

USING FIELDWORK AND OUTDOOR VISITS IN TEACHING VOCABULARY TO YOUNG LEARNERS

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ABSTRAK

Kosakata merupakan bagian terpenting dalam berkomunikasi, oleh karena itu, setiap orang yang akan interaksi di tuntutan untuk memiliki cukup kosakata. Pada makalah ini akan membahas tentang metode yang dapat membantu seseorang dalam meningkatkan perbendaharaan kosakata, disini penulis memfokuskan untuk murid SD. Umumnya para murid SD cenderung lebih menyukai metode belajar sambil menikmati langsung bendanya. Mereka akan lebih termotivasi dengan hal tersebut, selain lebih menarik tentunya juga dapat membantu mereka dalam mengingat setiap kosakata sesuai dengan penggunaannya. Salah satu metode yang bisa digunakan untuk meningkatkan kosakata pada murid SD adalah dengan menerapkan *fieldwork and outdoor visits* ini. Dalam kegiatan ini siswa diajak ke kelur kelas atau ke alam bebas dan guru menyebutkan nama – nama benda yang mereka temukan di tempat tersebut terlebih dahulu dan siswa harus mengingatnya karena mereka akan membahas kembali di kelas setelah pembelajaran di luar kelas selesai. Disamping lebih menarik, tentunya juga meningkatkan motivasi mereka untuk menguasai perbendaharaan kata untuk semua benda yang mereka lihat.

Kata kunci: Fieldword and Outdoor Visits, Teaching Vocabulary, Teaching Vocabulary to Young Learners

A. Introduction

English is one of the compulsory subjects in our educational curriculum that is learned by all students. The difficult range of time of someone in studying English is young age because that time is their first time in learning English. However, learning English for young learners is important because it will be their basic skill to master English in their higher education level. So learning English is something that has to do well by young learners and teachers have important role to help them.

There are four language skills that should be learned by adult students: listening, speaking, reading, and writing, but for young learners they only focus on listening and speaking. The two skills require students to have sufficient mastery of English vocabulary. Hasan (1993) states that vocabulary is taught to support the four language skills. It means that it is difficult for young learners to

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study English if they do not have much vocabulary. So studying vocabulary is important to young learners.

There are many definitions about vocabulary given by experts. Burns (1974) says that vocabulary may be defined as stock of words used by a person, class or profession. All words in someone mind and the words that they use in communication is vocabulary. While Burrige (1981) argues that vocabulary is a list of words in a lesson or book. It means that the words that are written in a book or the words that are used in a lesson belong to vocabulary. Hornby (1995: 1331) adds that vocabulary is the total number words in a language. Every language has much vocabulary. Richards (2001: 4) says that vocabulary is one of the most obvious components of language and one of the first thing that applied linguists turned their attention to. It can be concluded that vocabulary is the total number of words in a language which are used in oral and written communication and it is one of the important components of language. So, vocabulary has important role in every language.

Nunan (2000) states that the focus in the vocabulary class is how to encourage the students to develop strategies for inferring the meaning of new words from context in which occur and teaching them to use a range of clues, both verbal and non-verbal to determine meaning. It means that every student has to possess a way to know new meaning of words learned. Courtright (2003) states that the goal of vocabulary lesson is the students can understand the meaning of new words. Vocabulary is learned in order that students know new meaning of words in a language and by the words students will enrich their knowledge. Students must know the meaning of the word in appropriate context.

In teaching English, the teacher should know the characteristics of children in order to help them in choosing the appropriate teaching strategy. El-Helaly (1987) says that children will change their mood overtime and it is difficult for them to sit or have unchanged mood because they have a greater motivation than adults in doing something that appeals for them to do this. Despite their different interest and attitude many experts claim that children's are better language learners. Children also have the ability to speak in a beautiful language and to express themselves through other media in almost satisfactory manner. Because of that the teachers have creativeness in finding an appropriate way in learning vocabulary for children.

There are many ways that teacher can apply in teaching vocabulary. One of them is using fieldwork and outdoor visits. Fieldwork and outdoor visits is one of interesting outdoor learning activities that give many inspirations to the students. Teachers use the interesting environment in learning vocabulary. So that it can be an interesting teaching activity to improve students' vocabulary mastery.

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According to Nick (1997) fieldwork and outdoor visits is an teaching and lerning process that take a place in the field that help students to apply their ideas in the classroom to the real world. While Rickinson (2004) states that fieldwork and outdoor visits is an outdoor learning process where the students learn about what they see in the field visits and the students memorize what they have learned there. It means that the teachers bring the students to the place where the thing that they will be learned belong to and thay relate it to what they have learned in the classroom. So, the students will be easier to remember what they have learned in the classroom because they see the things directly in the field.

It means that fieldwork and outdoor visits is one of the teaching learning strategies that is held in the environment that there are many language contexts. According to Levine (2005) language context can help young learner to increase their comprehension and it promotes their meaning making proses. All things around can be languge contexts. By fieldwork and outdoor visits students use their environment as a media in learning vocabulary and they also can visit the language environment and learn there.

Heshgy (2004) stated that teachers should be able to provide students with interesting teaching materials such as visible and toucable materials which exist in natural environment. Materials on flowers, trees and animals can stimulate children's strong memory because they come directly to the environment to relate the words to their real manifestations.

Byrne (1986) suggested that in teaching vocabulary the teacher should be able to describe the words he is teaching through things which are available in the environment. By directly observing things in the environment children can remember the words easily . This is more interesting than only memorizing the words in the classroom. Students will feel comfortable in a situation in which they are given freedom by the teacher. This freedom will lead to greater motivation and interest during the teaching learning process.

Rickinson also argue that the fieldwork will be effective to help the students who have problem in memorizing because it bring positive impact on long-term memory due to the memorable nature of fieldwork. So it is easier to students to memorize something that they see in the field. They know meaning of the word and they heve seen the word they will remember the word for long time.

Rickinson also stated that the place of fieldwork and outdoor visits can be nature centre, farms, parks or garden, the zoo, etc (2004). They come to the environment that is chosen by the techer and the teacher lead them to name the things that they see there. Then, they back to school and evaluate what they have learned.

B. Discussion

1. Preparation

In preparation, the teacher prepares anything he needs to teach vocabulary by using this strategy. Therefore, the activities are carried out before the teacher come to the classroom. First, the teacher has to choose an appropriate place to teach vocabulary. The teacher should choose the place that can support the teaching learning materials and can attract the children interest to call their learning motivation. The place can be a flower garden, a zoo, a park, etc. Second, because the teaching learning activity is held in outdoor, the teacher should see weather in order to avoid getting rain when they are learning. Third, the teacher should pay attention for safety. The place should be safe for children. After the teacher finishes with the preparation above, the teacher can enter the class and starts the teaching learning activities.

2. Procedure

Like the other teaching, this strategy has some steps in implementing the teaching learning process which have to be obeyed by the teacher. Generally, the activities in teaching learning process are divided into three phases; pre – teaching, whilst – teaching, and post – teaching activity. The activity carries some goals; for examples students have more words and they also can figure out the things that they have named after the process of teaching learning process is finish. So, the words are not abstract for them anymore.

a. Pre – teaching.

First, the activity is pre – teaching. The teacher can do some activities in the classroom in order to make students ready to follow the teaching learning activities. The teacher has short time for this step; it is about ten minutes. The teacher greets the students first. Greeting is important activities because it helps teacher to get closer to the student and helps the students to rise their learning motivation. Then, the teacher checks the attendance. Checking the attendance every meeting is important to control the students. But, the teacher should manage the time because they have short time to do that. After that the teacher defines the learning topic; for example, the topic is animals in a zoo. Finally, the teacher figures out to the students about the place and what they will do there. After that, The teacher can open the lesson by greeting in order to make they get more closer and the activity become more enjoyable. Then, the teacher start to bring the student's mind to the lesson by stimulating their attention to the lesson and recall their background knowledge about what they will learn by asking some questions that have relation with the place that they will visit and the things that they will learn there. The activities can be done in the classroom or environment. It depends on the distance of the school and the language environment; it can be held in the school if the language environment is near the school and if it is far, the activities is held in the environment. In the paper, the school is near the environment so the activities is held in the classroom.

For example, have you ever been in a zoo?. They answer “ yes, we have?,what can you find in a zoo?,do you like animal?, Where do you can find animal?, Can you mention the name of some animals?, what kinds of animal you

can find in a zoo?, What else do you can find in a zoo?. So, after the activity, the students know what they will find in the lesson. It also concentrate their mind to something that is related to their learning materials in the zoo. After that, the teacher can bring the students to the place that is chosen by teacher as the second step.

b. Whilst – teaching.

Second, the teacher brings the students to the language environment that has been chosen. The place should have free view where he and his students can see many things from that side in order to make the teacher easier to point the things that will be the teaching materials. In addition, the place is also a convenient and interesting place to make the students enjoy the teaching learning process. For example the place is near to big tree that can cover them from sunlight and it also produce fresh air that make them more enjoyable that can rise their learning motivation. After finding the best place, the teacher ask them to sit there.

In the activity, they should not stay in a place and just look around. It will be better if they walk around that can help them to answer some of the questions. Besides, it also make them happier that can rise their learning motivation. After the activity finished, they can regroup in the center place where they can see many things or they also can learn while walking to each thing.

Then, they can start to learn vocabulary in an interesting place that is also an interesting visible and touchable teaching learning material that can help the teacher to describe words they learned. The learners learn together leading by the teacher. For example, they are in a zoo and they can see some elephants, birds, monkeys, trees, tigers, crocodiles, etc. The teacher choose at list twenty things first to make them easier to remember the words. If he choose too many things, it will be difficult to them to remember its. Then, the teacher points the things one by one while asking the students to mention the name of the things that has mentioned by their own language. After that, the teacher starts to tell and introduces to the students each thing in English by pointing them and he asked the students to repeat it again. The teacher should do it about three times or more to help students to remember the words.

Then, it is time to evaluate their work if they are successful or failed. The teacher points one of the thing randomly and he ask one of the the students to name it in English. For example, the teacher points a crocodile and he choose one of the student named “a” and he ask “a” to named it. If he answers correctly the teacher can move to another things and another student, but if the answer is incorrect he will get the turn again later after. The teacher do it until all of them get their turn and all of them answer correctly.

Actually, it is the main activity in This teaching learning activity. In this activity the students know and memorize many words. The teacher also show their teaching skill in order to make his students get the lesson well. In addition,

the effectiveness of the strategy can be seen in the activity. The teacher should be able to make his students enjoy the lesson that rise their learning motivation and it is also easier for them to memorizing the words.

Then, the teacher regroup the students in a place and divide them into some group. A group consist of at least three members. After that, the teacher ask them to write down the things that they have named before as many as they can. They can do it freely that they can go back to see the things the have named to refresh their mind. But the teacher must watch over them in order to avoid accident. The teacher should limit the time that is about ten minutes. after ten minutes, they go back to previous place where they make the group. The teacher ask one of the members of the group to mention they work and they correct it together. To make it more interesting, the teacher give a reward to the student who answer correctly without mistake and give punishment to the group who make mistakes.

c. Post – teaching.

The last activity is post – activity that can be held in the language environment or in the classroom. . The activity is to evaluate the goal of the teaching learning process. By the activity, the teacher flashback what they have learnt by asking the students to write all of the words and the meaning of the words that have discussed. Finally, the teaching learning is finish and the teacher bring the students back to the school.

C. Conclusion and Suggestion

Fieldwork and outdoor visits is an interesting strategy that can be applied in teaching children's English vocabulary. This strategy is useful for both students and teachers, because fieldwork and outdoor visits make the students learn new words with environment as a tool to prevent misunderstanding. It makes students get more motivation in learning English vocabulary. Moreover, by using fieldwork and outdoor visits, the students understand the meaning of the words easier and can memorize them easier. Fieldwork and outdoor visits has positive influence in teaching children's English vocabulary. Furthermore, the writer suggests that the teacher should use this strategy to teach English vocabulary for children because of it make them more interested in learning. In using fieldwork and outdoor visits, the teacher should have well preparation to keep children's attention to the lesson and to keep the students' safety.

Note: This article is written based on the writer's paper with a guidance from Rusdi Noor Rosa, S.S, M. Hum

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