

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH
ADVENTURE ACTIVITIES AT SMAN 18 LUWU UTARA**

A THESIS

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo Undergraduate
Degree of English Education*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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- 1. Prof. Dr. Sahraini, M.Hum**
- 2. Wahibah, S.Ag., M.Hum**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

THESIS APPROVAL

This thesis entitled *Improving Students' Speaking Skills Through Adventure Activities at SMAN 18 Luwu Utara*, which is written by Echi, Registration Number 1702020031, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, 01st September 2023/Shafar 15th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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Approved by:

On behalf of Rector of IAIN Palopo
The Dean of Education and Teacher
Training Faculty



H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002



Hushamr, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

CONSULTANT APPROVAL

Thesis Entitled: Impervsing Students' Speaking Skills Through Adventure Activities At SMAN 18 Luwu Utara.

Written By :

Name : Echi

Reg. Number : 17 0202 0031

Faculty : Tarbiyah and Teacher Training

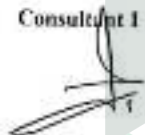
Study Program : English Education Study Program

Has been corrected and approved to be examined.


Palupo, february 10, 2023.

Approved

Consultant I


Prof. Dr. Sahmiri M. Ham
NIP. 19651231 199203 1 054

Consultant II


Wahidah S. An. M. Ham
NIP. 19690504 2000312 2 002

NOTA DINAS PEMBIMBING

Lamp :-

Palopo, february 10, 2022

Hal : Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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Nama : Echi
NIM : 17 0202 0031
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
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Pembimbing I


Prof. Dr. Sahmi, M. Hum
NIP: 19651231 199203 1 054

NOTA DINAS PEMBIMBING

Lamp : -

Palopo, february 10, 2023

Hal : Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

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Nama : Echi
NIM : 17 0202 0026
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : "Improving Students' Speaking Skills Through Adventure Activities At SMAN 18 Luwu Utara"

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Pembimbing II



Wahidul S. Az. M. Hum
NIP: 19690504 2000312 2 002

EXAMINER APPROVAL

Thesis Entitle : **Improving Students' Speaking Skills Through
Adventure Activities At SMAN 18 Luwu Utara**

Written By

Name : Echi

Reg Number : 17 0202 0031

Faculty : Tarbiyah and Teacher Training


Study Program : English Language Education

Has been corrected and approved to be examined Munaqasyah Thesis

Palopo, 18 August 2023

Approved

Examiner I


Amalia Yasya, S.E., M.Hum
NIP.19771013200501 2006

Examiner II


Dewi Furwana, S.Pd.L, M.Pd
NIP.198708312025032006

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Echi
Registration Number : 17 0202 0031
Faculty : Tarbiyah and Teacher Training Faculty
Study Program : English Education Study Program

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 2nd October 2023

Regards,



Echi

17 0202 0031

ACKNOWLEDMENT



All praise and gratitude to God Almighty Allah SWT for mercy and grace so that researchers can complete this thesis as one of the requirements to obtain a bachelor's degree in education at the Palopo State Islamic Institute with the title” **Improving Students’ Speaking Skills Through Adventure Activities At SMAN 18 Luwu Utara**”. Sholawat and greetings may be poured out on our lord Prophet Muhammad SAW, his family, and his companion.

The researcher realises that this thesis can be completed with many parties’ help, advice, and guidance. Therefore, on this occasion. The researcher wouldlike to express the highest appreciation to:

1. Dr. Abbas Langaji, M.Ag as the Rector of State Islamic Institute of Palopo.
2. Prof. Dr. H. Sukirman, S.S.,M.Pd., as Dean of Tarbiyah and Teachers Training Faculty.
3. Husnaini, S.Pd.I., M.Pd as the Head of the English Education Study Program of (IAIN) Palopo and an academic advisor for supporting the researcher during her study at IAIN Palopo.
4. Prof. Dr. Sahraini, M.Hum as the first consultant, and Wahibah, S.Ag., M.Hum as the second consultant who has also given guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this research.
5. Amalia Yahya, S.E., M.Hum as the first examiner, and Dewi Furwana, S.Pd.I., M.Pd as the second examiner who delivered guidance, explanation, suggestion, and some ideas to finish this thesis.

6. All lecturers and staff of IAIN Palopo, especially lecturers of the English language education study program.
7. Special thanks to the researcher's beloved big family, especially to the researcher's parents Herman and Pariani, continuous mother, siblings, and cousins who have given their loving attention and prayed for the researchers during the study.
8. A million thanks to Drs. Mandi Bangun and Dayana second parents who always give encouragement and always support.
9. The principal of SMA Negeri 18 Luwu utara and the staff who have given permission and assistance during the research process.
10. To the students of SMA Negeri 18 Luwu Utara who have collaborated with researchers until the research is complete.
11. Special thanks to the researcher's best friends Asripa Hikma, Nur Aisyah S.Pd, Niesya Ulul Azmi S.Pd, Hisma Dewi S.Pd and Yusnia.
12. The members of Big D17 for togetherness, motivation, and happiness during the researcher's study.
13. Finally, researcher want to express researcher's gratitude for your ability to work hard and persevere this far. An accomplishment to be proud of for oneself is being able to manage oneself from numerous demands outside of circumstances and never decide to give up despite how challenging the process of writing this thesis is by completing it as well as possible.

The researcher admits that this thesis is still not perfect, but she will accept

suggestions and input from readers for improvement. Finally, the researcher hopes Allah SWT will continually bless us.

Palopo, Juni 05, 2023



Echi
NIM. 17 02020 0031



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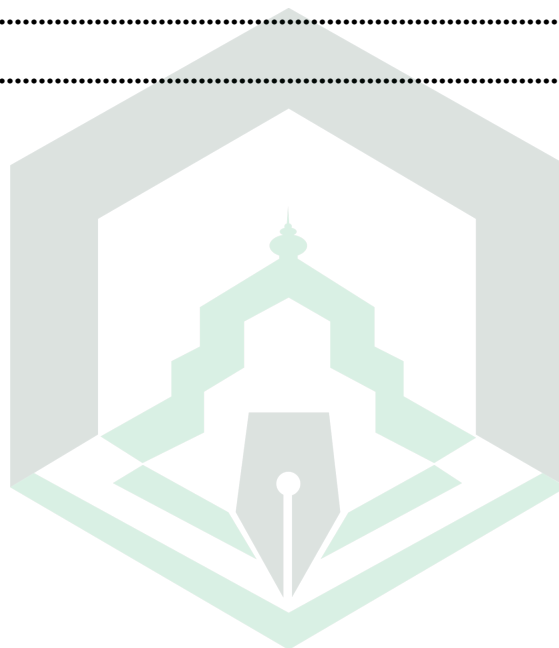
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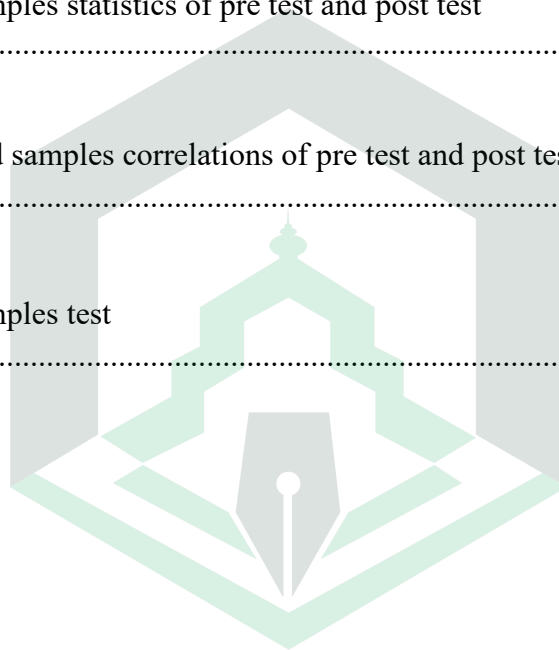
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ABSTRACT

Echi, 2023. *“Improving Students’ Speaking Skills Through Adventure Activities At SMA Negeri 18 Luwu Utara.”* Thesis, English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, supervised by: (1) Sahraini and (2) Wahibah.

This research about Improving Students’ Speaking Skills Through Adventure Activities at SMA Negeri 18 Luwu Utara. The research question is: Does adventure activities improve the students' speaking skills effectively at SMA Negeri 18 Luwu Utara? The purpose of this research is to find out whether or not the use of adventure activities is effective in improving students’ speaking skills at SMA Negeri 18 Luwu Utara. This thesis used pre-experimental method. The population of this research was 140 students at the eleventh grade students of SMA Negeri 18 Luwu Utara in 2022. The sample used purposive sampling technique. The sample of the research took 25 students of class XI.IPS.1. The result of this research showed there was a different mean score of pre-test 6.360 and post-test 10.680 in this class t_{count} (19.503) is higher than t_{table} (2.064). Based on the result of the research, the research found that adventure activities were effective to improve students’ speaking skill.

Key words: *Adventure Activities, Speaking Skill, Pre-experimental Method.*



CHAPTER 1

INTRODUCTION

A. Background

Speaking is an activity that a person uses to communicate with other people. It is everywhere and has become a part of our daily activities. When people talk, they interact and use language to express their thoughts, feelings and ideas. They also share information with them through communication. Teachers must create an environment that encourages honest communication, there are many activities that bring the elements of the department to life. Oral skills are very important, and are the art of communication that must be mastered by students in the learning process. Communication skills measure the success of language learning.

Speaking is one of skill in English that should be given attention by students if they want to interact with another people by using English. The function of speaking is to express an idea, someone feeling, thinking in their surroundings. Speaking is one of the language arts of talking as a means of communication interaction with someone, and it is very difficult to master it. Speaking skill has a close relationship with listening skills. In speaking activities, the students must be listening and speaking up because speaking is not only remembering and memorizing the sentence in writing, but speaking is also spontaneous to show the students ideas orally. Speaking is the process of building and sharing meaning through the use of second language learning and teaching. It means students

should be able to communicate with each other to get or share information and express what they feel.¹

It is part of the teacher's job to connect with speaking class activities and help students improve their speaking skills. They must have appropriate teaching skills, provide appropriate materials for students and create a positive classroom environment. Therefore, students will have the opportunity to use English among themselves. Tension in the learning process should occur between teachers and students, and between students and students.²

Based on initial observations at SMA Negeri 18 Luwu Utara, especially in class XI, found several problems, such as: (1) students have difficulty in speaking English language, (2) students who learn through adventure activities have better oral skills than students who learn lion language. Using the student's foreign language. Students' speaking skills are taught with pictures, and (3) students have low motivation to practice speaking skills so that they are not confident in this. Therefore, adventure activities to develop students' speaking skills.

Based on the research results, the learning adventure activities are very helpful in describing the adventure activities of students through the learning process. Adventure activities are a form of travel in the open to feel satisfaction in the open itself. Adventure activities are full of benefits and goals. Sometimes these activities are aimed at simply enjoying the scenery of natural beauty, relaxing for

¹ Mardiana. *Teaching Speaking Skill by Using Puppet Play at the Tenth Grade Students of Madrasah Aliyah Negeri (MAN) Palopo*, p. 1

² Amran usman, improving students' speaking skill through guessing game of the second semester students at STAIN PALOPO(2013),P.2

a moment, finding peace of mind, or just enjoying nature and even being a suggestion for relaxation. Based on the explanation above, the researcher is interested in research “Improving Students' Speaking Skills Through Adventure Activities At SMA Negeri 18 Luwu Utara.”

B. Research Question

Based on the identification of the problem above, the researcher proposes the following research question: Does adventure activities improve the students' speaking skills effectively at SMA Negeri 18 Luwu Utara?

C. Objective of the Research

Based on the research questions above, the purpose of this research is to find out whether or not the use of adventure activities is effective in improving students' speaking skills at SMA Negeri 18 Luwu Utara.

D. Significance Of Research

1. Theoretically

The findings of this are likely to contribute positively to theories of English learning and instruction, particularly in the area of speaking skills utilizing picture media concerning adventure activities.

2. Practically

a. For the teachers

The findings of this are likely to provide teachers with useful information regarding adventure activities that will help them enhance their speaking skills. As a result, they can overcome challenges in English education, and the teaching-

learning process can be fun. The teacher will be able to tell if the adventure activities are appropriate for speaking and student behavior.

b. For the students

For kids to learn about and comprehend the adventurous activities offered. They can improve their speaking skills by participating in adventure activities as a technique of learning English. Adventure activities can make students more engaged and enjoy the teaching and learning process.

c. For the researchers

This can be used as an input in the teaching and learning process, particularly in the development of speaking abilities; other scholars are encouraged to come up with new ideas. This study can be utilized as a resource and source of knowledge for future research.

E. Scope of the Research

The scope of this research focuses on learning speaking skills outside of class, there are three aspects of speaking, namely: accuracy, fluency, and comprehensibility. For class XI students at SMA Negeri 18 Luwu Utara, it focuses on telling one of the places outside the classroom such as library, school canteen, laboratory, schoolyard, school field, school garden, market, river, garden, waterfall tour, rice field, selected about adventure activities, so that students will be more active in the process of teaching and learning to speak.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In writing this thesis, the researcher found researches related to this research as follow:

Rona Elfiza (2013) “ The Effect Of Using Adventure Game And Picture On Introverted Students’ Speaking Skill” According to the author, the results of the data analysis show that the speaking skills of introverted students who are taught by using adventure games are better than the speaking skills of introverted students who are led by using image media. From the findings, it can be concluded that adventure games have a more significant effect on the speaking skills of introverted students at SMPN 1 Talamau than image media.³

Dewi Awaliaturrahmawati. A320070292: Increasing Students Speaking Ability Using Outdoor Activities At The Seventh Year Of Smp Pgri 13 Gondangrejo In 2011/2012 Academic Year. According to the other, the results of the study show that: 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. The use of outdoor activity understanding improving students’ speaking ability is adequate. The increase of students’ scores can prove the effectiveness throughout the cycle; the problems that occurred in teaching speaking using outdoor activity came from both

³ Elfiza, R. (2013). The Effect Of Using Adventure Game And Picture On Introverted Students’ speaking Skill. *English Language Teaching (Elt)*, 1(3).

the student and the teacher. The students were having troubles because they lacked vocabulary, and the advantages of teaching speaking using outdoor activity were that the students became more accessible in mastering speaking. It was because the teaching-learning process was based on the application of speaking.⁴

Rona. Elfiza, (Bhs.Ingggris PPs UNP-2012). An Experimental Research On The Teaching Speaking Skill By Using Adventure Game and Picture at SMPN 1 Talamau West Pasaman This research aims to find the effect of adventgamesgame pictures on students' speaking skills in the descriptive text of SMPN 1 Talamau registered on 2011-2012 academic year. This was based on problems faced by students in speaking incredibly descriptive text. They could not describe the object in said form based on competency that they should be mastered. They were only able to repeat what the teacher had told. One of its causes was the teacher did not use effective media in teaching.⁵

Based on past study, the researcher concludes that implementing learning adventure activities to develop students' speaking skills is successful. The research mentioned above are similar in nature. The research methodologies and materials used in these investigations varied.

⁴ Awaliaturrahmawati, D. (2012). *Increasing Students' Speaking Ability Using Outdoor Activities At The Seventh Year Of SMP PGRI 13 Gondangrejo In 2011/2012 Academic Year* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

⁵ Elfiza, R. (2012). *An Experimental Research On The Teaching Speaking Skill By Using Adventure Game and Picture at SMPN 1 Talamau West Pasaman Regency* (Doctoral dissertation, Universitas Negeri Padang).

B. Some Pertinent Ideas

1. Concepts of Speaking

a. Definition of Speaking

According to Kosar and Bedir (2014), Speaking is a two-way process of creating meaning, producing information, and receiving it. Everyone who wants to learn a second or foreign language needs speaking skills. Feelings of anxiety and nervousness are common among second or foreign language learners. Speaking skill is conveying accurate and easy-to-understand sentences when sharing information.⁶

Brown (2004: 140): speaking is a productive skill that can be directly and empirically observed; this observation is invariably colored by the test-takers listening skill's accuracy and effectiveness, It inevitably jeopardizes the validity and reliability of an oral production test.⁷

Cameron (2001) state "speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of productive use of language can be applied to speaking"⁸. From this definition, the researcher sees

⁶ Parmawati, A., & Inayah, R. (2019). Improving Students' speaking Skill Through English Movie In Scope Of Speaking For General Communication. *Eltin Journal, Journal Of English Language Teaching In Indonesia*, 7(2), 43-53.

⁷ Sari, N. I. The Use Of Higher Order Thiking Skill (Hots) To Improve Students' speaking Ability.

⁸ Lia Amalia (2014). *Improving Students' Skill through Speaking Board Games of Grade VIII of SMP 13 Yogyakarta in the academic year* , p. 11

that speaking is a productive skill, speaking is not just saying something through organs, speaking is thinking how to articulate our ideas through words.

Moreover, Woods (2005) said that speaking effectively depends very much on the speaker's ability to interact with interlocutor. Successful speaking cannot therefore take place without effective listening skill. Speaker must pay attention to their listener, and adapt their own responses and questions according to the need of the listener. Speaking is an activity that cannot be apart from listening since when someone speaks, it means that someone else listens.⁹ Therefore a speaker cannot neglect the existence of this listener as his partner in doing an interaction.

Many individuals believe that speaking a new language is more difficult than reading, writing, or listening, according to David Nunan. For two reasons: first, unlike reading or writing, speaking occurs in real time: the person you're speaking with is typically waiting for you to say something, and second, you can't edit or amend what you're saying when you're speaking, as you can when you're writing.

Speaking is used for a variety of objectives, each of which necessitates the application of other talents. When we have a debate, we may be looking for or expressing viewpoints in order to persuade someone or explain facts. We employ speaking conversation or to get things done in some instances.¹⁰

⁹ Irma Rosalina (2019). *The Effect of Information Gap Technique toward Students' Speaking Ability at the Eight Grade of MTs Wasilatul Huda Ngasem*, p. 10

¹⁰ Megawati, *Improving Students' Speaking Skill Through Critical Thinking At The Third Semester Students Of English Study Program Tarbiyah Departement Stain Palopo* (2013), P.8

b. Types of Speaking Performance

1. Monologue

In monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, reading, and hearers must process long stretches of speech without interruption the stream of speech will go on whether or monologue and unplanned monologue. The planned monologues differ considerably in their discourse structures. The unplanned monologue such as in speeches and other prewriting material usually manifest little redundancy and are therefore relatively difficult to comprehend.

2. Dialogue

Dialogue involves two or more speakers can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional of factual information (transactional). In the dialogue, there are familiarity of interlocutors. If it is familiar, it will produce conversation with more assumption and implication. In addition, if it is unfamiliar the reference and meaning have to be made more explicit.¹¹

¹¹ H Douglas. 2001. *Teaching by principle: an Interactive Approach to Language Pedagogy*. San Francisco: State University.

c. Elements of Speaking

The elements of speaking that all English students must master are listed below.¹²

1. Pronunciation

Vowels and consonants, as well as stress and intonation patterns, are all part of pronunciation. "If pupils wish to talk fluently in English, they must be able to correctly pronounce phonemes, employ suitable stress and intonation patterns, and engage in connected speech," Harmer says."¹³ The speaker must articulate the words early to convey the meaning of the talk.

2. Grammar

It makes sense that speaking a foreign language requires a certain amount of grammar and vocabulary knowledge. Grammar consists of sounds and sound patterns, basic units of meaning (such as words), and the rules that govern how they are combined into new sentences. Therefore, grammar is very important in speaking, because if the speaker does not support the grammatical structure that he masters, he cannot speak English well.

3. Vocabulary

¹² J.B. Heaton, *Classroom Testing: Longman Keys to Language Teaching* (New York: Longman 1990)

¹³ Jeremy Harmer., *The Practice of English Language Teaching* , 3rd end (New York: Pearson Education Limited, 2001).

As we all know, vocabulary is the basic building block of language. Single words, fixed phrases, variable phrases, phrasal verbs, and idioms consist of vocabulary. We don't communicate without vocabulary because we don't know what words to use.

4. Fluency

The capacity to communicate easily and without delay or hesitation is referred to as fluency. Meanwhile, Gower and his colleagues Define fluency as "the ability to continue speaking while speaking spontaneously." When speaking fluently, students should convey their message to the best of their ability, regardless of grammar or other mistakes.

5. Understanding

Understanding is the final component of speaking. Both presenters talked about how comprehension is important because it allows people to obtain the knowledge they need. The ability to comprehend something is described as having a reasonable comprehension of the subject and being aware of the circumstance.

d. Problem of speaking

Knowing the grammatical and semantic rules of a foreign language isn't enough to learn it. We must also study other parts of knowledge when learning to talk, such as vocabulary mastery, speaking courage, and continual speaking practice.

There are several theories about the problem of speaking that researchers previously rose, and they are as follows: from all the research results, it can be concluded that the difficulty of learning English in achieving complete language competence is influenced by the level of language acquisition of each student. This

can be seen from the statements of research subjects who are classified as active in the opinion that speaking is the easiest skill. This is in contrast to students who are classified as passive who states that speaking is the most difficult thing to master.¹⁴

Spoken language includes a number of qualities that make oral expression simple, although not always:

1. Clustering

Phrasal discourse, not words by itself, is the mark of a fluent speaker. Learners can organize their output cognitively and physically (in both groups through clustering.).

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced from

Construction, elision, reduced vowel, etc., are all particular problems in teaching spoken language.

4. Performance variable

¹⁴ Fika megawati (2016) “Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Aktif” Jurnal Pedagogia ISSN 2088-3833 Volume.

One of the advantages of spoken language is that thinking as you speak allows you to manifest a certain number of performances of hesitation, pause, backtracking, and correction.

5. Colloquial language

Make sure your students are reasonably well acquainted with the words. Idioms and phrases of colloquial language get practice in producing these forms.¹⁵

e. The functions of speaking

A number of linguists have sought to classify speaking in human interactions. Speaking functions are divided into three categories, according to Brown and Yule, as stated by Jack C. Richards: talk as interaction, talk as a transaction, and talk as performance. These speaking tasks range in form and function, necessitating diverse training methods. The following are the explanations for the speaking tasks:

a. Talks as interactions

It is critical to be able to communicate in a foreign language. A large portion of our regular communication is still interactional. This is what we normally mean when we say "discussion." The major goal of talking as a kind of engagement is to keep the social relationship going.

b. Talk as a transaction

¹⁵ Herliani, (2014). *The Effectiveness Of Problem Based Learning Strategy In Improving Students Speaking Skill At The Seventh Year Students Of MTs.BONELEMO KEC.BAJO BARAT*, P (8).

This sort of conversation or speech concentrates on what is said or done. Rather than the participants interacting socially, the message is the key focus here, and it makes oneself understood clearly and properly. Talk is linked to other activities in the transactions.

c. Talk as performance

Addresses, announcements, and speeches are all examples of public speaking. Conversation is more often than not a monologue rather than a dialogue-based program. It usually follows a predictable pattern and resembles written language more than spoken language. It's generally judged on its effectiveness or impact on the listener, which is impossible to do with speech as an engagement or transaction. Class presentations on field excursions, class debates, sales presentations, and lectures are all examples of conversation as performance.¹⁶

f. Teaching Speaking

Speaking is the capacity by spoken language to communicate messages. Therefore, the teaching speaking activities required good teaching preparation to enhance speaking skills listed with steps. Such as:

- a) Be aware of differences between second language and foreign language learning context.
- b) Give students practice with both fluency and accuracy.
- c) Provide opportunities for the students to talk by using group work or pair

¹⁶ Amra, *Teaching Students Speaking Skill Through Riddle At The Eleventh Year Students' Of MAN Palopo*, 2014, P. 10, 11.

work and limiting teaching talk.

- d) Plan speaking task that involve negotiation for meaning.
- e) Design classroom activities that involved guidance and practice in booth transactional and international meeting.¹⁷

g. Aspects of Assesing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact successfully in the language and this involves comprehension as well as production. Testing student spoken language command is one of the most important aspects of an overall evaluation of the student language performance.

Speaking skill deviates into two features firstly in competency features that consist of content interaction. Appropriate is using the lexical, phonology and intonation properly and fairly base on situsation any own translation.

The students' speaking performance covers accuracy, fluency, and comprehensibility. J. B. Heaton explained those assessment criteria.¹⁸

1). Accuracy

Accuracy is the ability to use target language clearly, intelligible pronunciation, particular grammatical and lexical and accuracy (Brown, 2001) says that achieved to some extend by allowing students to focus on the element of phonology grammar and discourse in the spoken output.

¹⁷ Ilham (2011). A thesis on Title *Upgrading Students Speaking Skill through Telling Anecdote Technique at Eleventh Year Students of SMA Guppi Padang Sappa, Palopo*. Sekolah Tinggi Agama Islam Negeri Palopo, p. 16-17.

¹⁸ J. B. Heaton, *Writing English Language Test* (New York: Longman).

2). Fluency

Fluency means speaking easily reasonably quickly and without to stop and pause a lot. Meanwhile, according to Gower et al. (1995) fluency can be thought of as the ability to keep going when speaking spontaneously, when speaking fluently students should be able to get the message across with whatever resources and abilities they have god, regardless of grammatical and other mistakes.

3). Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is exercise to improve one understanding.

Based on the opinion above, the researcher concludes that comprehensibility is one criterion of the speaking assesment which focus on how far are the speakers are able understand what their interlocuter mean when performing speaking.

After knowing the some criteria of speaking assesment by the opinion above, it will be easier for researchers to conduct the speaking assesment of this research in other to data collected.¹⁹

2. Adventure activities

a. Defenition of adventure

According to Rita Mariyana (2010), adventure activities are fun learning activities that involve students directly and interact with nature and humans in an atmosphere outside the classroom. So, adventure activities are learning activities

¹⁹ Engki Kurniawan (2018). *Upgrading Students Speaking Skill by Using Question Word at SMKN 8 Baebunta*. Institute Of Islamic Studies (IAIN) Palopo, p. 14

outside the school and have a fun character, where through these activities are allowed to express one's potential, as well as channel human needs to interact with nature and fellow humans in an outdoor atmosphere; and can raise the spiritual value of students towards the creation of God Almighty.²⁰

According to Dadang M, Rizal (2008), adventure activities are defined as activities outside of school that contain activities at school outside the classroom and in the wild, such as: playing in schools, parks, agricultural villages, camping, and adventurous activities, as well as developing relevant aspects of knowledge. Education outside the classroom is not just transferring lessons outside the school but invites students to blend with nature and do activities that lead to the realization of changes in student behavior towards the environment through stages of awareness, understanding, attention, responsibility, and action or behavior.²¹

Outdoor activities also were outdoor as outside learning, classroom, are activities outside of school that contain activities outside the school or school and in other outdoors—playing in schools, parks, fishing villages, camping, adventurous activities, and developing aspects of life relevant knowledge. Education outside the classroom is not just moving lessons out of the school. Still, it is done by inviting students to blend with nature and carry out several activities that lead to the realization of changes in student behavior towards the environment through stages of awareness, understanding, attention, responsibility, and action or behavior.

²⁰ Thomas, G. (2005). Traditional adventure activities in outdoor environmental education. *Journal of Outdoor and Environmental Education*, 9(1), 31-39.

²¹ https://repository.uksw.edu/bitstream/123456789/980/3/T1_292008270_BAB%20II.pdf

Activities outside the classroom can take the form of games, stories, sports, experiments, competitions, recognizing cases in the surrounding environment and discussions, exploring solutions, and exploring the environment.²²

b. The Procedure Of Adventure Activities

The delivery of an educational message through a direct experience quickly permeates the human mind. And in using the environment as a medium and source of learning in the learning process requires careful preparation and planning from the teacher. Without careful planning, student learning activities can be out of control, so that learning objectives are not achieved and students do not carry out the expected learning activities. The procedure for preparing learning with adventure activities according to Oemar Hamalik (2003:47) is as follow:

- a. The teacher carefully formulates a planned learning experience to obtain potential results or have alternative outcomes.
- b. Determine the form of activity that will be used, these adventure activities can be varied by the teacher himself. For example, in one material can be done in various forms, as in another theme such as environment.
- c. The teacher tries to present a challenging and motivating experience.
- d. Determine the time of implementation of activities. These adventure activities can be carried out in learning or can also be carried out outside class hours.

²² Dadang M. Rizal, Pengertian Outdoor Activitie, dalam <http://dadangm.rizalblogspot.com/2008>.

- e. Determining the route of travel for adventure activities, can be done in one class together. Adventure activities can use the route around the school or in the local community.
- f. Students can work individually and can in small groups.
- g. Students actively participate in shaping the experience.
- h. After all preparations are complete, the next stage is the implementation of adventure activities, namely the teacher explains the rules in learning with adventure activities.²³

c. The Purpose Of Adventure Activities

So there are adventure activities that consist of several points, namely as follows:

- a. Improve the competence of each student.
- b. Increase mutual support in a group.
- c. Develop an increased level of agility and physical coordination.
- d. Develop inner joy, physical and togetherness with others.
- e. Develop increased familiarity and identification with nature.²⁴

d. Benefits of adventure activities

The benefits of adventure activities are as follows:

- a. Increase student motivation in learning because learning activities are exciting and not dull.

²³ Dadang M. Rizal, Pengertian Outdoor Activitie, dalam <http://dadangm.rizalblogspot.com/2008>.

²⁴ Rohnke, K. (1977). Cowstails and Cobras. A Guide to Ropes Courses, Initiative Games, and Other Adventure Activities.

- b. Students can understand and appreciate the aspects of life that exist in their environment to form a familiar person with the life around them and foster a sense of love for the environment.
- c. The nature of learning will be more meaningful because students are faced with situations and circumstances that are real or natural.
- d. The materials that can be studied are more prosperous and more factual, so the truth is more accurate.
- e. Students learning activities are more comprehensive and more active because they can be done in various ways such as observing, asking or interviewing, proving or demonstrating, testing facts, and so on.
- f. Learning resources become more affluent because the environment that can be studied can be varied, such as the social environment, the natural environment, and the artificial environment.
- g. Prevent students from learning only at the verbal level.
- h. Train students to construct concepts from pleasant experiences.
- i. Provide technical information to participants directly.
- j. Teaching can stimulate children's creativity.²⁵

C. Conceptual Framework

One of the linguistic abilities that students must develop is speaking. Due to a variety of causes, some pupils have trouble speaking English. To address this issue, teachers might implement new speaking skills in the classroom to assist pupils communicate information more effectively. Adventure activities are one approach

²⁵ https://repository.uksw.edu/bitstream/123456789/980/3/T1_292008270_BAB%20II.pdf

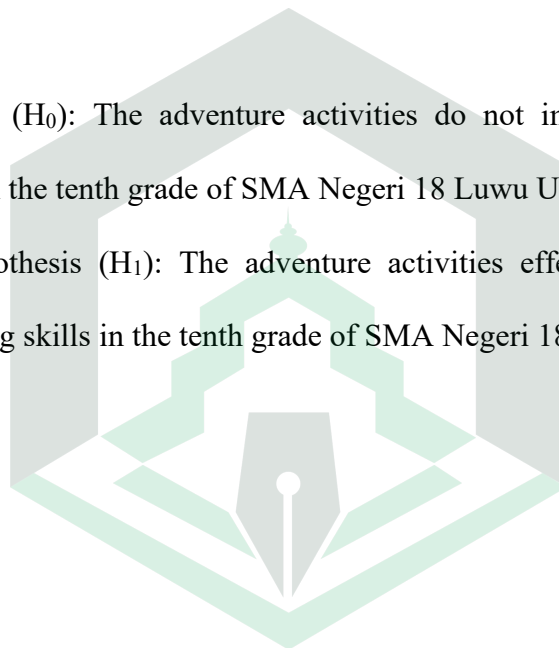
for improving pupils' speaking abilities. The advantages of employing the adventure activities technique are that it might help you develop your communication skills.

It is easy to recognize the setting because of the students' speaking ability. Students can exchange ideas, assist one another, and learn from the teacher and the school, allowing them to be more participatory and cooperative in the classroom.

D. Hypothesis

The researcher's hypothesis is as follows, based on the preceding review of related material:

1. Null Hypothesis (H_0): The adventure activities do not improve students' speaking skills in the tenth grade of SMA Negeri 18 Luwu Utara.
2. Alternative Hypothesis (H_1): The adventure activities effectively improve students' speaking skills in the tenth grade of SMA Negeri 18 Luwu Utara.



CHAPTER III

METHOD OF THE RESEARCH

A. Method Of Research

This research used the pre-experimental method. It aims to find out adventure activities in improving students' speaking skills.

B. Research design

A pre-experimental, pre-test, and post-test design was used in the study. The data was gathered by pre- and post-testing. A pre-test was used to determine the students' speaking abilities prior to therapy, and a post-test was used to determine the students' speaking abilities after treatment. This study's design can be summarized as follows:

Pre-test	Treatment	Post-test
Y ₁	X	Y ₂

Where

Y₁ : Pretest

X : Treatment.

Y₂ : Posttest

C. Time of the Research

This research was conducted from October 5th until December 5th 2022

D. Operational Defenition

This study has two variables, namely the independent variable and the dependent variable. The independent variable is the variable that affects there is change of the emergence of the dependent variable. The dependent variable is variables obtained or factors that become the result, because of the independent variables. So in this study, there are two variables, namely:

1. Independent variable: adventure activities
2. Dependent variable: students' achievement in speaking skill

E. Defenition of the Reasearch

The researcher defines it as follows based on the title "Improving Students Speaking Skill Through Adventure Activities At SMA Negeri 18 Luwu Utara.":

1. Speaking Skill

Nunan (1991) said that speaking is oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information routines contain frequently recurring types of information structures, being either be expository or evaluative.²⁶

The ability to convey an articulation sound or word to express, convey, articulate an idea, though, and the thought brought to the listener is known as speaking ability. As a result, the speaker must appropriately and effectively convey the information in order for it to be understood correctly and accurately.

²⁶ Fetawati Puspitorini. *The Influence of Role Play on Student's English Speaking Skill Ninth Grade of SMP Negeri 9 Bekasi (2018)*

2. Adventure Activities

According to Abdulraihan (Hari Yulianto, 2010), the environment can be in the school environment and outside the school; the most important thing is that students carry out learning activities outside the classroom. Teachers must be competent in choosing the suitable model or learning according to the environmental situation. (Martinis Yamin 2007: 176) Learning does not have to be in the classroom; education can also be carried out in the wild when students are bored in class.

F. Population and Sample

a. Population

The population of this research was the students of SMA Negeri 18 Luwu Utara in the second grade in the academic year 2022. The population consisted of 135 students in four classes.

b. Sample

In the researcher, researcher applied purposive sampling technique. The researcher takes one class that is class XI IPS 1. This class consisted of 25 students. The sample was part of population that can be representative for all. He chooses this class because students of this class have good appreciate and support to this research.

G. The Instrument of the Research

1. Test

A speaking test, consisting of a pre-test and a post-test, was employed by the researcher. A pre-test was provided before and after treatment to measure the relevance of the students' speaking abilities. After the pre-test, the post-test was given. Researchers display topics related to characterizing a location. Local communities and the environment are represented.

H. Procedure of collecting data

1. Giving Pre-test

The researchers conducted a pre-test for 2-5 minutes before providing information and explanations about adventure activities. The purpose of administering tests to students was to determine how far their linguistic competence or ability had progressed. The researcher obtained preliminary data from students during the pre-test. The students took a speaking test on the same topic (describing about nature, beaches, forest, mountains, and others) to collect data.

After the interview, the pretest is conducted to know the students' speaking skills.

2. Giving Treatment

In treatment, the researcher conducted twelve meetings. The steps are as follows:

- a) The researcher explains the steps of learning adventure activities to students,
- b) Researcher explain language patterns such as material rules that must be used when describing a place.
- c) Researcher divide students into several groups.
- d) Researcher invite students to learn outside the classroom.
- e) Researcher explains what students have to do in adventure activities for the task to be done.
- f) Researcher prepare several topics to be described by students, such as designated places, namely library, school canteen, laboratory, school yard, school field, school garden, market, river, garden, waterfall tour, rice field.
- g) The researcher asked each representative in the group to take a photo.
- h) The researcher gives one or two minutes for each group to describe the places they took turns taking.
- i) The researcher asked the group representatives to guess the places that had been described by their group mates.

When students can guess the place that has been described, then other students act as the next speaker.

3. Post-test

The researcher repeated the identical exercises as in the initial test in the post-test phase, one by one examining students' abilities to see if they had improved or remained the same. The researcher conveyed the "middle school, hometown" concept for roughly 2-3 minutes.

I. The Technique of Data Analysis

The information gathered from the pre-test, treatments, and post-test was examined. As a result, the researcher will perform some procedures. The systems will be explained in the following order

a. Scoring Classification

The researcher discovered that profile J.B Heaton, which includes Accuracy, Fluency, and Comprehensibility, is used to score the data. Following are the evaluation criteria:²⁷

Table 3.1 The Accuracy Criteria

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is moderately influenced by the mother tongue but has no serious phonological error. A few grammatical and lexical errors but only confusing
3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. Many basic grammatical and lexical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practiced in the course.

²⁷ J.B Heaton, "Longman Handbooks for Language Teachers", (London and New York, 1990) p. 1003

Tabel 3.2 The Fluency Criteria

Rating	Fluency
6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly occasionally fragmentary but success in conveying the general meaning fair range expressions.
3	He has to make an effort for much of the time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expressions.
2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expressions.
1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

Table 3.3 The Comprehensibility Criteria

Rating	Comprehensibility
6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classifications require.
5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary.
4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek clarification.
3	The listener can understand a lot of what he said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

-
- | | |
|---|---|
| 2 | Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker. |
| 1 | Hardly anything of what is she/he can be understood. Even, when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said. |
-

b. The score has been meant a most extreme score assortment utilizing the accompaying fundamental aquation :

$$Score = \frac{\text{the gain score}}{\text{the maximun score}} \times 100\%$$

c. Calculating the average score and standard deviation of students speaking test result by using SPSS 20.

J. Validity and Realibity of the Instrument

1. Validity

Muijh state that validity is probably the single most important aspect of the design of any measurement of the instrument educational research. It can be conclude that validity is the process that refers how to make the suitable test measures what it is purported to measure. According Latif valid means correct.²⁸ Before the test questions are used to measure students in the sample class, the test questions are first tested. The trial was intended to determine the validity, reliability, level of difficulty and discriminating power of the items. From the results of the trial, the questions that will be used to measure the level of ability of students in learning biology on virus material are selected.

²⁸ Latif dalam buku Ridwan (2003). *Dasar-Dasar Statistika* (Bandung : Alfabeta)

Validity is a measure that shows the levels of validity or validity of an instrument. A test is said to be valid if it is able to measure what it wants to measure. In Indonesian, "valid" is referred to as "sahih". To calculate the validity of the items, the formula is used:

Product Moment:

$$r_{xy} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{\left(n \sum x_i^2 - \left(\sum x_i \right)^2 \right) \left(n \sum y_i^2 - \left(\sum y_i \right)^2 \right)}}$$

Keterangan :

r_{xy} : Item correlation coefficient

N : Number of test takers

X : Total item score

Y : Total score²⁹

The r_{xy} criteria are as follows :

$0,00 < r_{xy} < 0,20$ very low

$0,20 < r_{xy} < 0,40$ low

$0,40 < r_{xy} < 0,60$ enough

$0,60 < r_{xy} < 0,80$ tall

$0,80 < r_{xy} < 1,00$ very high

The results of the r_{xy} calculation are compared with the critical table r product moment , with a significant level of 5% if the price of r_{xy} is then the test is valid.

²⁹ Suharsimi Arikunto, 72.

2. Reliability

It refers to degree of correctness of the speaking skill assessment results in representing the writing skill being. Reliability of the result of language skill assessment refers to the preciseness of the language skill assessment result in representing the actual level of the skill of the examinees' (Latief, 2011:212). It means that, reliability of instrument is needed to make sure that the instrument can be consistent if used in other time. Therefore, the instrument as the test is reliable. In this case, before the researcher conduct research in this class, the researcher made a test and then the researcher asked two experts to give correction about this test, such as style, lay out the test, grammar, vocabulary and content. After that, the researcher revises the test. Finally the researcher tried it out to 10 students to know how far the reliability of the instrument.

Reliability refers to an understanding that an instrument is quite reliable. A test is said to have a high level of confidence if the test can give constant results. Then the notion of reliability tes, related to the problem of determining test results' Test reliability analysis in this study uses the Hoyt. formula:

$$r_{11} = 1 - \frac{V_r}{V_s} \quad \text{Atau} \quad r_{11} = \frac{V_r}{V_r} - \frac{V_s}{V_s}$$

Information:

r_{11} : Reliability of all questions

V_r : Respondent's Variance

V_s : Residual Variance³⁰

³⁰ Suharsimi Arikunto, 207.

The criteria used are as follows:

$0,00 < r_{xy} < 0,20$: very low

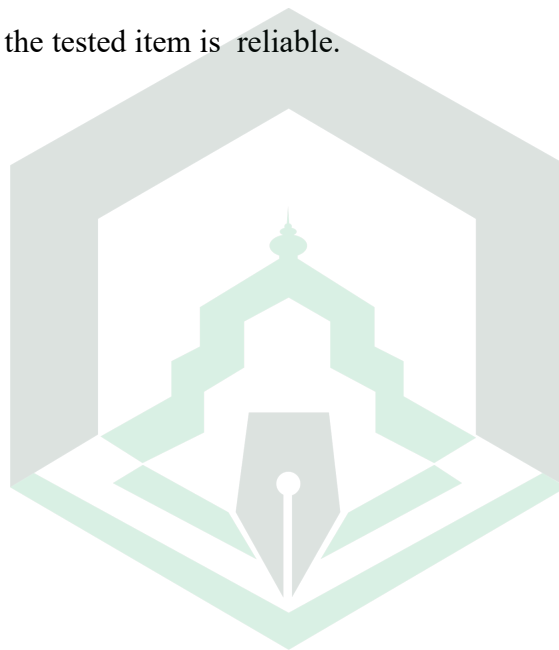
$0,20 < r_{xy} < 0,40$: low

$0,40 < r_{xy} < 0,60$: currently

$0,60 < r_{xy} < 0,80$: tall

$0,80 < r_{xy} < 1,00$: very high

The criterion for testing the reliability of the test is that after obtaining the r_{11} , the price of r_{11} is compared with the price of r Product moment in the table, if $r_{count} > r_{table}$ then the tested item is reliable.



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The section show the result of the data which has been analyzed and tabulated statistically. It comprised of students' scores from pre-test and post-test, classification of students' scores from pre-test and post-test, the mean score and standard deviation of the students' score in pre-test and post test.

1. The Analysis Of Students' Speaking Score In Pre-Test And Post-Test

a) Pre-test

The researcher showed that the students' scores were in accuracy, fluency, and comprehensibility. In the students' scores on the pre-test in the standard deviation table of the mean scores, the percentage level of students' scores is calculated using SPSS 20, tabulated in the following table.

Table 4.1 Students' score in pre test

No	Respondens	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1	S1	1	2	3	6
2	S2	2	2	3	7
3	S3	2	3	2	7
4	S4	2	2	2	6
5	S5	2	3	3	8
6	S6	2	3	2	7
7	S7	2	2	2	6
8	S8	2	2	2	6
9	S9	3	2	2	7
10	S10	3	3	1	7
11	S11	3	2	2	7

12	S12	2	1	2	5
13	S13	2	2	2	6
14	S14	2	2	3	7
15	S15	2	1	2	5
16	S16	3	3	1	7
17	S17	2	3	2	7
18	S18	3	2	2	7
19	S19	1	2	2	5
20	S20	2	1	3	6
21	S21	1	2	2	5
22	S22	3	2	2	7
23	S23	1	3	2	6
24	S24	2	2	2	6
25	S25	3	1	2	6
Total		53	53	53	159
		Mean score			

The table above shows that scores on students' speaking skills in the pre-test. Speaking skills consist of three aspects such as accuracy, fluency, and comprehensibility. In this section, the researcher present and tabulates the average scores of students' speaking ability one by, as seen in the following table.

1) Accuracy

For looking at the mean score of students' accuracy in the pre-test, the calculated it by using SPSS 20. The results can be presented in the researcher's descriptive statistical table as follow:

Tabel 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	25	1.00	3.00	2.1200	.66583
Valid N (listwise)	25				

As shown in table 4.2, the highest student score is 3 and the lowest score is 1. Furthermore, it is indicated that the mean score of students' accuracy in the pre-test is 2.12, with a standard deviation error of 0.665. Before the treatments, the researchers obtained students' inaccuracy scores through the speaking test. The accuracy score was shown in a table of rate percentage scores. It can be seen from the table shown as follow:

Table 4.3 The rate percentage of students' pretest in accuracy

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fairly Good	4	0	0%
4	Fair	3	7	28%
5	Poor	2	14	56%
6	Very Poor	1	4	16%
Total			25	100%

From the previous table it can be understood that there are no students who got very good, good, and fair good (0%). There were 7 students (28%) who got fair then there were 14 students (56%) who got poor and there were 4 students (16%) who got very poor scores. In other words possible all students performed incorrectly on pretest of speaking skill.

2) Fluency

For looking at the mean score of students' fluency in a pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Tabel 4.4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	25	1.00	3.00	2.1200	.66583
Valid N (listwise)	25				

It can very well be seen from this table 4.6 that the understudy's most elevated score is 3 and the least score is 1. This shows that the understudy's mean score and standard deviation are 0.66583.

Prior to treatment, the researcher distributes a speaking test to determine the students' fluency. Fluency score presented through the table rate percentage score that can be seen from the table shown as follow:

Table 4.5 The rate percentage of students' pretest in fluency

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fairly Good	4	0	0%
4	Fair	3	7	28%
5	Poor	2	13	52%
6	Very Poor	1	5	20%

Total	25	100%
-------	----	------

From the previous table it can be understood that there are no students who get very good, good, and fair good (0%). There were 7 students (28%) who got fair then there were 13 students (52%) who got poor and there were students who got very poor scores of 5 students (20%).

3) Comprehensibility

For looking at the mean score of students' comprehensibility in the pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Tabel 4.6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	25	1.00	3.00	2.1200	.52599
Valid N (listwise)	25				

It can be seen very well from the table 4.5 that the understudies' most noteworthy score is 3 and the least score is 1. This also shows that the normal value of understudies' arrangement and standard deviation of mistake is 0.52599. Before treatment, the researcher distributes a speaking test to know the students' comprehensibility. The comprehensibility score was presented through the table rate percentage score. It can be seen from the table shown as follow:

Table 4.7 The rate percentage of students' pretest in comprehensibility

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	0	0%
4	Fair	3	5	20%
5	Poor	2	18	72%
6	Very Poor	1	2	8%
Total			25	100%

From the previous table it can be understood that there are no students who get very good, good, and fair good, (0%). There were 5 students (20%) who got fair and there were 18 students (72%) who got poor and there were 2 students (8%) who got very poor.

b) Post-test

The researcher discussed the mean score, rate percentage of the students' score, and accuracy, fluency, and responsibility scores of the students in this section. The outcome was displayed in this table.

Table 4.8 Students' score in post test

No	Respondens	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1	S1	5	3	3	11
2	S2	4	3	3	10
3	S3	3	4	3	10
4	S4	4	4	3	11
5	S5	5	4	5	14

6	S6	3	5	4	12
7	S7	3	5	2	10
8	S8	4	4	3	11
9	S9	3	3	4	10
10	S10	4	3	4	11
11	S11	3	3	4	10
12	S12	2	4	3	9
13	S13	3	4	3	10
14	S14	4	3	4	11
15	S15	2	3	3	8
16	S16	4	3	5	12
17	S17	5	4	5	14
18	S18	3	3	4	10
19	S19	5	3	2	10
20	S20	3	4	3	10
21	S21	3	3	4	10
22	S22	3	4	3	10
23	S23	5	3	4	12
24	S24	4	4	3	11
25	S25	3	4	3	10
Total		90	90	87	257
		Mean score			10,68

The results of the students' speaking ability posttest were previously displayed in Table 4.7. Accuracy, fluency, and comprehension make up the scoring. The mean score of the students' pretest was also displayed in the table. One of the most crucial portions of this research was completed once more during the following session. The percentage of students who took the posttest was displayed in the table. Accuracy, fluency, and comprehensibility make up the rate of percentage of the students' posttest in this instance.

1) Accuracy

The table 4.12 to see the normal understudy precision score in the post-test, the specialists determined it utilizing SPSS 20, and afterward introduced it through an engaging factual table as follows:

Tabel 4.9 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	25	2.00	5.00	3.6000	.91287
Valid N (listwise)	25				

As can be seen from the table 4.8 that the most elevated score of understudies is 5 and the least worth of understudies is 2. Also, the standard deviation blunder is 0.91287.

On the other side, the researcher also got a score of the students' accuracy who had been given treatment. The researcher gave a picture of the speaking test to know students' accuracy is speaking. It was presented through the table rate percentage scores. It can be seen from the table shown as follow.

Table 4.10 The rate percentage of students' posttest in accuracy

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	5	20%
3	Fairly Good	4	7	28%
4	Fair	3	11	44%
5	Poor	2	2	8%
6	Very Poor	1	0	0%
Total			25	100%

From the table previously it can be understood that there are no students who are very good (0%). There were 5 student (20%) who got good, there

were 7 students (28%) who was fair good, there were 11 students (44%) who got fair, there were 2 students (8%) who got poor and no student who got very poor (0%).

2) Fluency

For looking at the mean score of students' fluency in the post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Tabel 4.11 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	25	3.00	5.00	3.6000	.64550
Valid N (listwise)	25				

As can be seen in Table 4.10, it shows that the highest score of students is 5 and the lowest score is 3. It also indicates that the mean score of students' accuracy in the post-test is 3.60 and the standard deviation error is 0.64550.

After the treatment was done, the researcher gave a picture of the speaking test to know students' fluency. It was presented through the table rate percentage score. It can be seen from the table as follows:

Table 4.12 The rate percentage of students' posttest in fluency

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Very Good	6	0	0%
2	Good	5	2	8%
3	Fair Good	4	11	44%

4	Fair	3	12	48%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			25	100%

From the table previously it can be understood that there are no students who got very good (0%). There were only 2 students (8%) who got good. There were 11 students (44%) who got fair good. There were 12 students (48%) who got fair and no students who got very poor and poor (0%).

3) Comprehensibility

For looking at the mean score of students' fluency in the post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Tabel 4.13 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	25	2.00	5.00	3.4800	.82260
Valid N (listwise)	25				

As can be seen from Table 4.12, the highest score of students is 5 and the lowest score is 2. Besides, it also revealed that the mean score of students' comprehensibility in the post-test is 3.48 and the standard deviation errors are 0.82260.

On the other side, the researcher also had made the score of the students' comprehensibility who had been giving a picture to speak up and it presented through the table rate percentage scores. It can be seen from the table shown as follow:

Table 4.14 The rate percentage of students' posttest in comprehensibility

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	3	12%
3	Fair Good	4	8	32%
4	Fair	3	12	48%
5	Poor	2	2	8%
6	Very Poor	1	0	0%
Total			25	100%

From the table previously it can be understood that there are no students who are very good (0%). There were only 3 students (12%) who got good. There were 8 students (32%) who got fair good. There were just 12 students (48%) who got fair. There were just 2 students (8%) who got poor and no student who got very poor (0%).

1. The Analysis Speaking Score In Pre-Test And Post-Test

Below is shown the average scores for each speaking skill (accuracy, fluency, and comprehensibility) individually, this study will also analyze the

pre-test and post-test scores, and find the of speaking skill then compare the two. The results are presented in a simple paired test table as follow:

a. Accuracy

Table 4.15
The Score Of Students' Accuracy In Pre-Test And Post-Test

Pretest	Posttest
1	5
2	4
2	3
2	4
2	5
2	3
2	3
2	4
3	3
3	4
3	3
2	2
2	3
2	4
2	2
3	4
2	5
3	3
1	5
2	3
1	3
3	3
1	5
2	4
3	3

To calculate the score of students in accuracy assessment of the pre-test and post-test, the researcher calculated by using SPSS 20. The result could be presented in the table paired samples to test as follow:

Table 4.16
The Paired Sample Test Of Accuracy Pre-Test And Post-Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	-1.48000	1.32665	.26533	-2.02761	-.93239	5.578	24	.000

The paired samples test of content pre-test and post-test, the researcher got the data $t_0 (t_{count}) = 5.578$ and df (degree of freedom) = 24. The table distribution of $t_t = 2.064$ was the standard of significant 0.05 with a degree of freedom (df) = 24. Based on the result, the result concluded that $t_0 (t_{count})$ was higher than $t_t (t_{count})$, $t_0 > t_t$.

b. Fluency

Table 4.17
The score of students' fluency in Pre-test and Post-test

Pretest	Posttest
2	3
2	3
3	4
2	4
3	4

3	5
2	5
2	4
2	3
3	3
2	3
1	4
2	4
2	3
1	3
3	3
3	4
2	3
2	3
1	4
2	3
2	4
3	3
2	4
1	4

To calculate the score of students in fluency assessment of the pre-test and post-test, the researcher calculated by using SPSS 20. The result could be presented in the table paired samples to test as follow:

Table 4.18
The paired sample test of fluency pre-test and post- test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pai r 1 pretest – posttest	-1.48000	.91833	.18367	-1.85907	-1.10093	-8.058	24	.000

The paired samples test of organization pre-test and post-test, the researcher got the data $t_0(t_{count}) = 8.058$ and df (degree of freedom) = 24. The table distribution of $t_t = 2.064$ was the standard of significant 0.05 with a degree of freedom (df) = 24. Based on the result, the result concluded that $t_0(t_{count})$ was higher than $t_t(t_{count})$, $t_0 > t_t$.

c. Comprehensibility

Table 4.19
The score of students' comprehensibility in Pre-test and Post-test

Pretest	Posttest
3	3
3	3
2	3
2	3
3	5
2	4
2	2
2	3
2	4
1	4
2	4
2	3
3	3
2	4
1	3
2	5
2	5
2	4
3	2
2	3
2	4
2	3
2	4

2	3
2	3

To calculate the score of students in comprehensibility assessment of the pre-test and post-test, the researcher calculated by using SPSS 20. The result could be presented in the table paired samples to test as follow:

Table 4.20
The paired sample test of comprehensibility pre-test and post- test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-1.36000	1.03602	.20720	-1.78765	-.93235	-6.564	24	.000

The paired samples test of organization pre-test and post-test, the researcher got the data $t_0 (t_{count}) = 6.564$ and df (degree of freedom) = 24. The table distribution of $t_t = 2.064$ was the standard of significant 0.05 with a degree of freedom (df) = 24. Based on the result, the result concluded that $t_0 (t_{count})$ was higher than $t_t (t_{count})$, $t_0 > t_t$.

2. The Mean Score And Standard Deviation Of Pre-Test And Post-Test

Besides showing the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, this research also presents the total mean score and standard deviation of in pre-test and post-test, then compare both of them. The results are presented in the descriptive statistics table as follow:

Table 4.21 The Mean Score and Standard Deviation of Pre-Test and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	5.00	8.00	6.3600	.81035
Posttest	25	8.00	14.00	10.6800	1.34536
Valid N (listwise)	25				

Table 4.16 indicates that the standard deviation in the pre-test was 0.81 and in the post-test was 1.34. It also shows that the mean score of students in the pre-test was 6.36 and the mean score of students in the post-test was 10.68. The result of the table above shows that the mean score of students in the post-test is higher than the mean score of students in the pre-test. It concludes that using adventure activities is effective in teaching speaking.

Table 4.22 Paired Samples Statistics Of Pre-Test And Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	6.3600	25	.81035	.16207
	Posttest	10.6800	25	1.34536	.26907

Table 4.17 is about paired sample statistics of pre-test and post-test above it indicates that the value of standard deviation in the pre-test is 0.81 and 1.34 in the post-test. Besides, the standard deviation error in the pre-test was 016 and 026 in the post-test. The table above also shows that the mean score in the pre-test was 6.36 and in the post-test was 10.68 It concludes that the student's score improved from 6.36 to 10.68.

Table 4. 23 The Paired Samples Correlations of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	25	.569	.003

T

Table 4.23 paired sample correlation of pre-test and post-test above presented that the correlation of the students' ability before and after treatment .569. It means that there was a significant correlation between students' abilities in teaching speaking by using adventure activities before and after treatment.

Table 4.24 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 pretest - Posttest	4.32000	1.10755	.22151	4.77717	3.86283	19.503	24	.000

The paired samples test of pre-test and post-test, the researcher got the data $t_0 = 19.503$ and df (degree of freedom) = 24. The table distribution of $t_t = 2.064$ was the standard of significant 0.05 with a degree of freedom (df) = 24. Based on the result, the result concluded that t_0 (t_{count}) was higher than t_t (t_{tabel}), $t_0 > t_t$.

$$19.503 > 2.064$$

It was related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{tabel} . It means that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. Based on the descriptive statistic of the pre-test and post-test, it was proven that the post-test was higher. It was concluded that there was a significant difference in teaching speaking before and after using the adventure activities. Therefore, the researcher assumes that the use of adventure activities is effective in improving students' speaking skills in eleventh grade at SMA Negeri 18 Luwu Utara.

B. Discussion

Adventure activities are activities in the wild or activities outside the classroom and have fun characteristics, because you can see, enjoy and observe directly. Adventure activities can be interpreted as extracurricular activities which contain extramural activities, such as playing in the school environment and conducting learning. so it can be concluded that adventure activities are learning activities outside the classroom that are oriented towards the natural surroundings which have fun characteristics and can realize students' spiritual values by observing.

In this research, three items were analyzed by the researcher based on three aspects of speaking assessment, namely accuracy, fluency, and comprehensibility. The researcher used 25 students as respondents and conducted four treatments to them. However, before conducting the treatments, the researchers conducted a pre-test to determine whether the students' speaking skills had improved or remained the same, and after conducting the treatments, the researcher conducted a post-test to determine whether the students' speaking skills had improved or remained the same.

After the pre-test the researcher gave treatment to students in twelve meetings. The researcher introduces the students first and vice versa. After that the researcher explained the treatments that would be given to students. Like: The first the researcher explains in advance how to describe a place that will be

described later. The second examines dividing students into groups. Then the researcher prepared several topics to be described, after that the researcher asked each group to choose one topic. After that the researcher invited students to leave the classroom and gave students to do adventure activities outside the classroom and look for places that would be described according to the topics they got in about 2-3 minutes. When finished, students return to their respective groups. Then each group describes the results obtained.

In the pre-test, the researchers found that there were students (0%) who got excellent, very good and good. There were 7 students (28%) who got fair and there were 14 students (56%) who got poor and also 4 students (16%) who got very poor. In fluency, there were no students (0%) who got excellent, very good, good, and average. There were 7 students (27%) who got fair and there were 13 students (52%) who got poor and also 5 students (20%) who got very poor. in the complexity, there were no students (0%) who got excellent, very good, good and average. there were 5 students (20%) who got fair and there were 18 students (72%) who got poor and also 2 students (8%) who got very poor. In post-test, the researcher found that there were students. On accuracy, there were 5 students (20%) got good, 7 students (28%) fair good, 11 students (44%) fair and 2 students (8%) got poor grades. Meanwhile, there are 2 students (8%) who got good, 11 students (44%) who got fair good and 12 students (48%) who got fair grades in fluency. and in comprehensibility there are 3 students (12%) who got good, 8 students (32%) who got fair good, 12 students (48%) who got fair and last 2 students (8%) who got poor.

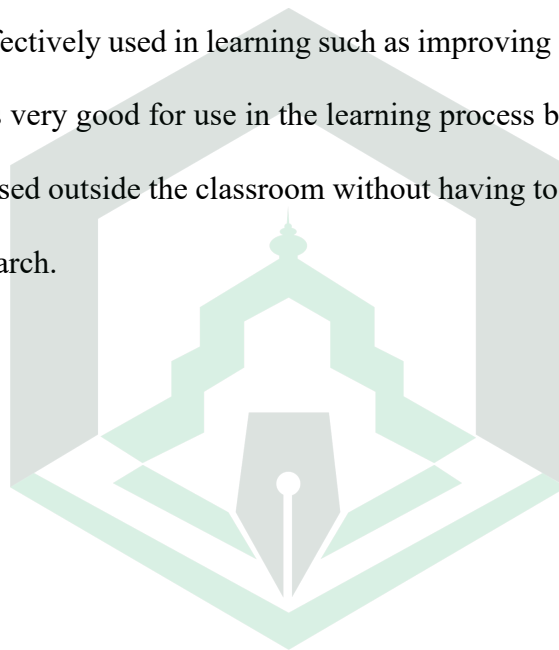
Based on the research findings presented above, the researcher discovered that the use of an adventure activity is effective in improving students' speaking skills. Per the data analysis, the mean score of the students' pre-test is 6.36, and the students' post-test score is 10.68. The pre-test standard deviation was 0.81, and the post-test standard deviation was 1.34. It means that using the adventure activities to improve students' speaking skills is effective.

There were also previous research results that found the use of adventure activities is effective in improving students' speaking skills as for the previous research, namely Dewi Awaliaturrahmawati, according to the other, the results of the study show that: 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. The use of outdoor activity understanding improving students' speaking ability is adequate.

The average student score, which rises by according to the teacher's instructions, demonstrates how the usage of learning adventure activities carried out outside the classroom can improve students' speaking abilities. The current researcher does not employ image media because learning takes place directly outside of the classroom, which sets it apart from earlier study that did. According to these findings, adventure activities are beneficial for students.

Learning to speak using adventure activities is an effective way that can be applied in learning adventure activities to motivate students to improve speaking skills. The researcher concluded that adventure activities can improve

the effectiveness and ability to speak in English. Problem that occur in teaching speaking using adventure activities come from students and teachers. Students experience difficulties because they lack vocabulary, and the advantage of teaching speaking using adventure activities is that it becomes easier for students to master speaking. Through this learning, students are expected to be able to provide information regarding opinions, ideas and feeling to students. This research is used for the first time in this study and has not been used before so this research is still minimal to find similar references, but it can be seen that this research is effectively used in learning such as improving student speaking. So this research is very good for use in the learning process because adventure activities can be used outside the classroom without having to use image media like previous research.



CHAPTER V

CONCLUSION AND SUGGESTIONS

The discussion of this chapter indicates a conclusion and some suggestions related to the findings and the application of the research.

A. Conclusion

Based on the result of the research, the research concluded that the implementation of adventure activities improve students' speaking skills at SMA Negeri 18 Luwu Utara. The data have been analyzed by using (t_t) standard of signification 5% with a degree of freedom (df) =9, obtained $t_t = 2.064$ and standard of signification 0.05, the result of t_0 (t_{count}) were 19.503 from this researcher gave an interpretation that t_0 (t_{count}) was higher than $t_t(t_{table})$, $19.503 > 2.064$. It means that there is a significant difference between students' abilities before and after treatment. It could be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore it can be concluded that using adventure activities is effective in improving the speaking skills of class XI students at SMA Negeri 18 Luwu Utara.

B. Suggestions

Based on the conclusion previously, the researcher gave some suggestions, namely:

1. In teaching speaking skills teachers must use a good method so that students can understand easily. One of the methods that can be used by them especially in teaching speaking is adventure activities,

2. Before applying one method in teaching English especially speaking the teachers have to make the test to find out the students' prior knowledge. One of the methods that can be used by looking for it and also the students' condition. This is very important because every student has different knowledge.

Finally, the researcher realizes that this thesis is far from perfect, and as a result, constructive criticism and advice are expected to help the thesis be perfected. The researcher hopes that the findings of this study will be useful to the readers.



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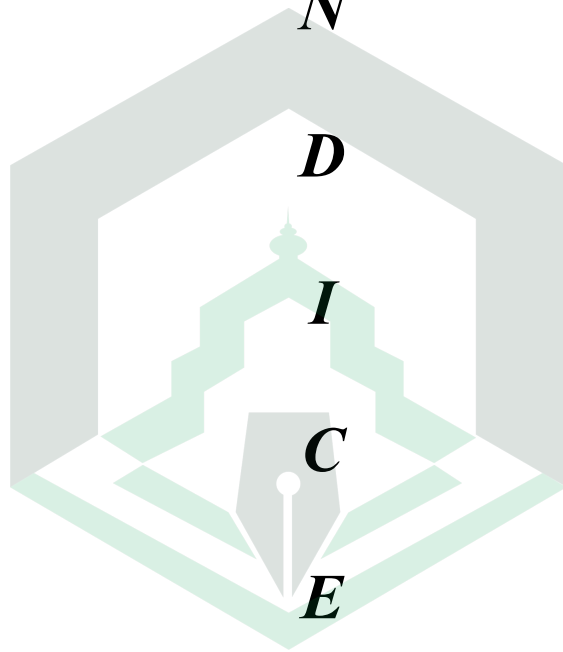
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Appendix 1

A. Pre-test

Task activity in Pre-test

- Describe orally based on the topic (about nature, beaches, forests, mountains and others)

B. Post-test

Task activity in Post-test

- Describe orally based on the topic (about school, hometown, etc.)



Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN

Sekolah : SMA Negeri 18 Luwu Utara

Mata Pelajaran : Bahasa Inggris

Materi : Adventure Activities

Kelas : XI IPS 1

Alokasi waktu : 2X45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi benda, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan fungsi benda sesuai dengan konteks penggunaannya.
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi tempat sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Mengidentifikasi struktur bahasa untuk mendeskripsikan tempat.
4.8 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.8.1 Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan tempat.
4.9 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.9.1 Mengidentifikasi struktur bahasa untuk mendeskripsikan tempat.

C. Tujuan pembelajaran

1. Siswa di harapkan mampu mendeskripsikan topik-topik yang di berikan.
2. Siswa di harapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa di harapkan mampu merespon argument pada topik.
4. Siswa di harapkan mampu mengidentifikasi ekspresi-ekspresi yang di gunakan pada saat menjelaskan sebuah topik.

D. Materi Pembelajaran

- Fungsi sosial
Mengenalkan, mengidentifikasi, memuji, megkritik, menebak dsb.
- Stuktur teks (gagasan utama dan informasi rinci)
Menyebutkan nama tempat umum dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

E. Metode dan Media Pembelajaran

1. Metode : Adventure activities
2. Media : Picture
3. Alat/bahan : Spidol, papan tulis, penghapus.

F. Sumber Pembelajaran

1. Internet

G. Langkah –Langkah Pembelajaran

1. Pertemuan Pertama

TAHAPAN	UR AIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none">• Guru memberikan salam• Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik.• Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran.• Guru menyampaikan tujuan pembelajaran.	10 menit
Kegiatan Inti	<ul style="list-style-type: none">➤ Peneliti menjelaskan materi tentang deskriptif teks (describing place)➤ Peneliti menjelaskan materi tentang adventure activities.➤ Peneliti menjelaskan bagaimana cara menggunakan adventure activities dalam speaking.➤ Peneliti membagi siswa menjadi beberapa kelompok.➤ Peneliti mengajak keluar kelas	25 menitt

	<ul style="list-style-type: none"> ➤ Peneliti memberikan kesempatan untuk mengamati tempat yang di kunjungi. ➤ Peserta didik di bagi menjadi beberapa kelompok untuk meninjau lokasi tersebut. ➤ Peserta didik mendiskusikan hasil pengamatannya kemudian mendeskripsikan tempat yang sudah diamati. ➤ Masing-masing siswa mempersentasikan apa yang sudah di diskusikan. 	
Penutup	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari. • Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris • Guru mengakhiri pertemuan dengan mengucapkan salam. 	10 menit

2. Pertemuan Kedua

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none"> • Guru memberikan salam • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Peneliti mengulas kembali materi sebelumnya. ➤ Peneliti menjelaskan materi tentang deskriptif teks. 	

	<ul style="list-style-type: none"> ➤ Peneliti menjelaskan materi tentang adventure activities. ➤ Peneliti menjelaskan bagaimana cara menggunakan adventure activities dalam speaking. ➤ Peneliti membagi siswa menjadi beberapa kelompok. ➤ Peneliti mengajak siswa keluar kelas. ➤ Peneliti memberikan kesempatan setiap siswa untuk mengamati setiap tempat yang di kunjungi. ➤ Peneliti mengajak kembali siswa ke dalam ruang kelas. ➤ Peneliti menyuruh siswa mendeskripsikan hasil pengamatan tempat yang di amati siswa. ➤ Siswa mempersentasekan hasil pengamatannya. 	25 menitt
Penutup	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari. • Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris • Guru mengakhiri pertemuan dengan mengucapkan salam. 	10 menit

3. Pertemuan Ketiga

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none"> • Guru memberikan salam. • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didk untuk mengikuti kegiatan pembelajaran. 	10 menit

	<ul style="list-style-type: none"> • Guru menyampaikan tujuan pembelajaran. 	
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Peneliti menjelaskan materi kepada siswa yang menyangkut tentang adventure activities dengan menggunakan deskriptif teks. ➤ Peneliti menjelaskan materi tentang adventure activities dalam speaking. ➤ Peneliti membagi siswa menjadi beberapa kelompok yang terdiri atas 4 atau 5 orang. ➤ Peneliti mengajak siswa keluar kelas. ➤ Peneliti memberikan kesempatan setiap siswa untuk mengamati setiap tempat yang di kunjungi seperti halaman sekolah. ➤ Peneliti mengajak siswa kembali ke kelas. ➤ Siswa mendiskusikan hasil observasinya. ➤ Guru menyuruh tiap siswa untuk mendeskripsikan tempat tersebut. ➤ Siswa kemudian mendeskripsikan dari hasil yang di peroleh. 	40 menitt
Penutup	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari. • Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris • Guru mengakhiri pertemuan dengan mengucapkan salam. 	10 menit

4. Pertemuan ke empat

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none"> • Gur memberikan salam 	

	<ul style="list-style-type: none"> • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Peneliti mengulas kembali materi sebelumnya. ➤ Peneliti menjelaskan materi tentang adventure activities. ➤ Peneliti menjelaskan bagaimana cara menggunakan adventure activities dalam speaking. ➤ Peneliti mengajak siswa keluar kelas. ➤ Peneliti memberikan siswa kesempatan untuk mengamati tempat yang dikunjungi seperti laboratorium. ➤ Peserta didik dibagi menjadi beberapa kelompok untuk meninjau lokasi tersebut. ➤ Peserta didik mendiskusikan hasil pengamatannya kemudian mendeskripsikan tempat yang dikunjungi. ➤ Siswa mempersentasikan hasil pengamatannya. 	25 menitt
Penutup	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari. • Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris • Guru mengakhiri pertemuan dengan mengucapkan salam. 	10 menit

5. Pertemuan Lima

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Penda hulu	<ul style="list-style-type: none"> • Guru memberikan salam • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Peneliti menjelaskan materi kepada siswa yang menyangkut tentang adventure activities yang menggunakan deskriptif teks. ➤ Peneliti menjelaskan bagaimana cara menggunakan adventure activities dalam speaking. ➤ Peneliti menyiapkan gambar tentang halaman sekolah. ➤ Peneliti membagi siswa dalam beberapa kelompok, setiap kelompok terdiri dari 5 orang. ➤ Peneliti menyuruh siswa mendeskripsikan gambar yang telah disiapkan. ➤ Siswa mendeskripsikan gambar yang di siapkan. 	25 menit
Penutup	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan materi yang telah di pelajari. • Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa Inggris • Guru mengakhiri pertemuan dengan mengucapkan salam. 	10 menit

6. Pertemuan ke enam

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none"> • Guru memberikan salam • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Peneliti mengulas kembali materi sebelumnya. ➤ Peneliti menjelaskan materi tentang kepada siswa yang menyangkut tentang adventure activities dengan menggunakan deskriptif teks. ➤ Peneliti menjelaskan bagaimana cara menggunakan adventure activities dalam speaking. ➤ Peneliti membagi siswa menjadi beberapa kelompok yang terdiri atas 4 atau 5 orang. ➤ Peneliti mengajak siswa keluar kelas. ➤ Peneliti memberikan kesempatan kepada siswa untuk mengamati tempat yang di kunjungi seperti perpustakaan. ➤ Siswa mendeskripsikan gambar yang di siapkan. 	40 menitt
Penutup	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari. 	10 menit

	<ul style="list-style-type: none"> • Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa Inggris • Guru mengakhiri pertemuan dengan mengucapkan salam. 	
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7. Pertemuan ke tujuh

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none"> • Guru memberikan salam • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Guru menjelaskan materi tentang deskriptif teks (describing place). ➤ Guru menjelaskan materi tentang adventure activities. ➤ Guru menjelaskan bagaimana cara menggunakan adventure activities dalam speaking. ➤ Guru menyiapkan gambar tentang taman sekolah. ➤ Guru membagi siswa dalam beberapa kelompok. ➤ Guru menyuruh siswa mendeskripsikan gambar yang telah disiapkan. ➤ Siswa mendeskripsikan gambar yang di siapkan. 	25 menit
Penutup	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari. • Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa Inggris 	10 menit

	<ul style="list-style-type: none"> • Guru mengakhiri pertemuan dengan mengucapkan salam. 	
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8. Pertemuan ke delapan

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none"> • Guru memberikan salam • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Guru mereview kembali materi sebelumnya. ➤ Guru menjelaskan materi tentang deskriptif teks. ➤ Guru menjelaskan materi tentang adventure activities. ➤ Guru menjelaskan bagaimana cara menggunakan adventure activities dalam speaking. ➤ Guru menyiapkan gambar tentang gunung. ➤ Guru menyuruh siswa untuk mendeskripsikan gambar yang di siapkan. ➤ Siswa mendeskripsikan gambar yang di siapkan. 	25 menitt
Penutup	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari. • Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris • Guru mengakhiri pertemuan dengan mengucapkan salam. 	10 menit

9. Pertemuan ke sembilan

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none">• Guru memberikan salam• Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik.• Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran.• Guru menyampaikan tujuan pembelajaran.	10 menit
Kegiatan Inti	<ul style="list-style-type: none">➤ Guru menjelaskan materi tentang adventure activities dengan menggunakan deskriptif teks.➤ Guru menjelaskan bagaimana cara menggunakan adventure activities dalam speaking.➤ Guru mengajak siswa keluar kelas.➤ Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 5 orang.➤ Guru menyuruh siswa untuk mendeskripsikan tempat yang dikunjungi seperti halaman sekolah.➤ Siswa mendeskripsikan gambar yang di siapkan.	25 menit
Penutup	<ul style="list-style-type: none">• Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari.• Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris• Guru mengakhiri pertemuan dengan mengucapkan salam.	10 menit

10. Pertemuan ke sepuluh

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none">• Guru memberikan salam• Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik.• Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran.• Guru menyampaikan tujuan pembelajaran.	10 menit
Kegiatan Inti	<ul style="list-style-type: none">➤ Guru mereview kembali materi sebelumnya.➤ Guru menjelaskan materi tentang deskriptif teks.➤ Guru menjelaskan materi tentang adventure activities.➤ Guru menjelaskan bagaimana cara menggunakan adventure activities dalam speaking.➤ Guru menyiapkan gambar tentang kantin sekolah.➤ Guru menyuruh siswa untuk mendeskripsikan gambar yang di siapkan.➤ Siswa mendeskripsikan gambar yang di siapkan.	25 menitt
Penutup	<ul style="list-style-type: none">• Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari.• Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris• Guru mengakhiri pertemuan dengan mengucapkan salam.	10 menit

11. Pertemuan ke sebelas

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
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Pendahuluan	<ul style="list-style-type: none"> • Guru memberikan salam • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Guru mengulas kembali materi sebelumnya. ➤ Peneliti menjelaskan materi tentang adventure activities dengan menggunakan deskriptif teks. ➤ Guru menjelaskan bagaimana cara menggunakan adventure activities dalam speaking. ➤ Peneliti menyiapkan gambar tentang perkebunan. ➤ Peneliti membagi siswa menjadi beberapa kelompok yang terdiri atas 5 orang. ➤ Guru menyuruh siswa untuk mendeskripsikan gambar yang di siapkan. ➤ Siswa mendeskripsikan gambar yang di siapkan. 	25 menitt
Penutup	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari. • Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris • Guru mengakhiri pertemuan dengan mengucapkan salam. 	10 menit

12. Pertemuan ke duabelas

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none"> • Guru memberikan salam • Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran. • Guru menyampaikan tujuan pembelajaran. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> ➤ Guru mereview kembali materi sebelumnya. ➤ Guru menjelaskan materi tentang deskriptif teks. ➤ Guru menjelaskan materi tentang adventure activities. ➤ Guru menjelaskan bagaimana cara menggunakan adventure activities dalam speaking. ➤ Guru menyiapkan gambar tentang persawahan. ➤ Guru menyuruh siswa untuk mendeskripsikan gambar yang di siapkan. ➤ Siswa mendeskripsikan gambar yang di siapkan. 	25 menitt
Penutup	<ul style="list-style-type: none"> • Peserta didik bersama guru menyimpulkan materi materi yang telah di pelajari. • Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris • Guru mengakhiri pertemuan dengan mengucapkan salam. 	10 menit

LEMBAR VALIDASI SOAL

POST-TEST

Judul Penelitian : Improving Students' Speaking Skills Through Adventure Activities at SMAN 18 Luwu Utara.

Peneliti : Echi

NIM : 17 0202 0031

Prodi : Tadris Bahasa Inggris

Petunjuk:

Baerilah tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap Soal lisan dan Essay dengan skala penilaian sebagai berikut:

- | | |
|-----------------|-----------------|
| 1 : Tidak baik | 4 : Baik |
| 2 : Kurang Baik | 5 : Sangat Baik |
| 3 : Cukup Baik | |

No	Aspek yang diamati	Nilai Pengamatan				
		1	2	3	4	5
1	Kesesuaian soal dengan indikator pencapaian hasil belajar.				✓	
2	Kejelasan petunjuk pengerjaan soal.				✓	
3	Kejelasan maksud dari soal.				✓	
4	Kemungkinan soal dapat terselesaikan			✓		
5	Kesesuaian bahas yang digunakan pada soal dengan kata bahasa Inggris			✓		
6	Kalimat soal tidak mengandung arti ganda			✓		
7	Rumus kalimat komunikatif, menggunakan bahas yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa.				✓	

Kesimpulan Validator/Penilai:

Palopo, 2022

Validator


 (... Subroto P. Sidiyasa -c.p.s)

Appendix 3

TRANSCRIPTION

A. PRE-TEST

1. Assalamualikum warahmatullahi wabarakatu, my name is, Grecencya Indah Tompong I will describe.....eee about the...ee beach. The beach has a very.....nice and clean view to be.....used us a tourists spot.....or a vocation spot for people...who want to visit the beach.
2. My name is Teresia I live Saluampak I will describe eeee forest, in the forest there are many.....flora and fauna that live in it.....eeee the forest has a lot of eeeee beauty, animals, and various eeeee kinds of plants exist in the forest.
3. My name is Febi Paerong I live Saluampak I describe.....eeee mountains, eeee mountains have many trees eeeee and mountain animals.....eeee can also be a tourist place...eee or place to camp.
4. My name is Riana Siola eeeee I live Rante Pasang.....i describe bech.....eeee the beach is the eeeee best place the beach also has eee....clean sand and various animalslive there.
5. My name is Albertin I live To'bau I describe mountain.....eeee the mountain has a lot of.....eeee coulds and there are many eeeee kinds of wood and fruit in it....eeee the mountain is beautiful eeeee that's why we are eeeee forbidden to cut down trees carelessly.
6. My name is Ashabul, I want to.....describe about mountain.....mountain is high.....has many trees...the mountain...is also a...place for tourist...to visit...eee mountain is very beautiful.
7. My name is berlina, I want... to describe...about forest..in the forest there...are many flora..and fauna that...live in it..the forest has a lot...of beautiful animals...and various kinds...of plants exist..in the forest.
8. My name is Kristina, I ..want to...describe about...forest. in the forest...there are..many types...of plants and animals.
9. My name is Desmi, I want to...eee describe about...beach. A beach is...narrow gently sloping...strip of land..that is along the...edge of on ocean...lake, or river.
10. My name is Muh. Fadly, I want to describe....about beach...the beach has salty..sea water and there...are various kinds...of plants such as...coconut trees.

11. Good morning my name is Iknasia Wiwin Tiku eeee...I want to describe...about forest...the forest has....eeee many plants and...fresh plants a long...with the...cool air and the...fauna in it...eee abundant fruits.
12. Assalamualaikum warahmatullahi wabarakatu, my name is ainun zulaika, I describe about...forest, the forest...has many dense plants...that contain among other things...trees and others.
13. Assalamualaikum warahmatullahi wabarakatuh. My name is Abdul Wahab. I describe about... beach..eeee the beach is the...best place the beach...also has clean..sand and various...animals live there.
14. Assalmualaikum. Warahmatullahi Wabarakatuh. My Name is Zulaika. I want to describe about...eee beach
15. Assalamualaiku warahmatullahi wabarakatuh. My complete name is Andri. I describe about...eee nature. Nature is created...by god...nature is so...big in this world...there is lot of...the example in the...nature there is...mountain eee tree, sea eeee river and more.
16. Assalamualaikum Warahmatullahi Wabarakatuh. May name is Atika. I want to describe....about beach...the beach eee has salty..sea water and there...are various kinds...of plants such eeee as coconut trees.
17. Good morning, my name is Windi. I describe beach...eee the beach has...salty sea water...eee and there are various kinds....eeee such as..palm trees, seaweed, andthere is also sand, beach....stones, cliffs, piers...ships and others.
18. Good morning, my name is Asrullah. I want...describe about forest...eee the forest...has many..plants and..eeee fresh plants...eee a long with the...eeee cool air the fauna...in it and abandunt...fruits.
19. Assalamualaikum warahmatullahi wabarakatu, my name is Muh.Rifais. I want to describe....about beach...the beach has salty..sea water and there...are various kinds...of plants such as...coconut trees.
20. Assalamualaikum warahmatullahi wabarakatu, my name is Aulia. . I describe about... beach..eeee the beach is the...best place the beach...also has clean..sand and various...animals live there.
21. Good morning, my name is Ripal. I ..want to describe eeee about forest. in the forest there eeee are..many types...of plants and animals.

22. Good morning, my name is Muh. Jirin. , I want to...eee describe about...beach.
A beach is...narrow gently sloping...strip of land..that is along the...edge of on
ocean...lake, or river.
23. Good morning, my name is Aprisal. I describe about beach...kuta is very
beautiful beach...kuta is a beach...that is very popular...both in...indonesia and
international.
24. Good morning, my name is Asril, I want to...describe about beach..pink
beach..or pantai merah muda eeee is one of....the beaches in...komodo
island...east nusa tenggara...the beach iscalled pink beach...because
the...sand beach is pink.
25. Good morning, my name is Muh. Huzain, I want to.....describe about
mountain.....mountain is high.....has many trees...the mountain...is also
a...place for tourist...to visit...eee mountain is very beautiful.

B. POST-TEST

1. Assalamualaikum warahmatullahi wabarakatu, my name is Grecencya Indah Tompong I am going to describe my house. My house is yellow has three rooms and my room is white in the room there is a bed, a window cupboard and a study table my house also has a living room, dining table, and kitchen and bathroom.
2. Assalamualaikum Warahmatullahi Wabarakatuh. My Name is Teresia. Here I want to describe my school. A school that has a clean and beautiful and has about 18 rooms and the teacher are frendly in this school there is also a green house.
3. Assalmualaikum. Warahmatullahi Wabarakatuh. My Name is Febi Paerong. Now I am going to describe my bedroom. My room is blue. In my room there is a bed, a fan, a cupboard, there is also a music player, and a dressing table.
4. Assalamualaiku Warahmatullahi Wabarakatuh. My complete name is Riana Siola. I want to describe my house. My house located in the village of Saluampak. My house is on the side of the road my house has a gray color my

narrow yard consists of on living room, there bedrooms, one lounge, kitchen and bathroom, the living room only contains chairs and carpot.

5. Assalamualaikum. Warahmatullahi. Wabarakatuh. May name is Albertin. Now I want to describe about my school. My school has a large yard and has a sports field, for example vollyball, badminton, and takrow. My school also has many shady green trees. My school has 19 room, green house, and laboratory. My school is my pride.
6. My name is Ashabul, now I want to describe about my school. My school is a place to learn, and a place to join knowledge. In school there are many book that can be read in the library, and in school there are many smart like me.
7. My name is berlina, now I want to describe about school yard. I have school yard is very beautiful and clean. There are many rooms in the school area, there are biology and physics classes, there are also divited classrooms there are sciens and ips.
8. My name is Kristina, ok I want to describe about my class. My class hes a table and chairs. In that class there is also a white and green let in that class there is also a window.
9. My name is Desmi, ok I will describe about my school. The current state of the school grounds is very clean, and has lush strees with good seating and has flowers in the grounds.
10. My name is Muh. Fadly, I want to describe about my house. My house is the village of fertile bone subur and in the living house so the motorcycle garage and my room is next to my parents' bed.
11. Good morning my name is Iknasia Wiwin Tiku, I want to describe my house. My house is a wooden house and I live with my grandmother next to grandma's house there is a mango tree and behind the house there is tree soursop.

12. Assalamualaikum warahmatullahi wabarakatu, my name is ainun zulaika I am going to describe my favorite places is bedroom this room is my favorite place to live. My room is green my room is very clean I have table and chair.
13. Assalamualaikum warahmatullahi wabarakatuh. My name is Abdul Wahab. Here I want to describe my favorite place. It is my home. My home is comfortable for me because it has cool condition.
14. Assalmualaikum. Warahmatullahi Wabarakatuh. My Name is Zulaika. Now I am going to describe my favorite place. My favorite place is my hometown. It is located at Kalotok. The place of Kalotok is very good. It has many rivers and then rice field.
15. Assalamualaiku warahmatullahi wabarakatuh. My complete name is Andri. I want to describe my favorite place. My favorite place is beach. Especially Bira beach. It has blue water and there are many good places for taking place.
16. Assalamualaikum Warahmatullahi Wabarakatuh. My name is Atika. Now I want to describe about my favorite place. My favorite place is my bedroom. It has green wall and it makes me comfortable to do activities there. For example doing my homework from my teacher.
17. Good morning, my name is Windi. Now I want to describe my bedroom. My room has an orange paint and has a sheet with a hello kitty picture on it and I also have a study table and study chair, and in my room there are two cupboards in the right corner.
18. Good morning, my name is Asrullah. Now I want to describe my hometown. In my hometown, there is a waterfall tourist that is often visited by people in my village and tourism. In my village also people are environmentally friendly and often take care of it, one of which is a waterfall tourist spot in my hometown.
19. Assalamualaikum warahmatullahi wabarakatu, my name is Muh.Rifais. Now I want to describe my school. My school has a green house which contains

strawberries and chilies and tomatoes. It also has vegetables, namely kale and long beans.

20. Assalamualaikum warahmatullahi wabarakatu, my name is Aulia. Now I want to describe my bedroom. My room is painted light grey. There is a big bed inside my room where I sleep every day. I put some picture on my desk. My room is not big, but is the best place in my house for me.
21. Good morning, my name is Ripal. Now I want to describe about my school, my school has tree plants in school yard and has two fields, namely the vollyball court and the racket field.
22. Good morning, my name is Muh. Jirin. Now I want to describe about my house. My house is in Kalotok which has a yard that durian trees and mango trees and there are also chocolate seeds for sale.
23. Good morning, my name is Aprisal. Now I want to describe about my school. My school which has a large field and also has trees that make this school more beautiful and large parking.
24. Good morning, my name is Asril, now I want to describe about my school. My school is a place to learn, and a place to join knowledge. In school there are many book that can be read in the library, and in school there are many smart like me.
25. Good morning, my name is Muh. Huzain, ok I want to describe about my class. My class hes a table and chairs. In that class there is also a white and green let in that class there is also a window.

Appendix 4: The Research Permit Certificate



**PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMP1SP)**

Jalan Simpursung Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN

Nomor : 20549/D1751/SK/DPMP1SP/2022

Menyisa
Menimbang
Mengingat

- Permohonan Surat Keterangan Penelitian as. Faki beserta lampirannya
- Rekomendasi Badan Kelembagaan Bangun dan Politik Kabupaten Luwu Utara Nomor 070/350/X/Bangkabangpol/2022
- 1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementerian Negara;
- 2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
- 3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintahan Daerah;
- 4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
- 5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 5 Tahun 2018 tentang Penyerahan Surat Keterangan Penelitian;
- 6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2014 tentang Pelimpahan Kewenangan Penelitian, Nya Penelitian dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MENUTUNKAN

Menetapkan

- Memberikan Surat Keterangan Penelitian Kepada :
Nama : Faki
Nomor : 00520063930
Telepon :
Alamat : Desa Lagaga, Umu Kalotok Kecamatan Sabung Selatan, Kab. Luwu Utara Provinsi Sulawesi Selatan
Sekolah / Institut : Institut Agama Islam Negeri Palopo
Instansi :
Judul : Improving Student Speaking Skills Through Adventure Activities at SMAN 18 Luwu Utara
Penelitian :
Lokasi : SMA Negeri 18 Luwu Utara, Desa Kalotok Kecamatan Sabung Selatan, Kab. Luwu Utara Provinsi Sulawesi Selatan
Penelitian :

Dengan ketentuan sebagai berikut

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 05 Oktober s.d/05 Desember 2022.
2. Menstahi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dibuat kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Nam Kewenangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan tidak dengan sembarangan dengan tujuan dan/atau ketentuan berlaku.

Dibuatkan di Masamba
Pada Tanggal 03 Oktober 2022



Hetribesi : Rp. 0,00
No. Seri : 20549

Appendix 5: The Certificate Of Completion Of Research



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 18 LUWU UTARA
Alamat : Jl Kemakmuran Desa Kalotok Kec. Sabbang Selatan Kab. Luwu Utara

SURAT KETERANGAN SELESAI MENELITI
No. 420.3/324-UPT SMAN 18 LUWU UTARA/DESOK

Yang bertanda tangan di bawah ini

Nama : **ASMIAH AZIZAH, S.Pd**
NIP : 19750321 200604 2 016
Pangkat/ Gol : Pembina Tk. 1/ IV.b
Jabatan : Plt. Kepala UPT SMA Negeri 18 Luwu Utara

Menerangkan bahwa:

Nama Mahasiswa : **ECHI**
NIM : 1702020031
Tempat/Tanggal Lahir : Palopo, 05 Mei 1999
Asal Per.Tinggi : Institut Agama Islam Negeri Palopo
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat : Dusun Lagego, Desa Kalotok, Kec. Sabbang Selatan

Telah melaksanakan penelitian di **UPT SMA NEGERI 18 LUWU UTARA** Terhitung Mulai Tanggal 05 Oktober - 05 Desember 2022 guna untuk menyusun penulisan karya ilmiah (skripsi) sebagai salah satu syarat penyelesaian studi dengan judul **"IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ADVENTURE ACTIVITIES AT SMAN 18 LUWU UTARA"**

Demikian Surat Keterangan ini di buat untuk dipergunakan sebagaimana mestinya.



03 November 2022

Plt. Kepala UPT SMA Negeri 18 Luwu Utara

UPT

SEKOLAH MENENGAH ATAS

NEGERI

18 LUWU UTARA

ASMIAH AZIZAH, S.Pd

NIP. 19750321 200604 2 016

DOKUMENTASI



Students' pre test



The researcher opening the class before doing treatment



The researcher explained the treatment



The researcher explained the speaking mate





The researcher observed students' activities



Students' post test

CURRICULUM VITAE



Echi was born on 05th May 1999 in Palopo. Her father's name is Herman and her mother's name is Pariani, she has 4 sisters. He is the eldest of 4 siblings. He went through his education at Elementary School SD Negeri 006 Batu Alang in 2006 and he graduated in 2011. After that, he continued his education at SMP Negeri 01 Sabbang, he graduated in 2014 and continued his education at SMA Negeri 2 Sabbang, he graduated in 2017, after that in 2017 he continued his studies at the Palopo State Islamic Institute (IAIN) and majored in English. He completed his studies in 2021, his last study at the State Islamic Institute (IAIN) Palopo in 2023. Writing a thesis entitled “Improving Students’ Speaking Skills Through Adventure Activities at SMA Negeri 18 Luwu Utara ”

Email: echi0505hermansyah@gmail.com

