

**REDUCING STUDENTS' SPEAKING ANXIETY
THROUGH OUTDOOR ENGLISH CAMPING ACTIVITY**

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ABSTRACT

The objective of the research was to find out the influence of outdoor English camping activity on students' speaking anxiety. This research is descriptive by nature employing the mixed method. The participants of the research were the second-semester students of English education department of Tomakaka University. The data were obtained from the questionnaire, group interview, and observation. The data from the questionnaire were analyzed by using simple descriptive statistic and the data from interview and observation were analyzed by using the interactive model of data analysis procedure consisting data collection, data reduction, and data display, and conclusion drawing. The findings showed that the mean score of the influence outdoor English camping activity in reducing students' speaking anxiety was 81.36 under category Agree. The mean score of the activity used for the outdoor English camping activity to reduce the students' speaking anxiety was 80.04 under category Agree. The students perceived that the outdoor English camping activity influence to reduce the students speaking anxiety. There were some influences got from this activity they are; motivating the student's self-confidence, supporting the students by Nonstop speaking, enriching the students' vocabulary mastery, Activating the students to express idea in spoken English, developing students' pronunciation practice and creating interrelationships between teachers and students. The findings led to the conclusion that the outdoor English camping activity was extremely important to apply by English foreign language teacher because it could reduce the students' speaking anxiety.

Keywords: *Speaking anxiety and outdoor English camping activity*

INTRODUCTION

Anxiety is one of the effective filter parts in acquiring the second language. Richard (2007) stated that a low level of anxiety is better equipped for success in the second language. Language anxiety deals with the learner's competency in EFL classroom. The learners who can keep their anxiety, they will have good performance and self-confidence in doing interaction with other people.

Anxiety factors determine the students in speaking practice, most of the students who can not speak fluently it caused the anxiety. Based on the definition above, we know that anxiety is one of the psychological factors appears suddenly to the learner who learns English foreign language; the learners will consider a lot of things to do, to say and to express. This is because of nervousness and worries if they will do a mistake about what they act and do.

As a corollary, in the fact most of the learner of English Foreign Learner classroom fair caused of the learner who has a high anxiety level. They cannot explore what in their mind. They tend to be calm down in social interaction. They just prefer to keep silent in the discussion. They seem like avoid the people in the social community. Actually, they have a lot of information, the idea to say but it hard to explore.

Related to some explanation above anxiety is playing an essential role in language learning and it becomes a crucial phenomenon to English foreign language students. Particularly in spoken language learning almost all of the students failed to speak because of it. This was occurring in the oral skill of language proficiency. Although, it occurs on other skill the most case are found on oral skill. As we know that, to learn English language or spoken language needs more practice. And, most of the learner fear, worry and nervous to speak English in the English Foreign Learner classroom.

As a result, as a teacher should cure this problem by applying some strategy or method. It aims to reduce the students' speaking anxiety. The teacher should support them how to speak, discuss, and give the response in communicating each other. If the teaching process is not running monotone in English Foreign Learner classroom, it will decrease the learner high anxiety level.

The role of the teacher is how they can create a learning language environment creatively. The teaching process can give the learners freedom to explore their need in language, the learners should be enjoyed in memorizing vocabulary based on their style, they can perform their spoken by low anxiety through their style. In other words, the learners speak the English language by no rule, means that they can speak without any stressing only in the classroom.

Regarding the purpose of this research, students' speaking anxiety should be reduced by the teacher. In reducing, the teacher should be applying many treatments to learners in a learning process. Based on the preliminary observation conducts by the researcher at fourth-semester students of English Education Study Program of Teacher Training and Education Faculty of Tomakaka University of Mamuju found that some of the students have a high anxiety, particularly in oral communication practice. It also shows that some of the students become nervous as a presenter in the group presentation.

LITERATURE REVIEW

Related Studies

In a study by Nunan (1989), the majority of students found in the classroom itself are not enough for the development of English language competence; On the other hand, involvement in classroom learning beyond improved their language development demonstrates the need to include activities outside the classroom for greater learning success. Pearson (2004), found that the Out-of-class activities are also linked with real-life applications; this connection is key to fostering more authentic language usage and autonomy. Hyland (2004) revealed the out-of-classroom learning English, based on a study with 208 students and 20 teachers of primary school teachers in Hong Kong. Successful language learners are found to be involved in various activities in English outside the classroom. The great benefit of out-of-class activities should lead institutions to use the available resources to create opportunities inside and outside the school to accelerate student learning. Field, (2007) found that the Students need to develop the ability to acquire information that is available both inside and outside the classroom context. The students can explore their idea in learning English through this activity without any obstacle. Another researcher, Fajaria (2013) found that everybody can share each fabulous idea through various media. One of fun English learning that can motivate EFL students' eagerness to practice English easily is an outdoor class activity.

Theoretical Background

1. Theory of speaking

According to Ladouse (in Nunan, 1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Wilson (1983: 5) defines speaking as the development of the relationship between speaker and listener. Another definition comes from Cameron (2001: 40). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas, and desires.

2. Theory of Anxiety

Bandura (1997) defined anxiety is a unhappy condition or feeling because of fear and apprehension. It is happened when someone or students get a challenge from the teacher in her/his class, such as doing well on a test. Certainly, canvassers have found in the formal class or informal class that many victorious students have reasonable levels of anxiety. Nevertheless, a number of students have far above the ground levels of anxiety and worry continually, which can considerably damage their ability to attain Rapee (2009). Anxiety serves as the body's warning system the brain's way of telling the body that something bad could happen.

Pathologic anxiety would stop someone from doing what she needs to do or from emotion how she would like to feel. According to Muhammad et al (2009) defined anxiety is Anxiety is a negative way to present human feelings. Then, Shibley *et al* (2002: 149), anxiety is sight as a slanted expressive state, then by definition it can only be observed by the person experiencing it. Padmadewi (1998) also defined anxiety is an nonfigurative concept which can be deduced from behavioral symbol.

In conclusion, if anxiety is sight in terms of physiological stimulation, then dimension will concentrate on indicators for example heart rate and respiration. Whereas each of these three measurement approaches has helped to advance our knowledge about anxiety, no solitary approach by itself offers a total picture. Consequently, anxiety is most excellent viewed as a multifaceted construct that calls for measurement in more than a few response systems (subjective, behavioral, and physiological), none of which exclusively defines anxiety.

3. Theory of outdoor English camping activity

According to Hu (2016) stated outdoor English Learning activities gave the students opportunities to explore their action or imagination to have more practice especially in conversation or speaking activity more than they study in the class. In outdoor English Learning activity the students could apply free time to choose a topic in performing their language competence.

Regarding Xia & Luo (2009), also stated out-of-class learning activities gave the students opportunities to use their authentic linguistic environment to keep more practice in which they have learned in classroom activity.

According to Benson (2013) out-of-class learning was the teaching and learning process of the language that takes place outside the classroom and involves three elements they are; self-instruction, naturalistic learning, and self-directed naturalistic learning. Self-instruction implies that the learner performed studies with their self, the learner do not hope the teacher come to guide them in study. The learner would enjoy the process without any contact with teacher in learning the target language. Naturalistic learning refers to direct communication with users of the target language. The learner needs a native speaker to study English language.

Meanwhile Self-directed naturalistic learning means that the language learners create naturalistic learning situations for themselves with the intention of learning the target language, and the focus of attention is on communication or on learning something other than the language itself.

Based on the explanation above the researcher could conclude that Outdoor English Camping Activity is the activity of English teaching process used by the teacher to create enjoyable and comfortable condition in learning English language process.

METHOD

Design and Participants

This research used the mixed method and explained descriptively. This research was explanatory research in which the quantitative data would be further explained by the qualitative ones (Gay et.al, 2006 p.490). The quantitative explained the result of the questioner which are available and connect with the research question. Meanwhile, the qualitative used to analyze the data from research question about the influence of outdoor English camping activity in reducing students' speaking anxiety and the activities used in outdoor English camping activity that could reduce students' speaking anxiety.

Instruments and Procedure

The instruments of this research were a questionnaire, interview, and observation. The data was collected by handing out a questionnaire to the participants, doing an interview to a number of selected participants, and doing observation in the class before conducting outdoor English camping activity and when the teaching and learning process was running in outdoor English camping activity. The data from the questionnaire were analyzed by using simple descriptive statistic utilizing mean score and modus. The data from interview and observation were analyzed by using the interactive process of data analysis (Miles & Huberman, 2007) consisting data collection, data reduction, data display, and conclusion drawing.

FINDINGS AND DISCUSSIONS

1. The student's response to the influence of outdoor English camping activity in reducing students' speaking anxiety

The following table shows the result of a questionnaire about the influence of outdoor English camping activity in reducing the students' speaking anxiety.

NO	SCORE	CLASSIFICATION	FREQUENCY	%
1	84-100	Strongly agree	13	52.00
2	68-83	Agree	11	44.00
3	52-67	Neutral	1	4.00
4	36-51	Disagree	0	0.00
5	20-35	Strongly disagree	0	0.00
			25	100

The outdoor English camping activity would give an influence in reducing the students' speaking anxiety. The mean score of the scale for all students who joined in outdoor English camping activity was 81.36. It means that the students were categorized as having agreed in learning foreign language especially to reduce their speaking anxiety through outdoor English camping activity. The data that appeared the most (modus) were 68-83 categorized as agree. From mean score and modus, it could be concluded that the outdoor English camping activity could be influenced to reduce the students' speaking anxiety.

2. The influence of outdoor English camping activity in reducing students' speaking anxiety

The findings have shown that outdoor English camping activity influencing the reduction of students' speaking anxiety. There were six influences as a result of this activity which are; the outdoor English camping influencing to Motivate the students' self-confidence, enriching students' vocabulary mastery, supporting the students by nonstop speaking, generating idea in spoken English, developing the students' pronunciation practice, and to create the interrelationship between teacher and student. All of the influence found from the outdoor English camping activity by supporting data from the questioner, observation, and interview.

The data had shown that outdoor English camping activity could reduce the students' speaking anxiety.

a. Motivating the students' self-confident

The student's statement in the extract (33) *those all the process could improve my self – confidence. And it helps the students to speak clearly in front of people. In addition, this activity makes me more relax in anytime.* The students perceive outdoor English camping being a factor to have a good self-confident. In outdoor all of the students could speak in front of his/her friend by good self-confident. They were not scared and anxious to speak because they believe his/her self-able to practice speaking English. Therefore, there is a relationship between self – confidence and anxiety. Anxiety is negatively influential affective variables, which prevents the learner from successfully learning of foreign language. Self-confidence can be negatively influenced when the language learners think of oneself as deficient and limited in the target language (hyesook 2005). But, if the students were in high self – confidence can be positively correlated with oral performance (Heyde 1979). It could be concluded that the success of the reduction of the students' speaking anxiety depends on the students self – confidence. Therefore, outdoor English camping as a mediator to constructing the student who was in low confidence.

b. Supporting the students by non –stop speaking

Supporting by nonstop speaking is one of the positive impacts which available on outdoor English camping activity. It's provided to the students to keep practice more. The students who were not able to involve their self indeed they can not

speak fluently. For instance, if the students contravene the rule of this activity or they did not talk in English anytime they will get a punishment. Even if they just talk one word but not in foreign language. During the observation, the students had been stimulated a compulsion. By compulsion indicated that the students were aware to have nonstop spoken with other people. Most of the students revealed the outdoor English camping activity has been created nonstop speaking. Having said this, the students believe that nonstop speaking activity supports them to be active. By nonstop speaking, the students' anxiety will be reduced because the students keep more preparation to speak in advanced. In addition, to keep more practice in advanced as a challenge for the students because they should be prepared every time to speak and it is a better way to overcome their anxiety in speaking (Ahmed 2016). As we know that, the anxiety in speaking performance becomes an important factor in prohibiting the students gaining at a high level on the language target (Alarabi 2014). Thus, it is being the main reason why the learners should be brought to avoid their habit from a poor performance in speaking English to be more active in spoken English. In another word, as a teacher, we do not want to if the anxiety of the students becomes an obstacle to speak. Gradually, it will be a disorder by students' proficiency, especially in their speaking ability.

c. *Enriching the students' vocabulary mastery*

The students said in the (*Extract 13*) enriching students vocabulary mastery as influencing of outdoor English camping to reduce the students speaking anxiety “*we can do it because every day in this activity we asked to memorize word, for example, Sir before we are going to have our breakfast, lunch, and dinner we have to report all of the words from instructor*”. They do not speak anxiously because they have memorized some vocabulary and it makes them more active to speak. Mustafa (2013) examined the students' perceptions of language anxiety in the class and found that linguistic difficulty is lack of vocabulary. The participant in his research reported lack of vocabulary made them in anxious to speak English.

d. *Activating the students to express idea in spoken English*

The (*Extract 16*) expressing idea in spoken English as the influencing of outdoor English camping to reduction the students speaking anxiety the student's statement as following “*By those treatments, I must express ideas while speaking. Everything I can express because of we just free in expressing our idea. I think this a very good strategy to reduce our anxiety when we speak Sir*”. Based on the statement above we can conclude that the students could express his/her idea because they did not feel anxious and worry. The students have to express their idea to enhance their fluently in speaking and its aims to enrich their idea while converting with other friends. Therefore, to reduction the students' speaking anxiety the teacher should bring the students to be more expressing idea in English. By expressing an idea in the learning process the students would be free to speak English. The teacher might not give the student a pressure to speak by determining the topic or material to be presented in the learning process.

e. *Developing students' pronunciation practice*

In the extract (21) developing students' pronunciation practice as the influencing of outdoor English camping to reduction students' speaking anxiety, the student's

statement as following “*Yes Sir, actually this activity constructs my bad pronunciation of English. During I study in outdoor English camping I get more practicing a word one by one*”. It proved the pronunciation could influence the students speaking anxiety, the more students practicing better his/her pronunciation the more speaking practice would be done by the students. According to Ashley (2006) conclude that the use of computerized pronunciation in the reduction of foreign language classroom anxiety and the result of this research was the anxiety decrease because the using of computerized pronunciation.

f. *Creating interrelationship between teachers and students*

Finally, the extract (23) interrelationship between teacher and student was the influencing of outdoor English camping to the reduction of students’ speaking anxiety “*The teachers in outdoor English camping activity were very friendly and interactive in delivering material. They create a situation more closely between us. Subsequently, we are as students feel comfortable in learning or confident to speak English with him/her. We feel there was no limitation to communicate each other teacher in outdoor English camping activity*”. The teacher should be sociable and show his/her closely interpersonal relationship with the learners in the learning process (Mahdi 2013).

According to Dornyei (2001) explained that the teacher should overcome the student’s anxiety by recognizing their fear and realize that the anxiety is temporary and doing approach as the positive interaction between teacher and students. Abubekir (2012) believed that teacher-student relationship is quite an important factor affecting the student’s anxiety level. Young (1990) found that the interaction between teacher and student also effective to decrease and increase their anxiety level in the learning process. Meanwhile in the present study also found that the teaching and learning process on outdoor English camping was created to teacher and student in good interrelationship. It aims to bring the students become closer to the teacher.

Derived from the statement both experts above it could be concluding that if the interpersonal teacher being important to reduce the students’ speaking anxiety.

3. Conclusions

Based on the previous chapter, the researcher put forward some conclusions as follows:

1. The outdoor English camping activity could motivate the students in high self – confident.
2. High self – confident in speaking could determine the students in low anxiety.
3. Supporting the Students by nonstop Speaking in the outdoor English camping activity could reduce the students speaking anxiety.
4. Speaking every time had been reduced the students anxious, and worry.
5. Enriching the Students’ Vocabulary Mastery in the outdoor English camping activity could reduce the students speaking anxiety.
6. The students who learn the English language could in low anxiety if they have mastered in vocabulary.

7. The outdoor English camping activity could reduce the students speaking anxiety by activating the students to express an idea in spoken English.
8. To express an idea in spoken English as one of the alternative ways to the students in reducing their anxious, and worry.
9. Developing the students' pronunciation practice as the result of the outdoor English camping activity that could reduce the students' speaking anxiety.
10. Most of the students were in a low anxiety in speaking English when they have a good pronunciation.
11. The students could be in high self – confident when they have good pronunciation practice.
12. Creating the Interrelationship between teachers and students has been a successful way to reduce the students' speaking anxiety.
13. The students need some approaches to learning English to make them enjoy the learning process.
14. Intensive communication has a role to reduce the students anxious in spoken English practice.
15. Teaching and learning process that provided in outdoor English camping activity more flexible to make the students practice their speaking ability.

4. Suggestions

Based on the conclusion above, the researcher gives some suggestion as follows:

1. The researcher suggests to the English foreign learner's teachers to apply outdoor English camping activity in teaching and learning process.
2. In outdoor English camping activity, the students could learn and practice their English carefully.
3. It is suggested to the next researchers to conduct deeper of further research about the teaching activity or method that can be used in reducing students' speaking anxiety.
4. As English teacher should know the students' need for learning a foreign language.

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