

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research, and the operational definition of the term.

1.1 Background of the Research

In various countries, where English is also often referred to as a foreign language, English is the most common means of communication. Therefore, it is important for the students to learn English as soon as possible. In response to this, the Indonesian Government issued Decree No. 81A of 2013 of the Ministry of Education and Culture, which stated that English could be taught in elementary schools as a local content subject or as a non-compulsory extracurricular subject. The government has taken a new approach, revising the curriculum of 2006 to align it with the 2013 curriculum and stating that English teaching is not optimal for students aged between 7 and 12. The aim of these activities is to promote students' ability to face global competition.

For students who wish to learn English formally, elementary school is the first place or level. The emphasis on vocabulary is an important aspect for elementary school students. Language is very important to learn the first thing, since it's a crucial means of communication. Additionally, students would be better able to learn language if they master the vocabulary. There's nothing to be said in the absence of words. This is understandable, given that they are at the first stage of learning a language. In many teaching methods, word learning is confined to a single term, and there is no concrete context behind it. The purpose of studying vocabulary is to equip students to be ready to use the language, (i.e. speaking) (Rusiana, 2016). Furthermore, the four essential elements of a student's English language skills are vocabulary. One example is that students are going to be better able to read a language if they master vocabulary.

Student's interest in learning English would grow as they understand the meaning of vocabulary and texts. Everybody's got their style of pronouncing the meaning of words (Munir, 2016).

For example, by taking part in outdoor learning activities, there are many ways that students can develop their understanding of an unfamiliar language. Outdoor activities provide students with authentic materials where authentic materials are very useful as they provide valuable insight into culture and language. Furthermore, by moving the experience from abstract to concrete and then transforming it into knowledge through reflection and dialogue, outdoor environments can be an effective tool for encouraging meaningful learning. One of the previous studies was carried out by Cahyono & Mutohhar (2017). The purpose of this study was therefore to assess whether outdoor learning activities were effective in enhancing pupils' communication skills.

To conduct research at MI Thoriqotul Huda, there are several reasons why the researcher has chosen to teach vocabulary by using outdoor learning activities. Based on the discussion above, this research focuses on the benefit of using outdoor learning activities to teach English vocabulary to the fifth-grade students of MI Thoriqotul Huda in 2023/2024 academic year. This research conducted at MI Thoriqotul Huda Gembong Pati and the participants are fifth-grade students who have taken English classes.

1.2 Statement of the Problem

"Is there any significant difference in students' vocabulary mastery before and after being taught using outdoor learning activities?"

1.3 Objective of the Research

The objective of the research is to determine the effectiveness of using outdoor learning activities in teaching English vocabulary to fifth-grade students at MI Thoriqotul Huda Gembong Pati.

1.4 Significance of Research

The researcher hopes that the result will be useful as follows:

1. Theoretically

The result of this research is expected to be a contribution to the development of education, especially the influence of using outdoor learning activities to teach vocabulary to young learners.

2. Practically

The teacher provides insight into how well vocabulary is taught to young students through outdoor learning activities. The students had high hopes that this study would help in their quest to increase their vocabulary. And maybe the other researcher will be helpful to the next researcher who want to carry out research of a similar nature.

1.5 Scope of the Research

In this study, researchers focus on outdoor learning activities for children that are easily understood by grade in fifth-grade students at MI Thoriqotul Huda Gembong Pati students according to their level of understanding. In implementing the research outdoor learning would measure vocabulary master.

1.6 Operational Definition

The term of this research needs to be defined to avoid misunderstanding, so the researcher tries to identify the terms as follows:

1. Effectiveness is a condition that indicates the level of success or achievement vocabulary of the goal as measured by quality, quantity, and time, as previously planned.
2. Outdoor learning activities here refer to English outdoor learning vocabulary for children in school yard.
3. English vocabulary is a basic word, a collection of words that are familiar to children both written and spoken in their syllabus.
4. Young Learners are fifth-grade students at MI Thoriqotul Huda Gembong Pati.