

**ENHANCING STUDENTS' SPEAKING SKILL THROUGH OUTDOOR LEARNING
METHOD AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
OF FOURTH SEMESTER STUDENTS KHAIRUN UNIVERSITY
IN ACADEMIC YEAR 2022/2023**

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ABSTRACT

This research entitled "Enhancing Students' Speaking Skill through Outdoor Learning Method of Fourth Semester Students of English Language Education Study Program at Khairun University in Academic Year 2022/2023" is intended to: to find out the implementation of outdoor learning in teaching speaking skill, and to find out the enhancing of students' speaking skill through the implementation of outdoor learning. In this study the researcher uses action research because the researcher describes the data inform of words rather than numbers. The researcher uses functional text uses students of fourth semester of English Language Education Study Program as the data source of this research. The research instrument used by the writer is in the form of observation checklist, and test. The data is in the research are mainly gathered through the use of pre-test, observation, questionnaires, and post test. In analyzing the data, the researcher applies descriptive technique. After the data are collected, they are analyze based on five indicators; fluency, pronunciation, grammar, vocabulary and accuracy in the functional text. The result shows that the implementation of outdoor learning method through three types pre- activity outdoor, while activity outdoor, and post-activity outdoor can improve the students' speaking skill. The implementation of outdoor learning method can improve the students' speaking skill of English language education study program Khairun University in academic year 2022/2023. In the pre-test result, in which they formerly did not learn using outdoor learning methods, the mean of pre-test was 58.02. After they learn English using outdoor learning method, the mean of post test was 70,8.

Keywords: English language, outdoor learning method, teaching speaking skill

INTRODUCTION

English is one of the most important tools to prepare competence and quality of the young generation. In English learning process, speaking is the hardest skill to learn for most students. Speaking is the most difficult part in learning a foreign language because it involves the manifestation either of phonological or grammatical system of the language. The reality shows that the most learners rarely used English in the classroom are still facing difficulties in dealing with conversation or discourse although they are actually understand the utterance (Harmer, 2003:251-252).

The success of learning language is measured in terms of the ability to carry out a conversation in the target language, speaking is fundamental to human communication. Therefore, language activities in speaking class should focus on language use individually. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also provide each students to speak (Harmer, 1990:25).

Teaching speaking is not an easy to conduct. Teacher needs strategies to teach pronoun, stress, intonation, rhythm, accuracy, fluency, grammar, vocabulary, comprehension, and interaction. In order to improve students' speaking ability teacher should create outdoor activities that offers students opportunity to speak English freely in an motivating learning environment. materials Outdoor learning activities meet students' needs and interest and provide a wide range of authentic Bas (2008).

The rising problem faced by most students of English Language education study program at Khairun university is the lack of practice speaking skill in English. This because students rarely have the opportunity to speak English in real contexts due to the acquaintance of studying English with the traditional method. Most students are low motivated in learning English because they do not interest to the strategies of teaching speaking. Most of them are not fluent in speaking English, and many of the second semester students do not pass the examination.

Those reasons above motivate the researcher to conduct this research entitled "Enhancing Students' speaking skill through Outdoor Learning methods: A classroom Action Research to Students of English Language Education Study Program Fourth Semester of Khairun University in Academic 2022/2023", The research aim to find out the implementation of Outdoor Learning Enhance Students' Speaking Skill to students of Fourth Semester Khairun University, and to find out the Enhacing of Students' Speaking Skill Through Outdoor Learning

Literature review

Speaking is the most difficult part in learning a foreign language because it is usage sense involves the manifestation either of phonological system or grammatical system of the language. The reality shows that the most learners rarely use English in classroom are still difficulties in dealing with conversation or discourse although they are actually understand the utterance (Harmer, 2003: 251-252).

Cam Lien (2023) affirms that traditionally, almost language classes are taught indoors, but classroom-based environment is not the only choice. In fact, an indoor learning environment is insufficient to meet the students' learning needs. The implementation of outdoor learning can provide students various learning locations to practice language skills. According to Asama, Anwar and Muhammad (2016) in Cam Liem (2023) outdoor learning can be understood as outdoor education. Then relate with this, Vera (2012) state that outdoor is a form of study outside the classroom that can be organized at school or somewhere else. In additions, Asama, Anwar & Muhammad (2016) says that outdoor activities are any types of activities designed as a method for teaching English outside of the classroom.

Gill (2009) in Cam Lien (2023) point out that students can improve their independence, resistance and excitement when studying with outdoor learning activities. Furthermore, outdoor learning activities enhance students' ability to communicate and exchange knowledge with other (Arifan, 2016). According to Roger Greenaway (2005) outdoor learning can be powerful, exciting, inspirational, developmental and rewarding in many ways. The power of outdoor learning makes it a valued means for overcoming some of the toughest learning challenges. For example: it can bring about personal breakthroughs for people with learning difficulties; it can help to bring divided communities together; and it can inspire culture change in organisations.

RESEARCH METHOD

In this study the researcher uses action research theory proposed by Kemmis and Taggar to conduct a research with the title improving students' speaking skill through outdoor learning method: a classroom action research to English language Education Study Program of Khairun University in academic year 2022/2023.

The research instrument utilized by the writer is in the form of observation checklist and test. The observation checklist is mainly used to write the students' progress from time to time. Test is one important element in the research namely to find out the implementation of outdoor learning can improve students' speaking skill or not. In this research, the data are

collected through: (1). Pre-Test, (2) Observation, (3) Questioner, (4) Post Test. In this research procedure the researcher will use four steps as follows:

- a. Cycle 1
 1. Planing
 2. Action and Observation
 3. Reflection
- b. Cycle 2
 1. Planing (Revised Planing 1).
 2. Action and Observation
 3. Reflection
- c. Cycle 3
 1. Planning (Revised Planning 2)
 2. Action and Observation
 3. Reflection

In line with research objective, that is to find out the implementation of outdoor learning methods in teaching speaking skill. The result shows that the implementation of outdoor learning methods is purposively, meaningfully and effectively in teaching speaking. The result of pre test and post test are compared. The the difference both tests is utilized to shows wether there is some improvement in student' speaking skill or not after the implementation of outdoor learning. The research schedule consist of six steps: Observation, planning and action I, planning and action II, planning and action III, and data analysis and reporting.

RESULT AND DISCUSSION

A. The Implementation of Outdoor learning in teaching speaking skill to students of fourth semester of English language education study program Khairun university

1. Pre-Test

The researcher started by giving pre-test to the students. The pre-test consist of two types written and oral test to student. The oral pre-test was conducted by interviewing each student, using ten questions, and written pre-test was conducted by giving questions about the students' life and activities. The oral pre-test was conducted by calling the students one by one in front of the class to be interviewed and the researcher recorded it. During the oral pre-test, the researcher gave the other students the written test. The pre-test was scored based on seven points; fluency, pronunciation, grammar, vocabulary and accuracy/appropriateness. Each point has score ranging from 1 to 10.

Table 1 The Result of The Pre-Test

Students' Number	Fluency	Pronunciation	Grammar	Vocabulary	Accuracy	Average Score
1 - 43						
Mean	47.13	52	55.34	44.65	50.83	58.02

The table shows that the mean of the pre-test was 58,02. The lowest score was 40 and the higher score 65. There was only two students who got score 65. Among forty-three

students there were forty students who scored below 65. The mean of the pre-test was low (58.01).

2. Cycle

This research consisted of three cycles. Each cycle had three steps: planning, acting and observing and reflecting. Cycle 1 was conducted for three week. Cycle 2 was conducted for three weeks and also Cycle 3 was conducted for three weeks . Each Cycle consisted of planning, action and observation, and the last was reflection.

Cycle 1 was conducted for three weeks. The first week was planning, the second and third week were for acting and observating, and the last is reflecting. The steps of cycle 1 consist of: planning1, acting and observing, and reflection

Table 2 The Result of Evaluation in Cycle 1

Students' Number	Fluency	Pronunciation	Grammar	Vocabulary	Accuracy	Average Score
Mean	60.3	60.05	62.03	65.03	60,00	60,03

As seen in the research evaluation from the table above, the mean from the first evaluation is 60,03. The lowest score is 50 and the highest score is 70.03 There were five students who got score 70.03 and eight students who get score 50,01 there was twenty students who got 60.

Reflection 1

Based on the implementation of the cycle 1, there are some points that the researcher can sum up as follows:

- The implementation of outdoor learning in teaching speaking through various activity can make students interest to study English and more activity although they still poor in making interaction.
- Teaching English through outdoor learning is a meaningful context for acquiring, memorizing new language/expression and new vocabulary. Students' vocabularies were still poor, mistakes in pronunciation becouse influenced by their first language (mother tongue).
- The use of outdoor learning in teaching speaking skill make students more active.

Cycle 2 was conducted for three weeks. The first week was planning, the second and third week were for acting and observating, and the last is reflecting. The steps of cycle 2 consist of: planning2, acting and observing, and reflection.

Table 3 The Result of Evaluation in Cycle 2

Students' Number	Fluency	Pronunciation	Grammar	Vocabulary	Accuracy	Average Score
Mean	60.00	60.01	60.08	60.8	60.00	60.8

As seen in the research evaluation from the table above, the mean from the first evaluation is 60.88 The lowest score is 55 and the highest score is 70,05 there were only three students who got 55.

Reflection 2

Based on the implementation of outdoor learning method at the first and second meeting of cycle 2 that is completely done and researcher can sum up as follows:

- a. The implementation of outdoor learning method through some steps and various activities in teaching speaking can make students more active in making interaction spontaneously.
- b. Using functional text improved students' confidence not least because students have a written text as a basis from which developed their oral skill.
- c. The use of outdoor in teaching speaking is an excellen way of creating cohesion and cooperation in a group.

Cycle 3 was conducted for three weeks. The first week was planning; the second and the third week were for acting and observing, and the last is reflecting. The steps of Cycle 3 consist of planning 3, acting and observing, and reflection.

Table 3 The Result of Evaluation in Cycle 3

Students' Number	Fluency	Pronunciation	Grammar	Vocabulary	Accuracy	Average Score
Mean	70.00	70.02	70.05	70.8	70.6	70.8

As seen in the research evaluation from the table above, the mean was 70.8. There were only five students who got 60. The highest score 80.

Reflection 3

The third cycle was completely performed, the researcher can sum up as follows:

- a. The outdoor learning were an effective way to enhance the student's speaking skill
- b. Studying an interesting place text providing studetents with a meaningful context for acquiring and memorizing new language or vocabulary.
- c. The conversation/language routine used in pre or opening, while, and closing activity could help the stdents to speak fluently and spontaneously.

CONCLUSION

The implementation of outdoor learning in teaching speaking skill to student of fourth semester of English Language Education study Program Khairun University through three steps activities. The first step is Pre-Activity, the second step is While Activity, and the third is post Activity. The result of outdoor learning through three steps can improve the students' speaking skill. There is an improvement of students' score in speaking, In the pre-test result, in which the students didnot using Outdoor method, there were forty students who got 65. The mean pre test was 58.02. After they learn English using outdoor method, the mean was 70.8. There were ten students got 85 and thirty-three got below 85.

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