

CHAPTER I

INTRODUCTION

This chapter sets out the background of the study, statement of the problem, the purpose of the study, the significance of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

Indonesian people learn English as foreign language (EFL). The constitution of Indonesia Republic number 24 year 2009 chapter I point 7 states that foreign language is the language except Bahasa Indonesia and dialect (bahasa daerah). Indonesian people learn English to expedite their international communication in the field of economic, business, politic, and international diplomacy; they also learn English to absorb and use technology, and to expand knowledge and information, but they do not use English widely in society.

Considering the importance of English use in many fields that are stated above, Indonesian government more serious to introduce English to the Indonesian students as early as possible, it is very important for Indonesian students to make them to be able to communicate well in English, able to compete in international competition, and able to get work in the overseas. The Education Minister Regulation of Indonesia Republic number 78 year 2009 chapter II point 5 number 5 states that the use of English or other foreign

language as the instrument that is used to teach is started from the fourth grades for elementary school. In fact, in recent years there are many schools in Indonesia have already started to introduce English to the first grade students at the elementary level and students in the kindergarten level.

Learning English as a foreign language that has difference in words and words' meaning, pronunciation, and structure with Bahasa Indonesia make the Indonesian students face some problems. Especially for English young learners (EYL), those problems are arising because they must memorize so many new words and understand the meanings, in the same time they should be able to pronounce it well, but in other side they have limited time to learn it in the school that is caused by the limited time allocation to teach English in their school. For elementary students, they have learned English at the school only one meeting in a week with duration 2 x 30 or 35 minutes. They also do not use English in their daily communication. For handling those problems, English teachers have been using some teaching methods that are supported with a lot of teaching media that are used to teach their English students in the classroom.

On transferring the teaching material is needed an activity. In teaching learning process we cannot ignore the importance of activity. From an activity, teacher can deliver teaching materials, and from an activity teacher can make the students easier to achieve the goal of study. It is very important for teacher to choose the appropriate activities. If the teachers do not choose the appropriate activities it will make the students find some difficulties to

achieve the goal of study. Activity in this context refers to the whole activities that are faced in the implementation of outdoor activity that is starting from pre-outdoor activity, while-outdoor activity, and post-outdoor activity.

Since many years ago, commonly teaching learning activities are done in the classroom. Teachers prefer to implement pre-teaching, while-teaching, and post-teaching only in the classroom. Especially for teaching English to the young learners, teachers prefer to use kinds of teaching media like flash cards, pictures or picture series, audio, video, etc. to teach their students in the classroom. This condition is still happening until the recent year, which is actually the implementation of teaching is allowed to do both in indoor/in the classroom and outdoor/outside the classroom/natural environment.

Actually, teaching English through outdoor activity can be a good alternative to teach English young learners (EYL). Teachers can teach their students by using the real objects that are provided in nature, or the real objects that are provided by people in the public areas, or the real objects that are intentionally provided by the teachers themselves.

Since couple years ago, many schools in the overseas have been offering an outdoor education for their students. Likewise in Indonesia, outdoor education has been popular since couple years ago. Oklahoma State Department of Education stated on Early Childhood/Family Education Program explained that the outdoor environment offers experience to facilitate growth and enhance skills in all areas of development. *Physical Skills:* enhance large motor and eye-hand coordination, balance, strength, endurance

and manipulation. *Social/Emotional Skills*: nurture cooperation, negotiation, turn taking and role playing. *Language Skills*: facilitate vocabulary development, positional words and conversational skills. *Intellectual Skills*: reinforce sorting, classifying, creativity, imagination, problem solving, exploration, discovery, etc. (<http://www.Oklahoma+State+Department+of+Education+stated+on+Early+Childhood%2FFamily+Education+Program>)

Even though the outdoor activity offers many benefits for the students, but until the recent year there are so many schools that are prefer to implement the teaching activity only in the classroom. Only few schools that sometimes implement outdoor activity at their schools. Only the schools that apply the ‘nature-school’ concept that focus to implement the outdoor activity. The schools that are not apply the “nature-school’ concept that have never been implementing the outdoor activity or they have ever implementing the outdoor activity but they have not success yet to implement it well, the problems maybe are caused by the lack of the teachers’ understanding how to implement well the outdoor activity.

Actually every school can apply outdoor activity, because the outdoor activity can be implemented both outside the school and in the school area. Wagner (2000) stated that outdoor learning spaces include pathways, play structure areas, gardens, sandy spaces, aquatic areas, seating areas of various sizes, ball fields, dramatic play areas, wooded area, covered pavilions or porches, canteen, or other places in the school. Wagner (2000) stated that

thoughtful and imaginative teamwork by designers, teachers, students, facilities personnel, and parents can develop a new or existing school site's full potential in ways that create more flexible learning environment with greater educational options.

There is general agreement that was categorized the elementary students as the Young Learners (YL). Basically, young learners have different characteristics with adult. Commonly, young learners love to play, they cannot focus on one thing for long time, and they also easier to get bore. Teaching young learners continuously in the classroom make them learning in the similar atmosphere for a year full. It will make the young learners get bore easily. Introducing so many new words to English young learners by using flash cards, picture, or video will make the students only see and memorize the name of the objects that they are learning, but they cannot see the real objects, they cannot touch the real objects, they cannot smell the real objects, they cannot hear the voice from the real objects, and they cannot feel the real atmosphere. Teaching English to the young learners through outdoor activities not only bring the students to learn by using the real objects, but it will also bring the students to learn into a joyful environment. Teach the students by using the real objects will make the students know and understand more detail information about the objects that they learn, and directly they can interact with the objects that they learn. Involve the students interact with the natural environment, learn by using the real objects that they can see, touch and

smell, then in the same time they can play. It will enrich the students' experience.

So many advantages that will be gotten by the English young learners through outdoor activities, but there are so many Elementary schools have never been implementing outdoor activity or they have ever been implementing outdoor activity, but they do not implement it in their schools continuously. Based on the problems that are stated above, the researcher is interested in conducting a study about "An Analysis of EFL Outdoor Activity at SD *Sekolah Alam Insan Mulia Surabaya (SAIMS)*".

The researcher selected *Sekolah Alam* because generally the schools that apply the nature school concepts also apply the outdoor education to teach the students. It means that the students will be given a lot of opportunity to learn in the natural place or outside the classroom. In this study, the researcher selected *Sekolah Alam Insan Mulia Surabaya (SAIMS)* because this school has been implementing outdoor activity regularly at least three or four times in a semester to support the teaching process to be more contextual and applicable. *Sekolah Alam Insan Mulia Surabaya (SAIMS)* applies four methods to teach the students, there are: integrated learning, joyful learning, contextual teaching and learning, and cooperative learning. The various methods and techniques that are applied are believed able to build the students' intelligences (multiple intelligences) because the real life problem is complex. The themes that are raised are coming from the real life. The students are trained to sharpen their ability to find, to know, and to solve the

problem. The problem solve that is applied is interdisciplinary field of study (thematic integrative).

1.2 Statement of the problem

Based on the background of the study the researcher formulates the problem as follow:

1. How does the English teacher implement the outdoor activity in EFL teaching at SD *Sekolah Alam Insan Mulia Surabaya (SAIMS)*?

1.3 The Purpose of the Study

Based on the problem statement, the purpose of the study is:

1. To explain the implementation of EFL teaching through outdoor activity for elementary students at SD *Sekolah Alam Insan Mulia Surabaya (SAIMS)*.

1.4 The Significance of the Study

This study is expected to give contribution to the theory and practice of teaching English through outdoor activity to the elementary students.

Theoretically, this study enriches the literature on teaching English through outdoor activity for Elementary students that is related to the implementation of EFL outdoor activity for Elementary students. Practically, this study will become a source of information for teachers to innovate or develop the way of teaching English through outdoor activity to the elementary students.

1.5 Scope and Limitation of the Study

In this study the researcher will focus on observing the implementation of EFL outdoor activity that consists of pre-outdoor activity, while-outdoor activity, and post-outdoor activity at SD *Sekolah Alam Insan Mulia Surabaya (SAIMS)*.

The first scope of this study is EFL teacher. The limitation of the subject is one English teacher who has been teaching the first and second grade students at SD *Sekolah Alam Insan Mulia Surabaya (SAIMS)*. The second scope of this study is teaching EFL students through outdoor activity. The limitation of this study is about the teacher's way on implementing the EFL outdoor teaching that is focused on activating the students prior knowledge, preparing the students before doing the activity in outdoor, explaining the activity and/or challenge, using the real objects in English outdoor activity, developing the students' skill, managing the time, guiding and monitoring the students, and checking the students understanding.

Maybe this study is still far from the perfect English outdoor activity, because the observation activity will be taken by the researcher at one elementary school only.

1.6 Definition of Key Terms

To avoid misunderstanding, the researcher defines:

1. *Outdoor Activity* is the teaching and learning activity that is conducted in the natural place/environment to deliver the knowledge to make teaching and learning process to be more contextual and applicable.
2. *Young Learner (YL)* is the students who are studying at elementary school from the first grade until the sixth grade in the level of ages either from 5-11 or 6-12 or 7-13 years old. In this study, the young learner is the students in the first and second grade level in the level of ages 6-8 years old.