

# JEELL

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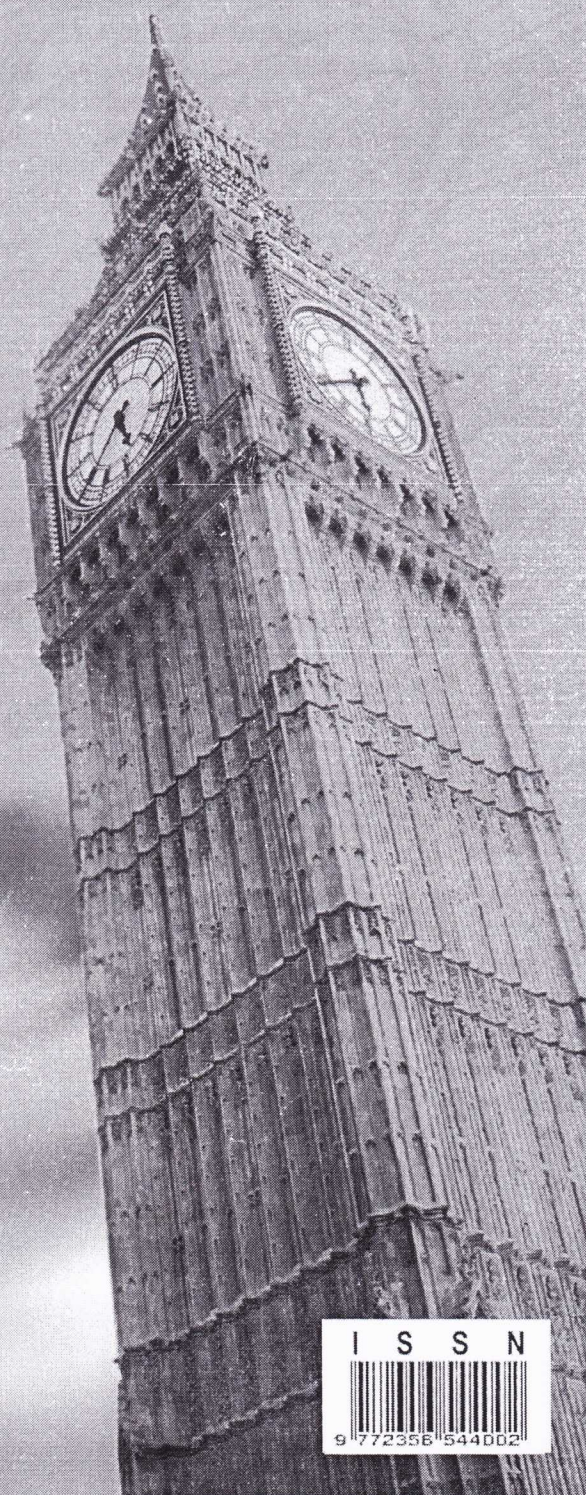


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## IMPLEMENTING OUTDOOR ACTIVITY IN TEACHING SPEAKING

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**Abstrak:** Teknik kegiatan di luar kelas dalam berbicara deskriptif mampu meningkatkan kemampuan peserta didik dalam memahami bahasa Inggris. Teknik tersebut juga mampu memotivasi para peserta didik untuk belajar sehingga memiliki pemahaman yang bagus dalam pembelajaran. Teknik tersebut memotivasi mereka untuk mengamati obyek nyata sehingga mereka dapat lebih mudah menggambarannya secara lisan. Karena motivasi dapat menambah keinginan para peserta didik dalam menguasai kemampuan berbicara, sehingga penting untuk membuat mereka mempraktikkan ekspresi lisan. Teknik kegiatan di luar kelas dapat memberi suasana kelas yang menyenangkan dan nyaman bagi para peserta didik dalam menggambarkan obyek. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Instrumen yang digunakan antara lain ceklis observasi, wawancara, catatan lapangan dan dokumentasi. Hasil penelitian menunjukkan bahwa kegiatan di luar kelas mengatasi rasa takut, gugup, serta meningkatkan motivasi dan kemampuan berkomunikasi mereka. Di lain pihak, kegiatan tersebut menambah pengetahuan, kosakata, dan menumbuhkan kreativitas mereka.

**Kata kunci:** Kegiatan di luar Kelas, Berbicara Deskriptif

**Abstract:** Outdoor activity technique in descriptive speaking is able to increase students' ability in English comprehension. It can also motivate the students to learn and so have good comprehension in learning. It motivates them to observe real objects that they can describe them easier orally. Since motivation can enhance the students' eagerness in mastering speaking ability, it is important to make them practice spoken expression. The outdoor activity technique can provide joyful and comfortable class for the students in describing objects. The method of the study is descriptive qualitative. The instruments used were observation checklist, interview, field notes and documentation. The result of the study shows that outdoor activity overcame the students' fear, anxiety, and also improved their motivation and communication skill. In addition, it added their knowledge, vocabularies, and create their creativity.

**Key words:** Outdoor Activity, Speaking descriptive

### INTRODUCTION

English as an international language is an important means of communication since it can help people understand new information about technology, especially getting information in the internet. Thus, it is necessary to include English as a compulsory subject that must be taught as a foreign

language (Huda, 2004: 47). Wells in Depdiknas (2006: 277) states that there are four levels of literacy—performative, functional, informational and epistemic. In vocational high school, the literacy level that should be mastered by students is functional ones. Hopefully they can communicate both in oral and written form to solve the daily



problems. It becomes the primary objective of every language teaching and should be mastered by the students of vocational high school. In addition, they are expected to learn daily expressions especially daily expressions and idioms which are needed to accompany their actions at the schoolyard, in class, interacting with friend, *etc.* (Suherman, 2007: 17).

One of the most significant problems in teaching-learning English is the lack of students' motivation to learn it. Without a remarkable event or activity in the classroom, the students who have less motivation in learning English would feel difficult to memorize the English grammar and vocabularies since it is not their mother tongue nor daily language.

An activity which is done outside of the classroom gives the students magnificent experience in learning. It is in accordance to O'Donnell, Moris and Wilson (2006) suggestion that education outside the classroom has been defined in its broadest sense as any structured learning experience which takes place outside a classroom environment and it can include among other activities-cultural trips, science and geography fieldwork, environmental and countryside education, outdoor and adventurous group activities, learning through outdoor play, and visits to museums and heritage sites.

By outdoor activity, the students can see a real object to describe something factually. It can make them describe the object easily without thinking about the shape of the object. In the activity they can see many kinds of real object that can be described—building, people, plant, *etc.* Patmonodeo (2003: 2012) states that outdoor activities are essential for students' health and well-being in the teaching learning process. Outdoor activity can provide joyful and comfortable environment for students.

## RESEARCH METHOD

The study is a collaborative research. The researcher acted as the observer and the teacher did the action in the classroom. The teacher decided to have outdoor activity in

speaking descriptive since the things to be observed were real. Thus, they could describe them easily than imagine them. Furthermore, it might increase their vocabulary to make a good descriptive text. Encouragement was also need to be given to overcome the students' nervousness. It is in accordance to Oliver (2009) that outdoor class can improve the students' eagerness to study since they felt no anxiety but happy. When they felt happy to what they were doing, they would feel excited and lessen their anxiety. By outdoor activity in searching objects to describe, they were very happy and excited. According to them, having outdoor activity was like playing, thus they felt no worries to observe anything they met. Furthermore, taking the class outside provides an ideal chance to improve their comprehension and increase intrinsic motivation by giving valuable connection to the outside world.

## DISCUSSIONS

In having outdoor activity, the teacher must give clear instruction to the students. The instruction such find some things outside the classroom to be described. In minimizing the indiscipline students, the teacher decided a certain place to search the objects. After getting the things, told the students to present them in front of the class. They felt very excited since they have never had an outdoor activity besides on their sport subject. It was also ease them in speaking descriptive since they had the real object to be described, they needed merely tell the characteristics of the object they had.

The first observation checklist showed the teacher's preparation, students' performance, class activity and students' interaction. By the observation checklist, it could be said that the teaching-learning process run well. The teacher's preparation on the material and place could motivate and attract the students' attention in joining the teaching-learning process. When they had difficulties, they felt no reluctant to ask the teacher. In addition, when the teacher asked them to give some examples during the explanation of the material, they could answer them with no hesitation. It showed that the interaction between the teacher and



the students was good. On the base of the evaluation by the teacher and the researcher toward the observation checklist and the students' performance, it was concluded that there were some significant improvement within the outdoor activity. On the other hand, the students enjoyed the activity very much that they were motivated to join the class. Thus, the teacher implemented the activity on the following meeting with different object to find—people. After the third activity, the students told their feeling—some students said they felt happy, great, refreshed, and motivated. They also said that their nervous reduced by having outdoor activity. It was also proven by the students who were shy became more confident. It showed that they felt excited and enjoy the activity.

## CONCLUSION

Implementing outdoor activity can motivate and avoid students' boredom. It can also make them understand the course better and achieve the teaching-learning objectives. It is proven by their progress in each aspect of speaking. The result of interview also showed that outdoor activity is a good method in teaching-learning speaking descriptive to make the students understand what they learned. Furthermore, it can the students' eagerness to study since they felt no anxiety but happy. When they felt happy to what they were doing, they would feel excited and lessen their anxiety.

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