

**INCREASING STUDENTS' SPEAKING ABILITY USING OUTDOOR
ACTIVITIES AT THE SEVENTH YEAR OF SMP PGRI 13
GONDANGREJO IN 2011/2012 ACADEMIC YEAR**



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**STUDENTS SPEAKING ABILITY USING OUTDOOR ACTIVITIES
AT THE SEVENTH YEAR OF SMP PGRI 13 GONDANGREJO
IN 2011/2012 ACADEMIC YEAR**

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ABSTRACT

The objectives of the study are as follows: 1) to clarify whether or not outdoor activities can increase the students' speaking ability, 2) to describe the implementation of outdoor activities in increasing students' speaking ability, 3) to identify the strength and weakness outdoor activity in increasing students' speaking ability for the seventh year students of SMP PGRI 13 Gondangrejo in 2011/2012. It is Classroom Action Research (CAR) conducted for the seventh year students of SMP PGRI 13 Gondangejo in 2011/2012. Consist of 31 students. The research required four procedure : planning, implementing, observing, reflecting. The data are taken from event, and document The methods of collecting data are observation, test, interview, document. In this research the writer conducts three cycles. The results of the study show that: 1) The outdoor activity understanding can increase the students' speaking ability. It is proved by the students' average score which increased after having some steps conducted by the teacher. 2) The use of outdoor activity understanding in increasing students' speaking ability is effective. The effectiveness can be proved by the increase of students' score throughout the cycle, 3) The problems occurred in the implementation of teaching speaking using outdoor activity came from both the student and the teacher. The students were having troubles because they had a lack of vocabulary, and 4) The advantages of teaching speaking using outdoor activity were that the students became easier in mastering speaking. It was due to the fact that the teaching-learning process was based on the application of speaking. The weakness of the teaching speaking using outdoor activity was time consuming since it needed more time to discuss.

Keywords: speaking ability, outdoor activity, classroom action research

A. INTRODUCTION

Teaching speaking in junior high school is a big challenge for the teachers, because the teacher should grow the student's interest in order that they have motivation to speak. Besides, the teacher should create some interesting ways for their students such

as role play, study club, jigsaw, guessing word, discussion, group debate, and explaining pictures. Those can reduce the student's boredom in studying language, especially speaking.

Speaking is very important skill for the junior high school students because it prepares them to face the global world. However there are three problems in identified teaching speaking for junior high school students namely; 1) limited vocabulary which will make them unable to say words during teaching-learning process. 2) limited grammar, they are also afraid in arranging the words into a sentence. The mistake of using grammar is a big problem for the students to speak well. 3) lack of confidence, it will be an obstacle produce the speaking ability to students.

Outdoor activities are activities that can be done by people to loose the feeling of boredom. It is more interesting than indoor activity, because these activities are conducted outdoor. When we are outdoor, we can get more motivation to learn something (Patmonodewo, 2003: 12). In outdoor, the children can do many activities, such as running, jumping, climbing, and other activities. So, when the children study in real world, they can understand easily the information or materials because they can do in both study and playing in outdoor.

Based on phenomena happened in SMP PGRI 13 Gondangrejo the problems faced by the students are some boring classroom activities and uninteresting method to be used as classical method to give a topic and asking them to develop it by themselves. This often makes the students nervous in studying language. The writer, therefore, uses outdoor activities to increase student's speaking ability, because outdoor activities are suitable to seventh year students which there is transition from elementary school to junior high school, so they still need time to learn with games in order to make the students understand about the material easily, especially in speaking ability. Outdoor activities involve interesting methods and decrease boring. Therefore, the researcher tries to solve the problem through some interesting method in teaching speaking. One of them is using outdoor activities. So the writer conducts a research entitled increasing student's speaking ability using outdoor activities at the seventh year of SMP PGRI 13 Gondangrejo in 2011/2012 Academic Year.

B. RESEARCH METHOD

Speaking ability is the students' capability of speech or increasing speaking or talking (*The free dictionary.com*). Speaking ability performs the linguistic knowledge in actual communication. The functions of speaking ability are to express one idea, feeling, thought, and needs orally. Speaking ability is not merely speaking but it is more than talking, therefore, language learners should be able to use their idea, feeling, and thought. According to Patmonodewo (2003: 12), outdoor activities are the activities that can be done by people to loose the feeling of boredom. Outdoor activities mean that student activities are done outside the classroom, such as in the school yard, in the park, or in other places. But, in addition, outdoor activity is not done every time students have English lesson, it is conducted only as a warming up or intermezzo before getting the lesson. Outdoor activity is an activity that can be done by people to lose boring. When we are outdoor, we can get more motivation to learn something. According to Oxford Learner's Dictionary (1995: 291), outdoor activity is activity done outside a house or building. Outdoor activities mean students' activities that are done outside classroom to loose boredom in order to get more motivation to learn something. This is not done every time they have English class, but it is conducted only as a variation of teaching, so the students are not bored with the monotonous method of studying English. Outdoor activities can be combined with other techniques, such as, songs, games, or story. Based on this, students can effectively understand and memorize something.

The object of the research is the seventh year students of SMP PGRI 13, Gondangrejo consists of three classes. The writer chooses one of them that class VII which has 31 students. It consists of 18 boys and 13 girls. The object of this research is increasing speaking ability through outdoor activities at the seventh year of SMP PGRI 13 Gondangrejo. The location in Jl .Mayor Achmadi Plesungan Gondangrejo.

In this research is the outdoor activities technique can increase the students' speaking ability at the seventh year of SMP PGRI 13 Gondangrejo. The writer uses classroom action research (CAR). Action research is the application of fact-finding to practical problem solving in a social situation with a view to improve the quality of action within in. Arikunto (2006: 102) states that action research is a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and justice of their own social or educational practices as well as their understanding of the practices carried out. In order to reach the goal, this classroom

action research is done in four steps; planning, implementing, observing, and reflecting. First, the activities of planning are the researcher preparing material, making lesson plan, designing the step doing action, preparing list of students' name, and scoring, preparing sheet for the classroom observation and researcher preparing test to know whether or not the students' speaking ability. Second, the activities in action or implementation in classroom action research are, the researcher giving pre-test to the students' to know how far the speaking ability, the researcher increasing students' speaking ability by using outdoor activities; the activity is based on the planned material and planned steps, and researcher giving post-test. Third, the activity of this observation is performed when the students are in teaching learning process, the researcher makes notes in observation sheets like the students feeling, thinking, seeing, and something they do in English teaching-learning process. She plans this observation flexible and open to record. The last, reflecting means the teacher tries to evaluate the conclusion. It contains the evaluation of the teaching-learning process. The writer evaluates the teaching learning process that has been done by seeing the result of the observation whether the teaching learning process of speaking using outdoor activities is good to imply in teaching and learning process for SMP PGRI 13 Gondangrejo.

In this case the data are taken from the source by employing observation, interview, test and document. The first is observation, the researcher observes all of the students' activities during the teaching speaking learning process in seventh year students of SMP PGRI 13 Gondangrejo. In this research, the writer acts as an active observer. The writer interacts with the students as well as the teacher. In speaking lesson, the writer observes their speaking ability such as: their pronunciation, memorization, vocabulary, and their confidence in speaking lesson. The second, interview is a technique of collecting data by having conversation between interviewer and respondent to get certain information from respondent. It is conducted by asking the students' about the implementation in increasing students' speaking ability. The third is test, the researcher uses oral test to measure the student's achievement in speaking ability. The test is used to compare the students speaking achievement before conducting the research (pre-test) and after conducting the research (post-test). The form of the test can be grouped into three forms; namely; oral test, and behavior form test. The goal is to know whether the students' ability can increase or not. And the last, documents are the result students' test, the materials, the result of group's activity, and the result of observation.

The technique of analyzing data in this research the writer uses some steps to analyze they are; making summary from the main points, arranging, and categorizing data based on the classification, describing and discussing the finding of the research in the form of systematic classification. Therefore, it is easy to be analyzed, verifying the data and concluding and proposing the suggestion based on the data analysis. The research can be successful in increasing students' speaking ability if 50% of the students included in very effectiveness or good category. The classification 75%- 100% the excellent quality, 50%- 74% very effective quality and 0%- 49% less effective quality.

C. FINDING AND DISCUSSION

This part writer provided the overview of the implementation of outdoor activity to increase the students' ability in mastering speaking. Outdoor activities can be done by people to reduce the feeling of boredom and they are more interesting than indoor activity. When we are in outdoor, we can get more motivation to learn something. The research findings show some important points as follows: (1) the improvement of using recount text for students' structure mastery; (2) the implementation of teaching structure using recount text is effective; and (4) there are advantages and weaknesses in the teaching-learning process.

The researcher conducted in three cycles. In implementing the action, the researcher used four steps they are planning, implementing, observing, and reflecting from each cycle. The researcher concluded that the implementation of the technique ran well. The students were more active and they enjoyed the teaching- learning process. By using outdoor activity, students could improve their motivation and simulated them to speak English. Therefore, the students got motivation and could improve their ability in speaking. The students were free to express their ideas. Because it was not a debating class but they were just spoke freely about the topic. And it stimulates the students' interest in speaking English and can speak well. The students felt confident in speaking English and the speaking ability was better.

Table 1: The Result of Aspect speaking improvement

Aspect	Pre-test 1	Cycle 1	Cycle 2	Cycle 3
C	78.5	138	220.5	259
G	73.5	118.5	198.5	255

V	71	112.5	190.5	254.5
A	77	111.5	196.5	260
F	66.5	117.5	191.5	250.5

The confidence of the students' conversation is improved from 78.5 in pre-test to be 259. The grammar of students' conversation is improved from 73.5 in pre-test to be 255 in cycle 3. Vocabulary of the students is improved from 71 in pre-test to be 254.5 in cycle 3. The accuracy of the students' conversation is improved from 77 in pre-test to be 260 in cycle 3. Moreover, the fluency of the students' pronunciation is improved from 66.5 in pre-test to be 250.5 in cycle 3.

In the first cycle was conducted by the researcher on Tuesday, 24th January at 07.00 a.m up a.m. The researcher gave the topic that was "Describing Parking Place". There the researcher used outdoor activity technique in teaching speaking to finish assignment given.

In the second cycle was conducted by the researcher on Monday 30th January 2012 at 08.20 a.m up 09.40 a.m. The researcher gave the topic "Interesting People". The researcher used outdoor activities to finish all assignment which were gave in with the consideration of the weakness of the firs cycle. So the process of teaching and learning could be successful. But the researcher found some students who liked making noise during the teaching- learning process. Then, the researcher solved it by visiting the group and monitoring all of their activity. They looked active discussing with their friends, because they could not comprehend their material.

In the third cycle was conducted by the researcher on Thursday, 2th February 2012 at 08.20 up 09.40 a.m. The researcher gave the topic "Flower". Here the researcher implemented outdoor activity in teaching- learning process. In this cycle, the students looked active and they did better than the last cycle. There was improvement score from this cycle. The researcher also found two students who were unsuccessfully yet on the cycle before. Then, the researcher gave motivation to the two students for their willingness and confidence. The students looked very enthusiastic and active in the classroom.

But in applying their technique, the researcher found some problems too. The students had difficulties in speaking English because the students had limited vocabulary. To solve this problem, the researcher divided the students into some groups. So the

students could discuss the material with their friends in their group. And finally the speaking ability was better.

The implementation of outdoor activities had been conducted by using classroom action research. The researcher used three cycles in the research. From all cycle, the researcher concluded that outdoor activity was appropriate to be applied to the students. Outdoor activity is the method that could make the students more active in expressing their ideas and less boredom in teaching- learning process. The researcher compared the score of Pre-test and Post-test to know whether the teaching speaking by using outdoor activity is successful or not and whether the score increases significantly or not at the seventh year of SMP PGRI 13 Gondangrejo.

After comparing and calculating the result of pre- test and post- test, it can be seen that teaching speaking ability by using outdoor activity is effective. It is showed by the increasing score from pre-test and post-test. The result of the students' speaking assignment showed that mean score of pre-test 23,65 and post-test 82,17. So the improvement of students score of pre-test and post-test is 58, 52. Therefore, the implementation of outdoor activities in increasing students' speaking ability was successful.

There are four strengths and four weaknesses in increasing speaking using outdoor activity. The descriptions are as follows:

a. The strength of teaching ability by using outdoor activity.

The advantages of teaching speaking using outdoor activity are that the students easy in mastering speaking easier and the teacher explained the pattern easier.

- 1) The material taught are suitable with the students need in their life because the students can be more active in speaking. The writer prepared materials based on daily activities which made the students easy in mastering the vocabulary used.
- 2) The teaching learning process became more interesting and boring. The teaching learning process was interesting because the topic was based in daily context. Sometimes, it makes the students boring because the students did not master a lot of vocabulary.

- 3) The students are more creative because they can study in outdoor. The setting of outdoor made the students did not get bored because there was scenery to refresh their mind.
 - 4) The relationships among the students are good. Students cooperation and interaction are good because they could share their idea together.
- b. The weaknesses of increasing students' speaking ability using outdoor activity
- 1) The outdoor activity cannot be implemented effectively to the students who have limited vocabulary and lack of grammar to express their ideas speaking are spontaneous. So the students should master vocabulary and grammar to express their idea. If the students did not able in mastering vocabulary and grammar, they would find difficulty in speaking.
 - 2) The students who have lower capability in speaking are difficult in joining teaching learning process well. Speaking skill needed good intonation, pronunciation, etc in order to be good speakers. These aspects should be mastered by students.
 - 3) The activities are dominated by the students who have good capability because the students have low capability feel unconfident in speaking. So, that they are left their friends.
 - 4) It is time consuming. The teacher should manage the time carefully because doing outdoor activity needs much time.

D. CONCLUSION AND SUGGESTION

Based on the research result, the researcher can draw the conclusion concerning in increasing students' speaking ability using outdoor activity at the seventh year of SMP PGRI 13 Gondangrejo, Karanganyar. Outdoor activities can increase students' speaking ability. Besides, outdoor activities increase the students' motivation in learning English and the students become more active in the classroom and more confident to speak English. The strength of increasing students' speaking ability using outdoor activity are, the material taught are suitable with the students need in their life because the students can be more active in speaking, the teaching learning process became more interesting and boring, the students are more creative because they can study in outdoor, the relationships among the students are good.

The weaknesses of increasing students' speaking ability using outdoor activity are, the outdoor activity cannot be implemented effectively to the students who have limited vocabulary and lack grammar to express the ideas, the students who have lower capability in speaking are difficult in joining teaching learning process well, the activity are dominated by the students who have good capability, the teacher should manage the time carefully because doing outdoor activity needs much time.

The researcher draw suggest for the teacher, the students, and other researchers. To the teacher: 1). the teacher should make the students learn more active, 2). the teacher should create the situation of teaching-learning process as enjoyable and interesting as possible, 3). the teacher should use interesting media in teaching English especially in teaching speaking, 4). the teacher has to control the class well. To the students: 1). the Students are expected to be active, more motivated, and creative so that they can follow the class activities, 2). the students must pay attention to the teacher's explanation, 3). the students should be more confident in speaking class, 4). the students should have practice more in exploring of speaking skill. To other researcher, the writer realizes that this research is far from being perfect. There are still many weaknesses dealing with the teaching - learning process that is done. This research paper only gives a little contribution in English teaching. However the writer hopes that this research paper can be used as one of references for other researchers in conducting a better research.

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