THE USE OF OUTDOOR-BASED LEARNING STRATEGY TO IMPROVE THE STUDENTS' SPEAKING SKILL IN SMP UNISMUH MAKASSAR

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ARTICLE INFO	ABSTRACT
	This research aimed to find out whether or not the use of Outdoor-Based Learning Strategy can improve the students speaking skill in terms of fluency and accuracy. This research was conducted in SMP Unismuh Makassar by using the true experimental design through two groups of experimental class and controlled class, and collected the data by giving pre-test, treatment, and post-test. The population of this research was the first grade students at SMP Unismuh Makassar. The sample was taken by using purposive sampling technique which consisted with 17 students as experimental class and 17 students as controlled class. The research findings showed that the first grade students of SMP Unismuh Makassar have a significant different between students' post-test in experimental class and controlled in speaking fluency and accuracy. The mean score of post-test (2.41) in experimental class was higher than the mean score of post-test (1.94) in controlled class. While in Speaking accuracy the mean score of post-test (1.94) in experimental class as higher than the mean score post-test (1.65) in controlled class. From t-test the t-test value in speaking fluency is 4.315 > 0.05 and in speaking accuracy 3.395 > 0.05. which mean that there is significant difference between before and after giving the treatment. It indicated that the null hypothesis (HI) was accepted, and the null hypothesis (H0) was rejected. It shows that the use of outdoor-based learning significantly improve the students' speaking fluency and accuracy.

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INTRODUCTION

Speaking is one of the important skill. Nunan as cited in Suryani (2015) claims that the value of speaking ability is clear when considering the social nature of humans, who rely more on speaking than writing when dealing with others. Human communication relies on peaking in every situation. Because of this, speaking skills should be taught in language classes using an interactive approach.

The goal of English instruction was for students to be able to speak fluently. According to Canh et al., (2009) classroom activity are often designed to focus of completing tasks that are mediated through language or involve negotiation of information and information sharing. However, focusing on giving tasks and sharing information is not enough to improve the students' speaking skill. Typically, they were only capable of grammar reading, and writing. It was difficult for the students to speak English fluently because English was not used in the environment or society. Furthermore, traditional teaching techniques were taught in the same manner or the teacher talk more than the students.

Many issues that the teacher had to deal with included the pupils' lack of vocabulary, their fear of making a mistake when speaking, or their lack of confidence. If they wanted to express themselves during the learning process, they would use Indonesian or their native tongue. Therefore, it is important to choose the best method for resolving student issues so that they can become more engaged in their education and speak more fluently. One such method is the outdoor-based learning (OBL) strategy.

Sugiarti as cited in Arizandi (2018) explain that one approach used by teacher to get their kids to study outside of the classroom is outdoor learning. According to Mann et al., (2021) Learning outdoor has been defined as putting kids outside to acquire vital curriculum concepts in their immediate or neighboring surroundings, with four different zones: school grounds, local neighborhoods, day excursions, and overnight stays/residential camps and expeditions. Outdoor activities are activities that can be done by the people to loose the feeling of boredom. It is more interesting than outdoor activity, because outdoor learning the students can playing, get new things, improve their critical thinking, and can get many information with learning in outdoor.

Husamah (2013) stated the goal of outdoor learning is to give pupils practical training so that their comprehension of the subject matter is more clear.A fun learning environment, the use of concrete instructional materials, the use of locally available natural materials, the promotion of the ability to explore, and the ability to provide enjoyment to the students while they study without making them feel tired or bored due to lack of interest in the learning process are all benefits of the outdoor learning strategy.

RESEARCH METHOD

This research used true experimental research design to identify the enhancement of pupils' speaking skills through the use of outdoor-based learning (OBL) strategy. The research's subjects were SMP Unismuh Makassar seventh-grade students. Speaking exam was employed as a tool in this study. A speaking test is used to gauge a student's proficiency or success in speaking.

This research used Pre-test and post-tests to collect the data. The speaking test/oral exam was used to gauge the students' proficiency in speaking, particularly with regard to fluency and correctness. The spoken portion of the pre-test and post-test are both present. The researcher was recording the students' speaking performance as they practiced explaining the material for the oral exam. According to Derry as cited in Barron et al., (2015), that most researchers create transcripts of the events depicted in their videos as part of the video analysis process. In this instance, the transcription of the recording assisted the researcher in evaluating the students' performance. And speaking aspect in terms of fluency and correctness is taken into consideration when scoring.

The following data analysis approaches were employed by the researcher:

1. Classification, score, and criteria of fluency

Classifications	Score	Criteria
Excellent	6	Speaking without too great effort with wide range of expression searching for word. Searching for words but occasionally only one or two unnatural pausese.
Very Good	5	Sometimes, word searching requires effort. Nevertheless, there were very few artificial pauses and the delivery was smoothest overall. Despite his efforts to find the word, he often delivers his lines smoothly with few unnecessary pauses.
Good	4	Occasionally, fregmentallybut succes in conveying the general meaning fair range of expression.
Average	3	Most of the time, some effort is required; frequently, the desired message must be sought; the delivery is sluggish and incomplete. Oftentimes, expressiveness is constrained.
Poor	2	Long pauses while he searches desired frequently

		fragmentary and halting delivery, almost gives up making the effort at times limited range of expression.
Very Poor	1	full of unnaturally long and extended pauses. delivery that is highly halting and jumbled. Sometimes give up trying, very constrained in their expression.

(Heaton 1988)

2. Classification, score, and criteria of accuracy

Classifications	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Mother language still has a slight influence on pronunciation, although there are no significant phonological problems. Several grammatical and lexical mistakes, but just one or two significant ones that are confusing.
Average	3	Only a few major phonological and lexical errors, some of which are confusing, are influenced by mother language pronunciation.
Poor	2	Mother language has a significant impact on pronunciation, and mistakes can hinder communication. several grammatical and simple mistakes.
Very Poor	1	Numerous elementary grammatical and vocabulary mistakes, as well as serious pronunciation issues. No indication that any of the language abilities and regions practiced throughout the course have been mastered.

(Heaton 1988)

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RESULT AND DISCUSSION

Pre-test and post-test were used in this section by the researcher to gather data from SMP Unismuh Makassar students. The data is then examined. The mean scores of the experimental class and the controlled class show the research's findings. In the experimental class, the mean post-test score (2.41) was greater than the mean post-test score (1.94) in the controlled class. While in speaking accuracy, the experimental class's mean post-test score (1.94) was greater than the controlled class's mean post-test score (1.65).The mean score can be seen as the following:

a. The means score and the improvement of speaking fluency in pre-test and post-test

Table 4.9 The students' pre-test and post-test mean score

Kind of text	Score	Improvement
Pre-test Experiment	1.47	
Post-test Experiment	2.41	39%
Pre-test Control	1.53	
Post-test Control	1.94	21.13%

The table above can be seen that the mean score of students' fluency in pre-test experiment was 1.47, and in post-test experiment was 2.41, and the improvement from pre-test to post-test is (39%). While in control class, the students' fluency in pre-test was 1.53 and in post-test was 1.94, and the improvement from pre-test and post-test is (21.13%). Based on the analysis it was found that there was improvement of students' fluency after using Outdoor-Based Learning (OBL) Strategy on students' speaking skill.
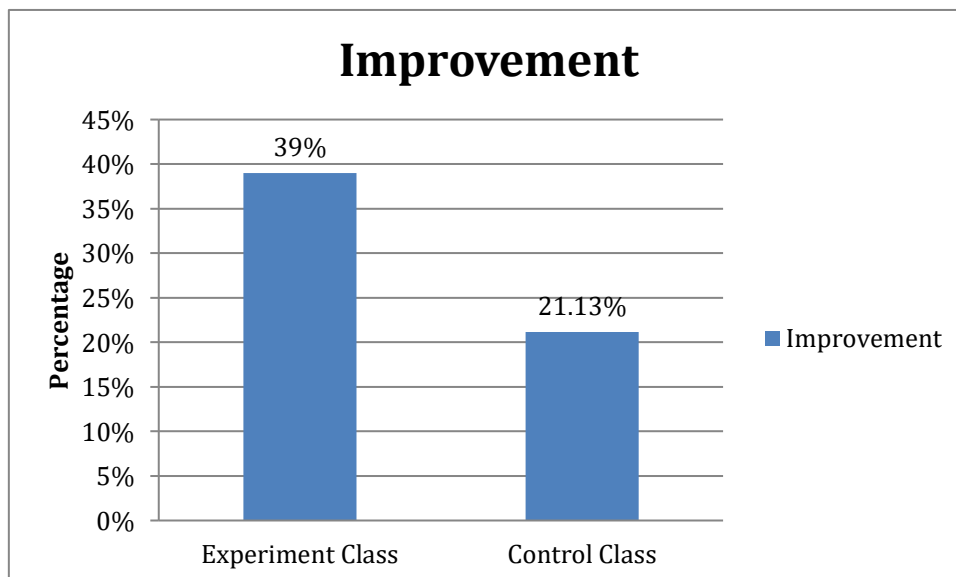

Fig 1. The percentage of the students' improvement

Figure 1. presented about the improvement of the students' speaking fluency between the experiment class and controlled class before and after using Outdoor-Based Learning (OBL) Strategy in terms of fluency. The percentage of the experiment class is 39% and controlled class is 21.13% improvement. It means that The use of Outdoor-Based Learning Strategy in terms of fluency Experiment class is improve and higher the percentage than the controlled class with used Conventional Strategy.

b. The means score and the improvement of speaking accuracy in pre-test and post-test

Table 2. The students' pre-test and post-test mean score

Kind of text	Mean Score	Improvement
Pre-test Experiment	1.29	
Post-test Experiment	1.94	33.50%
Pre-test Control	1.47	
Post-test Control	1.65	10.90%

The table above can be seen the mean score of students' accuracy in pre-test experiment was 1.29, and in post-test experiment was 1.94 and the improvement is (33.50%). While in control class, the students' accuracy in pre-test was 1.47 and in post-test was 1.65 and the improvement is (10.90%). Based on the analysis it was found that there was improvement of students' accuracy after using Outdoor-Based Learning (OBL) Strategy on students' speaking skill.
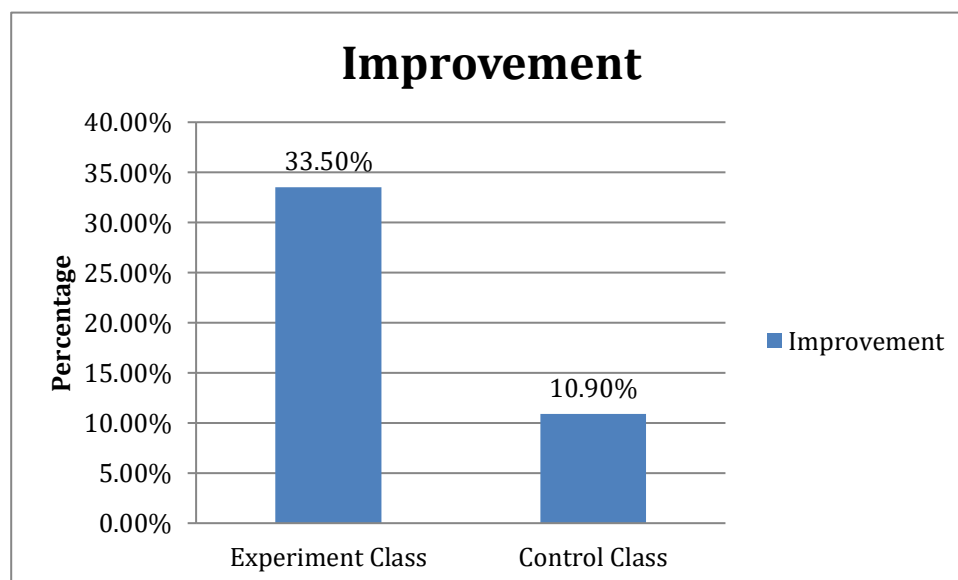

Fig 2. The percentage of the students' improvement

Figure 2. presented about the improvement of the students' speaking accuracy between the experiment class and controlled class before and after using Outdoor-Based Learning (OBL) Strategy in terms of fluency. The percentage of the experiment class is 33.50% and controlled class is 10.90% improvement. This indicates that the experiment class uses the

outdoor-based learning strategy more frequently and with more fluency than the control class, which followed the conventional strategy.

c. T-test (test of significat)

To ascertain whether there was a statistically significant difference in this case, the researcher utilized the t-test (test of significance) for an independent sample test. The value of the t-table in the analysis performed by the researcher using the t-test was 1.74588 at a level of significance of 0.05 and a degree of freedom (df) of N-1, where N is the number of subjects (17 students).

Table 3. The t-test value of students' fluency and accuracy

Variable	T-test	T-table	Comparison	Classification
Fluency	4.315	1.74588	t-test > t-table	Significantly Improve
Accuracy	3.395	1.74588	t-test > t-table	Significantly Improve

Table above showed that the t-test in speaking fluency is 4.315 > 0.05 and in speaking accuracy 3.395 > 0.05, which means that there is significant improvement between before and after giving the treatment. It indicated that the null hypothesis (HI) was accepted, and the null hypothesis (H0) was rejected. It show that the use of outdoor-based learning significantly improve the students speaking fluency and accuracy.

The significant different can be seen in SPSS result below:

Table 4. The significant different in speaking Fluency

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experiment - Post-test Experiment	-.941	.899	.218	-1.404	-.479	-4.315	16	.001
Pair 2	Pre-test Control - Post-test Control	-.412	.507	.123	-.673	-.151	-3.347	16	.004

From the table above, we can see that the value of sig (2-tailed) was less than 0.05 or (0.001 < 0.05) indicating that there was significant different.

Table 5. The significant different in speaking accuracy

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experiment - Post-test Experiment	-.647	.786	.191	-1.051	-.243	-3.395	16	.004
Pair 2	Pre-test Control - Post-test Control	-.176	.809	.196	-.592	.239	-.899	16	.382

(Header: Paired Samples Test)

From the table above, we can see that the value of sig (2-tailed) was less than 0.05 or (0.004 < 0.05) indicating that there was significant different.

Based on the result, it can be concluded that there is improvement of the students' fluency and accuracy by using Outdoor-Based Learning (OBL) strategy. This strategy can make the students more confidents and speak fluently in speaking skill.

DISCUSSION

The researcher discovered that applying the Outdoor-Based Learning (OBL) Strategy considering the outcomes of the aforementioned data, was effective in teaching speaking. The students at SMP Unismuh Makassar can speak more fluently and accurately, have more confidence, and think more analytically thanks to outdoor learning. It correlates with the theory of Ouvry (2003), children should have the chance to experience the outdoors so they can use their senses to learn about themselves and their surroundings. Children who participate in outdoor learning activities develop their communication, emotional expression, and decision-making abilities, which helps them succeed in life.

CONCLUSION

1. Based on the results of the data analysis, study findings, and discussion of the research, it may be concluded that adopting Outdoor-Based Learning (OBL) Strategy can improve the students' speaking skills at the seventh grade of SMP Unismuh Makassar. It was proved the students' achievement in speaking fluency. Before applied Outdoor-Based Learning Strategy, the students speaking fluency was still low, and different with the students after done the treatment. It was found in students' speaking skill after applied Outdoor-Based Learning (OBL) Strategy. It is clear from students' post-test results that 2.41 was greater than 1.47 on the pre-test. This shown how the use of OBL in the teaching of speaking improved the students' speaking fluency.

2. The research may be concluded that adopting the Outdoor-Based Learning (OBL) Strategy can increase the students' speaking skills in terms of correctness at the seventh grade of SMP Unismuh Makassar based on the results of the data analysis, research findings, and discussion of the research. Before applied Outdoor-Based Learning (OBL) Strategy, the students speaking accuracy was still low, and different with the

students after done the treatment. Students' post-test score of 1.94 was greater than their pre-test score of 1.29, as can be shown. This demonstrated how the use of OBL in the teaching of speaking improved students' speaking accuracy.

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