



Investigation English Songs To Reduce Speaking Anxiety In Efl Classroom

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A B S T R A C T

Many students experience anxiety in the EFL classroom; their lack of fear and sense of confidence when speaking English in class causes them to dislike the language and even not want to attend English classes. Researchers looked at learning songs in the classroom and found that students were more relaxed and comfortable singing the songs because they could express what they liked about them, choose songs based on genre, enjoy, each one hear the words pronounced correctly, understand the meaning and feel that the classroom environment was more exciting than when they were learning to speak. A qualitative approach using a phenomenological research methodology is used. Techniques for gathering data include interviews, questionnaires, and observation. Analyzing data from questionnaires to learn about students' responses to English songs and speaking, interviews to obtain precise findings indicating English songs classes are highly beneficial and can lessen speaking fear in the classroom participants from MEKAR ARUM senior high school class XI science. Thirty students completed the questionnaire, and five participants were interviewed. The study's findings confirm that listening to English songs. Increase students' reducing when speaking English. Students also report the English songs are highly engaging and can help students feel less nervous in the classroom. The typical characteristics experienced by students who feel golden in speaking English are lack of self-confidence, fear of being laughed at by their friends, anxiety and fear. This is where English songs students feel freedom of expression, freedom to sing loudly, don't feel

INTRODUCTION

EFL (English as a foreign language) is a term used to describe the study of English by non-native speakers in countries where English is not the dominant language spoken. Although in Indonesia English is the main foreign language that is commonly learned, its use is not as widespread as in countries where English serves as a second language, According to (Dollah 2009), carried out a study to examine how EFL learners' oral communication is affected by their self-esteem, anxiety, gender, and the relationships between the independent factors. According to Horwitz in MacLrnyre & Gardner (1989), foreign language anxiety appears in the form of this three anxiety: communicative apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986 MacLrnyre & Gardner, 1989).

The purpose of speaking English is to convey our message to other people, not to say perfect sentence. Many students are afraid of speaking English because of the wrong words, the wrong pronunciation, and the wrong grammar. So it makes them feel anxious about speaking English. Because, in essence, English-speaking classes have to practice speaking in class to train students' speaking skills, but it turns out that having English-speaking practice makes students anxious.



Speaking anxiety is a something that students often experience when they are in foreign language classes. According to Deyan (2018), Speaking Anxiety is an individual's fear and nervousness that include real or avoiding any communication that accours when communicating with other people using a foreign (He, 2018). The Majority of research focus on speaking when discussing language anxiety. Language Anxiety really affects speaking because, when speak a foreign language, have to know first what are going to talk about. An unknown language, perhaps vocabulary, grammar, and pronunciation. Can make student anxious speaking a foreign language. According to Tsiplakides and Keramida (2009), English in not difficult if we learn it with fun. There are 4 ways to learn English, but speaking is one of the mots crucial skills. Anxiety in speaking English is the main factor why students are reluctant to carry out speaking activities. Lacking vocabulary, which makes students less confident in speaking. Language Anxiety is also due to the effects of the adaptation learning stage. Each person has differences in those with anxiety. Hashemi and Abbasi (2013) define second/foreign language anxiety as anxiety that is connected to a learner's process of acquiring a second or foreign language. Language anxiety to young (1991), is a complicated, multifaceted reality that can have an impact on learner's cultures, prior language acquisition experience, personalities, and learning enviroments in the classroom. Expanding on the description, Horwitz et al (1986) defined language anxiety as "a distinct complex of self perceptions, beliefs, feelings, and behaviors" that are linked to the language learning system of the learner.

The speaking of students at MEKAR ARUM High School is good; they are able to speak English in front of their friend at EFL, although there are students who are still shy and afraid to speak English. The speaking problem of students at MEKAR ARUM High School is that they are afraid to speak English because they are nervous, not confident, afraid, embarrassed, afraid of being laughed at, afraid of making mistakes in speaking from grammar, and pronunciation, and there is still a lot of vocabulary that they don't know.

The characteristics sensation speaking English of tension, uncertainly, nervousness, and worry brought on by an automatic nervous, system activation is known as anxiety. Sari (2017) contended that (Anxiety is natural and sometimes experienced by everyone" in accordance with this description. Nevertheless, a person experiencing severe anxiety can be viewed as complicated and distinct form an individual's self-perception, conduct, sense, and assumption related to using a foreign language classroom. Individual anxiety can be triggered by certain conditions, but students with high trait anxiety likely to feel apprehensive in any situation furthermore, according to MacIntyre et al. (1991), anxiety in defined as transient anxiety brought on by a specific circumstance, such as a big test.

Factors causing anxiety; with respect to the categorization of anxiety related to foreign languages, the categories of anxiety presented by MacIntyre et al (1991). Anxiety comes in three different from. The potential for someone to experience worry in any circumstance is known as trait anxiety (Spielberger 1983). Individual anxiety can be triggered by certain conditions, but students with high trait anxiety likely to feel apprehensive in any situation. Furthtmore, according to Eyesenck (quoted in MacIntyre et al 1991), trait anxiety might impair memory-related cognitive processes and steer people away from risky conduct.

English songs the majority of them are often exposed to English through music and television broadcasts. According to (Otilie 2010), listening to popular music is mots likely how these individuals initially encountered the English language. In his work, Lynch (2005) advocated for the use of songs by English language teachers as a teaching tool. In addition to being readily available, songs are enjoyable to listen to and repetitious. As a tool for introducing a variety of new vocabulary, songs can be used to demonstrate variety and distinctions in language instruction additionally, songs can be utilized to introduce listeners to various English accents and cultural nuances. In his paper, Lynch (2005) added that songs might be chosen to cater to various requirements and interests of pupils. The song's words themselves can be utilized to discuss numerous global challenges, hardships, and real life events, songs often provide enjoyable vocabulary, speaking, and language practice as you enjoy the best and music enjoyable to hear. According to Orlova (2003), using the songs in the classroom makes the kind feel more at ease. She has been teaching languages for ten years, and over that to learn the language. Students will not feel overwhelmed by the task of earning a language because music provides a flexible perspective on language. Additionally, it can be a very useful tool for strengthening and enhancing vocabulary, speaking, listening comprehension, and language use in

general. Beare backed up Orlova's claims in a 2010 paper on music education in classroom. He claims that playing music at the starts of the class is a fantastic approach to.

At MEKAR ARUM High School, there are man students who not confidence enough to speak English; some even do not to class because the are afraid to speak English. The aim of this research is to investigate whether, for the problem above, there is a solution, namely English songs, because English songs this has its own advantages, namely being able to make students enjoy themselves more in class because of the influence of these songs.

Therefore, this research was conducted to identify and address the issues that An Investigation of English songs to reduce speaking anxiety in EFL Classroom settings, specially in MEKAR ARUM High school. By highlighting the most often used kind of investigate of English songs to reduce speaking English, language anxiety, causing anxiety, characteristics anxiety, and factor-factor anxiety.

METHODS

This research employed the qualitative methode was used in this study. According to Sugiyono (2009), descriptive research involves gathering data in the form of words rather than numerical values. In contrast, descriptive research is characterized as a methodology that aims to provide the most accure description of the events under study (Atmowardoyo, 2018) Additionally, the goal of qualitative research is to advance a thorough comprehension of a certain phenomenon, such as a environment, a process or even a belief. In this instance, the data was gathered, examined, and interpreted by the research rather than being described. The goal of this approach was to provide a comprehensive description of the research issue. It explained the pupils' methode for lowering their speaking performance nervousness.

The research instruments of this study involved three main instrument, In order to locate qualitative data for this study, the research obtained the data namely to find out the students' strategy to reduce their anxiety through the combination of questioner, interviewing, and data collection. The researchers used a qualitative study. Based on Queiros, Faria, Almaeida (2017), "Qualitative research is research with deepening of understanding a give problem. In qualitative research, the objective is to produce in-depth and illustrative research in order to understand the various dimensions of the problem under analysis".

Data research the quality of the instruments used in the research and the quality of the data collection were the two key factors that were impacted. The data was obtained by the researcher using a few tools and procedures. The tools the researcher utilized to collect data and information from the study's subject. The 1. Observation 2. questioners 3.interview. Survey questioners are froms that study participant as a part the study participants fill out and send back to the researcher (creswell,2012). A questionnaire is a self-report data collection tool that is completed by each research participant as a part of the study. Researcher employed a questionnaire to gather data regarding research participants' attitudes, feelings, beliefs, values, perceptions, personalities, and behavioral intentions. Additionally, the researcher uses questionnaires to try and measure a wide range of attributes. In order to get some supporting data for this study, the researcher additionally used a questionnaire. The horwitz et.al (1986) "Foreign Language Classroom Anxiety Scale" was utilized by most researchers since it was seen as a reliable and valid tool for gathering data. According to Eastberg (2002), an interview is a gathering of five people for the purpose of exchanging ideas and information through questioning.

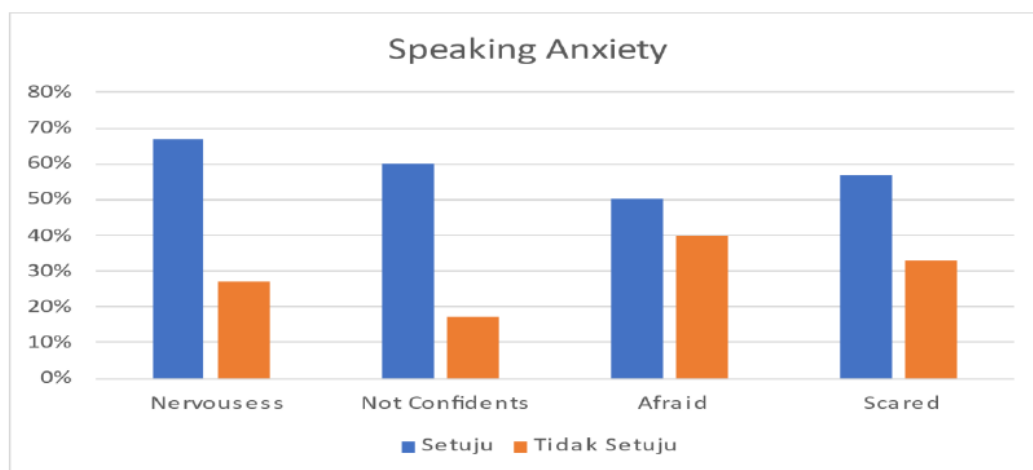
In this study, the research involved participants from the MEKAR ARUM high school in XI class of Cibiru, Bandung. This study took 30 students both male and female to participate as a sample. This study used used purposive sampling. Based on Creswell (2012), purposive sampling is a sampling technique where the researcher deliberately select individuals and sites to study or understand the central phenomenon (Creswell, 2012). This research was conducted for a month by holding 2 agendas. The first agenda was held to ask students to fill out a questionnaire to determine their anxiety. The second agenda was held to interview students who user English songs to reduce speaking anxiety.

RESULTS AND DISCUSSION

This part discusses the results of the research which are divided into three main parts. Namely. Data description, followed by research findings in the field and discussions of research findings. The findings taken and discussed are based on the results of observation, questioner, and interview.

Kinds of observations in Investigate English song to reduce speaking Anxiety in EFL Classroom most often By Stutents

The first objective of this study was to find out the types of the English song to reduce speaking anxiety frequently used by students in learning English song EFL Classroom using questioner and video documentation.



Picture 1. Percentage OF Observation Results

The firsts result, we can see that Agree and disagree answered the Questioner, most of Students are nervousness each time they have a public speech to give. They are also quite bashful since their peers frequently make fun of them, which lowers their motivation. Students who are subjected to peer pressure lose motivation and become unwilling to utilize English.

The second is about not confidents, much from students fell not confidents to front of for speaking English, because their sure afraid wrong the grammar, pronunciation, and they his lack of vocabulary.

The third most picked afraid, the students afraid foe speaking English in EFL Classroom because many their friends the smart of speaking English sure insecure. The lowest picked scared, the students scared for speaking English because did not that they dislike English; they just prefer to learn it and aren't confident enough to communicate in it.

Kinds Of Interview English Songs to Reduce Speaking Anxiety In EFL Classroom Most Often Used By Students.

In the second objective In this research, two different kinds of interview sessions held for this study. The purpose of the first interview was to ascertain the participants' level of Anxiety as well as the primary reason for it. The purpose second interview was to assess the efficacy of song usage in lowering language anxiety and facilitating communications in the target language. The purpose of these interviews was to ascertain how the usage of songs affected the students' responses and motivation to communicate in the target language.

The responses from the interview were then analyze to find out the reason why are reluctant and feel anxiety to speak in English. The following were some of the respond participant to the questions.

Questions: is English important to you?

SA: Yes, because it helps in public relations

SB: Yes, for me it is important because when I meet people from abroad you are able to interact and communicate in English, and English is an international language.

SC: Yes, because international language, and much needed in the digital age.

SD: Yes, because it is needed in the world of work, and English songs with skill are very helpful.

SE: Yes, because English is international language minimal basic.

The responses show that the pupils are aware and know the importance of using English in everyday life. They know that English is one of the crucial subjects and they need to master English. They also know that using English will enable them to communicate with foreigners and socialize with others.

Questions: What makes you afraid to speaking English with other people?

SA: In terms of grammar, I'm afraid of making mistakes, and don't dare to speak to other people.

SB: I'm afraid because my language is not good, it doesn't connect, it lacks grammar and words.

SC: I'm afraid of talking to foreigners because I'm afraid of making mistakes in pronouncing grammar.

SD: Afraid being to thought to know, afraid of making mistakes in pronunciation of grammar and saying the wrong words.

SE: Nervous

From these responses, we can see that most of the pupils are willing to communicate in English but they are afraid of making mistakes of grammar, words, pronunciation.

Questions: how do you feel when you have to speak in English? Why?

SA: I'm nervous because I speak in front of my friends.

SB: I'm scared because there are people who laugh at my language.

SC: I feel shy because my friends see.

SD: I feel nervous because I'm sure my language is bad.

SE: I'm Scared because all my friends can see me in front of.

From the responses, we can see much of them are not confident to themselves because they are shy, scared, afraid, to see with their friends and laugh with their friends.

Questions: how do you feel about English lesson special English songs?

SA: fun, enjoy, and when studying I'm more relaxed.

SB: I like it, because my favorite songs are English songs.

SC: I feel studying of English songs is fun and enjoy.

SD: I feel happy, because I can sing and in class enjoy cause listen the instrumental.

SE: learning English songs is fun and not boring.

The responses above show about situation in class English songs, the students feel the class of English songs is fun, enjoy, and not boring. Much from them are sure class English songs better.

Questions: Are you afraid to speak English?

SA: No, I enjoy we can sing together without afraid

SB: No, I am not afraid because we do activity together.

SC: No, I can pronounce the word after sing

SD: No, we can sing loudly the lyrics.

SE: No, I feel fun because my favorite singing is English songs.

The responses above are to share how the student feels about speaking English in class English songs, they are sure fun, enjoy, and not afraid because songs are happy, they can do activity together, can sing together the lyrics.

Questions: Can English songs make you more confident?

SA: Yes, I feel that.

SB: Yes, I'm sure if I speak English in class English songs more confident.

SC: Yes. That is right.

SD: Yes, because we are singing together that can make us confident.

SE: Yes, I'm sure

The responses above show English songs make students confident to speaking English in class.

Questions: what do you think about English songs?

SA: Make more comfortable when learning.

SB: Fun.

SC: Happy and enjoy.

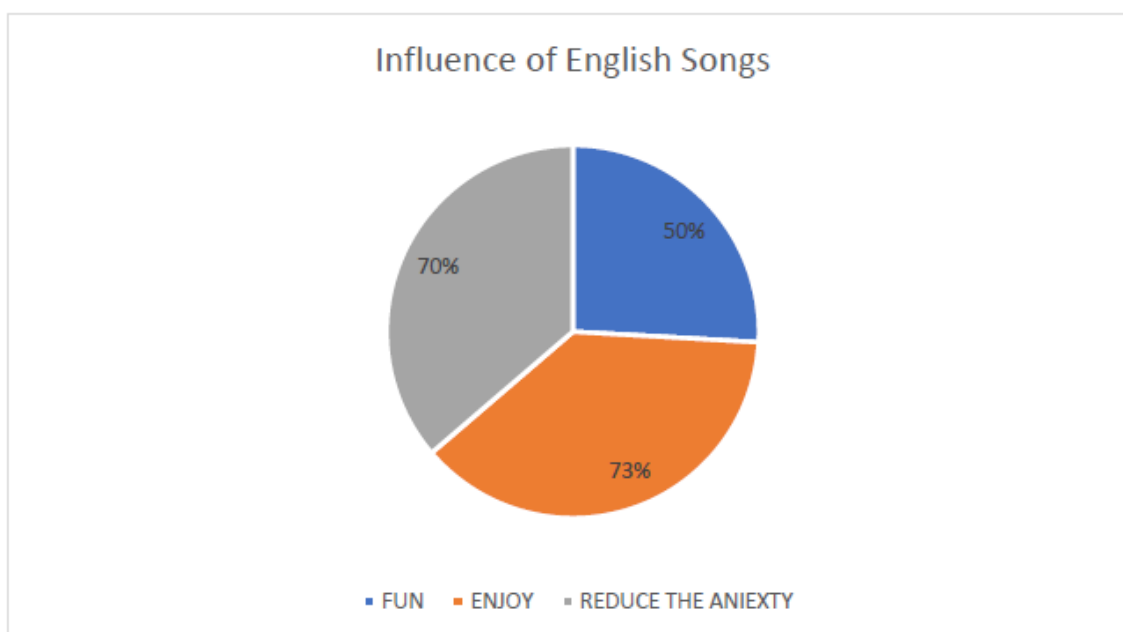
SD: I think English songs is fun, and English songs has many meanings, there are many genres in terms of love, sad, people around, friendship from there we can understand the singer's feelings and get many new vocabulary.

SE: English songs are unique, diverse and have their own meanings, there is a story behind the origin of the song, which makes students more comfortable learning.

The responses above implementing songs in the session motivates the students to speak the target language. Because they believe that their peers make the same mistakes, they are more self-assured and don't hesitate to make mistakes. They also find that learning English songs is pleasant for them.

Factors English songs to reduce speaking Anxiety in EFL Classroom

The second objective of this study was to find out factors English song to reduce speaking anxiety which was collected through a questioner. This questionnaire consists of indicators in each category of peaking anxiety. It's the participant of this question is students MEKAR ARUM High schoole XI class.



The graph of the questionnaire results shows that the factors of English songs is make students, Fun, Enjoy, and Reduce the Anxiety in EFL Classroom. Fun 50% the students sure classroom is fun if the tools by English song. Enjoy 73% many of them feel enjoy in class because English song, English songs make students enjoy in the class them can singing together, can speaking English, not feel scared cause singing sure relaxed. Reduce the anxiety 70% many of the not feel anxious cause English songs.

DISCUSSION

English is used so frequently, speakers of the language must be proficient communicators. Speaking is generally thought to be more difficult than other English language acquisition abilities, and it may even be more crucial than other skills. When speaking with native speakers and speaking spontaneously, students typically experience higher levels of fear. They find it difficult to communicate in English because of their fears and anxieties. Early language development is significantly influenced by songs. The majority of individuals think that speaking and listening are prerequisites for learning a language lessons that involve active movement and singing along are typically more engaging for younger students.

Due to the repetition of song lyrics, students might pick up new vocabulary and linguistics structures. Children should be able to appreciate the songs you chose because, otherwise, they won't lose motivation once they're having fun. Similarly, it is evident from the interview and the students' comments that they are having fun and that they are finding the classes to be humorous as well as educational. For instance, individuals gain confidence in using the new vocabulary when speaking in English and learn how to enunciate specific new words.

Their level of confidence during the singing sessions also helps them feel less anxious. When they talk to their friends and exchange opinions, they also participate more actively and respond more quickly. Additionally, passive students finally started to actively respond. According to Cheng (1984), there are three methods for teaching language: games, sketching, and songs.

CONCLUSION

In conclusion, using songs in the classroom can help kids learn linguistics skills as well as expose them to themes that are relevant to everyday life and are included in the lyrics of a variety of songs. Additionally, the variety of song genre will increase their attention span and focus on English courses. Songs' catchy tunes and repeated lyrics make them easy to memorize as well. Songs can help students learn more effectively and will also make them feel more comfortable speaking English, which will minimize their fear. Songs will therefore encourage students to speak English more and lessen their fear of making mistakes when doing so.

Using songs will help minimize language anxiety since it efficiently boosts students' enthusiasm and interest in language study. They exhibit an increase in inclination towards acquiring knowledge and engaging in activities that foster (Ikhsaniyah, n.d.) communication. This study found that when songs were used, research participants became more engaged. Students with low skill levels exhibit curiosity and enthusiasm as well. This demonstrates how studying is becoming more enjoyable and stress-free for them. More research should be done, and song usage in teaching other skills like writing, listening, reading, should be included.

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