lailiyah, *Mengajar Bahasa Inggris Untuk Anak Usia Dini* (Malang: UB Press, 2018), 18.

⁴ Yeni Rachmawati dan Euis Kurniati, *Strategi Pengembangan Kreativitas Pada Anak Usia Taman Kanak-Kanak* (Jakarta: Kencana, 2010), 56.

English to them to help them acquire vocabulary. For example, learning English using media that is around us and applied in outdoor activities, so students can feel different learning sensations in addition to learning in the classroom.

The researcher analyzed of using the things around us as theme of learning media in outdoor activities because there were some phenomenon that were ever found by researcher when she was went to her sister's school. In that school the researcher look at the teacher that teach about descriptive text of the environment around them and implemented it in outside class. And the students look active to responses the question from their teacher. The researcher focused this research on the use of the things around us as outdoor activities on students' vocabulary teaching and learning at SDIT Al-Uswah Pamekasan because in this school often to implemented teaching learning process in outdoor class. Especially in English lesson.

It is supported by Wildan Heri Maulana statement as English teacher at SDIT Al-Uswah Pamekasan. "Some teachers at this school often use the environment as learning media because young learners don't have to learn in classroom. But, learning outside the classroom is also important to support their mindset. And the priority of learning in outdoor class is to be able to develop their morality (akhlaqul karimah). I also find it easy to teach English in outdoor class because my students can use the things

around them as learning media, especially in remembering the names of the things around them using English.”⁵

Actually, the researcher found the similar study about this research on Homisatul Laili thesis entitle “*The Implementation of Board Racing Game on Learning English Vocabulary at Eighth Grade of MTs. Ummul Quro Putri Plakpak*”. According to her research, the reason of the researcher in taking that title because when writer goes to the school, writer looks at the class is active and vivid. Besides that, there are many students who say that they like to study English because the teacher uses Board Racing Game. The students’ responses in the implementation of Board Racing game on Learning English Vocabulary at eighth grade of MTs. Ummul Quro Putri Plakpak are well.⁶ The difference from this research is that the media used by Homisatul is Board Racing game in the classroom while researcher use the theme "the things around us" as a theme for media in outdoor activities.

While, the researcher also found another similar study. It is written by A. Riskawati Hajis entitle “*Improving Students’ Vocabulary By Using Visual Media at SMP Negeri 10 Makassar*”. According to her research, the researcher can conclude that the implementation of visual media could improved the students’ vocabulary.⁷ The similarities in this research is equally to use media for vocabulary learning. The difference from this research is that the media used by Riskawati is Visual Media in the

⁵ Wildan Heri Maulana, Interview, 7 Oktober 2019.

⁶ Homisatul Laili, “*The Implementation of Board Racing Game on Learning English Vocabulary at Eighth Grade of MTs. Ummul Quro Putri Plakpak*” (STAIN Pamekasan, 2012), v.

⁷ A. Riskawati Hajis, “*Improving Students’ Vocabulary By Using Visual Media at SMP Negeri 10 Makassar*” (Alauddin State Islamic University of Makassar, 2014), i.

classroom while researchers use the theme "the things around us" as a theme for media in outdoor activities.

Based on the phenomenon above, the researcher interest to study about the use of the thing around us theme as a media for teaching learning in outdoor activities on vocabulary teaching and learning at SDIT Al-Uswah Pamekasan. So, to get the current finding the researcher decides the study under tittle “The Use of The Things Around Us as Outdoor Activities on Students’ Vocabulary Teaching and Learning at SDIT Al-Uswah Pamekasan”

B. Research Focuses

Research focus is something that can be researched.⁸ The researcher targets what is expected of the research focus. It is clear that the research focus is a review of the research objectives and usually the problem studied in the form of questions.

The researcher has determined the research focus by identifying the problem that the researcher want to examiners follows:

1. How does the teacher use The Things Around Us as Outdoor Activities on Students’ Vocabulary Teaching and Learning at SDIT Al-Uswah Pamekasan?
2. How the students’ responses of using The Things Around Us as Outdoor Activities to help Students’ Vocabulary Teaching and Learning at SDIT Al-Uswah Pamekasan?

⁸ *Pedoman Penulisan Karya Ilmiah* (Pamekasan: STAIN Pamekasan, 2015), 17.

C. Research Objectives

Research objective can be called as the purpose or the goal of the study. It will clarify about what the researcher try to achieve through her study. Research Objective is a statement of intent for the study that declares specific goals that the investigator plans to achieve in a study.⁹

Based on the research objective the research will be conducted:

1. To know how the teacher use The Things Around Us as Outdoor Activities on Students' Vocabulary Teaching and Learning at SDIT Al-Uswah Pamekasan.
2. To know the students' responses of using The Things Around Us as Outdoor Activities to help Students' Vocabulary Teaching and Learning at SDIT Al-Uswah Pamekasan.

D. Significance Of The Study

Significance research explain about significance and important thing in scientific significance or social significant. It is used in knowledge development and also problem solving in social lives. In other word, this part showed the advantages of study.¹⁰ There are two kind of this significance research of this, the first is theoritical significance is about the benefit in science. The second practical significance that focused on effort and step to solve the problem. In this research theoritical and practical significance are:

⁹ Jhon W. Creswell, *Educational Research* (Boston: Pearson, 2012), 627.

¹⁰ *Pedoman Penulisan Karya Ilmiah*, 11.

1. Theoretical Significance

Theoretical significance of this research to analysis of using the things around us as outdoor activities on vocabulary teaching and learning at SDIT Al-Uswah Pamekasan. As far as the students develop understanding of vocabulary teaching and learning in order that the students or people who read this can know to using the things around us as outdoor activities.

2. Practical Significance

- a. The readers : they can know how to uses the things around us outdoor activities to vocabulary teaching and learning.
- b. Student : they can improve their knowledge in vocabulary in using the things around us as outdoor activities.
- c. The researcher: It is to increase vocabulary teaching and learning in using the things around us as outdoor activities.

E. Scope And Limitation

In this case, the researcher discussed about the definition of scope and limitation. Scope is a range of thing that a subject organization. Limitation is a potential weakness or problems with the study that identified by the researcher.¹¹

In this research, the researchers present the scope will be focused on using the things around us as outdoor activities on students' vocabulary

¹¹ Creswell, *Educational Research*, 16.

teaching and learning. While the limitation of the research, researcher make limited to the English Vocabulary learning.

F. The Definition Of Key Term

Key term describe the realm of the problem under study and key technical terms related to the research reported. Key terms can be taken from the title of the research or from the article body, even those not explicitly written in the article, but indeed reflect the realm of the problem under study.¹² Some key term is presented in the following bodies:

1. Media : are all forms and channels used to convey information or messages.
2. The Things Around Us : is an English language lesson that provides knowledge about the names of items or things around us. By learning the names of objects around us, we will have many vocabularies that are very important for our speaking abilities.
3. Outdoor Activities : is an outdoor activities outside the classroom/school and in other outdoors, such as: playing in schools, parks, farms/fishing villages, camping, and adventure activities, as well as developing relevant aspects of knowledge.
4. Vocabulary Teaching and Learning : is a key to know about the element in language learning because a widely productive vocabulary is essential in enhancing the five language skills.

¹² Adi Suprayitno, *Pedoman Penyusunan dan Penulisan Jurnal Ilmiah Bagi Guru* (Yogyakarta: DEEPUBLISH, 2019), 79.