

CHAPTER I

INTRODUCTION

A. Backgrounds

Speaking is the ability to articulate sentences to express, state, convey thoughts, ideas, and feelings. The ability to speak plays an important role in social communication in everyday life. Speaking is the foundation of communication and is crucial for sharing ideas and learning about other people's ideas. The ability to speak is also important for career advancement, personal development, and travel. As stated in the Word of God found in Surah Ar-Rahman, verses 3 and 4, regarding the ability to speak or communicate possessed by an individual

The verse is of Ar-Rahman (55: 3-4) explained in the commentary of al-Qurtubi that "Allah teaches every community their language, which they use for communication Ella(2021). Speaking involves oral communication between a speaker and a listener, which requires both productive speaking skills and receptive comprehension skills. Learning English speaking can be difficult due to various factors such as uninteresting teaching media, which can make it challenging for students to pay attention and learn effectively (Aminatun, 2020). The ability to speak is crucial in human communication as it enables an individual to express ideas, concepts, emotions, and interact with others in daily life. Speaking skills are not only the basis of social communication but also serve as the foundation for sharing and acquiring knowledge. Speaking also has a significant impact on one's career, personal development, and life journey.

The problem students' in speaking English one of them is the lack of Vocabulary. Students were often difficult to speak English because of lack of vocabulary and memorized vocabulary in English so it was difficult to express the idea and the ideas in conversation. Data analyzed using data analysis techniques. The results of the study concluded that 10

students (35.71%) answered that they lacked vocabulary. the fact is that students experience a lack of vocabulary Indari (2020). And this is reinforced by the arguments of Riadil (2020) which explains that students experience problems due to a lack of vocabulary which makes students feel insecure about speaking in front of many people. It is undeniable that vocabulary is the main foundation in speaking. The more vocabulary you know, the more comfortable and enjoyable it will be to express your opinion. We can see that vocabulary is an important aspect when students want to speak. If the vocabulary is lacking, students will feel confused when they want to express something. Therefore, it can be concluded that vocabulary is an important part of speaking which can make it easier for someone to express statements.

In addition, another obstacle is the lack of self-confidence. The lack of confidence is one of the problems frequently encountered by students in speaking English. This could be caused by various factors such as fear of anything in speaking, lack of experience in speaking English, or insecurity in the capabilities of a limited English. Students are often silent when asked by the teacher and this greatly affects students' speaking performance. They may be faced with certain feelings that usually affect them when speaking English such as not confident, embarrassed, anxious, nervous, and worried. This must be a big problem for students Petrus (2022). Lack of self-confidence is a factor causing students' speaking problems so that it has a positive effect on anxiety in communicating in public. This situation may be made worse because they notice that some of their friends do not easily understand their speaking performances in class. In the end, the student who always judged himself turned out to be the final factor hindering students from speaking. Therefore, based on the facts described above, this problem raises a new problem, namely nervousness about speaking.

Furthermore, Lack of Grammar problem. It can be seen that many students do not master English Grammar. This can be caused by various

factors, and this also causes students to lack confidence in speaking English. One of the problems that often arises in speaking is lack of grammar Jaya, et al (2022). This means that students do not fully understand grammar. Speaking skills are always closely related to grammar, because grammar is a way of constructing language or sentence structures used when speaking. When someone doesn't understand grammar, this makes it difficult for them to speak. Students feel limited in using English because the grammar is complicated and difficult to understand. Knowledge of grammar makes it easier for us to compose sentences when speaking English, there by facilitating the improvement of language skills. Therefore, a lack of understanding of grammar makes a person hesitate in speaking English for fear of making mistakes in constructing sentences.

The anxiety is also a factor in further inhibition of students in speaking. Researchers also see a lot of anxious students when speaking English, The anxiety factor causes students to blank, And sometimes when asked to speak in English, unable to tell what he knows, afraid of creating miscommunication, students sometimes seem to avoid talking, The student also forgot what he had to say. Anxiety is also a further inhibiting factor for students in speaking. In a previous study by Rudi (2022), it can be concluded that anxiety has an influence on the process of learning foreign languages, especially in speaking ability. In general, there are several factors of anxiety that are felt by them. One of them is the lack of vocabulary. Many students feel uncertain about the vocabulary they have, so they experience anxiety. This is due to the limited mastery of English vocabulary, which causes a lack of confidence and anxiety when speaking and making presentations in front of the class. In addition, another factor that causes anxiety in speaking for students is the lack of confidence to speak and convey the material that the teacher has explained.

Based on pre-observations conducted by researchers regarding anxiety in Speaking English, researchers have conducted interviews with

English students and teachers at SMPIT Khairunnas Bengkulu on July 01 2023, Students' said there are several factors for students' problems in speaking English, one of which is anxiety, students feel a lot of anxiety because they are afraid when they speak with friends will make fun of the way he speaks, besides that, the anxiety factor also causes students to go blank, and sometimes they are silent when asked to speak in English , unable to say what they know, afraid of making miscommunication, students sometimes seem to avoid speaking, students also forget what they said . (See Appendix 1 regarding the results of interviews with Grade 8 students). So, it can be seen that students experience speaking anxiety. Therefore, this opportunity the researcher wants to directly examine the problem of students' anxiety in speaking English.

The English teacher also explained that students also lack vocabulary because students are slow in memorizing and also lazy, but the teacher also doesn't mind this problem students because don't focus too much on speaking English, they are still learning English on the basics because students are still in high school. , they don't have majors yet. and the teacher also does not force students to be able to speak English because students have hobbies and subjects according to student skills ("See Appendix 2 regarding the results of interviews with English teachers).

Even though students were not required to focus on English, the English teacher was also very firm in teaching students to speak English saw that there were a lot of students who wanted to be able to learn English even though students were not required to be able to speak English there were also some students who were included in the category of students who had high anxiety feeling excessive fear, nervousness, lack of confidence, embarrassment, and panic when speaking English; some even sweat when asked to speak in front of many people. This has a detrimental effect on their speaking performance. The anxiety that students experience causes their minds to become confused. Then, when someone experiences

excessive nervousness, his mind goes blank and uncontrollable; this causes students to find it difficult to produce words and difficult to say what they want to say. Even students can forget things they know and prepare before hand.

Many previous studies have addressed the issue of anxiety, as numerous researchers have been interested in examining how individuals, teachers, especially students, encounter difficulties in speaking due to anxiety. This problem has caused many students to be afraid of speaking because of the influence of anxiety, That there is anxiety when speaking English to students. phenomena that have a negative impact on their performance. This anxiety arises from various aspects such as dissatisfaction with abilities, fear of making mistakes, and feelings of embarrassment in front of an audience Darmawati, (2021). The effects of this anxiety hinder students from mastering the material and speaking English confidently. However, students use a variety of strategies to overcome this anxiety, which can help them reduce its negative impact. he conducted research on students' anxiety in speaking English. According to him, anxiety is a feeling of lack of confidence and doubt about one's abilities as well as feelings of pressure, discomfort and chaos.

Furthermore, Anxiety is a problem that is very interesting for researchers. So there are many opinions from researchers about the factors in the problem of Anxiety and researchers argue , Anxiety is an important factor affecting learning English Rudi (2022). this will hinder students' ability to speak English, but not permanently. Research focuses on affective anxiety as a factor in learning English. According to research, anxiety is frustration, doubt, pessimism, and worry in speaking English, while not permanent. But it can affect students in learning capability have English spoken. Research tressed, English teachers should use appropriate teaching strategies to deal with anxiety.

Outdoor Learning is a teaching method with a specific purpose. Many researchers have utilized the outdoor learning method as an experiment by teachers to alleviate students' challenges in learning, particularly in speaking, as seen in previous studies. Outdoor Learning is an instructional approach that emphasizes the utilization of natural surroundings and experiences outside the classroom to enhance the writing abilities of high school students. Within the context of this research, the outdoor learning method was conceptualized and implemented as a part of collaborative, Hadi (2021). The adoption of this approach aims to integrate elements of nature and the environment into the learning process, facilitating the development of students' writing skills in an interactive and enjoyable manner. Furthermore, this method can assist students in connecting their knowledge and experiences to the real world, enabling them to produce more meaningful and creative written work. This research may reveal how the implementation of outdoor learning in the form of collaborative writing activities can have a positive impact on the literacy and communication skills development of high school students.

Finally, Outdoor learning is an effort by teachers to address issues among students, such as occasional academic disinterest. Teachers often develop new methods and frequently serve as a means to learn about nature and the environment, promoting awareness of sustainability and fostering an appreciation for it "outdoor learning" is an educational approach that develops in a natural environment. However, research evidence does not align with teachers' perceptions and practitioners' increasing use Mann (2022). Anecdotal evidence and formal research show significant benefits to health and well-being through connecting with nature. Outdoor learning offers cost-effective and non-invasive pedagogical solutions to public health challenges, particularly around mental health, well-being, physical literacy and increasing physical activity. The pedagogical benefits of "outdoor learning" still need to be described more fully. The proposed systematic review will look for studies

that measure the academic and socio-emotional benefits of outdoor learning.

However, based on the pre-observations conducted by previous researchers, the selection of appropriate topics can serve as a crucial initial step in creating a learning environment that effectively supports the development of students' speaking skills Aridzki (2023). The choice of relevant topics can also help alleviate students' anxiety when speaking in public. When students feel comfortable with the topics they discuss, they tend to be more confident and less anxious when speaking in front of their peers or teachers. The primary role of a teacher is to provide support to students in overcoming public speaking anxiety while serving as friendly and approachable language facilitators. In fulfilling this role, teachers are also expected to demonstrate maturity and kindness as they act as language agents for their students.

Based on the explanation above, it can be understood that this thesis aims to go deeper into the issue of students' anxiety in speaking. The researcher seeks to find solutions to students' anxiety issues at SMPIT Khairunnas Bengkulu so that students can communicate more confidently with their peers and teachers, both inside and outside the classroom. This is because effective speaking skills in English are highly important in today's era. Proficiency in speaking is not only necessary for everyday communication but is also a crucial skill in the realm of education. Therefore, in this context, the researcher attempts to provide insights into how teachers can alleviate students' speaking anxiety, ultimately enhancing their speaking skills.

Then, the utilization of outdoor learning methods in this research represents an innovative and engaging approach. Outdoor learning allows students to acquire knowledge while experiencing the outdoors, which can help alleviate speaking anxiety. Additionally, this study aims to provide concrete evidence regarding the effectiveness of this method in reducing

speaking anxiety and improving students' speaking abilities. Consequently, this research will serve as a foundation for the development of enhanced teaching strategies in junior high schools to address speaking anxiety issues and enhance students' competence in English speaking. Therefore, the researcher will conduct a study with the title "The Teacher's Strategy Reduces Students' Anxiety in Students' Speaking Skills through Outdoor Learning Activity" reason for knowing the Anxiety experienced by grade 8 SMPIT Khairunnas students.

B. Identification of Problems

Based on the detailed explanation in the above background, the research problem can be identified as follows :

1. Students have problems with vocabulary.
2. Students lack self-confidence.
3. Students have a lack of grammar.
4. The anxiety problem of 8th-grade students at SMPIT Khairunnas

C. Limitation of Problems

The focus of this research is on speaking anxiety among 8th-grade students' in English class at SMPIT Khairunnas Bengkulu

D. Research Questions

1. What are the teachers' strategies in reducing students' anxiety in speaking skills?
2. How can outdoor learning activities reduce students' anxiety in speaking skills?

E. Research Objectives

1. To find out the teacher strategy to reduce anxiety in speaking English of grade 8 students' .

2. To know the effectiveness of teaching strategies used by teachers to reduce students' anxiety in speaking English through outdoor learning activities.

F. Significance of the Research

1. Theoretically, the results of this study are I hope to be useful for some parties, especially for teachers and students. With regard to the importance of this research, students with the strategies are expected to perform better in speaking in English by minimizing their anxiety. Moreover, by knowing the existence of anxiety in speaking English which is experienced by the students, teachers are expected to be able to reduce their anxiety in speaking English in the classroom. The result of this research will be expected to be one of the information for the students and also the teachers in teaching English in the classroom which will enhance information about the strategy for reducing anxiety.
2. Practically
 - a. Teacher

Holds significant practical implications for teachers. The findings of this research provide valuable insights into strategies that teachers can employ to alleviate students' anxiety when speaking in English. By implementing these findings, teachers can enhance their teaching approaches, create a more positive learning environment, and help students perform better in speaking. Outdoor learning activities also become a more convincing option to support learning and reduce student anxiety. Beyond its practical benefits for teachers, this research also has the potential to be a significant contribution to the field of educational research.
 - b. Students'

Holds considerable significance. It offers students the potential for a more supportive and less anxiety-ridden learning

environment, where they can implement strategies identified in the research to boost their confidence and excel in English speaking. This research not only enhances their speaking skills but also raises awareness about the challenges and anxieties associated with speaking in a foreign language, equipping them to seek assistance and actively engage in anxiety-reduction activities. Additionally, if outdoor learning activities are found effective in alleviating anxiety, students may have the opportunity to take part in such activities, making the learning process more engaging. Lastly, it serves as a valuable source of information, offering insights into strategies applicable not only in English classes but also in various situations where effective speaking skills are essential.

c. The Next Researchers

This research has the potential to provide insights for future researchers and serve as a reference for further studies with the same topic. The hope is that this research will also offer valuable guidance to subsequent researchers regarding the teacher's strategies in reducing students' anxiety in developing speaking skills through outdoor learning activities. Additionally, it is anticipated that this research will contribute solutions to address these issues.
