

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

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 involves verbal exchanges between a speaker and a listener, which calls for both effective communication skills and receptive comprehension abilities. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information Brown (1994). According to Lusi(2022) Speaking is one of the basic language skills that has to be mastered by English Foreign learners due to its significance and its use for communication. Based on the opinions mentioned above, it can be concluded that speaking is the ability to articulate words in order to convey or express intentions, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener so that what is conveyed can be understood by the listener.

Furthermore, There are several more definitions of Speaking According to previous research. Speaking is an activity used by someone to communicate with other, It takes place every where and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feelings and thoughts Nurhidayah (2021). According to Aria(2020) Speaking is a speech or speech with the objective of having the speaker's and receiver's recognition and processing of remarks to recognize their intentions. The researcher came to the conclusion that speaking is a method for verbally expressing, sharing ideas and feelings. Speaking calls for a variety of abilities, including vocabulary, pronunciation, accuracy, and fluency. All of these

components must be mastered by students. All students, regardless of age, should practice speaking, especially in foreign languages, because doing so helps people grasp what others who speak those languages have to say.

Then, speaking is a conversation or speech with a purpose and purpose to be understood by the speaker or recipient. In speaking it is necessary to pay attention not only to speaking smoothly, but also to the way in which it can be communicated in a short, concise but clear manner Karmilah (2019). And according to Asiyah (2019) Speaking is the ability to express, express, and communicate ideas, thoughts, or ideas to others by using a verbal or written language that can be understood by the other person. From the definitions above, it can be concluded that speaking is the most important skill of language which is about expressing ideas, opinions, or feelings to others by using words or sounds of articulation in the order to inform, to persuade, and to entertain.

2. Aspects of Speaking

Speaking becomes important because speaking is a skill that can make people easily understand what things are explained. In speaking, there are some aspects that must be fulfilled by the learners. It can be used as a measurement of whether our speech is good or not. There are several aspects according to Brown (2001) That are Grammar, Vocabulary and Pronunciation:

Grammar plays an important role in ensuring the accuracy of one's speech. Grammar is usually considered as a set of guidelines that determine the correct sentence structure. Teaching grammar can help students achieve language proficiency and fluency Brown (2006), And Firda (2021) also believe that Grammar is an important component in learning English. Grammar will influence one's mastery of language skills Siti Amalia(2022), This means that grammar is one of the

foundations of students' ability to speak English. Grammar is essential in constructing perfect sentences so that if one wants to speak, the interlocutor will not be confused in answering the interlocutor's questions.

Vocabulary serves as the cornerstone of a language. In order to construct meaningful expressions or sentences, it is imperative to employ suitable vocabulary for effective communication. The importance of vocabulary learning in improving and developing the language skills of students has led to the need for more serious and targeted vocabulary learning Okta (2019). Previous research also explains Afifa (2023) Vocabulary is so important to learn so that students can communicate effectively. In conclusion Vocabulary is an essential asset for mastering all language skills. The more extensive our vocabulary, the more professional we become in both oral and written communication, comprehending texts effectively, and constructing diverse sentences.

Pronunciation is a fundamental aspect of language learning, particularly when it comes to speaking skills. It encompasses how we articulate, blend, inflect, and emphasize words. Pronunciation plays an important part in improving an English speaking skill Rahman(2022). And Muamar (2002) has an opinion that the significance of English pronunciation is enormous, because it has a significant potential impact on interpretation of statements. When a person mispronounces certain words in a sentence, This not only interferes with effective communication but also contributes to the end of conversation . Of explanations above the importance of pronunciation in language learning due to misalignment in English can be fatal. error in reciting one consonant letter or single vowel letter in a way can make an error in meaning.

Finally, The text above discusses the three important components that should be considered in language learning: grammar, vocabulary, and pronunciation. Correct grammar is the foundation for good English speaking ability, while a rich vocabulary allows for more effective communication and better understanding of texts. In addition, proper pronunciation is crucial to ensure clear communication and avoid misunderstandings. These three components complement each other and play important roles in mastering language skills. In language learning, focusing on good grammar, vocabulary, and pronunciation can help students achieve proficiency and fluency in speaking English. A good understanding of these three components is key to effective communication and better understanding of English. Therefore, it is important for language educators to pay special attention to these aspects in the language learning process

3. Function of Speaking

The function of speaking is to give and receive information. Speaking is an activity of delivering message, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their information to the listeners. It can be said that speaking serves the function of conveying ideas, where individuals engage in sharing information with one another Brown and Yule (2012, p. 87). According to Saefullah (2019) Function of Speaking is much like important to communicate with other people and it is used as a medium to show ideas, opinions, thoughts and feelings to other. Speaking has many functions, it is very useful for students and in the environment. It is clear from the above resolutions that speaking in public requires agreement in a variety of contexts. All speaking functions involve directing others as they speak and give and receive information.

Speaking is a crucial skill that allows us to communicate with others and express our thoughts and feelings. Speaking can be separated into formal and informal speaking skills, and according to Brown (2008) there are three main functions of speaking: Talk as Interaction, Talk as Transaction, and Talk as Performance.

Talk as Interaction, Being able to interact in a language is very important. It refers to what we usually mean by conversation. According to Supriyani (2022), talk as interaction refers to what we normally mean by "conversation" and describes interactions that primarily have social functions. Speaking is very necessary to interact with fellow friends, relatives and others, when we want to interact and convey something to other people, speaking is necessary so that other people understand what was said.

Talk as a transaction refers to a situation where the focus is on what is said or done. Talk as a transaction refers to a situation where the focus is on what is said or done. Talking as a transaction functions to exchange information between friends at school or outside school, so that with transactions, more information or knowledge is known through transactions. Talk as transaction to accommodate students to be able to convey or exchange facts, information, or opinions with others. Interactive: Interpersonal (dialogue) Hanna(2021). Talk as transaction focuses on the message conveyed, it makes yourself and others clearly understand what is being said, while not focusing on the participants and how they interact socially with each other. Speaking as transaction is more focused on the message that is conveyed and making others understand what we want to convey clearly and accurately.

Talk as performance is a type of communication that is focused on transmitting information before an audience, such as classroom presentations, public announcements, and speeches. The Function talk as

performance both use speaking as an opening. public announcements, story reopenings, story telling, etc Horvathova (2021) The essence of the Speaking function is very important, including important in the Talk as performance if you can Speaking then it works very well for the performance in front of the classroom or in a particular place, like giving information to friends, community and others.

Finally, speaking is crucial for various interactions, including talk as interaction, talk as transaction, and talk as performance. Conversation refers to social functions, where speaking is necessary to convey information to others. Transactions focus on what is said or done, allowing for the exchange of information between friends or outside school. Talk as transaction focuses on the message conveyed, making it clear and accurate for both parties. Finally, talk as performance involves transmitting information before an audience, such as classroom presentations or public announcements. The essence of speaking is essential in these situations, as it helps convey information to friends, community, and others.

4. Problems on Speaking

The Problems on Speaking that Students' face are the causes of their communication problems. The problems that come from students are the main aspects usually found in teaching and learning to speak, According to Brown (2000). And there are several things that hinder problems in speaking that are Lack of confidence. The lack of confidence is one of the problems frequently encountered by students in speaking English. lack of self-confidence is one of the problems students may face when speaking English Brown (2006). According to previous research Wahyuni (2021) Students often lack confidence in speaking English because they are afraid of making mistakes in pronunciation and being laughed at, highlighted. The lack of confidence in speaking, especially in

a foreign language like English, is often caused by the fear of making mistakes that can become the subject of others' amusement. This phenomenon can hinder an individual's ability to communicate smoothly and effectively.

Then, Problems in speaking is Lack of Vocabulary. Often there is difficulty speaking English due to a lack of vocabulary and memorizing vocabulary in English, making it difficult to express ideas in conversation. Which explains that students experience problems due to a lack of vocabulary which makes students feel insecure about speaking in front of many people Riadil(2020). And according to Hainun (2021) Students regularly state that they do not know and cannot speak English. This is caused by lack of basic English skills in mastering the vocabulary. Based on the search results, it can be seen that vocabulary is a crucial aspect of speaking and can be a problem for students when learning to speak English. It is important to have a good vocabulary to be able to express oneself effectively. Students who lack vocabulary may find it difficult to express themselves and may only be able to communicate basic needs. Therefore, it can be concluded that vocabulary is an essential part of speaking that can make it easier for someone to express their statements.

Furthermore, Lack of Grammar is another common problem encountered by students when speaking English. One of the problems that often areas in speaking is lack of grammar Jaya (2022). Which means if the lack of grammar is a problem in Speaking. Without grammatical knowledge, students are unlikely to be able to use language properly and correctly, The grammar mastery will affect the mastery of one's language skills Siti(2022) Speaking is always closely related to grammar, because grammar is the way to compose language or structure sentences used when speaking. When someone doesn't understand grammar, it makes them difficult to speak. Students feel limited in the use of English

because of the complicated and difficult-to-understand dialect. Knowledge of grammar makes it easier for us to compose sentences when speaking English, thus facilitating improved language skills. Therefore, a lack of grammatical understanding makes one hesitate in speaking English for fear of making mistakes in the composition of sentences.

Anxiety is also a problem in speech. Anxiety is caused by a lot of students who don't dare to speak, anxiety about learning a foreign language can affect the fluency of speaking and learning. Anxiety about learning a foreign language can affect fluency in speaking and learning in general Dzikriani(2022) . According to Rudy (2022) Anxiety is also a further inhibiting factor for students in speaking. These problems can result in students avoiding certain subjects or even major areas where oral presentation is required, never speaking in class, or deciding towards a particular career as they will need to occasionally speak in front of a group. Students who are very anxious about speaking in public also avoid social activities.

Finally, From the text above, it can be concluded that speaking in English faces several main challenges. A good understanding of vocabulary, grammar, and anxiety management is crucial in addressing these issues and enables one to speak English with more confidence. Furthermore, another conclusion is that a strong grasp of vocabulary and grammar is not only important for speaking English well but also influences students' ability to construct sentences and convey ideas more clearly and effectively. These issues need attention in the English language learning process, and efforts for improvement should be made to help students overcome these challenges and become more proficient in speaking in English.

B. Anxiety

1. Definition of Anxiety

Anxiety is considered as an affective factor that affects foreign language learning, especially in speaking. Anxiety is seen as an important factor in language learning progress because it can hinder the oral performance of learners. Anxiety in foreign language learning is related to feelings such as uneasiness, nervousness, and worry experienced by learners when studying or using the foreign language they are learning Horwitz, et al. (1986). According to Linda (2020) Anxiety is a subjective feeling of mental tension and distress as a common reaction to the inability to cope with a problem or a lack of security. Speaking before an audience often produces the greatest levels of anxiety. Additionally, she underscores the significance of establishing a calm classroom environment where students can perceive the class as an experimental space where they can try out new things and take linguistic opportunities. Moreover, anxiety is defined as a sense of mental discomfort characterized by personal experiences of stress, apprehension, ease, and concern. Numerous researchers hold the belief that language-related anxiety affects the process of acquiring a foreign language.

Anxiety is an emotional condition that can involve feelings of tension, worry, ease, and profound discomfort. It is a natural response to situations perceived as threatening or stressful in a person's life. Anxiety can vary in intensity, ranging from mild to severe, and can affect individuals physically, emotionally, and mentally. Additionally, Anxiety is a feeling of worry and fear that is unclear in its cause. The influence of anxiety on the attainment of maturity is a significant issue in personality development. Anxiety is a powerful force in driving forward Wahyudi (2019). Anxiety can impact an individual's thoughts and cognition, leading to difficulties in concentration, repetitive thoughts about anxiety-

inducing issues, and a sense of incapability to cope with certain situations.

Based on the definitions provided above, it can be concluded that anxiety is an emotional condition involving chronic feelings of fear and worry about something unclear or uncertain. Anxiety is subjective in nature, meaning its intensity can vary among individuals and is related to feelings of uncertainty and powerlessness. It can refer to a deep sense of ease related to various aspects of life, including personal issues, concerns about the future, or specific situations that trigger uncertainty. Anxiety or anxiety is one of the affective factors that affect foreign language learning, especially speaking Pratama, H. (2022). Anxiety conditions often disrupt an individual's well-being and affect various aspects of their life, including their ability to learn and interact with their environment. Therefore, understanding and managing anxiety becomes crucial in everyday life.

2. Type Anxiety

Anxiety type is anxiety of condition, which is considered to inhibit and disrupt the emotional balance of the individual. A temporary feeling of anxiety that arises from a threatening situation is called a state of emergency. A state of unpleasant feeling that can occur severely interferes with the ability of an individual to react positively to any situation and a particular environment. Anxiety also causes nervousness as people encounter a situation that would never happen to them beforehand. Since anxiety comes from various situations, Anxiety that arises when confronted with specific situations is called state anxiety Horwitz (2011:31). According to previous research Risqi (2022) here are several types of anxiety:

The first type is trait anxiety, a psychological state characterized by an individual's consistent predisposition to experience feelings of anxiety

and tension. Trait Anxiety is The tendency to feel anxious in many situations. It's part of a person's personality, which describes the unique way an individual thinks, feels, and behaves Mary(2022). This disposition remains relatively constant, unaffected by the specific circumstances or situations the person may find themselves in. In essence, individuals with trait anxiety tend to carry this underlying sense of ease with them regardless of the external factors or context, making it a fundamental aspect of their emotional characteristics.

The Second type is Type is Situation Anxiety Another category worth noting, relating to an increased state of anxiety or tension experienced by an individual in a particular situation, is often triggered by external stimuli. Situation anxiety is an anxiety that occurs in an unknown or new situation. It is not a separate condition, but a way to describe how anxiety affects a person Yalda (2022). These conditions can vary greatly, but usually involve certain situations in which the individual may feel increased discomfort. Examples of this can be seen in the fear of verbal interaction, in which the individual may become anxious or tense when faced with the possibility of performing verbal communication. Situational anxiety is characterized by its situational specificity, which means that the anxiety tends to appear primarily as a response to a specific trigger or scenario, and may not necessarily be a reaction to a particular trigger and scenario. becomes an emotional state that suffers or persists for the individual.

In specific instances, anxiety may intensify and endure for an extended period. Such anxiety becomes ingrained in an individual's character. This type of anxiety is referred to as trait anxiety. Defines trait anxiety as a tendency to react anxiously in situations that are not dangerous, Such worry is ingrained in a person's personality Horwitz (2011:41). Individuals with trait anxiety frequently experience increased levels of worry compared to the typical person and tend to view many

aspects of their surroundings as inappropriately menacing. In essence, trait anxiety signifies a person's inclination to experience ease or nervousness regardless of the situation. When this anxiety originates from within an individual, it becomes challenging to alleviate because it is an inherent aspect of their character. Therefore, trait anxiety describes personality characteristics rather than the majority of people. Individuals with high trait anxiety experience higher levels of situational anxiety in specific situations compared to most people. They tend to feel more worried than usual. In conclusion, based on the theories above, anxiety has several types Risqi (2022) such as general anxiety, state anxiety, and specific situational anxiety. All of the above types have an impact on foreign language learning and are closely related to what is now called phobias, such as intense fear of enclosed spaces, outdoors, crowds, and so on.

3. The Factors Cause Anxiety

An individual's anxiety can be triggered by various factors, primarily rooted in past behaviors that have led to negative experiences. These behaviors encompass the fear of failure, heightened sensitivity in specific situations, and difficulties in decision-making. The negative influence of past behaviors and mental disorders can contribute to the dynamics of anxiety. In other words, anxiety can emerge as a result of the intricate interplay between past experiences, self-perception, and mental disorders. Fear of others' evaluation or judgment can be a main cause of anxiety among language learners. Language anxiety is a complex phenomenon that negatively impacts the language learning process and has been recognized as one of the most studied variables in all of psychological themes of education Horwitz et al. (1986). According to (Ozdemir, et al., 2022). Anxiety is a worry about the future, namely worrying about what will be done. This anxiety is influenced by several factors, such as the fear of failure, frustration with the outcomes of past

actions, negative self-assessment, negative self-perceptions of their abilities, and a negative self-orientation.

Horwitz (1986: 127) mentions that there are four factors causing anxiety in speaking a foreign language, as follows:

Fear of Communication , such as feelings of embarrassment, shyness, and apprehension, is a state in which we tend to harbor more negative assumptions when communicating with others. Fear of communication is students shyness characterized by fear of communication with other people which may lead to difficulties in public speaking Dwifera (2020) . This can hinder a person's ability to speak confidently and fluently in a foreign language. Such fears often make individuals feel anxious and concerned about how they will be perceived by others when speaking in a foreign language, ultimately impeding their ability to communicate effectively.

Test of Anxiety , When confronted with certain assessments, whether they are daily quizzes or semester examinations, some students find exams to be quite daunting. They harbor significant fears of not performing well on test questions. Test anxiety is a psychological condition characterized by extreme stress and nervousness during testing scenarios. Test anxiety refers to feelings of dread or failure on tests, quizzes, and other language tasks used to assess student performance Andriyani (2020). In situations where there is pressure to perform well, individuals can become so anxious that their performance may be negatively affected. Therefore, test anxiety is a disorder

Lastly, *Fear of Negative Evaluation* . These feelings arise due to anxiety and fear of evaluation by others, leading to avoidance behaviors and the belief that others will have negative judgments about everything one does. Fear of negative evaluation (fne) is an individual's concern about negative evaluations of others Raihan (2019) . This creates a cycle

of social anxiety where individuals continually worry about how others will perceive them, which, in turn, can hinder their ability to confidently interact in various social situations.

C. Teacher's Strategy of Outdoor Learning Activity

1. Basic Concept of Outdoor Learning Activity As Strategy To Reduce Anxiety.

Teacher strategy is a technique used by a teacher in the student's learning process, where the teacher chooses which strategy to use according to the subject, student level of expertise and student learning level. Teacher's Strategy a teacher's efforts to stimulate a learning so that students understand the learning material in the process so that the students are more active and able to find data and facts in formulating a problem, establishing hypotheses as well as solving problems and being able to present Omar (2001). According to Teacher's Strategy is the plan of activity that is used by the teacher to teach the students in order to achieve educational goals Danditya(2021). These strategies include a variety of techniques, teaching methods, and approaches that teachers apply to engage students, communicate information, encourage critical thinking, and meet a wide range of learning needs. Teacher strategies can vary depending on the subject matter, class level, and needs of each student, and such strategies play an important role in creating a positive and productive learning environment.

Strategy Outdoor Learning Activity can be a highly effective tool in reducing student anxiety. When students participate in learning in the great outdoors, they often feel more relaxed and at ease, which can help alleviate levels of anxiety. According Indra P,(2017) Outdoor Learning has quite good influence on reducing student anxiety. Spending time in the great outdoors is a healthy practice that can offer numerous mental and physical benefits Mary (2021). Consequently, outdoor learning is an

instructional strategy that can harness these advantages and is engaging for students. Outdoor learning can have a positive impact on students' learning, their intrinsic motivation, their social and behavioral needs, as well as enhancing their problem-solving and critical thinking skills.

One of the most effective strategies for reducing students' problems, especially the problems of anxiety, is for teachers to create a safe learning environment. By cultivating an atmosphere where students feel comfortable talking, asking. Teachers inspire students regardless of their level of intellectual ability or the level of learning motivation Sukandi (2003). And according to a previous study Putranta (2019) One of the efforts that teachers can make is to create a comfortable learning atmosphere. To reduce student anxiety and create a safe learning environment, teachers can use various strategies. Teachers should choose strategies that are appropriate for their students' needs and abilities. They should also create a supportive and non-judgmental environment where students feel comfortable sharing their ideas without fear of being criticized or judged. Creating a safe and supportive environment allows teachers to identify students who are struggling or falling behind and take proactive measures to assist them in getting back on track. It also promotes positive teacher-student relationships, which can lead to higher levels of achievement and academic success. There are several strategies to reduce students' anxiety.

2. Types of Outdoor Learning Activities in English Speaking

Outdoor learning activities in speaking English are an effort to integrate language instruction with outdoor experiences. Outdoor learning is a type of teaching method conducted outside the classroom. This type of learning is also known as outdoor education, outdoor activities, or outdoor experiences. Outdoor learning provides students with the opportunity to learn about real-world objects and phenomena

firsthand, making the benefits of learning specific materials more tangible. Students are also more active in participating in learning activities when conducted outdoors. Dita (2023) defines that Outdoor Ethnography-Based Learning methods have a positive and significant influence on students' learning activities. There are many types of outdoor learning activities that can be done with children. Outdoor learning activities can help children develop speaking skills, creativity, self-confidence, communication, problem-solving, and self-regulation. According to researchers, there are three Types of Outdoor Learning Activity: *Field Trip* , *Story Telling* and Role Play.

Field Trips , Visiting places where English is spoken, such as museums, art galleries, or cultural events, can enhance listening and speaking skills in English. Field trips are organized to provide students and learners with the opportunity to make observations relevant to the learning topic in real-life field situations. Ferry (2020) . Field trips, as outdoor learning activities in speaking English, offer students a unique opportunity to explore real-world environments while practicing their language skills. These excursions involve leaving the classroom to visit specific locations related to the subject matter. During these outings, students can engage in conversations, describe their surroundings, and apply their language knowledge in practical contexts. Field trips not only enhance their speaking abilities but also foster a deeper understanding of the language as it relates to the world around them.

Story Telling : Organize story telling workshops outdoors, where students can learn how to build and narrate stories in English. Story Telling can gradually enhance the speaking abilities of learners. Therefore, educators in language courses can implement the Story Telling learning model during instructional activities, encouraging each learner to become more confident in speaking English Nafa (2021). Using *Story telling* as an outdoor learning activity type is that it is an

effective method for enhancing students' speaking abilities in English. By organizing outdoor *story telling* workshops, students can learn how to construct and narrate stories in English with greater confidence. This allows students to experience English in a real and immersive context, creating an interactive and motivating learning environment for speaking in the target language. As an outdoor learning method, storytelling brings significant benefits in improving students' speaking skills while providing an engaging and memorable learning experience.

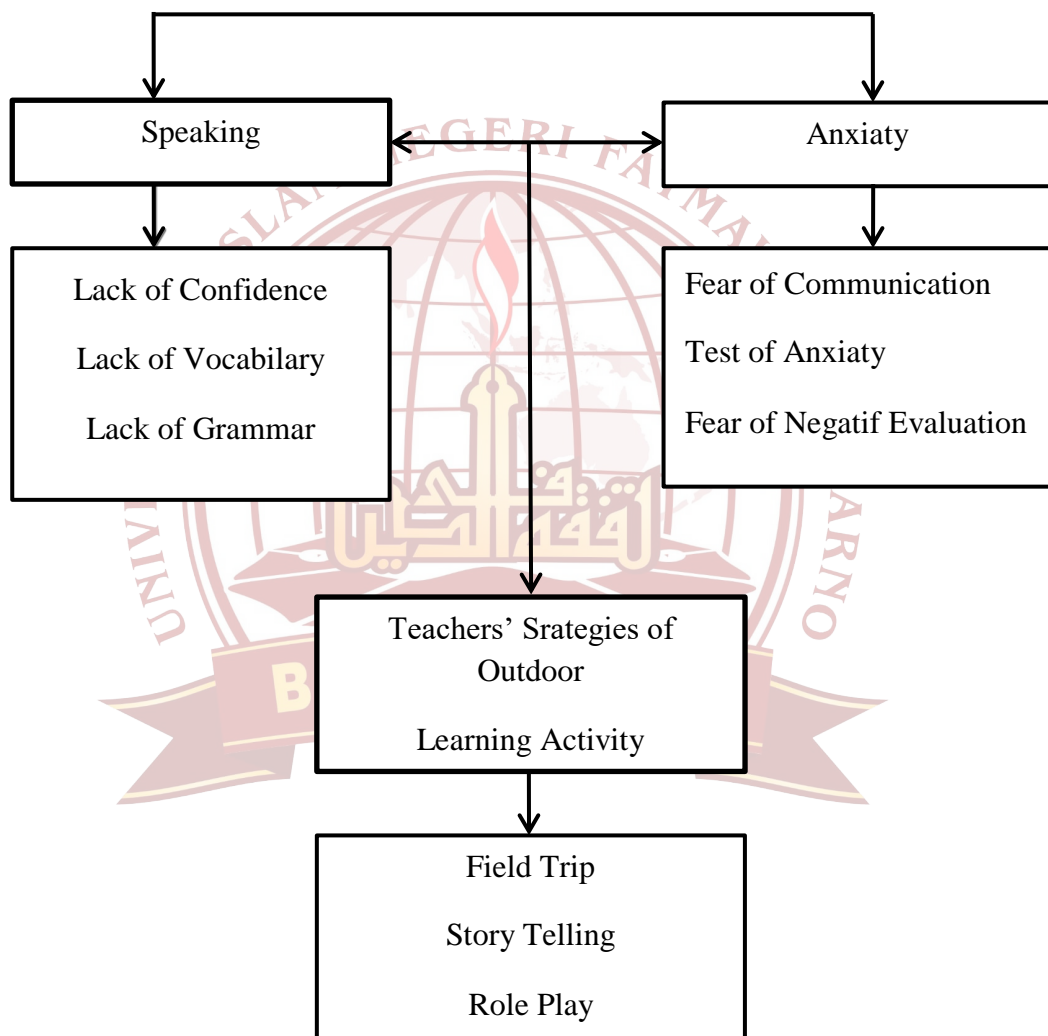
Role play is a type of outdoor activity that involves students taking on specific roles to communicate and interact in English within simulated situations. This activity provides direct experience in using English in contexts relevant to everyday life. For example, students can play roles as restaurant customers, travelers on a sightseeing trip, or characters in a story, and they must speak, engage in dialogues, and behave in accordance with their assigned roles. Using role play can boost students' motivation to practice speaking independently outside language learning, as mentioned by Okta (2020). Role play not only enhances speaking skills but also fosters a deeper understanding of context and culture in English, making it an enjoyable and effective activity in the learning process beyond the classroom.

Finally, By outdoor learning activities, students can enhance their English speaking abilities in a more interactive and enjoyable manner while deepening their understanding of English in real-world contexts. Moreover, outdoor learning activities can provide memorable learning experiences and motivate students to be more active in practicing their English speaking skills outside the classroom. This gives students a broader opportunity to experience the use of English in everyday situations, which, in turn, can boost their confidence in speaking and interacting in English.

D. Conceptual Framework

Conceptual Framework is an analytical tool used to create conceptual distinctions and organizing ideas. It is a synthesis of interconnected components and variables that aid in solving real-world problems. A conceptual framework can be written or visual and is typically developed based on a literature review of existing studies on your topic. It establishes the theoretical foundation and provides a lens through which researchers can analyze and interpret data. The conceptual framework integrates existing theories, models, or bodies of knowledge to provide a structure for understanding the research problem. The framework serves as a conceptual model of how theories relate to various factors identified as significant issues.

When it comes to speaking, there are three important aspects: grammar, vocabulary, and pronunciation. These aspects can cause problems that commonly occur when speaking, such as the emergence of anxiety in students. If students cannot use pronunciation well, don't have a lot of vocabulary, and don't understand grammar, then excessive anxiety will arise, so the main problem they will face is a lack of confidence when speaking English. Lack of confidence is the main form of anxiety, which is further divided into feelings of tension, nervousness, worry, and fear. Additionally, when students do not master the three aspects of speaking, they are likely to experience anxiety when speaking. Therefore, if students want to have good speaking skills and increase their confidence, their pronunciation, vocabulary, and grammar skills must be good. When these three aspects have been mastered and understood, there will be no anxiety when speaking English in the future.



E. Some Related Previous Study

Research on speaking anxiety has been extensively conducted, such as the study by Wandu Syahfutra (2021) entitled "Students' Speaking Anxiety in English Education Study Program." The findings indicate that the primary factors causing speaking anxiety in state universities are

fundamentally influenced by nervousness and the delivery of ideas. However, English language students in private universities state that their main causes root from self-confidence issues, considering mistakes, and the attitude of professors during English presentations. This research contributes to enriching the literature in the field of English education departments, especially in Indonesia and other countries that adopt English as a foreign language. It's important to note that students' voices deserve to be heard, serving as a reflection for English teachers or professors to identify speaking anxiety and implement appropriate and effective teaching methods.

Then, Based on research from Aulia SH, (2019) the title "An Analysis Of Students' Speaking Anxiety On Speaking Performance Of The Third Semester Of English Language Education Fkip Uir Pekanbaru." The aim of this research is to determine the level of speaking anxiety among third-semester students and the issues they face when delivering speeches in Speaking class. On average, Indonesian students tend to have a high level of English language anxiety, primarily due to the fear of making mistakes and being teased by their peers or reprimanded by teachers. Anxious students often dwell on the possibility of negative evaluations from others. In the Speaking class, students are required to deliver speeches in front of the class. However, speaking in front of a class can be a challenging task for some students as they may experience speaking anxiety.

Rahman and Faishal (2021) Conducted their research entitled "An Analysis of Students' Speaking Anxiety for Tenth Grade Students." This study aims to identify the factors that cause students' anxiety in speaking English in class. The research method employed in this study is a qualitative approach with a case study approach. Three students who experienced anxiety were chosen as participants. Data collection was conducted through interviews. The research findings indicate that the factors causing students' anxiety in speaking English in class are as follows: unclear explanations and speaking activities are the most disruptive aspects for students in English

class; fear of making mistakes and being ridiculed by classmates; they feel anxious when they don't understand what the teacher is saying and when they are not fully prepared; having limited vocabulary and grammar knowledge; thinking that other students are better than them; most participants also acknowledged that English is difficult, and teachers can induce anxiety through their behavior, such as using forceful methods, speaking too quickly, and pressuring them to practice.

Andrian (2022) also conducted research entitled "Students' Anxiety in Learning English." This study was conducted to explore foreign language anxiety among intermediate-level high school students at the Fast Learning Center. Specifically, it aimed to identify the factors contributing to anxiety in the English learning environment from the students' perspective. The research method used in this study is qualitative with a case study approach. Twenty anxious students were selected as participants. Data were collected through structured interviews and classroom observations. The research findings indicate that speaking in front of the class, incomprehensible input, lack of vocabulary, grammar, pronunciation, being laughed at by others, students' beliefs about English, lack of preparation, the environment, teachers, and teaching methods are ten factors that can cause students' anxiety in learning English.

Ririn Agustina (2019) research entitled "Application Of Outdoor Learning Methods To Improve Learning Outcomes In Class Iv At 1way Negeri Halim Primary School Bandar Lampung" In the learning process there are methods and strategies that are used needed by educators to help the learning process. Problem in this research is the low learning outcomes in science subjects because educators still use conventional learning methods such as lecture. Students feel bored and bored. Solve this problem researchers apply outdoor learning methods to improve learning outcomes learners

The previous study on this topic has established a valuable foundation by examining the factors contributing to students' anxiety in

learning English, providing insights into the challenges they face in the classroom environment, and highlighting areas such as vocabulary, grammar, pronunciation, and teaching methods that needs further research. The differences between the previous study and this research are as follows: firstly, the research objectives. The aim of the previous study was to explore the nature of anxiety in asking questions in the classroom from the perspective of seven English language learners, focusing on their self-understanding and reflective notes on emotional difficulties faced. In contrast, the goal of this research is to identify the factors causing anxiety and the strategies employed by teachers to reduce anxiety in students' speaking performances. Second, the subjects differ. The previous study focused on high school students, while this research involved eighth-grade students. Thirdly, the data collection techniques vary. In the previous study, data were collected through techniques such as observation, interviews, and questionnaires (open-ended and closed-ended). However, in this research, data collection methods include observation, interviews, and a pre-test.

