

The Use Outdoor Learning Activities to Increase Speaking Ability In MTs.Siti Khodijah Sampang

Helvi Tyana Rosa^{1*}

¹ English Education Departement, Faculty of Teacher Training and Education, Madura University, Pamakasan, East Java, Indonesia 1

*Corresponding author: helvityana9@gmail.com (No WhatsApp: 085958909491)

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ABSTRAK

Keterbatasan media di dalam kelas, pembelajaran dalam ruangan dapat membuat siswa kurang dapat menjelajahi ide, tidur, dan tidak responsif di kelas. Sebaliknya, pembelajaran di luar ruangan dapat membantu baik guru maupun siswa dalam mempelajari berbicara dalam bahasa Inggris dan memudahkan mereka memahami topik yang tidak tercakup di dalam kelas. Pembelajaran di luar ruangan ini akan berlangsung di halaman kelas, di mana objek nyata akan ditempatkan dan digunakan sebagai subjek diskusi. Penelitian ini dilakukan oleh seorang peneliti kualitatif. Peneliti menggunakan observasi, dokumentasi, dan wawancara dengan tutor dan siswa untuk mengumpulkan data. Penelitian ini menghasilkan dua temuan: pertama, bahwa pembelajaran di luar ruangan dapat digunakan untuk mengajarkan keterampilan berbicara seperti persiapan, aplikasi, dan penilaian; kedua, bahwa pembelajaran di luar ruangan memberikan lingkungan yang konkret dan interaktif, meningkatkan pemahaman siswa terhadap topik di luar batas kelas tradisional.

ABSTRACT

The limitations of the media in the classroom, indoor learning causes students to be born, unable to explore ideas, sleep, and unresponsive in class. In contrast, outdoor learning can assist both teachers and students in learning to speak English and makes it easier for them to understand topics that are not covered in the classroom. This outdoor learning will take place in the classroom yard, where actual objects will be located and used as a discussion subject. This study was carried out by a qualitative researcher. The researcher used observation, documentation, and interviews with the tutor and student to gather data. This study produced two findings: the first is that outdoor learning may be used to teach speaking skills such as preparation, application, and assessment; the second.

INTRODUCTION

Since teaching English to students who do not speak it as their first language may be challenging, teachers play a crucial role in enhancing the learning process activities. To that end, they must have effective teaching strategies. Certain pupils struggle with speaking English fluently. These issues might be attributed to a lack of vocabulary, difficulty pronouncing words, or difficulty

structuring sentences and phrases. Students need more time to practise speaking English in order to become proficient speakers with friends, teachers, partners, and other people. (Mutmainnah, Nur).

Because there are limited media options in the classroom—students can only study in front of these resources—a whiteboard, chair, table, lamp, book, picture, and so on—indoor learning can sometimes cause students to become immature, unable to explore ideas, sleep through the night, and less engaged in class. As a result, outdoor learning can support both the teacher and the students in learning how to speak English in class.

Speaking is the act of expressing oneself verbally, such as when making a speech or a request (Lai Mei Leong and Sayedeh Masoumeh Ahmadi, 2017). Additionally, the production ability of one-handed speaking falls into two primary categories: fluency and accuracy. Speaking English well allows us to communicate with people. Accuracy is the use of vocabulary, grammar, and pronunciation via certain activities, while fluency is the capacity to talk continuously while speaking on the spur of the moment (Ali Derakhshan, 2016). Speaking is essential and has to be learned by those learning English as a second language, according to Muhammad Bagher Shabani (Mohammad Bagher Shabani 2013).

One of the ways to study speaking is via outdoor learning. Any kind of learning that takes place outside of the classroom is often referred to as outdoor learning. Abdullah (2016). The subject and object around the student that was previously created in the tutoring module may be understood by the instructor. Because they may study while having fun, outdoor learning activities not only encourage students to participate in the topic but also make it more engaging, easier for them to grasp, and more accepting of the knowledge or content. Awaliaturrahmawati, Dewi (2011)/2012.

MTs. Siti Khodijah is one of the schools in Pangarengan Sampang. There, students learn spoken English in addition to grammar. Researchers had visited this location and discovered that the tutor used outdoor learning to teach speaking English classes. This is a straightforward and distinctive method that any English instructor may utilise to teach speaking English. At MTs. Siti Khodijah, the researcher conducted observations and interviews with the teachers and students. In this instance, the researcher used a qualitative research design and a descriptive study methodology. Here, at MTs Siti Khodijah, the researcher used an outdoor learning exercise to teach English speaking to students.

The following are some potential issues that students may have while learning to speak: grammar, vocabulary, pronunciation, and mother language. (Alcoff, Linda, 2015). One method of learning that involves inviting students outside of the classroom to get acquainted with their surroundings is called "outdoor learning" (Yono and Muhtar, 2017). While learning outside of the classroom aims to guide students in carrying out activities that can lead to changes in behaviour towards the surrounding environment, outdoor learning is also known as outing learning because the learning process takes place outside of the classroom and even directly involves nature as a real learning object, namely nature, society, and the surrounding situation (Kurnia Ningsih DKK, 2015).

When using the environment as a medium, there are a few things that need to be done, according to Sudjana. The stages of outdoor learning implementation—preparation, execution, and evaluation—are endorsed by Hayani and Santoso. (2011)/2012 Dewi Awaliaturrahmawati. A student's answer is often described as their perception or estimate after an observation (Rusydi Hanifi 2015). Student reaction types (Muhlisin, 2019) These are precise, choral, pen-ended or

students-initiated, quiet, confused, focused on work, laughing, speaking in the native tongue, and nonverbal.

According to the justification given above, the researcher has identified two study problems: the first is how the tutors at MTs use outdoor learning to teach spoken English classes. Khodijah Siti? How do students react when a tutor uses outdoor learning to teach spoken English in MTs. Siti Khodijah classes?

METHOD

Research Design

The goal of this study was to determine how the tutor employed outdoor learning in the spoken English lesson at MTs. The researcher used a qualitative technique in this investigation. The researcher, Siti Khodijah, obtained the information from the students' answers and the tutor's use of outdoor learning. The researcher employed three methods to gather data: observation, interview, and documentation. In the first, the researcher used outdoor learning to observe speaking English classes; in the second, the researcher conducted interviews with tutors and students regarding outdoor learning in speaking English classes; and in the final, the researcher took pictures, recorded information, and a list of the tutors and students as documentation for this study. The implementation of outdoor learning can provide students various learning locations to practice language skills. According to Asama, Anwar & Muhanmad (2016), outdoor learning can be understood as outdoor education

In order to analyse data, a researcher first chooses the obtained data and then determines which of the data are linked to the issues and which are not. The researcher will choose the relevant data. The researcher gathers data by observation, interviews, and documentation; data unrelated to the issues is not chosen by the researcher, who bases conclusions on this data. The researcher employed source triangulation, which involves using diverse sources but the same approach, to ensure the veracity of the data. The information gathered from interviews and observations will be compared by the researcher

RESULTS AND DISCUSSION

A. Discovery of research

1. Using outdoor learning activities to teach spoken English to students at MTs. Khodijah Sampang, Siti Mr. Abd Rosid and Mr. Ali said that they use outdoor learning to instruct English speaking, and the instructors used three methods to implement outdoor learning.
 - a. Set up the time, location, and discussion. Create the same vocabulary.
 - b. Implementation: The instructors divided the students into groups of three or partners, allowing them to practice speaking English one-on-one.
 - c. Evaluation: Using outdoor learning, the tutor approached the student's group or partner and asked one of the pupils to repeat what had been discussed.
2. The students reply to the instructor when the tutor uses an outdoor learning exercise to teach speaking English in MTs. Khodijah Siti
 - a. The student's response demonstrates an intriguing desire to improve their English-speaking abilities. This is a great chance for students to practice speaking English, which will benefit them till they feel confident enough to speak in front of others.



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- b. The students' responses are helpful because they allow them to examine their memorization skills and expand on previously learned vocabulary. Additionally, students generally struggle with memorization and often forget the vocabulary they have learned.
- c. Students' responses indicate that outdoor learning piques their attention and motivates them to participate in process learning. Regarding the student's assertion that outdoor learning helps pupils stay bored and gives them more opportunities to practise their English studies, which will improve their English speaking skills.
- d. d. The students' responses are beneficial for improving their English speaking, especially for beginning students, since they allow them to practise speaking via outdoor learning.
- e. e. The student's reaction is a train mindset, where they study outside and get confidence to speak English in front of others in addition to honing their English speaking skills. We are aware that students who are timid or introverted do not speak English well because they lack confidence. The students' confidence to speak out with greater audacity is also bolstered by this outdoor learning experience. The student's reaction is excellent; in order for a starting student to speak English fluently, practice speaking the language is necessary since, without it, speaking becomes more difficult and takes longer. The student may practice speaking English with friends by using an effective technique. The tutors at MTs. Siti Khodijah use an innovative and effective method called outdoor learning, which they utilise every morning to educate their pupils how to speak English.
- f. g. The pupils react with more confidence. Of course, mastering English requires more than just learning the content covered in class; we also need to learn how to apply it in real-world situations and in direct communication with others. The goal of outdoor learning is to provide students experience speaking English in everyday situations, not only with visitors but also with other students. The final student's response was enjoyable and joyful. He felt this way because the activity improved his English speaking skills and he thinks that practicing outside every morning will help him speak the language better. In addition, outdoor learning inspires students to learn.

Discussion

1. The use of outdoor learning activities by tutors at MTs. Siti Khodijah teach spoken English classes

- a. Preparation – The tutor prepared before the outdoor learning session started, creating a discussion or introducing vocabulary that the students would need to participate in order for the session to go well and for all students to practice speaking English. Additionally, the instructor set up the area for outdoor instruction. Here, the tutor conducts outdoor learning in the courtyard in front of the students.
- b. Execution - The instructor carried out the outdoor education. implementation: After the students left the classroom, the instructor asked them to form groups of two or three, and then the students may practice speaking English with their group.
- c. Assessment - The last phase involves evaluating the tutor's performance in outdoor learning. Tutor's assessment of speaking via outdoor learning: the tutor visited a group or individual student, and then asked the students to repeat what they had discussed or said in English through outdoor learning, while having a second student listen to the speaker.

2. The students' reactions to the tutor's use of an outdoor learning exercise in the MTs Siti Khodijah speaking English class.

- a. Good is a particular answer, given by the student when they get information from their instructor on work that has been completed.
- b. Happy is a choral response, given by all students or just one student who uses outdoor learning to practice speaking.
- c. Encourage an open-ended or student-initiated learning environment where students are encouraged to respond with more than only their ideas, opinions, reactions, and feelings.
- d. Greater confidence is equivalent to a quiet reaction, when pupils do nothing because they do not understand and lack the confidence to practise speaking.
- e. Assisting with English speaking – perplexing, task-oriented = several speakers speak simultaneously.
- e. Fun and interesting is as laughing response: When anything amused the students or the professors, such as an event, a joke, or a conversation about their lives, they would laugh.

The researcher obtained two sets of data, "use native language and nonverbal," which were not included as replies in the preceding chapter. When communicating with pupils, the instructor and the tutor employ nonverbal cues in addition to their native tongues. They don't both, the researcher discovered.

CONCLUSION

A. MTs Siti Khodijah tutors using outdoor learning activities to teach spoken English classes.

The tutor prepares the lesson beforehand by deciding on the time, location, and topic of conversation. The tutor then implements the lesson by having the students form groups or have panthers. The final section is evaluation, in which the researcher assesses the students by repeating what they have discussed or heard during the lesson. Tutors benefit from and find it easier to teach the process of learning to speak English while studying outside. Here, the tutor's job is to encourage students so that the spoken English lesson may go smoothly via outdoor learning.

B. At MTs Siti Khodijah, the students react to the tutor's use of an outdoor learning exercise to teach spoken English.

the outcomes of a researcher's data collection from the students' responses. Through recording, interviews, and observation, several types of replies were obtained. The students describe their responses as engaging, practical, helpful, positive, train mindset, good, more self-assured, enjoyable, and joyful. Students can practise speaking English through outdoor learning. They also enjoy it, as seen by how happy and content all of the students appear to be. This has a significant impact on the students' ability to teach English and inspires them to become more fluent in the language. Jeremy Harmer, "The Practice of English Language Teaching," 2019. Pearson Education Limited, Harlow

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