

CHAPTER I

INTRODUCTION

A. Background of of the study

Since English as an international language has already become one of compulsory subject of both senior high school and junior high school, until university level. It's can't be denied, that the important of English has gained a lot of attention from many people all over the world in English fluently. Moreover, learning English in the second grade junior high school students has three objectives; they are to develop communicative competence, it supposes to have an ability in comprehending and or producing kinds of text or certain literacy whether in oral or written which should be fulfilled four English basic skills (Listening, Speaking, reading, Writing) to improve students English speaking skill in functional level (its mean students have to be able to use English in daily life). And to develop students speaking skill in communication for facing a globalization era.

English is an important language, because it is used to international language of communication. English is the international language used almost people in the world, So it is make an important to learn English language in school.

The term "English language learner" refers to student who have learned a language or languages other than English during their preschool years and are now learning English as an additional language. According to Rusman learning in essence is a process of interaction between teachers and students, both direct interactions such as face-to-face activities and indirectly, namely using various learning media.¹ Language learning is a developmental process, each stage of which represent growth and expansion of the ability to know, use, and critically think in the new language.

In learning English, student have to study four English basic skills (Listening, Speaking, reading, and Writing). Beside that the most important to learn English language is the

¹ Anis Fuad, Zainal Rafli and Ninuk Lustyantie, "Learning English In SMPIT Raudhatul Jannah Cilegon City", *Loquen: English Studies Journal*, Vol. 11, No. 2,(2018),88.

vocabulary, because with the vocabulary we are can know the means of the word in English language.

Vocabulary is one important aspect in learning foreign language. It is one of the components to mastery English as a foreign language. Without sufficient vocabulary, we cannot communicate and express our idea easily, both oral and written form. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing.

Generally, students have some difficulties in learning English, especially in mastering vocabulary. They cannot memorize the vocabulary in a large amount, they forget vocabulary easily. The students still have difficulty in understanding a new word. So, the teacher can help the student to learn English, the teachers introduce English from the simple vocabulary and give example. The purpose, of course, to make the materials more enjoyable, interesting, and challenging. So, the teacher should make a process of study more creative with the appropriate teaching and technique.

Junior high school students need some technique to achieve the success in teaching and learning process. The fact, show that many teachers now teach English language to Junior High School students with the ordinary method and it makes the students bored. As young learners have their own world, there must be attractive technique in teaching English to help the students acquire vocabulary. The students need interesting ways in learning English.

Based on the observation, the cause of the problem in English teaching process, in MTs Darun Ni'am Kopo are: first, the student does not know what the meaning of the English word. Second: the students often got difficulties in understanding the material. Usually, the students are not interested with the method. So, it makes the students low in vocabulary. This phenomenon occurs because the teacher used conventional strategy in teaching English language.

Outdoor activity is an activity that can be done by people to lose the feeling of boredom. It is more interesting than indoor activities (class room) because the activities are conducted

outdoor. The outdoor area is a complete learning environment, which caters for all students' needs—cognitive, linguistic, emotional, social and physical. It should be available every day alongside the indoor class and throughout the year.² When we are out door, we can get more motivation to learn something and we are get new experience. Outdoor activities is the teaching method that asks the students out of the classroom and go to certain place to learn or observe something, such as exploring the garden, supermarket, etc.

The researcher tries to explore the use of outdoor activities in improving vocabulary mastery. Based on the explanation above, the researcher interested in doing a research with writing entitle ” The Effectiveness of Outdoor Activities in Improving Student Vocabulary Mastery on Seventh Grade of MTs Darun Ni'am Carenang Kopo at the Academic Year of 2018/2019 ”.

² Helen Bilton, *Outdoor Learning in the Early Years: Management and Innovation*, Third Edition (Routledge; New York, 2010), 1.

B. Statement of The Problems

From the explanation above, the researcher would like to formulate the problems as follows :

1. How is the students' vocabulary at the seventh-grade students of MTs Darun Ni'am Careng before using outdoor activities?
2. How is the students' vocabulary at the seventh-grade students of MTs Darun Ni'am Careng after using outdoor activities?
3. How is the effectiveness of outdoor activities for teaching vocabulary at the seventh-grade students of MTs Darun Ni'am Careng ?

C. Objectives of The Research

The objective of the study are:

1. To know how is the students' vocabulary at the seventh-grade students of MTs Darun Ni'am Careng before using outdoor activities.

2. To know how is the students' vocabulary at the seventh-grade students of MTs Darun Ni'am Carenang after using outdoor activities.
3. To know how is the effectiveness of outdoor activities for teaching vocabulary at the seventh-grade students of MTs Darun Ni'am Carenang.

D. The Importance of The Research

The expected of the benefits of the research result are:

1. For Teacher:

Can give information to English teachers that outdoor activity is the alternative strategy to be used in teaching vocabulary.

2. For Students:

From this research hopefully, the students will enjoy in learning English vocabulary more and the student can improve in mastering their vocabulary.

3. For Researcher:

Adding insight in implementation of outdoor activity and know success rate of application of this technique.

E. Definition of Key Terms

1. Vocabulary

Vocabulary is a list of words, usually in alphabetical order and with explanations of their meanings. The words can be used by the learners to learn vocabulary of language.³

2. Outdoor Activity

Outdoor activities method is the trip that is doing by every student to get the new experience in learning process, especially the direct experience. The outdoor area is a complete learning environment, which caters for all children's need- cognitive, linguistic, emotional, social and physical.⁴

3. Effectiveness

Effectiveness is a measure of the match between stated goals and their achievement.⁵ In this research, the effectiveness means something has a better effect than before.

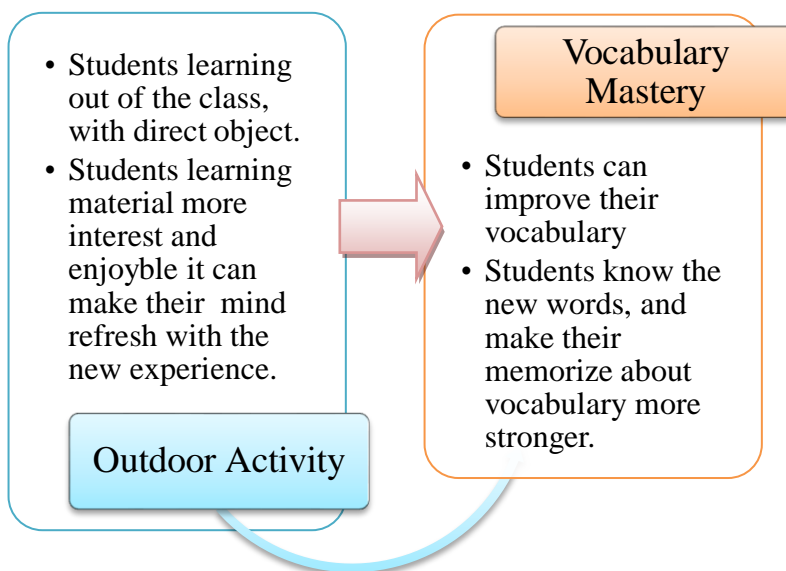
³ Wu, Linglin. *Incidental English Vocabulary Studying in L2 Learning* (Stockholm: Kristianstad University Collage Press, 2009)

⁴ Helen Bilton, *Outdoor Learning in the Early Years*, Third Edition (New York: 2010), 1.

⁵Fraser. Effectiveness Available on <http://www.qualityresearchinternational.com/glossary/effectiveness.html>. accessed on October 28th, 2018.

F. Conceptual Framework

According to Priest, the outdoor education is an experimental method of learning by doing, which takes place primarily through exposure to the out-of-doors. In outdoor education, the emphasis for the subject of learning is placed on relationship: Relationship concerning human and natural resources.⁶ Based on the Theoretical above, the writer makes the Framework as :



⁶ Husamah, *PembelajaranLuarKelas Outdoor Learning* (Jakarta: PrestasiPustaka Jakarta, 2013), 21.

G. The Previous Study

1. *The Outdoor Learning Activity on EFL Vocabularies by Hamid Ismail, Saiful and Rina Asrini Bakri, International Journal of Arts and Social Science, Vol. 02 Issue 04, July-August 2019.*⁷

This research was focus to find out the outdoor learning activities on students' vocabulary of ninth grade student of SMAN 2 Sungguminasa. This research used pre-experimrntal method and the population of this research was the tenth grade students of SMAN 2 Sungguminasa Gowa South Sulawesi Indonesia in academic year 2016-2017. The sample of this research used random sampling technique. The similarity between the researcher's research is teaching vocabulary by using outdoor activity strategy. The differences are research methode used pre-experimental research and a participant is

⁷ Hamid Ismail, Saiful and Rina Asrini Bakri, "The Outdoor Learning Activites on EFL Vocabularies", *International Journal of Arts and Social Science*, Vol. O2, No. 04, (July-August, 2019), 01.

tenth grade students of SMAN 2 Sungguminasa Gowa South Sulawesi Indonesia in academic year 2016-2017.

2. *Learning Biology and Mathematics outdoors: effect and attitudes in a swedish high school context by Emilia Fagerstam and Jonas Blom, Journal of Adventure Education and Outdoor Learning:Routledge 2012.*⁸

This research suggests that learning biology in an outdoor environment has a positive cognitive and affective impact on 13-15 years-old, Swedish high school pupils. It is used quasi-experimental research with the participant is eighty-four in classes. the similarity researchers' research is used quasi-experimental to analyze the data. The difference is the participant in this research is a students of Swedish High School.

3. *Improving the Students' Vocabulary through Outdoor Experiential Method. By Muhammad Yasri Usman, M. Asfah Rahman and Kisman Salija.*

⁸Emilia Fagerstam and Jonas Blom, "Learning Biology and Mathematics outdoors: effect and attitudes in a swedish high school context", *Journal of Adventure Education and Outdoor Learning*, Vol.13, No. 1, (March, 2013), 56-75

This research aimed to find out whether or not the use of outdoor experiential method can improve student vocabulary mastery, whether or not the students are interested in learning vocabulary through outdoor experiential method, and the correlation between the students' interest in learning through outdoor activity and their vocabulary mastery. This research used quantitative method quasi-experimental design. To collect the data the researcher used test pretest and posttest. And the place of research at eight grade of SMPN Satpa Cina. The similarity researchers' research is to collect the data used test pretest and posttest. The difference is the participant, in this research is a student at SMPN Satap 3 Cina. Consist of 32 students from class VIII A as experimental group and 32 students from class VIII B as a control group.

H. The Organization of The Paper

This writing is divided into three chapters.

Chapter I is Introduction. Which includes the background of the study, the identification of the problem,

limitation of the problem, statement of the problem, objective of the research, the importance of the research, definition of key term, the hypothesis of the research, the previous of study and the organization of the paper.

Chapter II is the Theoretical Framework. It discusses about the definition of vocabulary, the important of vocabulary, kind of vocabulary, teaching and learning vocabulary, outdoor activity, the types of outdoor activity, strengs and weaknesses of the outdoor activity.

Chapter III is Reseach Methodology, that consists of the method of research , the place and time of research, population and sample, hypothesis, the resesarch instrument, the technique of collecting data, and technique of data analysis.

Chapter IV is Result and Discussion, it consist of the description of data, the analysis of data and interpretation of Data.

Chapter V is the conclusion and suggestion.