

Songs, Factors of Speaking Anxiety and Speaking Skills

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Speaking Anxiety

Anxiety is considered as a great sense of fear, and making our minds uncomfortable (Suleimenova, 2013) . Besides, anxiety is considered as **an unpleasant emotional condition characterized by feelings of tension and apprehension** (Oztürk & Gürbüz, 2013)

Foreign language anxiety (FLA) is a factor that significantly influences foreign learners (Suleimenova, 2013) .

As reported in Horwitz et al (2012) , foreign language anxiety is **a distinct complex of self-perceptions, feelings, and behaviors which are related to a language learning classroom arising from the uniqueness of the language learning process**. Similarly, anxiety that appears when it comes to learning foreign languages Karatas et al. (2016)

Profesi Engineer dan Strategi Mengatasi **Kecemasan Berbahasa Inggris** (Wijirahayu & Irawan 2018)

Affective strategies, **Attitudes, and a model of Speaking performance development** for Engineering students To cite this article: S Wijirahayu and P Dorand 2018 J. Phys.: Conf. Ser. 948 012024

Pre-service Teachers' Beliefs in Utilizing Film and Role-play in EFL Classroom Practices (Wijirahayu, 2013)

Abstract

Habit of listening song in English for pre-service teacher in Indonesia is common in their academic life. Is it influencing to their speaking achievement?

There are some factors that relate to an anxiety to speak in English even for an English teacher to be in their classes.

There are 240 students from undergraduate English Education involved in.

The result showed that there was a significant correlation between students' listening habit for English song and their speaking skill. It indicates a significant correlation between attention and the speaking skill. Nevertheless, there is no significant correlation between the repetitive action and getting the meaning of the song with the listening habit. The results also showed several factors that contributing to students' foreign language speaking anxiety.

The factors are the topics of speaking in language class, the teachers' teaching style, the classroom environment, and speaking in a foreign language with native speakers. Surprisingly, most of the students stated that they felt anxious in speaking in a language class. The cause were fear of being evaluated and corrected by teacher in front of their peers, and fear of speaking with native speakers. The implication of the findings are discussed in this study.

Keyword: habit of listening to song, foreign language speaking anxiety.



Devinition of key terms



SPEAKING

Thornbury (2005:1),
Speaking is a tool to
the delivery of any
languages through the
verbal expression.



ENGLISH SONG

Griffee in Liva (2015:2)
Song is part of music
that is delivered
through words.



LISTENING

Nation & Newton (2009:37)
Listening is the
introduction to speaking in
the early stage of language
development. The person's
first language depends on
listening



HABIT

Gardner (2014:280)
Habit is a stimulus
process that directly
produces an impulse
toward action.

POPULATION AND SAMPLE



POPULATION

There are five classes
(class A- class E) with total
240 students.



SAMPLE

The minimum number of
samples were 10 times of
number variable researched



SAMPLING

In this study the whole
population was used to get
the data

FINDINGS OF SPEAKING ANXIETY

Summary Statistics of Pilot Test

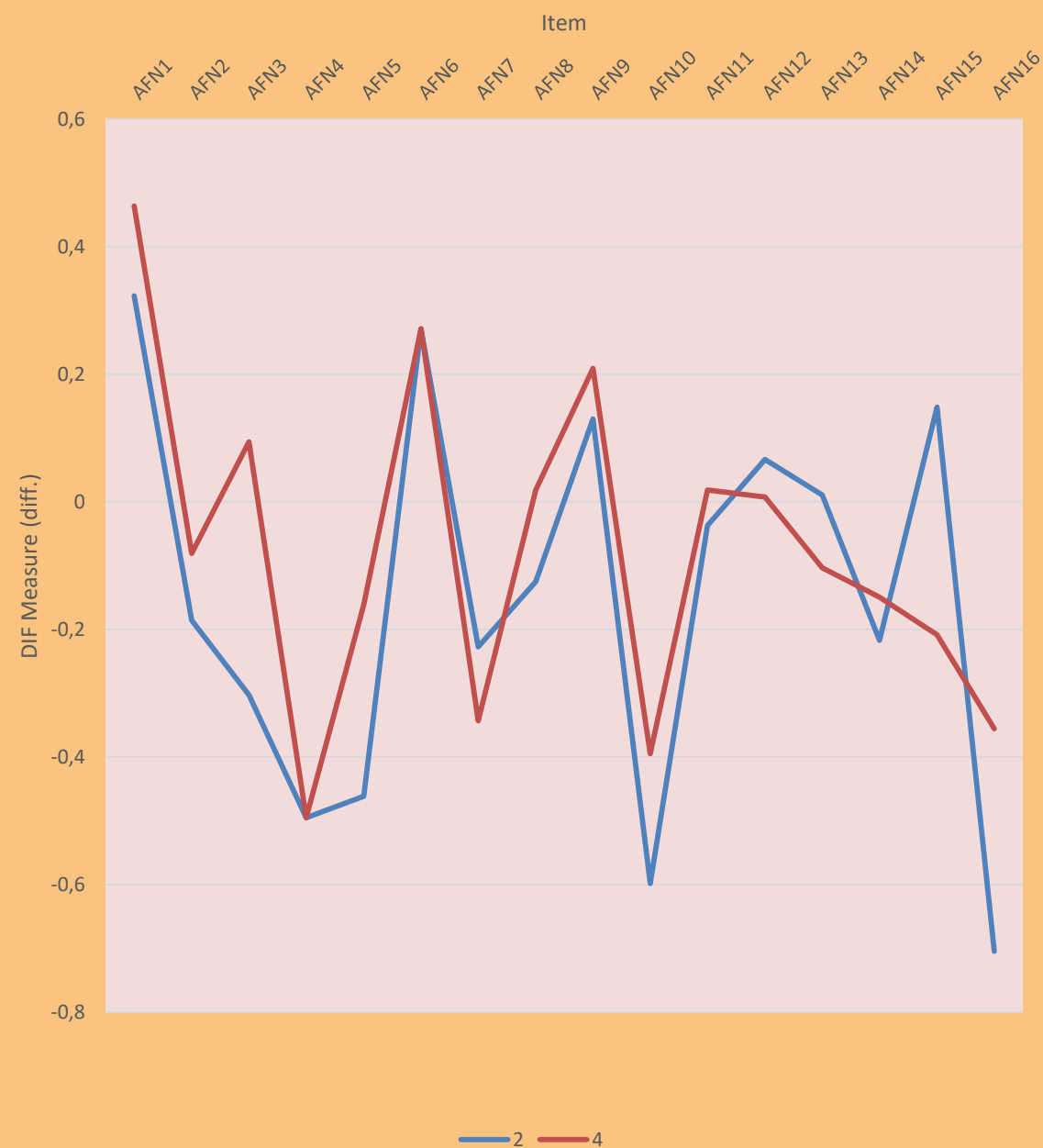
	Mean Logit (SD)	Reliability	Alpha Cronbach
Person	0.38	0.71	0.76
Item	0.46	0.83	

DEMOGRAPHIC INFORMATION		Frequency	Percent
Semester	Semester 2	109	54.5
	Semester 4	91	45.5
Speaking Score	A	81	40.5
	B	90	45.0
	C	19	9.5
	D	5	2.5
	E	5	2.5
Social Factors of speaking anxiety	Classroom Environment	62	31.0
	Teaching Style	64	32.0
	Topic	74	37.0
	Total	200	100.0

MULTIPLE REGRESSION		Speaking score	Semester Level	Speaking Anxiety
Speaking score	Pearson Correlation	1	.349**	.662**
	Sig. (2-tailed)		.000	.000
	N	200	200	200
Semester Level	Pearson Correlation	.349**	1	.409**
	Sig. (2-tailed)	.000		.000
	N	200	200	200
Speaking Anxiety	Pearson Correlation	.662**	.409**	1
	Sig. (2-tailed)	.000	.000	
	N	200	200	200

FINDINGS FROM DIF

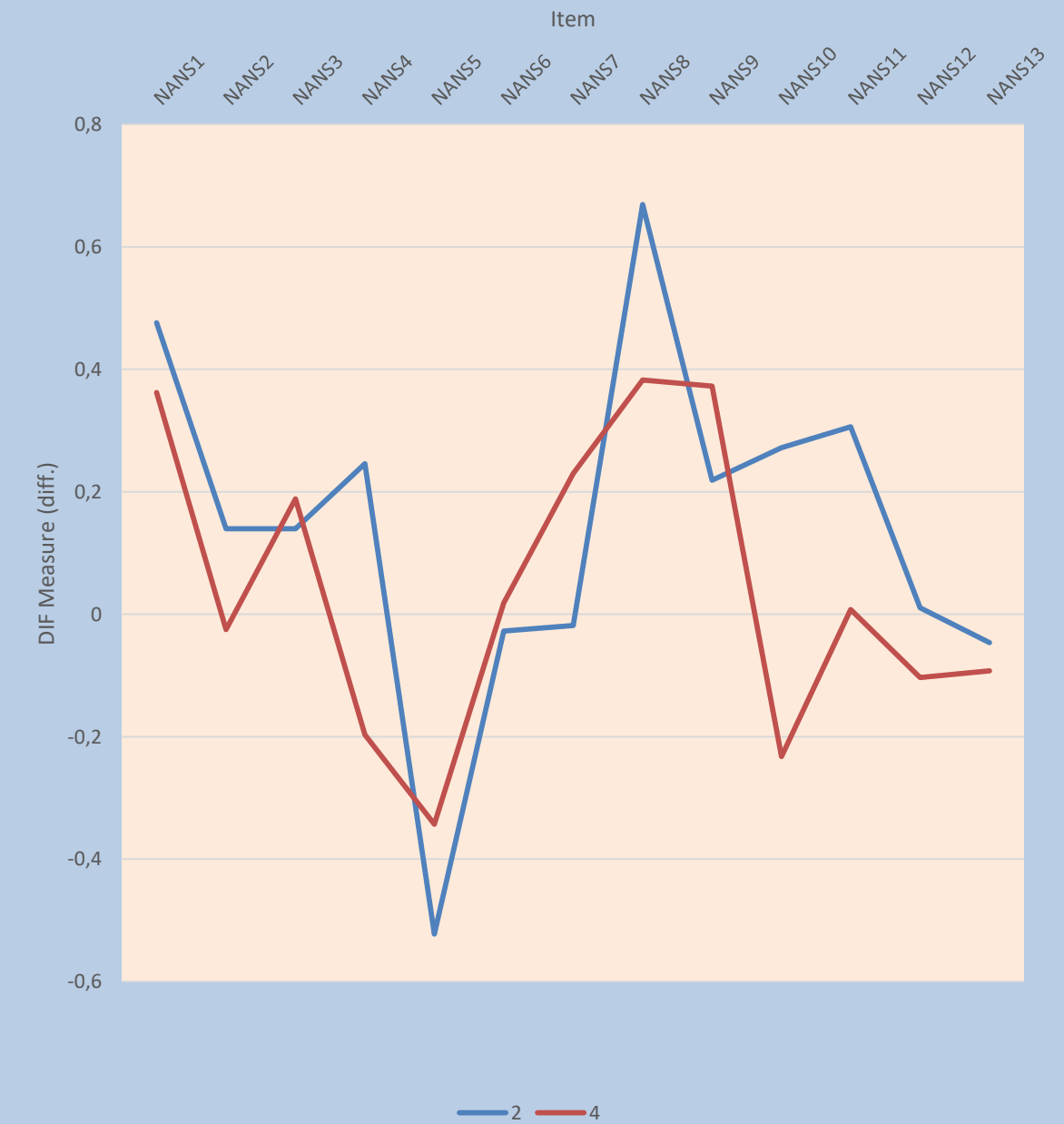
Speech Anxiety and Fear of Negative Evaluation



Uncomfortableness Speaking with Native Speaker



Negative Self-attitudes and Fear of English Class



FINDING & DISCUSSION



Anxiety is dominantly in the second-semester students. It turns out that the fourth-semester students were much more anxious and worried in foreign language speaking. They still feel anxious, worried, and excessive dizziness when they have to speak a foreign language, even though it had been prepared well in advance.



They are afraid of failure to speak in class, fear of being evaluated and corrected by the teacher, then it making them uncomfortable to enter class. Thirty one percent of the students stated the classroom environment causing their speaking anxiety. It was detected by using instrument used by Horwitz et al. (2012)



The second and fourth-semester students felt uncomfortable and anxious when they have to be around native speakers and talk to them. Thirty two percent of the students stated that teaching style of the teacher in the class was prompting their foreign language speaking anxiety. It was also reported by Hammad, Mahmoud, & Ghali (2018)



COEFFICIENT CORRELATIONS

- From the calculation, the **index value** of correlation coefficient was **0.567**
- The result of the calculations, manual calculation and using SPSS were **equal**

$$R = r^2 \times 100\%$$

$$R = 0.567^2 \times 100\%$$

$$R = 0.3215 \times 100\% = 32.15\%$$

- Based on the result of determination coefficient, the students listening habit to English song for their speaking skill was 32.15%.

		Habit	Speaking
Habit	Pearson Correlation	1	.567**
	Sig. (2-tailed)		.000
	N	103	103
Speaking	Pearson Correlation	.567**	1
	Sig. (2-tailed)	.000	
	N	103	103

**. Correlation is significant at the 0.01 level (2-tailed).

TESTING OF PRE-REQUISITE TEST

HYPOTHESIS TESTING

- After the score r_{xy} obtained, it to compared with the correlation coefficient from the Pearson product moment table or r table (r_t).
- a) $H_0 : \text{sig} > \alpha$. it means that there is no significant correlation between X and Y
- b) $H_0 : \text{sig} < \alpha$. it means that there is significant correlation between X and Y

- Based on the research findings of this study ,the $r_o 0.567 > 0.193$, which means that the alternative hypothesis was accepted and the null hypothesis was rejected.
- Related to this, there was a significant relationship between listening habit to English song and students' speaking skill.

TESTING OF PRE-REQUISITE TEST

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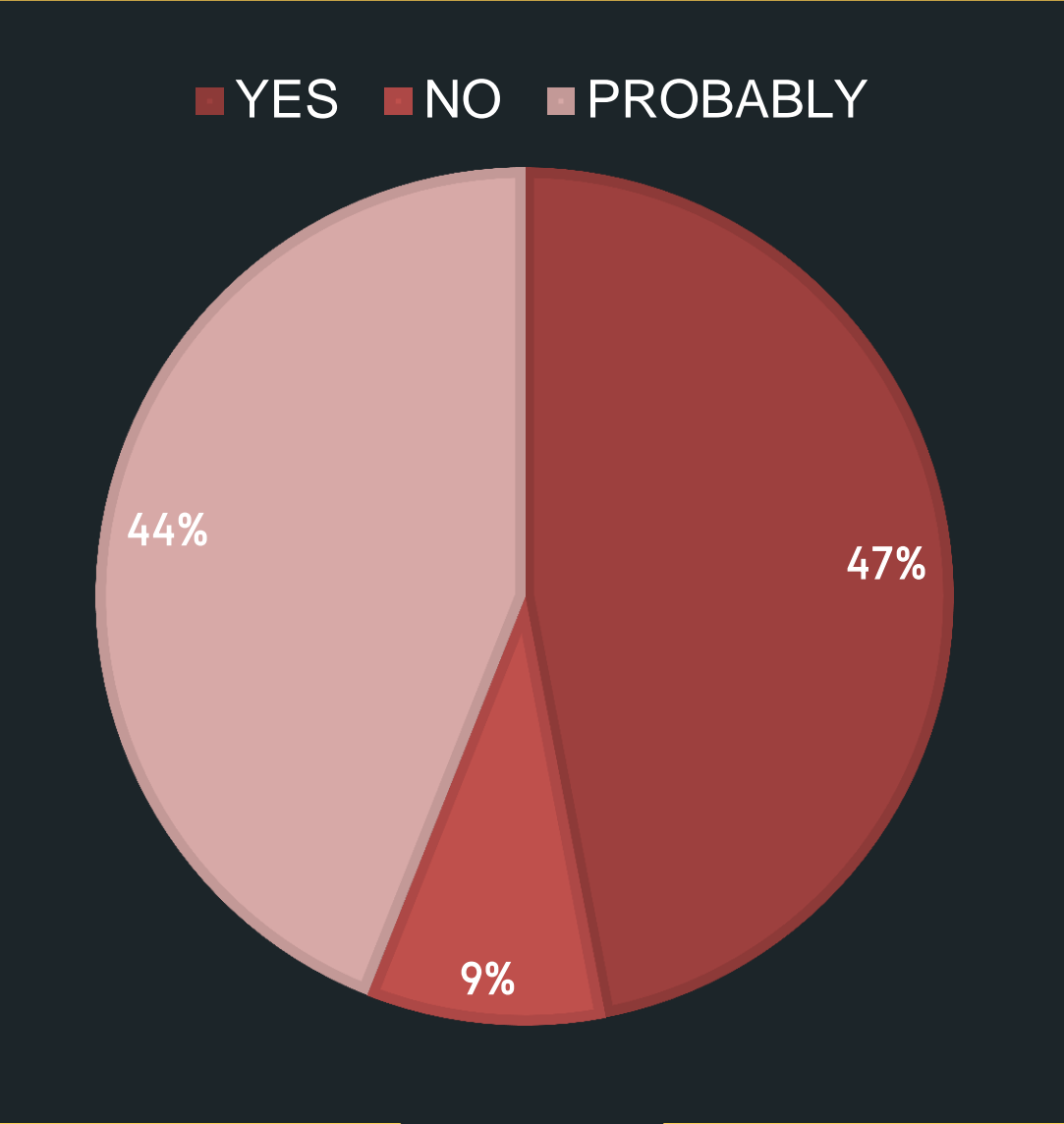
THE CORRELATION BETWEEN INDICATORS OF LISTENING HABIT AND SPEAKING SKILL

		Repetitive act	Attention	Meaning	Speaking 1	Speaking 2
Repetitive act	Pearson Correlation	1	-.069	.177	.128	.266**
	Sig. (2-tailed)		.491	.073	.197	.007
	N	103	103	103	103	103
Attention	Pearson Correlation	-.069	1	.362**	.275**	.316**
	Sig. (2-tailed)	.491		.000	.005	.001
	N	103	103	103	103	103
Meaning	Pearson Correlation	.177	.362**	1	.169	.413**
	Sig. (2-tailed)	.073	.000		.088	.000
	N	103	103	103	103	103
Speaking 1	Pearson Correlation	.128	.275**	.169	1	-.060
	Sig. (2-tailed)	.197	.005	.088		.544
	N	103	103	103	103	103
Speaking 2	Pearson Correlation	.266**	.316**	.413**	-.060	1
	Sig. (2-tailed)	.007	.001	.000	.544	
	N	103	103	103	103	103

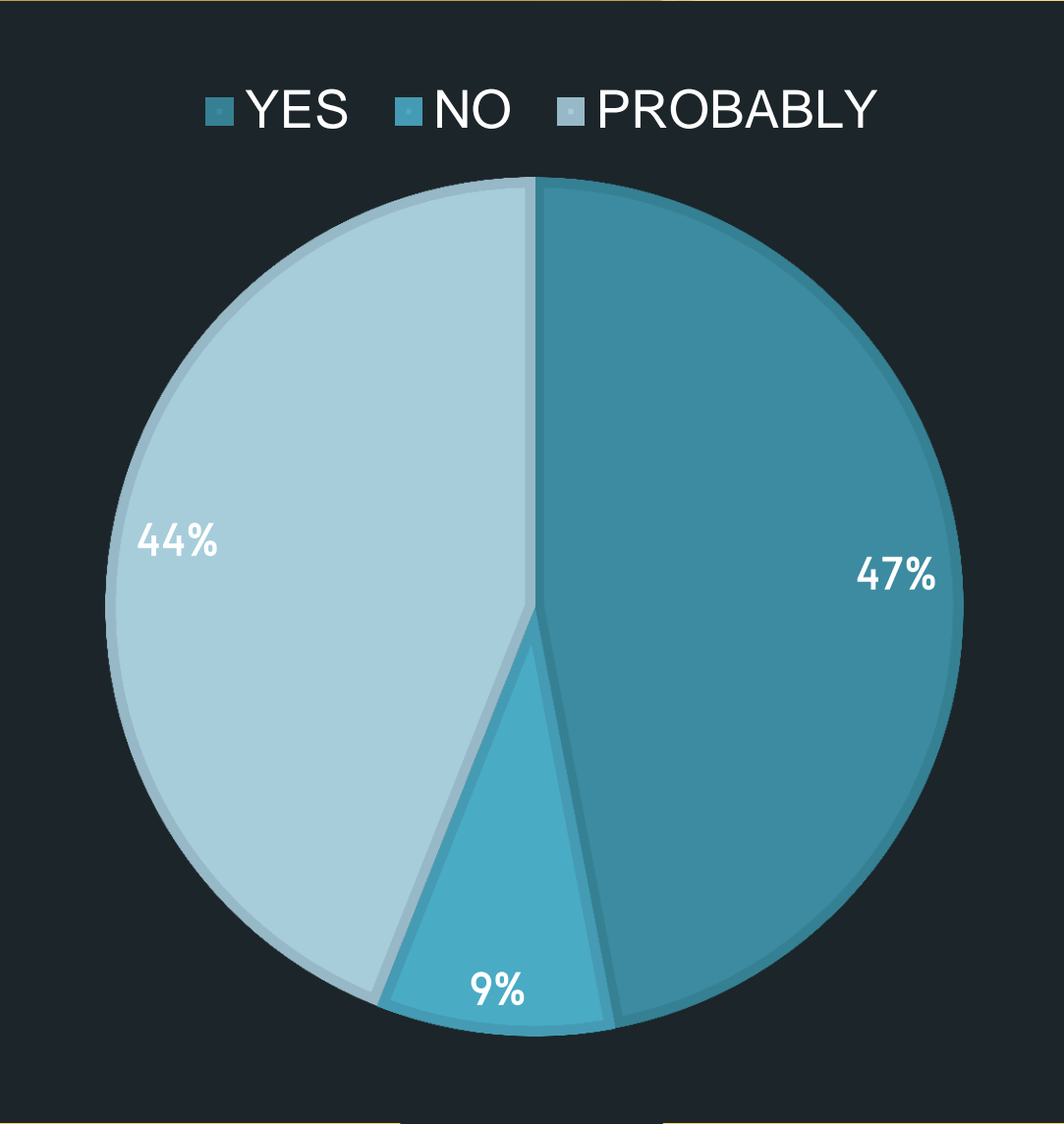
** . Correlation is significant at the 0.01 level (2-tailed).

Note : speaking 1 : speaking 1st semester, speaking 2 : speaking 2nd semester

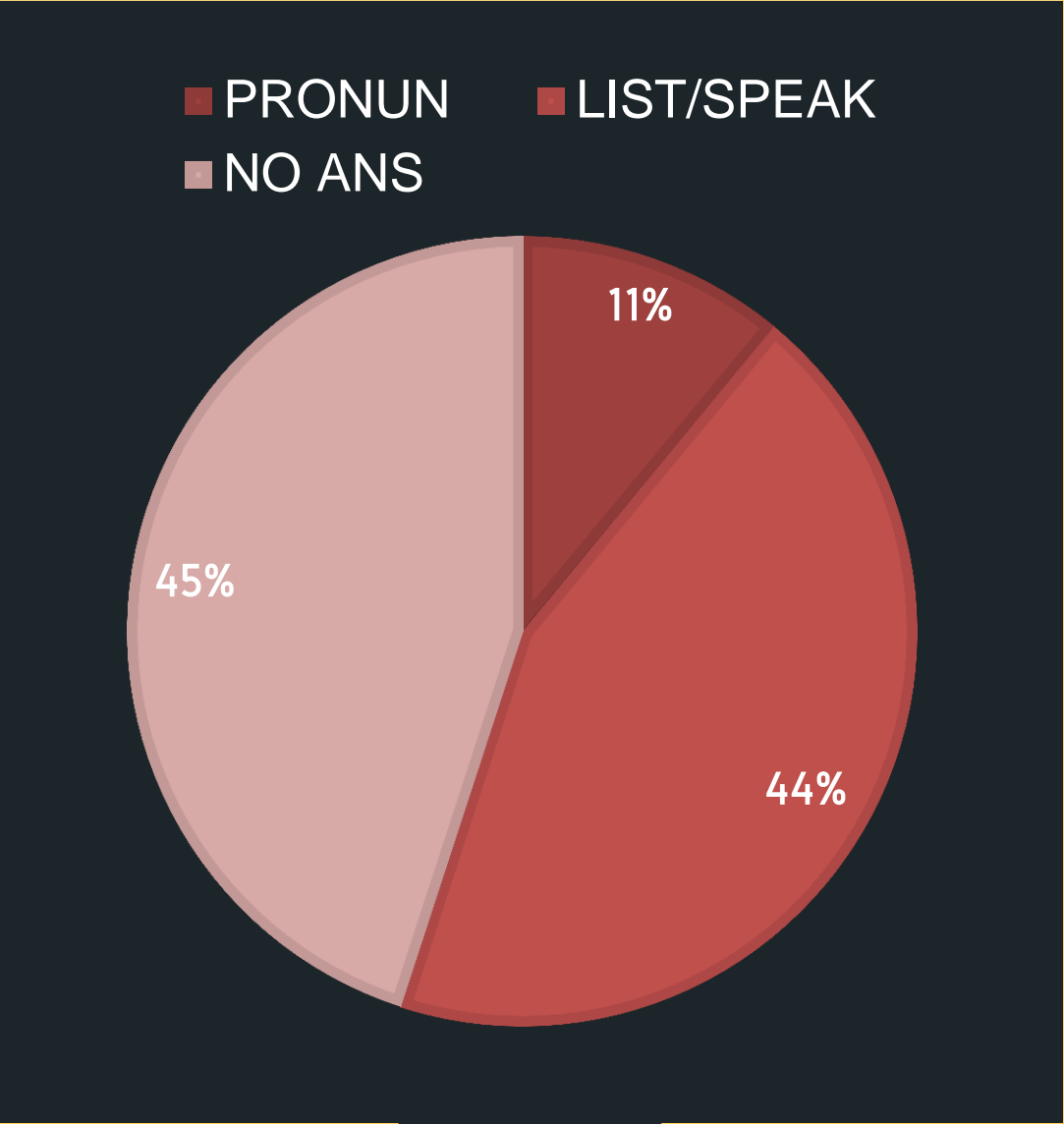
FACTORS THAT CAUSING STUDENTS' SPEAKING SKILL



PIE CHART LISTENING
HABIT TO ENGLISH SONG
INFLUENCED STUDENTS
UNDERSTANDING



PIE CHART OF LISTENING
HABIT TO ENGLISH SONG
INFLUENCED THE
STUDENTS' SCORE



PIE CHART OF ENGLISH
SONG USED IN THE
SUBJECT CLASS

Findings



Listening to English song habit is a factor that can influence the students' speaking skill.



The value of r_o for Attention and Speaking 1 were $0.275 > 0.19$. It means there was significant correlation between Attention and Speaking 1. In this case, getting the meaning had no significant to the speaking1 because the coefficient value was $0.169 < 0.193$.



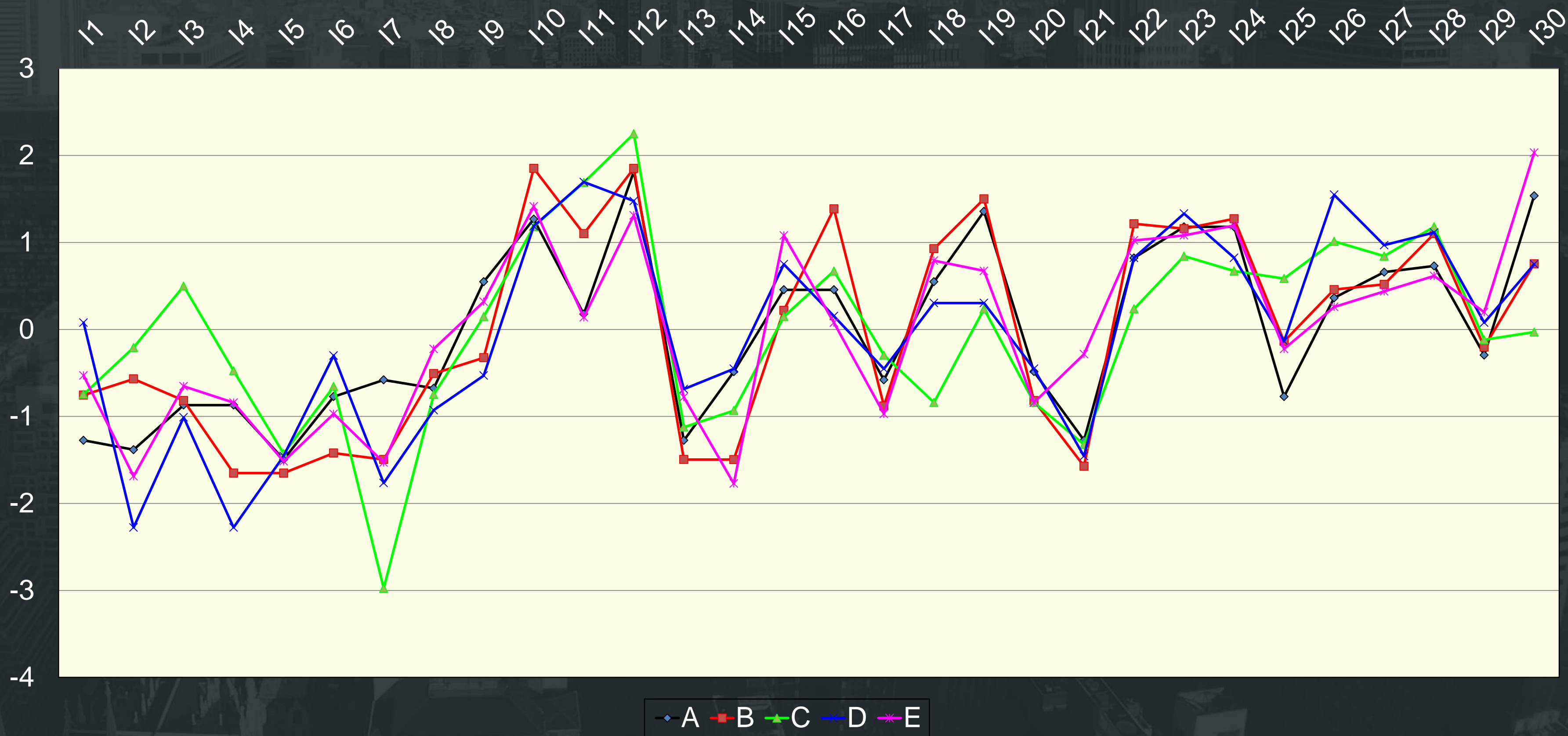
The r_o for Attention and Speaking 2 was $0.316 > 0.193$ means had a significant correlation between the Attention in listen to song and Speaking 2. Moreover getting the meaning in listen to song had a significant correlation on Speaking2, (the r_o was $0.413 > 0.193$).



There was no significant correlation between repetitive action, getting the meaning and speaking1, but there was significant correlation between attention and Speaking1

Analysis of DIF (Differential item Function)

Person DIF plot



Analysis of DIF (Differential item Function)

Class A

I7 : I listened English song to deprive
tired and boredom

I9 : i'll listening to English songs
without looking at the lyrics

I20 : When I play songs, I follow the
strains of English songs when
paying attention to the lyrics

I14 : The meaning of the English song
that I heard make me not
confused when i see the lyrics

Class E

I5 : I'll not do my activities before
listening to English song

I21 : During my activities I always listen
to my favorite English songs

I8: when i have spare time i always
listening English song and see the
lyrics

I29: If there are song lyrics that I don't
understand, I always ask to my
friends

I30: I am not interested in English
songs which vocabulary I don't
know

Analysis of DIF (Differential item Function)

Class B

I15 : i usually listening English song by spotify, JOOX, YouTube, radio and MP3 everyday

I18 : I don't always listen to English songs

I22 : I rarely listening to English songs by Spotify, JOOX, YouTube, Radio, and MP3 players

I24 : When I'm studying I don't listen to English songs

I10 : When there are English songs that don't pull the title, I'm not interested in listening to them

I28 : I don't see the lyrics and don't pay attention to the meaning when listening to English song

I16 : I can't enjoy English songs because I don't know what they mean

I19 : Although I often listen to English song, I still cannot understand the lyrics

Analysis of DIF (Differential item Function)

Class C

I2 : i usually listening English song

I3 : if i am studying i'll listening English song

I4: : i like all English song include my favorite song

I12 : i'll not listened English song to deprive tired and
boredom

I11 : When I play songs, I don't follow the strains of English
songs when paying attention to the lyrics 11

I17 : I look at the lyrics and pay attention to the meanings
when i listening to English song

I28 : I don't see the lyrics and don't pay attention to the
meaning when listening to English song

I25 : I want to listen to English songs while paying
attention to the lyrics

Analysis of DIF (Differential item Function)

Class D

- I1: i like studying while listening music
- I23 : I don't like studying while listening to music
- I26 : I don't like English songs except my favorite songs
- I6 : when i listening a song i always see the lyrics
- I11 : When I play songs, I don't follow the strains of English songs
when paying attention to the lyrics
- I20 :When I play songs, I follow the strains of English songs when
paying attention to the lyrics
- I28 : I don't see the lyrics and don't pay attention to the meaning
when listening to English song
- I13 : It is important to know the meaning of English songs for me
- I14 : The meaning of the English song that I heard make me not
confused when i see the lyrics
- I27 : I like to listen to English songs but I am lazy to know the
meaning

Conclusion

The first conclusion in this study is that both students' listening habit and their speaking skill were related to each other with the significant correlation.

It can be stated that most of the students with listening English songs' habit has good the speaking score in their speaking class.

There was significant correlation between attention of listening habit to song and Speaking 1, although there was no significant correlation between repetitive action, getting the meaning and the score of Speaking 1,

Factors Contributing to Students FLSA

Conclusion

One third of the students population stated that topics of speaking chosen by teacher in a language class make them feel insecure and anxious in speaking a foreign language.

They also reported their teachers' teaching style in language class was prompting their foreign language speaking anxiety. An interruption when the students speaking in English, and being corrected by the teacher in front of the class were part of it.

The students also stated that the classroom environment was also raising their foreign language speaking anxiety. The anxious students generally avoid to come to language class because of worrying of being laughed by the peers and evaluated by the teacher.

Conclusion

DIFFERENT SEMESTER LEVEL

The fourth-semester students tend to be more anxious and unconfident to speak in front of their peers or in language class.

They were inhibited to speak in a foreign language, even after they prepared it well for language class before.

The students were anxious about being humiliated and laughed by the peers. However, both have the same anxiety of speaking a foreign language with the native speaker, because it requires them to use the perfect accent like the native speakers used to.

On the other hand, the second-semester students were more frightened of making mistake and failing the language class. They were worrying about its consequences.

Suggestions

✓ **Speaking Anxiety**

✓ **Lecturers:** It must be understood by lecturers that some students are sensitive of being corrected by the lecturers or their peers in front of class. Importantly, to help the students to decrease their foreign language speaking anxiety, the students as individuals are supposed to be understood and provided more opportunities to practice their language.

✓ **Students: Practicing** speaking English is important to become fluent speakers and it will minimize the anxiety in speaking English as a foreign language. Therefore, preparing well for a language class is suggested to reduce the anxiety.

✓ **Further Researchers:** It is suggested to involve the larger respondents from other universities and explore more about foreign language speaking anxiety for further researchs This research has a limitation as it is conducted at one private university.

- **Habit of listening to Songs**
- Lectures may use the English songs as material in teaching English
- Students who need the improvement in their speaking skill may try to listening English song as their media in practicing their speaking skill
- The other researcher may used this research as reference to investigate similar topicsfor more comprehensive result

Thank you for listening

