



Using Songs to Reduce Language Anxiety in Speaking English (Classroom Action Research on Grade 8 Students of MTs Nurul Qodiri)

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KEYWORDS

English Songs, Speaking, Language Anxiety

ABSTRACT The purpose of this research was Decreasing Students' Language Anxiety In Speaking English Through Songs on Grade 8 Students of MTs Nurul Qodiri. This study used a class action research. This study was carried out in East Metro City's Metro District. Ten teenagers, ages 14 to 17, participated in this study. Additionally, the primary source of data for this study was interviews. The data findings in this study were analyzed using thematic analysis. The study's findings suggest that using Songs can reduce language anxiety in speaking English at the eight grade of MTs Nurul Qodiri Lempuyang Bandar. It can be seen in the progress from pre-test to cycle 1 and cycle 2. The average score from pre-test 63 to post test 1 is 73, post test 2 is 81. In cycle 1, 9 students passed the test. Moreover, in cycle 2 15 students got a score >75. It means that the result of cycle 2 had already achieved the indicator of success that was 83% of the students achieve the Minimum Mastery Criteria (MMC). Using Songs can improve the student's learning activity in the eight grade of MTs Nurul Qodiri Lempuyang Bandar. It can be seen from the result of reflecting that the student's activities on cycle pre-test were passive. Then, in cycle to cycle 2 the students become active, confident, and much better.

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1. INTRODUCTION

The act of creating, sharing, and expressing intentions, ideas, thoughts, and feelings is known as speaking. Speaking, according to Bailey, is an effective listening or speaking skill that entails meaning-transmission through methodically generating vocal utterances. (Sofian et al., n.d.). This helps students develop grammar and vocabulary in the form of conversations, discussions, and expressing ideas., storytelling and other functions of language. Burns & Joyce define speech as an interactive process that involves the creation, reception, and processing of information in order to create meaning.

The researcher can draw the conclusion that speaking is a means of verbally expressing ideas, thoughts, and meanings by using what Burns and Joyce said. (Liva et al., 2014)

One of the most crucial abilities when learning English is speaking. (Mariana et al., 2021). Regretfully, a lot of students find it challenging to speak in front of a small group of people. Speaking is one of the most difficult abilities for students to acquire, according to Pollard. (Asibuan et al, 2023). When speaking the target language, they frequently report feeling tense, uneasy, or anxious.

They also assert that they are facing mental learning challenges. According to Liu, a lot of students, particularly in Asia, are quiet, shy, have difficulty expressing opinions, and rarely answer teachers' questions. They become passive in class. It is supported by Sarwar et al. who said that even bright students who score well in written tests cannot express themselves orally in English. They like to talk a lot, but when they have the opportunity to speak in front of a large group of people, they feel nervous. This phenomenon occurs due to certain factors, including anxiety. (Hz, 2022)

Anxiety is the state of being scared, uneasy, worried, and concerned about something that has happened or might happen in the future. The most prevalent or frequently occurring mental disorders are anxiety disorders, according to Almokhtar A. Adwas, J.M. Jbireal, and Azab Elsayed Azab. It encompasses a range of illnesses that have severe or pathological anxiety as their main emotional tone or mood disorder. Anxiety presents as disruptions in mood, thought, behavior, and bodily functions. It can be thought of as the pathological opposite of normal fear. (Adwas, 2019) Language anxiety, according to Horwitz et al., is a complex of beliefs about oneself, feelings, and actions associated with language acquisition in the classroom. Students can't help but talk about anxiety, in fact. It is nearly impossible for students to speak English without experiencing anxiety. People who are anxious frequently have a range of negative symptoms, such as sweating, tense muscles, disorientation, and palpitations in the heart.

According to Tseng, self-perception, social environment, cultural differences, social status, gender, and class environment are the factors that lead to speaking anxiety. (2019, Muslim & Muna) Thornbury's assertion that inadequate vocabulary, improper grammar, and the fear of making mistakes are among the elements that lead to our incapacity to communicate effectively and induce severe anxiety during speech is consistent with this. As of 2021, Pahargyan Young also proposes that interpersonal and personal factors, students' attitudes toward language acquisition, teachers' perspectives on language instruction, interactions between teachers and learners, classroom practices, and language assessments could all be contributing factors to language anxiety. (Al-Otaibi et al., 2019)

Facing the problem of speaking anxiety, researchers conducted preliminary research (pre-observation) on grade 8 students at MT Nurul Qodiri Lempuyang Bandar on November 10 2022. Researchers chose MT Nurul Qodiri Lempuyang Bandar with several considerations as one of the public and priority schools in Lempuyang Bandar Regency. The researchers also wanted to know how students expressed anxiety when learning English.

The researchers surveyed teachers and students about their English speaking problems. The problems were: (1) the majority of students consider speaking skills more difficult than other skills in English class. Often students have ideas in their heads but have difficulty expressing them, (2) most students are afraid and uncomfortable when speaking English, (3) students lack vocabulary or knowledge of documents.

Research on language anxiety has attracted the attention of many teachers in the field of foreign language and foreign language teaching. Research conducted by Rafada & Madini focused on the main causes of Saudi students' anxiety when speaking in EFL classes, while Han & Keskin focused on reducing anxiety when speaking in EFL using mobile applications (WhatsApp). However, there is still little research that explores how reduce students' speaking anxiety by using methods based on previous research. The aims of this research are: To Use Songs to reduce language anxiety in speaking English on grade 8 students Of MTs Nurul Qodiri and to improve vocabulary in english speaking through english songs on Grade 8 Students of MTs Nurul Qodiri.

This research model is a classroom action research model. Therefore, one class of 25 grade 8 students at MT Nurul Qodiri was chosen as the sample. Language anxiety is the main factor that influences students' speaking abilities and this causes weakness and lack of motivation to use English as a means of communication in formal and informal situations. determined that the use of songs helped reduce students' anxiety when speaking English.

2. METHODS

A. Design

The location of this research is in class VIII of MTs Nurul Qodiri Lempuyang Bandar. The subjects of this research are students of MTs Nurul Qodiri Lempuyang Bandar, especially class VIII. This research is a type of classroom action research, carried out in the bakmin santri program of MTs Nurul Qodiri Lempuyang Bandar. Research action is related to social practice, aimed towards improvement, a cyclical, participatory process, determined by practitioners.

In the data collection procedure, there are three steps that must be carried out in collecting data for this research, the author uses a test. A test is a series of stimuli or questions that must be answered by members of the research sample and a numerical score can be given. In this research, observation is used to determine activities. teachers (in teaching with songs) and student activities. Researchers use notes as information in the form of documents. Researchers use documentation methods to obtain information about the history of MT

Nurul Qodiri Lempuyang Bandar, the status of teachers and civil servants who work at MT Nurul Qodiri Lempuyang Bandar, the number of students at MT Nurul Qodiri Lempuyang Bandar and the organizational structure of MT Nurul Qodiri Lempuyang Bandar.

B. Variable and Operational Definition of Variables

1. Independent Variable

An independent variable, according to Laura T. Flannely, is one that is thought to have an impact on a dependent variable. The Song is the independent variable (X) in this study. Songs' Indicators (X):

- Songs can help students unwind and create a fun environment in the classroom.
- A strong correlation appears to exist between speech and rhythm. A fundamental and essential first step in learning a language is developing sensitivity to rhythm.
- Each song is a cultural capsule that holds a key piece of knowledge about society.
- Songs are particularly effective at introducing vocabulary because they give the words a meaningful context.
- Songs offer a natural setting for the most prevalent verb tenses and prepositions.
- Songs can help with memory retention and pattern practice.

2. Dependent Variable

Anything, a process, or a condition that is subjected to or upon which actions or treatments from the independent variable are applied is referred to as a dependent variable. In other word, it is as the process or representation of writer's perception of the ideas, experiences, and knowledge of the world, to transfer information of stories, acts and events to the readers through narrative text in order the readers are experienced directly or vicariously. The indicators of student's speaking skill (Y)

- The pupils have excellent speaking skills. Spelling correctly and understanding the meaning of words when speaking aloud are prerequisites for oral communication.
- The pupils pronounce words correctly. Students who pronounce words correctly can speak with greater clarity and understand the patterns and variations of sounds in different languages.
- The pupils' vocabulary is strong. If they do not have a large enough vocabulary, they will not be able to communicate effectively or convey their ideas in both written and spoken form.

- The pupils' fluency is good. The capacity to speak clearly and fluently is known as fluency.

3. Data Analysis:

- outcome:** Corroboration of findings through triangulation.

C. Data Analysis

In order to analyze the data, the researcher used the following formula to compute the average rates of the pre-test (X-pre) and post-test (X-post).

$$\bar{X} = \frac{\sum X}{n}$$

Notes:

\bar{X} : Mean

\sum : Sum of

X : Raw score

N : Number of cases

The percentage of students' activities during the teaching and learning process in each cycle will then be determined by the researcher. The following formula is used to determine the percentage:

$$P = \frac{F}{N} \times 100\%$$

F = Frequency

N = Number of Cases

P = Number of Percentage

The researcher will then compare the pre-test and post-test results to determine the outcome. The outcome will be equal to at least 75, the minimal standard in this school. We would conduct cycle II if any students from cycle I were unsuccessful. Classroom Action Research (CAR) requires a minimum of two cycles. If all students are successful in cycle II, the cycle can be stopped until cycle II.

3. RESULT AND DISCUSSION

Action research in the classroom was used in this study. There were two cycles involved: cycle 1 and cycle 2. Every cycle consists of two 90-minute meetings. Every cycle consists of preparation, execution, assessment, and introspection. Mrs. Rosita, S.Pd., is the collaborator in this study, which involves eighteen students in the eighth grade and an English teacher as the researcher.

Pre test activity.

The pre-test was carried out by the researcher on July 6, Source: The result of Pre-test on July 06, 2023, from 07.15 to 09.10 am. When it came time to teach, every student was prepared. The instructor bid the pupils farewell. Students were instructed to use the problem sticks during the pretest. People's descriptions were the subject. The students were thus free to select any of the individuals who were described. The entire speaking skill evaluation system used by the students was modified from Arthur Hughes. The speaking abilities of the students were graded in five categories across five levels. Before beginning the classroom action research project, the researcher informed the students that she would conduct research in their class to determine the students' speaking abilities. The students were given the pre-test to complete on their own. The students receive the material after completing the pre-test. It was a multiple-choice test of that type. The following table displays the students' marks as a result:

Table 4

The Pre-test Result of Students Speaking Skill at Eight Grade

No	Name	Score Total	Criteria
1	TN	53	Incomplete
2	W	40	Incomplete
3	MAS	76	Complete
4	AP	46	Incomplete
5	RA	56	Incomplete
6	F	60	Incomplete
7	MTF	76	Complete
8	AP	80	Complete
9	DFI	60	Incomplete
10	WS	60	Incomplete
11	AR	83	Complete
12	BYP	46	Incomplete
13	NZ	56	Incomplete
14	DP	83	Complete
15	GM	80	Complete
16	DAC	63	Incomplete
17	FRS	56	Incomplete
18	BS	60	Incomplete
Total		1134	
Average		63	
High Score		83	
Low Score		40	

Source: The result of Pre-test on July 06, 2023

Table 5. The Percentage of Students Speaking Skill at Eight Grade

No	Score	Frequency	Percentage	Category
1	≥75	6	33%	Complete
2	<75	12	67%	Incomplete
Total		18	100%	

It is evident from the aforementioned table that the entire category includes only six students. and twelve students are included in the incomplete category. Speaking proficiency in MTs Nurul Qodiri Lempuyang Bandar is typically required to be at least 75. In order to lessen language anxiety when speaking English in the eight class of MTs Nurul Qodiri Lempuyang Bandar, the researcher has chosen songs as the medium.

a. Cycle I

The researcher came to the conclusion that a large number of students had incomplete speaking skills and a small number of students had complete speaking skills based on the results and score of the Speaking skill Pre-test at MTs Nurul Qodiri Lempuyang Bandar. The researcher employed songs as media as the solution in light of the aforementioned cases.

1) Planning

During The lesson plan, the tool that would be used as the cycle I post-test, the materials, and the student activity observation sheet were among the many preparations the researcher and collaborator made during the planning phase of the teaching and learning process, field notes, and the identification of problems and their causes at the start and finish of learning activities. Additionally, the researcher intended to administer an assessment to gauge the students' proficiency with the provided materials.

2) Acting

a) The first meeting

The first meeting was held on July 6, 2023, from 8:00 to 9:30 a.m., with eighteen students present. The meeting began with prayer, introductions, an attendance check, and a question about the students' health. The researcher then provided the information Assemble the resources necessary to speak up regarding requests and suggestions.

The researcher then went on to discuss Songs as Media. Material refers to the tools used in the teaching-learning process, such as media, to accomplish goals. Content must make reference to the syllabus-based framework. Making students aware of and encouraging direct practice of English everywhere and at all is the aim of speaking instruction. The content should make it easier for students to comprehend the purpose of speaking instruction and to use English to express their thoughts, feelings, and opinions. The teacher help students in expanding their word knowledge. The teacher performs speaking skill reviews and exams, and students continue to work in

the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day so that they always remember the vocabulary they learn.

Following the meeting, the student received feedback from the researcher regarding their learning experience. The researcher informs and inspires students about what will be covered in the upcoming meeting. The researcher conducted an icebreaker activity before prayer to keep the students from getting bored. Following completion, the researcher concluded the material by joining in prayer.

b) The second meeting

18 students attended the second meeting, which took place on July 7, 2023, from 8:00 to 9:30 a.m. Similar to the first meeting, the second one began with prayer, introductions, a look at the attendance record, and a question about the students' health. Subsequently, the researcher provided the informative text's content once more.

Referring back to the first meeting's content, the researcher questioned the pupils regarding the educational text. While some students were unaware of the definition of an informative text, others were. Secondly, the definition, general structure, and social role of informative text were elucidated by the researcher. The researcher then provided an example of an informative text.

The teacher showed some media such as picture, puppet and real thing related to the topic of the day. The teacher explained the rules of today's activities in which they would listened to teacher and then sang the song together after the teacher. The teacher practiced singing the song with the students several times. The teacher asked some questions related to the song. The teacher modified the lyric of the song by changing some words. The teacher and the students practising the song with modifications of some words



Figure 1. English Learning Process using Song

The teacher playing guessing game with the students related with the song. This game played

important role to the taching of sentence pattern to the students. Through this game, the students practiced making new sentence forms happily by singing children song. The steps above coherent with the teacher's guideline provided by Hancock. The guildeline presents some activities during the use of song in the classroom. The activities are *pre-listening* (showing the pictures to the students to help them focus on the topic of the day), *listening activities* (singing activities done by the teacher and students), *Game Page* (provide the students with the game activities).

The researcher gives the student input on the learning process at the conclusion of the meeting. The researcher informs and inspires students about what will be covered in the upcoming meeting. The researcher conducted an icebreaker activity before prayer to keep the students from getting bored. Following completion, the researcher concluded the material by joining in prayer.

c) The third meeting

On July 8, 2023, the third meeting was held from 8:00 to 09.15 a.m., with 18 students in attendance. Following the students' actions, the researcher prays, greets, looks over the attendance record, and inquires about the students' wellbeing before beginning the lesson. The exercises went on to provide more context for the Informative Text and how to apply the Songs to comprehend. The researcher provided the students with a text titled "Underwater Lion Dance at Malaysian Aquarium ahead of Lunar New Year" Pupils go through the text.

The researcher asked students to look for words they don't understand or that they find difficult. Then, the teacher divided the class into several groups. A group of students decides the words to emphasize in the text selection by working together. Next, using a word from the text selection, the teacher models step 2 to introduce the activity. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. The teacher leads the group discussions and writes the selected words and their definitions on the board during the team presentations. The teacher asked the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they have studied together, the teacher help students in expanding their word knowledge. The teacher performs speaking skill reviews and exams, and students continue to work in the same group and

answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day so that they always remember the vocabulary they learn.

Then, at the end of this meeting, the researcher gave evaluation 1 conducted in cycle 1, with the same result in the previous pre-test. Evaluation were conducted to find out how students speaking skill after paying attention. This type of test is a multiple-choice test. The researcher gave ten multiple choices. Student test results in evaluation are better than the test in the previous pre-test.

d) Observing

The collaborator watched as the student engaged in action observation with the researcher. Using songs as media, the researcher, acting as a teacher, provided educational text. The observer was keeping an eye on the students' learning activities as the treatment was being administered. Students would mark their responses on the observation sheet and diagram if they were actively participating in the discussion, actively asking and answering questions from the teacher, and paying attention to the explanations given by the teacher.

The student's first cycle I post-test result was obtained and observed by the researcher during this session. This is the outcome that can be observed:

Table 6. The Students Post-Test 1 Result of Speaking Skill in Cycle I

No	Name	Score Total	Criteria
1	TN	60	Incomplete
2	W	53	Incomplete
3	MAS	80	Complete
4	AP	60	Incomplete
5	RA	63	Incomplete
6	F	76	Complete
7	MTF	80	Complete
8	AP	90	Complete
9	DFI	76	Complete
10	WS	76	Complete
11	AR	83	Complete
12	BYP	63	Incomplete
13	NZ	66	Incomplete
14	DP	90	Complete
15	GM	90	Complete
16	DAC	70	Incomplete
17	FRS	70	Incomplete
18	BS	70	Incomplete
	Total	1319	
	Average	73	
	High Score	90	

Low Score	53
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Source: The result of Post-test 1 on July 08, 2023

Table 7
The Percentage Students Score of Post-test 1 of Speaking Skill Cycle I

No	Score	Frequency	Percentage	Category
1	≥75	9	50%	Complete
2	<75	9	50%	Incomplete
	Total	18	100%	

Source: The result of Post-test 1 on July 08, 2023

Nine students fit into the complete category, and nine students fit into the incomplete category, according to the data above. It was greater than the pre-test result. Should 50% of students achieve the required minimum score of 75, the learning process will be considered successful. The outcome was unacceptable, as the fact demonstrated.

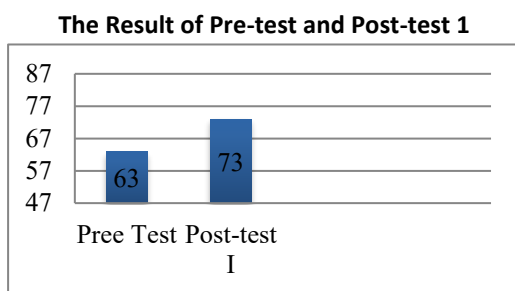
Table 8
The Result of Students Pre-test and Post-test 1

No	Name	Students Result			Explanation
		Pre-test	Post-test 1	Deviation	
1	TN	53	60	7	Improved
2	W	40	53	13	Improved
3	MAS	76	80	4	Improved
4	AP	46	60	14	Improved
5	RA	56	63	7	Improved
6	F	60	76	16	Improved
7	MTF	76	80	4	Improved
8	AP	80	90	19	Improved
9	DFI	60	76	16	Improved
10	WS	60	76	16	Improved
11	AR	83	86	3	Improved
12	BYP	46	63	17	Improved
13	NZ	56	66	10	Improved
14	DP	83	90	7	Improved
15	GM	80	90	10	Improved
16	DAC	63	70	7	Improved
17	FRS	56	70	14	Improved
18	BS	60	70	10	Improved
	Total	1134	1319		
	Average	63	73		

Source: The result of pre-test and post-test 1

The pre-test and post-test 1 results show a deviation, as shown in the above table. From 63 to 73, the average score increased. The pre-test and post-test 1 explanation indicated that the student's speaking scores went up.

Figure 3



Source: The result of pre-test and post-test 1

The pre-test and post-post test 1 showed an increase, as seen in the above graphic. If 70% of the students completed the course, and 75 is the standard minimum requirement, the learning process is considered successful. Nine students met the required minimum standard, as indicated by the post-test 1 table, with a percentage of 50%. It indicates that even though student activity is rising, the success indicator has not yet been reached. Thus, cycle II would be pursued by the researcher. Furthermore, cycle 1's outcome would serve as a guide for the subsequent cycle's execution.

e) Reflecting

It is possible to draw the conclusion that the learning process has not yet met the research's Minimum Mastery Criteria (MMC) based on the findings of the observation made during cycle 1. It is possible to deduce from the above table that six students passed the pre-test and twelve students failed it. Students who achieved at least a 75 on the Minimum Mastery Criteria (MMC) at MTs Nurul Qodiri Lempuyang Bandar were considered successful. There were fewer successful pupils than unsuccessful ones. The pre-test result yielded an average score of 63, which was deemed unacceptable by the researcher. In the meantime, it was evident from evaluation 1's data that 8 students had scores that met the standard and 10 students had scores below it. The average score obtained by the researcher from the evaluation 1 result was 73. It was greater than the pre-test result. Students who met the requirements for mastery should receive a Minimum Mastery Criteria (MMC) of at least 75. Consequently, cycle 1's student activity is more active than the pre-test's. When 70% of the students received a grade of 75, the learning process was deemed successful. The fact demonstrated that the outcome was inadequate.

Cycle II

Since cycle 1's action was not yet successful, cycle 2 must be continued. The flaw in cycle I was fixed

using cycle 2. Cycle II's second step is as follows:

1) Planning

Cycle 2's process was centered on the issue that surfaced in Cycle 1 and was informed by the actions taken in Cycle 1. Subsequently, the collaborator and researcher devised a plan to provide the students with speaking skills material through songs as media.

The lesson plan, materials, observation sheet, and field note of the students' activities were prepared by the researcher and collaborator. To gauge the students' proficiency with the materials, the researcher also intended to administer an assessment.

2) Acting

a) The first meeting

The second cycle's explanation of the teaching and learning process is the same as the first. The researcher attempted to increase student activity in each treatment. The first meeting took place on July 13, 2023, from 8:00 to 9:30 a.m., with 18 students in attendance. The researcher asked about the students' conditions, checked the attendance list, and greeted the class before starting the lesson. The researcher carried over the discussion from the previous meeting. Regarding the instructive text, the researcher questioned the students. Only a small percentage of the students knew what an informative text was, and some of them had forgotten. Secondly, the definition, general structure, and social role of informative text were elucidated by the researcher. The researcher then provided an example of an informative text.



Figure 2. Asking the students to sing along while the song play

The researcher used songs to gather information about the speaking class teaching and learning process. There were multiple steps involved: 1) The pupils who were seated in circles 2) The teacher provided the correct song lyrics to the students while they listened to the prepared song, but the lyrics prevented the song from being seen beforehand. 3) As the song is playing, give the students instructions to write what they have heard as best they can. The students are instructed

to: 4) view the results of their own writing by referring to the lyrics of the appropriate song that was previously provided; 5) say the song after the teacher says each sentence in the lyrics; 6) sing along as the song plays; and 7) come forward one by one to the front to sing the song in a pleasant manner.

At the end of the meeting, the researcher provided feedback to the student on the learning process. The researcher motivates and informs students about the activities in the next meeting. Before praying, the researcher gave an Ice Breaking to made the students didn't bored. After finish, Together, the researcher concluded the material with a prayer.

b) The second meeting

Eighteen students attended the second meeting, which was held on July 14, 2023, from 8:00 to 09.15 a.m. Similar to the first meeting, the second one began with prayer, introductions, a look at the attendance record, and a question about the students' health. Subsequently, the researcher provided the informative text's content once more. Regarding the instructive text, the researcher questioned the students. While some students were unaware of the definition of an informative text, others were. Secondly, the definition, general structure, and social role of informative text were elucidated by the researcher. The researcher then provided an example of an informative text.

After that, the researcher explained Songs as Media. The researcher gave the text with the title "Indonesia tells ASEAN's special Myanmar envoy to start inclusive dialogue" to students. After that students read the text and look for words they don't understand or that they find difficult. Then, the teacher divides the class into several groups. A group of students decides the words to emphasize in the text selection by working together. Then Using a word from the text selection, the teacher models step 2 to introduce the activity. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. The teacher leads the group discussions and writes the selected words and their definitions on the board during the team presentations. In their notebooks, the students were instructed by the teacher to list all of the words and definitions that had been nominated. By discussing the substance of the book with a focus

on the vocabulary they have studied together, the teacher help students in expanding their word knowledge. The teacher performs speaking skill reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will always question the vocabulary that has been learned the previous day. So, they always remember the vocabulary.

Following the meeting, the student received feedback from the researcher regarding their learning experience. The researcher motivates and informs students about the activities in the next meeting. Before praying, the researcher gave an Ice Breaking to made the students didn't bored. After the meeting, the researcher gave the student feedback on their educational experience.

c) The third meeting

The second meeting took place from 08.15 to 10.20 am on July 15, 2023. Post-test 2 was used in this meeting following the students' action at the conclusion of cycle 2. The investigator reconsidered Songs as Media.

The activities continued by giving some further explanation about Informative Text on how to apply the Songs as Media to understand. The researcher gives a text "Hundreds of museums artifact stolen in suspected inside job" to students. Students read the text.

The researcher asked to students to look for words that they don't understand or they have difficulties. Then, the teacher divided the class into several groups. A group of students decided the words to emphasize in the text selection by working together. Then using a word from the text selection, the teacher models step 2 to introduce the activity. After that, the teacher instructs each team to deliver the term they chose to the entire class. Each team's spokesman recognizes the selected term and reacts to it. The teacher leads the group discussions and writes the selected words and their definitions on the board during the team presentations. The teacher asked the students to write all the nominated words and definitions down in their notebooks. By discussing the substance of the book with a focus on the vocabulary they have studied together, the teacher help students in expanding their word knowledge. The teacher performs speaking skill reviews and exams, and students continue to work in the same group and answer the questions that the teacher has supplied for every meeting, the teacher will

always question the vocabulary that has been learned the previous day. So, they always remember the vocabulary.

Following the administration of the treatment twice in cycle 2, the researcher conducted an evaluation 2, and following the completion of all process study, the teacher administered a post-test to the students. It was a multiple-choice test. Ten queries were posed. The type was the same as in cycle 1. However, distinct queries.

In this step, the researcher presented the data by Songs as Media. In order to ascertain the students' prior learning activities, three additional indicators were used in the learning process. Drawing from the observations recorded in the observation sheet, the researcher concluded that cycle 2's learning process had been successful.

The researcher watched this session and obtained the student's cycle II post-test 2 results. This is the outcome that can be observed:

Table 9
The Students Score of Speaking Skill Post-test 2 in Cycle 2

No	Name	Score Total	Criteria
1	TN	76	Complete
2	W	70	Incomplete
3	MAS	83	Complete
4	AP	73	Incomplete
5	RA	76	Complete
6	F	83	Complete
7	MTF	83	Complete
8	AP	93	Complete
9	DFI	80	Complete
10	WS	80	Complete
11	AR	90	Complete
12	BYP	73	Incomplete
13	NZ	76	Complete
14	DP	96	Complete
15	GM	93	Complete
16	DAC	76	Complete
17	FRS	80	Complete
18	BS	76	Complete
	Total	1457	
	Average	81	
	High Score	96	
	Low Score	70	

Source: The result of Post-test II on July 15, 2023

Table 10
The Percentage Students Score of Post-test 2 of Speaking Skill

Cycle 2				
No	Score	Frequency	Percentage	Category
1	≥75	15	83%	Complete
2	<75	3	17%	Incomplete
	Total	18	100%	

Source: The result of Post-test II on July 15, 2023

The pupil's post-test 2 results are displayed in the table above. From the results of post-tests 1 and 2, it is evident that there was an increase. Of the total number of students, 15 were included in the complete category, accounting for 83% of the percentage, while only 3 were included in the incomplete category, accounting for 17%. It indicates that the learning process was successful and that the scores on Post-Tests 1 and 2 increased.

a) The resulting mark of students Post-test I and Post-test II

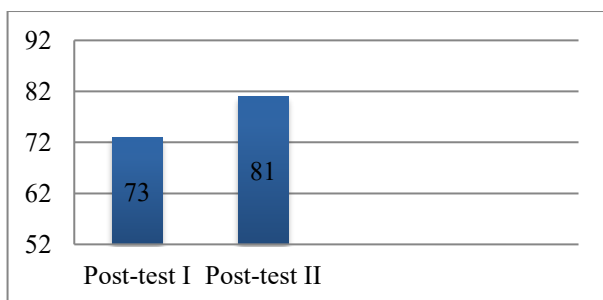
Table 11
The Result Mark of Students Post-Test 1 and Post-Test 2

No	Name	Students Result			Explanation
		Post-test 1	Post-test 2	Deviation	
1	TN	60	76	16	Improved
2	W	53	70	17	Improved
3	MAS	80	83	3	Improved
4	AP	60	73	13	Improved
5	RA	63	76	13	Improved
6	F	76	83	7	Improved
7	MTF	80	83	3	Improved
8	AP	90	93	3	Improved
9	DFI	76	80	4	Improved
10	WS	76	80	4	Improved
11	AR	86	90	14	Improved
12	BYP	63	73	10	Improved
13	NZ	66	76	10	Improved
14	DP	90	96	6	Improved
15	GM	90	93	3	Improved
16	DAC	70	76	6	Improved
17	FRS	70	80	10	Improved
18	BS	70	76	6	Improved
	Total	1319	1457		
	Average	73	81		

Source: The result of post-test I and post-test II

Based on the table above, the result of post-test 1 and post-test 2 have a deviation. The average score increased from 73 becomes 81. The explanation of the post-test 1 and post-test 2 stated that the student's speaking scores was increased.

Figure 4
The Result of Post-test 1 and Post-test 2



Source: The result of post-test 1 and post-test 2

b) The Result of Students Mark Pre-test, Post-test 1, and Post-test 2

Nevertheless, there was an increasing mark of the students post-test 1 than pre-test. In cycle 2, the increase of post-test 2 is better than post-test 1. This is the mark illustration of them.

Table 12
The Result of Students Pre-test, Post-test 1, and Post-test 2

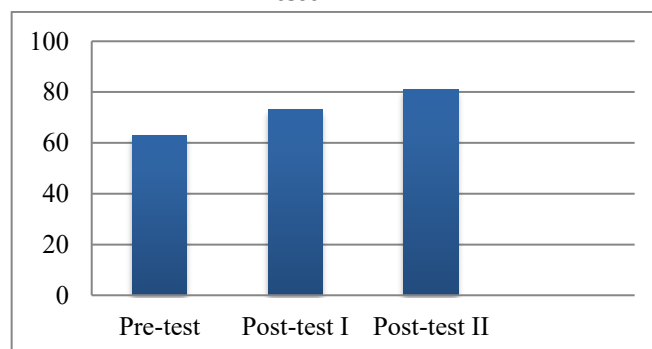
No	Name	Students Result			Explanation
		Pre-test	Post-test 1	Post-test 2	
1	TN	53	60	76	Improved
2	W	40	53	70	Improved
3	MAS	76	80	83	Improved
4	AP	46	60	73	Improved
5	RA	56	63	76	Improved
6	F	60	76	83	Improved
7	MTF	76	80	83	Improved
8	AP	80	90	93	Improved
9	DFI	60	76	80	Improved
10	WS	60	76	80	Improved
11	AR	83	86	90	Improved
12	BYP	46	63	73	Improved
13	NZ	56	66	76	Improved
14	DP	83	90	96	Improved
15	GM	80	90	93	Improved
16	DAC	63	70	76	Improved
17	FRS	56	70	80	Improved
18	BS	60	70	76	Improved
Total		1134	1319	1457	
Average		63	73	81	

Source: The result of pre-test, post-test 1 and post-test 2

Based on the table above, the result of pre-test, post-test 1, and post-test 2 has average score increased from pre-test is 63 score becomes post-test 1 is 73 score becomes post-test 2 is 81 score. The explanation of the pre-test, post-test 1, and post-test 2 stated that the student's speaking scores was increased.

Figure 5

The Result of Pre-test, Post-test 1 and Post-test 2



Source: The result of pre-test, post-test 1, and post-test 2

It is evident from the above table that there was progress from post-tests 1 and 2. The pupils were able to meet the goal. The majority of students (83%), who received a mark of at least 75, showed improvement. It means, using Songs can be improved the student's speaking skill.

The student's average was 63 in the pre-test, 73 in the post-test 1, and 81 in the post-test 2, according to the table. It indicates that the students' pre-test scores improved between cycles 1 and 2. There is an 8-point difference between post-test 1 and post-test 2 and a 10-point difference between the pre-test and post-test 1. So there is an 18-point difference between the pre-test and post-test 2.

Table 13
The Percentage of Students Result Pre-test, Post-test 1, and Post-test 2

No	Score	Pre-Test		Post-test 1		Post-test 2		Category
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	≥75	6	33%	9	50%	15	83%	Complete
2	<75	12	67%	9	50%	3	17%	Incomplete
Total		20	100%	20	100%	20	100%	

Source: The result of pre-test, post-test 1 and post-test 2

The comparison table above indicates that the Pre-test, Post-test 1, and Post-test 2 scores have improved. Over 75% of students are assigned tasks to complete. Thus, there is no need for the researchers to move on to the following cycle.

3) Reflecting

The researcher concluded from the learning process's outcome in cycle 2 that students' speaking abilities can typically be enhanced by songs as media. At the conclusion of cycle 2, the researcher and collaborator calculated and examined every process, including post-test results, student evaluation 2 scores, and student

activity observation.

It is clear from the table above that there is a wide range in the students' post-test 2 grades. It can be deduced that three students did not succeed while fifteen students did. The average score obtained by the researcher from the post-test results was 81. It was greater than cycle 1's pre-test. The fact that 15 students received scores of at least 75 indicates that the research's success indicator was met. In addition, the students' performance in cycle 2 was outstanding. They are more engaged, focused, and enthusiastic when answering questions. It showed that the pupils' speaking abilities and academic performance had improved.

Based on the pre-survey, there are certain issues with teaching speaking skills to MTs Nurul Qodiri Lempuyang Bandar students, particularly in the eighth grade class. For example, some students find it difficult to identify the main ideas in the speech lesson. Songs were selected by the researchers as the media to help students with their speaking. This tactic was employed by the researcher to ascertain the students' comprehension and awareness of the speaking process. It has been demonstrated, therefore, that using songs as media can lessen language anxiety when speaking English and during educational activities.

It is evident from the explanation of cycles 1 and 2 that using songs as media could help students' speaking abilities. Students are making progress as evidenced by their scores of at least 75 on the pre-, post-, and post-test 1. Based on the data from the pre-test, post-test 1, and post-test, it can be concluded that there has been an improvement in the overall score of the students as well as their total score. The student's activities then became more involved. The idea was that using songs could help students become more proficient speakers.

Based on the explanation, the researcher determines that the study is successful and can be discontinued in cycle II because 83% of students who received a score of at least 75 met the success indicator.

The first study that the researcher used for this research was a review of related literature from earlier studies.

The primary causes of speaking anxiety that Saudi EFL learners experienced in the language classroom were investigated in a study by Rafada & Madini titled Major Causes of Saudi Learners' Speaking Anxiety in EFL Classroom. This study used a mixed-methods design that combined descriptive quantitative and qualitative research methods. They discovered that the primary factors contributing to the speaking anxiety of Saudi students were the teacher's ability to either increase or decrease the students' level of anxiety, communication

anxiety, vocabulary gaps, fear of peer assessment, presenting a topic or body of material in front of the class, low English proficiency, and test anxiety.

The primary similarity between the previous study and this one is that both researchers used mixed-method research to characterize the students' speaking anxiety, which ended up being the study's main goal. The purpose of the study is where this research differs from earlier research. The current study aims to improve students' speaking skills, lessen students' speaking anxiety, and identify the primary causes of foreign language anxiety among Saudi female students at King Abdul Azis University. connecting the fear of public speaking among students with their speaking ability, identifying the cause of the fear, assessing its impact, learning how to mitigate it, and understanding how the fear of public speaking affects students' opinions of peer-group activities. Another distinction is that data from surveys and interviews were gathered for the prior study, whereas a questionnaire, interviewing patients, and observation during treatment were used for the current study's data collection.

Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety was the title of a study done by Han and Keskin to determine the degree of speaking anxiety among students and how they felt about the WhatsApp app. This study used a mixed-methods approach, combining descriptive qualitative and pre-experimental techniques. According to the study's findings, male students were more anxious than female students. The reason for this is that after using WhatsApp, female students were able to reduce their speaking anxiety more than male students. Additionally, the students' anxiety levels related to foreign languages were greatly impacted by their WhatsApp experience. As a result, they were able to somewhat reduce their anxieties and felt less anxious after the experience. Additionally, the majority of the students expressed satisfaction with the WhatsApp activity and thought it could help them become more creative in their speech production and enhance their language proficiency.

The primary goal of the study was to lessen the students' speaking anxiety, which is where the similarities between this research and the prior research lie. Both researchers used mixed-method research to achieve this goal. The activity or media is where the previous research and this research diverge. The current study used peer group activities to lessen students' speaking anxiety, whereas the previous study used WhatsApp media. Additionally, while the current study aims to improve speaking skills and lessen students' speaking anxiety, the previous study discovered differences between male and

female students regarding their feelings about WhatsApp and FLA following experimentation, linking students' speaking anxiety to their speaking ability, determining what causes the anxiety in students, the impact of the anxiety in students, the ways in which students try to lessen the anxiety in themselves, and the way in which students view peer group activities.

Another study by Atas, titled *The Reduction of Speaking Anxiety in EFL Learners through Drama Techniques*, sought to ascertain how the learners felt about the use of drama and to lessen their speaking anxiety through the use of drama techniques. This study used a mixed-methods approach, combining descriptive qualitative and pre-experimental design. The study's findings demonstrated how drama affected students' emotional state and lessened their speaking anxiety when learning a foreign language. In addition, the students tried to engage in their English language learning, felt better, and started speaking without fear of making grammatical errors.

The goal of both the previous and current studies was to lessen the students' speaking anxiety, which is where they overlapped. The activity is where the previous research and this research differ from one another. While peer group activities were used in the current study, drama was used in the previous study to help students who were nervous about speaking. Another distinction is that, whereas earlier research sought to determine how drama affected students' speaking anxiety, current research aims to improve students' speaking abilities, lower speaking anxiety in students, correlate speaking anxiety in students with speaking abilities, identify the factors contributing to students' speaking anxiety, assess the impact of students' speaking anxiety, and identify students' strategies for lowering speaking anxiety, and the students' perception toward peer group activities.

4. CONCLUSION

The conclusion of this study is based on the findings and discussion of Using Songs can reduce language anxiety in speaking English at the eight grade of MTs Nurul Qodiri Lempuyang Bandar. The progression from the pre-test to cycles 1 and 2 demonstrates this. Pre-test 63, post-test 1 (73), and post-test 2 (81) mean scores. Nine students in cycle 1 passed the exam. Also, 15 students in cycle 2 received a score higher than 75. Indicator of success for cycle 2 was met by 83% of students, indicating that the cycle had already produced satisfactory results (MMC).

Using Songs can improve the student's learning activity in the eight grade of MTs Nurul Qodiri Lempuyang Bandar.

It can be seen from the result of reflecting that the student's activities on cycle pre-test were passive. Then, in cycle to cycle 2 the students become active, confident, and much better.

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