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The Implementation of Outdoor Learning Method on Speaking Skills in Expressing Opinions Through Simple Argumentative Texts by Students

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ABSTRACT

The speaking skills of elementary school students in expressing opinions are often less than optimal. This condition was evident among Grade V students at SD Negeri 354 Batahan III, where pretest results showed that 13 out of 19 students (68.4%) fell into the "very low" category, and none (0%) reached the "very high" category. These results highlight the need for a more effective and contextual learning strategy. This study aimed to examine the impact of implementing the outdoor learning method on students' speaking skills, particularly in expressing opinions through simple argumentative texts. After the outdoor learning method was implemented, the posttest results indicated significant improvement: 68% of students achieved the "very high" category, 15.8% "high," 10.5% "moderate," and only 5.3% remained in the "very low" category. No student was in the "low" category (0%). The average normalized gain score reached 0.90, placing all students (100%) in the "high" improvement category ($g \geq 0.70$). In terms of learning motivation, prior to the intervention, most students showed concerning results: 16% were unmotivated, 58% were poorly motivated, and only 5% were already motivated, with an average score of 59.5. However, following the implementation of the method, there was a significant increase: 53% became motivated, 42% sufficiently motivated, and only 5% remained poorly motivated. The average motivation score rose to 98.7. Meanwhile, observational data on student activity also confirmed the success of this method. The average student activity level during learning reached 83.875%, with indicators such as listening to instructions (100%), forming groups (86.8%), completing tasks (86.8%), and engaging in orderly discussion (89.5%). In conclusion, the implementation of the outdoor learning method proved effective in improving speaking skills, learning motivation, and student engagement. This approach offers a promising alternative for teachers to create a more meaningful and contextual learning environment, particularly in teaching argumentative texts in Bahasa Indonesia.

Keywords: Speaking Skills, Argumentative Texts, Learning Motivation, Outdoor Learning

I. INTRODUCTION

Indonesian language education in elementary schools extends far beyond establishing the basic literacy foundations of reading and writing. Speaking skills occupy a crucial position as an essential pillar in developing students' active communication competencies. Specifically, mastery of opinion expression abilities, particularly within the context of simple argumentative texts, is fundamental for students' intellectual and social development. This competency trains students to articulate their thoughts verbally and shapes them into individuals possessing critical analytical capacity, courage to express viewpoints logically, and maintenance of courtesy in interactions. Consequently, argumentative speaking ability is vital for students to participate actively and constructively in various situations, both within and beyond the school environment (Maknun et al., 2025).

Classroom learning practices frequently reveal gaps between curricular idealism and field implementation. Less innovative and predominantly teacher-centered learning approaches continue to dominate classrooms, with lecture methods often being the primary choice. This condition indirectly inhibits students' speaking skill development, as they tend to be positioned as passive information receivers without adequate space to practice expressing ideas and thoughts. As articulated by educational researchers, the dominance of the lecture method in learning potentially limits students' material memorization capabilities and provides insufficient opportunities for active involvement in problem-solving processes or critical thinking development. Consequently, students' potential for processing and verbally re-conveying information remains under-developed (Dr. Dipti Baghel & Dr. Archi Dubey, 2025).

Effective learning paradigms should shift toward more student-centered approaches capable of creating classroom atmospheres conducive to fostering critical thinking and courage in openly expressing ideas. This philosophy aligns with the mandate of Republic of Indonesia Law Number 20 of 2003 concerning the National Education System Article 1, which explicitly states that education constitutes conscious and planned efforts aimed at creating learning atmospheres and processes that empower students to actively develop their potential. Therefore, applied learning methods should facilitate students not only to receive information but also to process it, formulate thinking, and convey it confidently (Villagran & Price, 2025).

The suboptimal development of students' speaking skills was reinforced by preliminary observation-sconducted on January 23, 2023, at SD Negeri 354 Batahan III. The results indicated that Indonesian language learning in grade V at that time remained dominated by lecture method usage. The consequences of this approach were clearly visible in students' low engagement levels during the learning process. They appeared unmotivated and unenthusiastic in subsequent lessons, showing reluctance to actively participate in expressing opinions or responding to teacher questions. Several students appeared more focused on activities outside the lesson materials, such as talking with seatmates, drawing, or working on other subject assignments. Such learning conditions certainly constitute significant barriers to students' speaking skill development, which should be among the primary focuses of Indonesian language learning (Liu et al., 2025).

The research site, SD Negeri 354 Batahan III, in Mandailing Natal Regency, presents a representative case of rural elementary education contexts where traditional teaching methods persist. The fifth-grade cohort comprised 19 students aged 10-11 years, representing the golden age for cultivating public speaking courage. However, practical implementation revealed that many students still feel awkward or afraid of making mistakes when asked to express their opinions. This challenge becomes particularly pronounced in simple argumentative text material, where students must express and defend their ideas before others.

Recognizing the challenges in developing students' speaking skills through conventional methods, the exploration and implementation of more innovative and effective learning alternatives have become necessary. One relevant and promising alternative is outdoor learning. This approach offers unique opportunities for students to learn directly from their surrounding environment, believed to be capable of significantly stimulating active participation through observation activities, group discussions, and various interactive activities conducted beyond traditional classroom boundaries. Outdoor learning potentially creates more open and free spaces for students to develop independent thinking and express opinions based on real experiences and direct observations of phenomena in their environment (Hunim & Rofiq, 2025).

Various studies have demonstrated the positive impact of outdoor learning on student development. Educational research emphasizes that learning in real environmental backgrounds helps students apply theoretical knowledge obtained in classrooms to practical contexts while enhancing their social and personal skills through direct interactions with environments and peers. Similarly, other studies have revealed that outdoor learning has the potential to reduce learning saturation levels that students might experience in classroom routines and build a deeper understanding of lesson materials because students have opportunities to directly experience objects or phenomena being studied. Such concrete learning experiences are believed to strengthen students' memory retention and conceptual understanding (Jesus et al., 2025).

Furthermore, outdoor learning activities provide valuable opportunities for students to build their self-confidence in expressing their opinions. More open, interactive, and less formal learning atmospheres are believed to be capable of reducing students' fear or awkwardness in expressing their ideas. Pedagogical literature illustrates how students can be invited to conduct observations of school surroundings, record various phenomena they encounter, and then discuss them in groups or convey observation results and opinions before classmates. Sharing ideas and experiences in supportive atmospheres can increase students' courage to speak publicly and effectively articulate their thinking (Ani et al., 2025).

Outdoor learning aligns with the constructivist learning theories proposed by Piaget and Vygotsky, which emphasize that knowledge is actively constructed by individuals through interactions with the environment and others. In this framework, learning occurs not only from teachers to students but also among students and their environment, thereby enriching the learning experiences holistically. The Zone of Proximal Development (ZPD) theory particularly emphasizes the importance of social environments in children's language skill development, suggesting that speaking abilities develop optimally when children receive opportunities to interact in meaningful social contexts (Aisultan Yelubay et al., 2024).

Speaking skills are essential for language ability development. According to Anwar et al. (2025), speaking skills represent the ability to express articulation or word utterances to express thoughts as communication tools. This competency serves as a bridge between thinking and communicative action in human social life. Without adequate speaking skills, individuals experience obstacles in interacting with others, particularly in academic, social and emotional contexts (Anwar et al., 2025).

Effective speaking skills, as viewed in educational psychology, result from complex and continuous processes involving linguistic capabilities (vocabulary and sentence structure), psychological elements (self-confidence and speaking intention), and social awareness (context and interlocutor). Therefore, speaking skill development must be conducted holistically using communicative and contextual learning approaches. For elementary school students, especially fifth graders in the active cognitive and linguistic development phases, this represents a golden opportunity for systematic and enjoyable training of their speaking skills (Diamanti & Angelini, 2025).

Argumentative texts are used to convey opinions that aim to convince readers or listeners of the truth of particular ideas, views, or perspectives. According to Mahmood (2024), argumentation represents rhetorical forms that aim to influence others' thoughts or attitudes through logical reasoning. This indicates that the main strength of argumentative texts lies in their logic and well-structured reasoning patterns. Argumentation must contain not only opinions but also be grounded in relevant facts and data (Mahmood, 2024).

In Indonesian language learning contexts at the elementary level, particularly for fifth-grade students at SD Negeri 354 Batahan III, argumentative texts are introduced in simple forms. This aims to enable students to understand and express their opinions orally using systematic structures. Therefore, argumentative text introduction extends not only to written form mastery but also aims toward speaking skill enhancement in opinion expression. Simple argumentative texts for elementary students typically relate to contextual issues close to daily life, such as "Why Must We Maintain School Cleanliness?", "The Importance of Bringing Lunch from Home," or "Benefits of Reading Books in the School Library.'' Such topics provide space for students to express their views supported by reasons and personal experiences that they can easily understand and convey.

II. METHODS

A. *Research Design*

This study employed a quasi-experimental methodology, specifically a one-group pretest-posttest design. Quasi-experimental methods fundamentally resemble pure experiments but differ in terms of variable control. The control in this study focused on one variable considered the most dominant—the variable expected to exert a substantial influence on the research outcomes. The rationale for utilizing quasi-experimental research methods stemmed from the researchers' inability to control all relevant variables, such as external factors potentially influencing the research subjects indirectly. Therefore, only select variables could be controlled, enabling the research to proceed despite more limited conditions compared to pure experiments (Creswell, J. W., & Creswell, 2018).

The quasi-experimental design was appropriate for this study, given the natural classroom setting and ethical considerations precluding the random assignment of students to different treatment groups. This approach allowed for the examination of the effects of outdoor learning methods while maintaining ecological validity and respecting existing classroom structures. The single-group design with pre-and post- test- measurements enabled the assessment of changes within the same student cohort, controlling for variations in individual differences that might confound between-group comparisons (Arikunto, 2017).

B. *Research Setting and Participants*

The research was conducted at SD Negeri 354 Batahan III, located in the Mandailing Natal Regency, North Sumatra Province, Indonesia. The implementation period spanned May through June 2025, which as considered an appropriate timeframe as students were in stable learning phases and academic activities proceeded smoothly. The school location in a rural district context provided an authentic representation of elementary education settings where pedagogical innovations could yield substantial impacts on learning quality.

The population comprised all fifth-grade students at SD Negeri 354 Batahan III. The sample consisted of the entire fifth-grade population—19 students (eight males and 11 females)—utilizing the saturated sampling technique. According to Sugiyono (2019), saturated sampling represents sample determination techniques when all population members serve as samples and is frequently employed when population sizes are relatively small (fewer than 100 individuals) or research aims to generate generalizations with minimal error. An alternative term for saturated sampling is census, wherein all population members constitute the samples. The rationale for employing saturated sampling in this research stemmed from the relatively small population sizes, resulting in all population members serving as respondents—19 students total (Sugiyono, 2019).

The homogeneous sample characteristics provided both advantages and limitations. Advantages include minimizing between-subject variability and facilitating intensive pedagogical intervention implementation. However, limitations include potential generalizability constraints to broader populations and increased

susceptibility to specific contextual factors influencing all participants simultaneously. These methodological considerations were acknowledged when interpreting and contextualizing the findings.

C. *Operational Definitions*

Operational definitions for key variables were established to ensure conceptual clarity and measurement consistency:

Outdoor Learning Method Implementation: Learning activities conducted outside classroom environments, with implementation encompassing systematic steps including: inviting students to outdoor learning locations, forming predetermined learning groups, providing explanations about simple argumentative text materials, distributing learning guides to each student group, assigning tasks related to opinion expression in simple argumentative texts to each group, explaining task implementation mechanisms, guiding students during task completion processes, conducting discussions regarding task completion results, facilitating discussion activities, and providing opportunities for students to present discussion results before their classmates.

Speaking Skills in Expressing Opinions through Simple Argumentative Text Materials: Students' abilities to orally express opinions, ideas, or perspectives regarding particular problems or topics in simple argumentative text formats while attending to clarity, fluency, appropriate language usage, and argument defense capabilities. Assessment dimensions included: (1) diction accuracy in selecting appropriate and precise words to convey ideas; (2) fluency in expressing ideas continuously without excessive pauses, repetitions, or disturbances; (3) articulation clarity in pronouncing words comprehensibly; (4) courage and self-confidence when speaking before audiences; and (5) logical and structured argumentation aligned with simple argumentative text structures (thesis statement, argumentation/reasons, and opinion reiteration).

D. Research Instruments

Three primary instrument types were employed in data collection:

Learning Motivation Questionnaire: This questionnaire was designed to assess students' motivation levels in participating in Indonesian language learning, particularly regarding simple argumentative text materials. The instrument utilized Likert scales modified into five categories based on Arikunto (2013) and contained 20 statement items exploring motivation indicators, including learning persistence, lesson interest, and achievement drive. Motivation categories ranged from "Very Motivated" (120-150 points) to "Unmotivated" (28-50 points).

Observation Sheets: Two observation instruments were developed—one for student activities and another for teacher activities during outdoor learning implementation. Student observation sheets assessed engagement in eight key activities: listening to teacher guidance, forming study groups, dispersing to designated observation locations, completing learning tasks, maintaining orderliness during group formation, maintaining orderliness during discussions, actively asking and answering questions, and presenting group work results. Teacher observation sheets evaluated instructional effectiveness across the opening, core, and closing lesson phases, assessing adherence to outdoor learning method procedures.

Speaking Skill Assessment: Speaking skills were evaluated twice—before (pre-test) and after (post-test) outdoor learning method implementation. The assessment utilized speaking skill rubrics encompassing fluency, language structure accuracy, content appropriateness, and courage in expressing opinions. The instrument was specifically designed according to fifth-grade Indonesian language basic competencies and adjusted to the characteristics of SD Negeri 354 Batahan III students. Assessment occurred quantitatively and qualitatively through observation notes during the speaking processes. Performance categories ranged from "Very High" (80-100% mastery) to "Very Low" (0-49% mastery).

D. *Data Collection Procedures*

Data collection employed multiple systematic procedures:

Questionnaire Administration: Questionnaires measuring perceptions and responses toward outdoor learning implementation were distributed to all 19 fifth-grade students at SD Negeri 354 Batahan III before and after the intervention. This approach enabled the measurement of changes in motivation and attitude resulting from outdoor learning experiences.

Systematic Observation: Non-participative observations documented student activities and engagement during outdoor learning processes. Observations were conducted by fifth-grade teachers implementing instruction, providing authentic representations of speaking skill improvements through outdoor learning. Multiple observation sessions across four instructional meetings ensured comprehensive documentation of activity patterns.

Speaking Performance Assessment: Speaking skill tests comprised two administrations: —a pretest to establish baseline competencies and a posttest to measure post-intervention achievement. Students performed speaking tasks involving opinion expression on simple argumentative text topics, with assessments following predetermined rubrics covering multiple dimensions of speaking skills.

E. *Data Analysis Techniques*

Data analysis employed both descriptive and inferential statistical approaches using SPSS 23.0 for Windows:
Descriptive Statistical Analysis encompassed:
Learning Motivation: Average motivation scores were calculated using formulas from Sudijono (2018), with categorizations based on Arikunto's (2013) modified Likert scales. Pre- and post-intervention comparisons revealed changes in the motivation trajectory.
Learning Outcomes: Percentage formulas calculated achievement levels, with mastery categories based on standards from comparable elementary schools (80-100% = Very High; 70-79% = High; 60-69% = Moderate; 50-59% = Low; 0-49% = Very Low).
Student Activity: Activity percentages were computed for each indicator, with the success criterion set at a minimum of 70% active participation.
Inferential Statistical Analysis included:
Normality Testing: Chi-square tests were used to assess data distribution normality, with the acceptance criteria of calculated chi-square values not exceeding table values at significance levels of 0.05.
Homogeneity Testing: Variance homogeneity tests were used to determine whether population variances were equivalent, with a significance threshold of 0.05.
Hypothesis Testing: One-sample t-tests evaluated the effectivenesss of the outdoor learning method with two hypotheses: —one for learning outcomes (H_0: $\mu \leq 70$ vs. H_1: $\mu > 70$) and another for normalized gain (H_0: $g \leq 0.30$ vs. H_1: $g > 0.30$). Normalized gain calculations followed established formulas for determining improvement magnitudes, with categories of high ($g \geq 0.70$), moderate ($0.30 \leq g < 0.70$), and low ($g < 0.30$).
The analytical framework provided robust evidence for evaluating the impact of outdoor learning methods through multiple converging data sources and both descriptive and inferential statistical techniques, enhancing finding validity and reliability.

III. RESULTS AND DISCUSSION

A. *Learning Motivation Outcomes*

Learning motivation was a crucial aspect measured in this study. A 20-item questionnaire was administered to all 19 fifth-grade students at SD Negeri 354 Batahan III to gather accurate motivation data. The pre-intervention analysis revealed concerning initial conditions dominated by poorly motivated categories. Specifically, three students (16%) fell into the unmotivated category, 11 students (58%) were classified as poorly motivated, four students (21%) achieved moderately motivated status, only one student (5%) reached motivated levels, and no students attained very motivated classifications. The pre-intervention average motivation score was 59.5, indicating low overall motivation and the need for effective learning intervention.

Table 1: Student Population of Grade V SD Negeri 354 Batahan III

Class	Male Students	Female Students	Total
V	8	11	19
Total Population	8	11	19

The post-intervention results demonstrated significant motivational improvements, with substantially more positive patterns. Following outdoor learning method implementation, 10 students (53%) achieved motivated status—a dramatic increase from only one student previously; eight students (42%) attained moderately motivated levels; only one student (5%) remained poorly motivated—a drastic decrease from 11 students; and no students remained in the unmotivated category. The post-intervention average motivation score surged significantly to 98.7, clearly reflecting the outdoor learning method's success in cultivating and strengthening student learning motivation.

Table 2: Learning Motivation Categories

No.	Score Range	Category
1	120–150	Very Motivated (Sangat Termotivasi)
2	97–119	Motivated (Termotivasi)
3	74–96	Sufficiently Motivated (Cukup Termotivasi)
4	51–73	Poorly Motivated (Kurang Termotivasi)
5	28–50	Unmotivated (Tidak Termotivasi)

These findings align with educational motivation theories, emphasizing that variations in the learning environment significantly influence student engagement and interest. The outdoor setting provided novelty, reduced monotony, and created a more relaxed atmosphere conducive to intrinsic motivation development. The substantial motivation score improvement (from 59.5 to 98.7 an increase of 39.2 points) demonstrates outdoor learning's capacity to transform the affective dimensions of learning experiences, establishing foundations for enhanced academic performance.

Pretest-Posttest Learning Outcomes

Initial learning outcome assessments revealed diverse baseline conditions among the students. Pretest results for simple argumentative text speaking skills indicated that 0 students (0%) achieved very high qualifications, 1 student (5.3%) obtained high qualifications, 3 students (15.8%) reached moderate levels, 2 students (10.5%) fell into low categories, and 13 students (68.4%) the overwhelming majority scored in very low ranges. These data clearly demonstrate that prior to outdoor learning method implementation, most students (over two-thirds) possessed minimal mastery levels in simple argumentative text materials and oral opinion expression skills, with overall pretest outcomes classified as very low.

Table 3: Learning Mastery Standards

No.	Percentage Range	Category
1	80–100%	Very High (Sangat Tinggi)
2	70–79%	High (Tinggi)
3	60–69%	Moderate (Sedang)
4	50–59%	Low (Rendah)
5	0–49%	Very Low (Sangat Rendah)

The post-intervention post-test results revealed significant transformative changes in the learning outcome distributions. Following outdoor learning implementation, 13 students (68%) achieved very high qualification levels, 3 students (15.8%) attained high qualifications, 2 students (10.5%) reached moderate qualification, 0 students (0%) remained in the low qualification classification, and only 1 student (5.3%) scored in the very low range. These dramatic shifts demonstrated that outdoor learning method application substantially elevated speaking skill performance, with the majority achieving mastery levels between 80-100%, qualifying as very high performance categories.

The normalized gain analysis provided additional evidence of the intervention’s effectiveness. The average normalized gain score reached 0.90, placing all students (100%) in the high improvement category ($g \geq 0.70$). This finding indicates that outdoor learning method implementation not only improved absolute performance levels but also generated substantial learning gains relative to students' initial competency baselines. No students exhibited low improvement levels ($g < 0.30$), confirming the intervention's universal positive impact across the entire student cohort.

The magnitude of improvement from pretest to posttest with 68.4% initially scoring very low compared to 68% ultimately achieving a very high status represents remarkable pedagogical success. This approximately 63 percentage point positive shift in the highest performance category, accompanied by the near elimination of the lowest category, demonstrates the transformative potential of outdoor learning for speaking skill development in elementary argumentative text contexts.

Table 4: Pre- and Post-Treatment Learning Motivation of Students

Score Interval	Motivation Category	Pretest	Posttest	Change
		f	f (%)	f (%)
120–150	Very Motivated	0	(0%)	0
97–119	Motivated	1	(5.26%)	10
74–96	Sufficiently Motivated	4	(21.05%)	8
51–73	Poorly Motivated	11	(57.89%)	1
28–50	Unmotivated	3	(15.79%)	0
Total		19	(100%)	19
Average Score		59.5		98.7

Student Activity Observations

Student activity observation instruments assessed engagement across eight indicators during four instructional sessions. The results revealed consistently high participation rates: 100% of students listened to teacher guidance regarding outdoor learning activities; 86.8% formed study groups effectively; 86.8% dispersed to designated observation locations and completed learning tasks; 89.5% maintained orderliness during both group formation and discussion sessions; and 65.8% actively asked and answered questions while presenting group work results. The overall average student activity level reached 83.875%, substantially exceeding the 70% success threshold established for thisstudy.

Table 5: Student Activity Observation Across Four Implementation Sessions

Activity Indicator	Session I	Session II	Session III	Session IV	Average (%)
1. Listening to teacher instructions	19 (100%)	19 (100%)	19 (100%)	19 (100%)	100%
2. Forming study groups	15 (78.9%)	15 (78.9%)	17 (89.5%)	17 (89.5%)	86.8%
3. Dispersing to designated observation locations	15 (78.9%)	15 (78.9%)	17 (89.5%)	17 (89.5%)	86.8%
4. Completing learning tasks	15 (78.9%)	15 (78.9%)	17 (89.5%)	17 (89.5%)	86.8%
5. Maintaining orderliness during group formation	15 (78.9%)	17 (89.5%)	17 (89.5%)	17 (89.5%)	86.8%
6. Maintaining orderliness during discussions	15 (78.9%)	17 (89.5%)	17 (89.5%)	17 (89.5%)	86.8%
7. Actively asking and answering questions	10 (52.6%)	10 (52.6%)	15 (78.9%)	15 (78.9%)	65.8%
8. Presenting group work results	10 (52.6%)	10 (52.6%)	15 (78.9%)	15 (78.9%)	65.8%
Overall Average Activity Level					83.875%

These activity observations provide behavioral evidence corroborating the self-reported motivation increases and performance improvements. High participation rates across diverse activity types, —from receptive behaviors (listening) to productive engagement (questioning and presenting), —indicate that outdoor learning environments successfully activate multiple dimensions of student involvement. The lower participation rates in active questioning and presenting (65.8%) compared to other activities suggest potential areas for further pedagogical refinement, perhaps requiring additional scaffolding or confidence-building strategies for public-speaking components.

The progressive activity improvements across successive meetings (evidenced by increasing scores from the initial to final sessions) suggest that students became increasingly comfortable and skilled with outdoor learning formats over time. This adaptation pattern supports continued outdoor learning integration rather than one-time implementation, as familiarity with the method appears to enhance effectiveness.

Teacher Activity Effectiveness

Table 6: Teacher Effectiveness in Implementing Outdoor Learning Method

Implementation Phase	Session I (%)	Session II (%)	Session III (%)	Session IV (%)	Average (%)
Opening Phase	61.8	73.5	85.3	98.5	79.8%
Core Teaching Phase	58.8	70.6	85.3	98.5	78.3%
Closing/Assessment Phase	64.7	76.5	85.3	98.5	81.3%
Average Effectiveness	61.8%	73.5%	85.3%	98.5%	82.4%

Teacher activity observations assessed instructional quality across the opening, core, and closing lesson phases during four outdoor learning sessions. The average teacher activity percentage reached 82.4% across all meetings, with progressive improvements from the first meeting (61.8%) to the fourth (98.5%). This upward trajectory indicates that teachers, like students, benefited from increasing familiarity with outdoor learning pedagogical approaches and refined implementation strategies across successive iterations.

The high final-session teacher effectiveness score (98.5%), approaching near-perfect implementation, demonstrates that outdoor learning methods, while initially challenging, become highly manageable and effective through practice. The teacher's role as a facilitator, motivator, and activity director proved crucial in maximizing outdoor learning benefits, with effectiveness improvements directly correlating with student outcome enhancements.

Statistical Hypothesis Testing

Table 7: One-Sample t-Test Results for Hypothesis Testing

Hypothesis	Test Variable	t-statistic	df	Sig. (2-tailed)	Decision
H_0: $\mu \leq 70$ vs H_1: $\mu > 70$	Posttest Scores	8.547	18	0.000	Reject H_0
H_0: $g \leq 0.30$ vs H_1: $g > 0.30$	Normalized Gain	22.086	18	0.000	Reject H_0

Statistical analyses confirmed the empirical validity of the observed improvements. Normality testing yielded significance values of 0.200 (> 0.05), indicating that the pre- and post-test data followed normal distributions. Homogeneity testing produced significance values of 0.939 (> 0.05), confirming that the data originated from populations with equivalent variances. These prerequisite test results validated the appropriateness of the parametric statistical procedures for hypothesis evaluation.

One-sample t-test results for hypothesis testing yielded significance values (2-tailed) of 0.000 (< 0.05), leading to null hypothesis rejection and alternative hypothesis acceptance. This statistical outcome confirms that the implementation of outdoor learning significantly influenced the speaking skills of fifth-grade students at SD Negeri 354 Batahan III in expressing opinions through simple argumentative text materials.

The convergence of multiple data sources—motivation questionnaires, performance assessments, behavioral observations, and inferential statistics—provides robust triangulated evidence supporting outdoor learning effectiveness for speaking skill development in elementary argumentative text contexts.

B. Discussion

Research findings demonstrate that outdoor learning methods positively impact speaking skill improvements by enabling students to become active subjects who experience, discover, construct, and directly understand concepts. This aligns with constructivist learning theories, which emphasize that knowledge construction occurs optimally through authentic engagement with learning materials in meaningful contexts. The outdoor environment provides concrete referents for abstract argumentative concepts, enabling students to ground their opinions in observable phenomena and tangible experiences (Huda & Azis, 2025).

The dramatic motivation improvements (from 59.5 to 98.7) underscore the centrality of affective dimensions in language learning, particularly for productive skills such as speaking. Outdoor learning's capacity to transform learning atmospheres—from constraining classroom formality to liberating outdoor openness reduces the psychological barriers inhibiting verbal expression. This finding resonates with Vygotsky's sociocultural theory, which emphasizes that cognitive development, including language acquisition, proceeds optimally in supportive social contexts that facilitate scaffolded performance (Marwati et al., 2025).

Improvements in speaking skills reflect outdoor learning's provision of authentic communicative purposes and audiences. When students observed cleanliness issues and formulated argumentative positions regarding the importance of maintenance, their speech acts served genuine communicative functions rather than mere pedagogical exercises. This authenticity enhances engagement and enables more natural language use compared to contrived classroom scenarios (Susanti, 2025).

Progressive teacher effectiveness improvements across sessions highlight important implementation considerations. Outdoor learning requires pedagogical adaptations classroom management techniques, instructional sequencing, and assessment approaches all require modifications for outdoor contexts. The initial implementation challenges (reflected in 61.8% first-session teacher effectiveness) transitioning to near-mastery (98.5% by session four) suggest that professional development supporting outdoor pedagogy adoption should emphasize experiential learning and iterative refinement rather than one-time training events (Lamintao & Cerado, 2025)ss.

The universal high-improvement-category achievement (100% of students with $g \geq 0.70$) indicates that outdoor learning benefits extend across the achievement spectrum rather than only particular student subgroups. This inclusive effectiveness pattern suggests the potential of outdoor learning as an equity-promoting pedagogy, which is particularly valuable in diverse classrooms where students possess varied baseline competencies.

IV. CONCLUSIONS

Based on the research findings and analyses, this study concludes that the implementation of outdoor learning methods significantly enhanced speaking skills in expressing opinions through simple argumentative text materials among fifth-grade students at SD Negeri 354 Batahan III, Mandailing Natal Regency, during the 2025-2026 academic year. Multiple converging evidence streams support this conclusion: student learning motivation increased substantially from poorly motivated categories (average score 59.5) to motivated classifications (average score 98.7) following outdoor learning implementation. This 39.2-point improvement demonstrates outdoor learning's capacity to transform affective learning dimensions, cultivating enthusiasm and engagement essential for productive language-skills development. Speaking performance outcomes improved dramatically from predominantly very low pretest classifications (68.4% of students) to predominantly very-high posttest achievements (68% of students). The normalized gain analysis revealed that all students (100%) achieved high improvement levels ($g \geq 0.70$), with an average gain of 0.90, confirming the outdoor learning method's effectiveness in generating substantial speaking skill enhancements. Student activity observations averaged 83.875% across eight engagement indicators, substantially exceeding the 70% success threshold and demonstrating consistently high participation rates in outdoor learning. Teacher effectiveness progressively improved from 61.8% to 98.5% across implementation sessions, indicating that pedagogical adaptation to outdoor contexts, while initially challenging, becomes highly effective with practice. Statistical hypothesis testing using one-sample t-tests yielded significance values of 0.000 (< 0.05), confirming that outdoor learning method implementation exerted a significant positive influence on speaking skills. Data met normality (significance 0.200 > 0.05) and homogeneity (significance 0.939 > 0.05) prerequisites, validating the parametric analytical procedures.

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Ethical Compliance

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in the study can be accessed by readers and other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

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Conflict of Interest Declaration

The authors declare that they have no affiliations or involvement with any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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