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The Effectiveness of English Songs to Improve Students' Speaking Skills by Using Problem-Based Learning Methods in Grade XIth Students at SMKS 1 Tamansiswa Pematangsiantar

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Abstrak

Berbicara merupakan salah satu keterampilan yang harus dimiliki siswa agar dapat berkomunikasi dengan percaya diri, bertukar pikiran, mengumpulkan informasi, dan berbagi informasi dengan orang lain. Akan tetapi, banyak siswa menghadapi tantangan dalam meningkatkan kosakata mereka melalui metode pengajaran tradisional. Kesenjangan yang ingin diisi oleh penelitian ini adalah kurangnya penelitian yang berfokus pada efektivitas lagu-lagu bahasa Inggris dengan menggunakan metode pembelajaran berbasis masalah dalam strategi pembelajaran untuk meningkatkan keterampilan berbicara di tingkat sekolah menengah atas. Meskipun ada banyak penelitian tentang pembelajaran berbicara secara umum, hanya ada sedikit bukti tentang tantangan khusus siswa dalam berbicara bahasa Inggris. Penelitian ini bertujuan untuk mengetahui pengaruh lagu-lagu bahasa Inggris dengan menggunakan metode pembelajaran berbasis masalah terhadap penguasaan berbicara siswa di kelas XI di SMK Swasta 1 Tamansiswa Pematangsiantar. Penelitian ini menggunakan metode kuantitatif dalam pengumpulan data dengan desain eksperimen (kelompok tunggal). Hasil penelitian menunjukkan peningkatan yang signifikan pada skor post-test eksperimen, dengan nilai t-test sebesar 12,58, melebihi nilai kritis 1,697 pada tingkat signifikansi 0,05. Temuan tersebut menunjukkan bahwa lagu-lagu bahasa Inggris secara signifikan meningkatkan pembelajaran berbicara di kalangan siswa. Studi ini menyimpulkan bahwa menggabungkan metode interaktif dan menarik seperti lagu-lagu bahasa Inggris dapat secara efektif meningkatkan keterampilan berbicara bahasa Inggris.

Kata Kunci: *Lagu Bahasa Inggris, Keterampilan Berbicara, Pembelajaran Berbasis Masalah, Efektivitas*

Abstract

Speaking is one of the skills that students must have to be able to communicate confidently, exchange ideas, gather information, and share information with others. However, many students face challenges in improving their vocabulary through traditional teaching methods. The gap that this study aims to fill is the lack of research focusing on the effectiveness of English songs using problem-based learning methods in learning strategies to improve speaking skills at the senior high school level. While there is a growing body of research on speaking learning in general, there is limited evidence on students' specific challenges in speaking English. This study aims to determine the effect of English songs using problem-based learning methods in students' speaking mastery in class XI at SMK Swasta 1 Tamansiswa Pematangsiantar. This study uses quantitative methods in collecting data with an experimental design (single group). The results showed a significant increase in the experimental post-test scores, with a t-test value of 12.58, exceeding the critical value of 1.697 at the 0.05 significance level. The findings suggest that English songs significantly enhance speaking learning among students. The study concludes that incorporating interactive and engaging methods such as English songs can effectively improve English speaking skills.

Keywords: English Songs, Speaking Skills, Problem Based Learning, Effectiveness

INTRODUCTION

Language is an important aspect of human life. Language is used for daily communication. English has become an international language that is taught all over the world. In English, speaking is an important aspect of mastering the language. As stated by (Richards & Renandya, 2002), speaking is used for a variety of different purposes and each purpose involves different skills. Therefore, the ability to speak a foreign language is a very complex task. (Harmer, 2007) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language in the moment. Speaking is an important part of foreign language learning and teaching. Speaking ability is also important to improve in any language learning. Generally, students only master the theory, but lack in speaking practice. According to (Hayriye Kayi, 2006) defines speaking as the use of language quickly and confidently with few unnatural pauses, referred to as fluency. In addition, (Harmer, 2007) states that speaking is the ability to speak fluently to process information and language on the spot. Therefore, it can be concluded that speaking is the ability to produce language and share ideas.

High school students generally lack speaking skills due to various reasons. They understand the theory but cannot apply it in real communication. Many of them just stay

silent in the classroom during English lessons. (Al Hosni, 2014) argues that speaking is still the most difficult skill to master for most English learners, and they are still incompetent in communicating orally in English. According to (Harmer, 2007), it is sometimes easy to get students to speak in class if the classroom atmosphere is good such as students getting along with each other and their English is at an appropriate level. This problem makes them not have good speaking ability. As a result, many times they speak English but they only confuse their interlocutors with poor speaking performance because they do not know how to pronounce words or they do not have enough confidence to speak in actual situations. Due to the difficulties faced by the students in mastering speaking skills, the author will focus on the effectiveness of English songs to improve students' speaking skills.

According to Dewi (2016), the low English speaking ability in students is caused by several factors, including, first, students do not have enough time to practice speaking skills both in the classroom and outside the classroom. Second, students' limited mastery of vocabulary and grammar which hinders fluent speaking skills. Third, the teacher's less engaging and interactive teaching methods make students less motivated to practice speaking. Fourth, the spoken material taught is not related to real-life situations. According to Davis in Dewi (2016), students can learn about a continuously growing range of subjects by practicing the language, they also learn best when they are actively engaged in the process. Therefore, teachers should provide more opportunities to practice speaking in class, improve students' vocabulary and grammar, and use learning methods that can attract students' attention.

English songs are one way to improve students' speaking skills. In its application, students will listen to some English songs while looking at the lyrics of the song. This will improve students' speaking skills especially in terms of pronunciation because they listen to the correct pronunciation according to the song sung by native speakers. In addition, English song practice increases students' confidence as Brewer (2003) states that music stabilizes mental, physical, and emotional, rhythms to achieve a state of deep concentration and focus in which large amounts of content information can be processed and learned. Finally, English songs are an appropriate method to apply in teaching speaking. They are fun, easy to understand and build students' confidence. Song is a form of choice in communication and as a form of conveying certain values and goals (Sulaeman et al., 2021). The use of songs can build students' enthusiasm in learning, especially in delivering material, so that students are not bored in the learning process.

Singing activities allow students to practice listening and speaking skills simultaneously. Songs also make it easy to learn new vocabulary in a contextual and memorable way.

One of the learning methods that can improve students' speaking skills is by using problem-based learning methods. Problem-Based Learning is an approach in learning where students are faced with problems and then familiarized to solve them through their own knowledge and skills, develop inquiry, familiarize students to build critical thinking and skills in solving problems (Syamsidah & Suryani, 2018). According to Saputra (2013), problem-based learning is teaching through the use of genuine, realistic, unstructured, and open situations as a framework for students to simultaneously acquire new knowledge and hone critical thinking and problem-solving skills. By combining this PBL method with English songs, students can more easily develop their English language skills through problem solving. Problem-Based Learning is a learning model developed through a problem-solving approach given at the beginning of the learning process (Barrett in Wardana & Mariya, 2023). In addition, Problem-based learning is a strategy that helps students acquire basic facts and concepts included in the learning material by using real-world problems as a basis for practicing critical thinking and problem-solving techniques (Sudarman in Jumadi, 2018).

According to (Wijaya, 2018) on his experimental research entitled *The Effectiveness of Songs for Teaching Speaking* in order to find out the effectiveness of song to increase students speaking skills. The research was conducted at Universitas Muhammadiyah Yogyakarta in the academic year 2013/2014. The population of the research was students in the 4th semester of Universitas Muhammadiyah Yogyakarta which 41 students. The result of his study showed a significant difference in the speaking ability between teaching speaking by song and without song. While in this study, researchers focused on improving students' speaking ability through English songs using the Problem Based Learning method. Researchers will give a test in the form of a speaking test. There are 2 types of tests, namely pre test and post test. This research aims to find out whether the use of English songs with the problem-based learning method can improve the English speaking ability of class XI students of SMK Swasta 1 Tamansiswa Pematangsiantar or not.

Based on the author's observations during the Field Experience Practices (PPL), many students have difficulty in speaking English. They often look confused, hesitant and embarrassed to pronounce English words, because they don't know how to pronounce them correctly. This is also caused by teachers' lack of attention to students' speaking learning, which focuses more on materials and practice questions. Another influencing

factor is the limited teaching and learning facilities and the lack of encouragement from teachers to provide English speaking practice, which ultimately hinders students' speaking comprehension in English.

Based on the above problems, the purpose of this study is to evaluate the effectiveness of English songs using the problem-based learning method in improving students' speaking skills at SMK Swasta 1 Tamansiswa Pematangsiantar. This study aims to analyze the differences in students' speaking ability before and after using English songs with problem-based learning method. It is hoped that the results of this study can provide practical recommendations for educators in an effort to improve the quality of English language teaching, especially in English speaking.

RESEARCH METHOD

Research Design

This research uses quantitative methods. Quantitative research is a type of research methodology that involves the use of numerical data to collect and analyze information about a particular phenomenon or problem (Creswell, 2013). In this study the authors used experimental research with a quantitative approach. According to Sugiyono (2006: 80), experimental research is research that aims to find causal relationships between variables under controlled conditions. In this study, the authors used a one group experimental research design (one group experimental design) using pre test - post test in collecting data. In this design, there are several steps that the author takes to get data. Starting with giving a pre test to students to assess their abilities before being given treatment, then students are given treatment in the form of English song practice and the last step is the author gives a post test to students to get the final results of this study.

Research Participants or Population and Sample

The population of this research is XIth grade students of SMK Swasta 1 Tamansiswa Pematangsiantar. The research participants will be taken from one class, with a total of 35 students, with 6 males and 29 females. The reason why the researcher chose class XI because the results of the initial quiz show that the level of English speaking ability of this class is low compared to other classes, where in this class many students have difficulty in speaking English so that it hinders understanding of learning materials and instructions. This allows researchers to improve students' speaking skills by using English songs with

the problem-based learning method, so that the research results can be more valid and show significant differences in speaking after using English songs.

Instruments

The instruments used in this study were test (speaking test), consisting of pre test and post test, to measure the improvement of students' speaking mastery. Test is draft of question or drill used for to know the skill, intelligence and ability of individual of group. Pre Test is given before teaching by using a song technique and the Post Test is given after song treatment. The writer used english songs "Stuck With U" by Ariana Grande and Justin Bieber to obtain the data. The researcher choose this song because the song have a meaningful lyric, easy to sing and also the one of the popular songs.

In this study, the researcher use observations, pre test and post test technique to collecting the data.

The procedure to collecting the data was as follows:

1. *Pre Test*
 - a. The students answer the questions about their favorite song
 - b. What is the title of the song
 - c. What is the meaning of the song
2. *Treatment*
 - a. The teacher plays English songs in the class
 - b. Students sing the song together while looking at the lyrics
 - c. The treatment using one song "Stuck With U" by Ariana Grande and Justin Bieber
 - d. Each of students sing the song together and there are some question about the song
3. *Post Test*
 - a. The students answer the question about their favorite song
 - b. What is the title of the song
 - c. What is the meaning of the song
 - d. What they can learn from the song
 - e. What is the correlation between the song and their real life

Data Analysis

Data analysis is the process of reviewing, sorting, and grouping data to formulate working hypotheses and pouring them into conclusions or theories in research findings, (Bakri, 2003: 162). The results of observations in this study were analyzed qualitatively using descriptive analysis. This analysis is based on participant performance during the observation process. Descriptive analysis is a good method to use in analyzing and collecting observation data because it is used to obtain detailed descriptions, examine data results in depth. Thus, to avoid misinterpretation in analyzing data, observations of student speaking performance were recorded to facilitate information collection.

a. *Scoring Rubric*

Table 1. The scoring speaking rubric by Brown and Harris

Score	Fluency	Pronunciation	Grammar	Comprehension
1	(No specific fluency description. Refer to other to four language areas for implied level of fluency)	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
3	Can discuss particular interests	Errors never interfere with	Control of grammar is good.	Comprehension is quite complete at

	of competence with reasonable ease. Rarely has to grop for words.	understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	a normal rate of speech.
4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of his experience.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker.

b. *Calculated the Scoring Test*

$$S = \frac{s}{T} \times 100 \dots (1)$$

S : Score

s : Sum of student score aspect

T : Total scoring aspect

c. *Mean*

Collected the data by entered the data into table and calculated the mean

$$\text{Mean} = \frac{\sum x}{N}$$

$\sum x$: Sum of all values

N : Numbers of students

d. *Classification of students score*

The students mean scores were categorized based on their classification. To determine the improvement, the following analysis was conducted:

Table 2. The score classification

Criteria	Range of score
Very good	91-100
Good	76-90
Fair	61-75
Poor	51-60
Very poor	<50

e. *Standard deviation*

$$SD = \sqrt{\frac{\sum (X - \mu)^2}{N}}$$

X : Individual score

μ : Mean

N : Amount of data

f. *Standard error mean*

$$SEM = \frac{SD}{\sqrt{N}}$$

SEM : Standard error means

SD : Standard deviation

N : Numbers of students

g. *T-test*

$$t = \frac{\bar{X} - \mu_0}{s\sqrt{N}}$$

\bar{X} : Mean score

μ_0 : Hypothesis score

s : Standard deviation

h. *Degree of freedom*

$$df = N - 1$$

RESULT AND DISCUSSION

Research Findings

In this study, the researcher's objective was to investigate the effect of English songs on students' speaking ability by using the problem-based learning method in class XI at SMK Swasta 1 Tamansiswa Pematangsiantar. The researcher involved one class consisting of 35 students. The findings of this research are based on the results of pre-test and post-test data analysis. The data is presented in the form of several tables containing several forms of analysis, namely scores, classification, frequencies and percentages.

Table 1. Scores and classification of student's pre test and post test

Student	Score of pre test	Calssification of pre test	Score of post test	Calssification of post test
AS	60	Poor	80	Good
ADA	55	Poor	90	Good
ANP	55	Poor	85	Good
ADS	60	Poor	80	Good
AID	65	Fair	80	Good
AIL	45	Very poor	85	Good
CNN	60	Poor	80	Good
CAS	55	Poor	90	Good
DY	40	Very poor	75	Fair
DGL	35	Very poor	70	Fair
DS	50	Very poor	80	Good
FZA	55	Poor	80	Good
FI	70	Fair	85	Good
GR	30	Very poor	70	Fair
IRA	30	Very poor	70	Fair
ISM	55	Poor	80	Good
JAZ	45	Very poor	85	Good
KM	50	Very poor	80	Good
LH	60	Poor	80	Good

MDY	50	Very poor	75	Fair
MAF	45	Very poor	90	Good
MHP	65	Fair	85	Good
NPD	40	Very poor	75	Fair
NA	45	Very poor	85	Good
NPL	55	Poor	80	Good
NAA	60	Poor	80	Good
PRG	70	Fair	90	Good
RCD	55	Poor	85	Good
SW	25	Very poor	90	Good
TNV	55	Poor	80	Good
TSS	70	Fair	85	Good
TR	60	Poor	80	Good
VY	35	Very poor	85	Good
YPS	75	Fair	90	Good
ZSD	60	Poor	80	Good
Total	1840		2860	

Based on table 1 above, in the pre-test there were 15 students who were classified as very poor. The table above shows that in the pre-test the total score was 1840 and the average score was 52,57. This shows that students' ability to master English speaking before using English song by using Problem Based learning method is still low. After the post-test, table 1 above shows that 29 students were considered good, and 6 students were considered fair. The table above shows 2860 total post-test scores and average scores 81,71. Students received a poor classification on the pre-test, because students were still unable to speak english correctly. However, after using the english songs in teaching English speaking, students received a good classification on their post-test.

Table 2. The rate frequency and percentage of the pre test

No	Classification	Range of Score	Pre Test	
			Frequency	Percentage
1	Very Good	91-100	0	0%
2	Good	76-90	0	0%
3	Fair	61-75	6	17,14%
4	Poor	51-60	14	40%
5	Very Poor	<50	15	42,86%

Total	35	100%
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As shown by the aggregate percentages, individuals with low performance levels have higher performance levels than individuals with high performance levels. This shows that students' English speaking ability still needs to be improved.

Table 3. The rate frequency and percentage of post test

No	Classification	Range of Score	Post Test	
			Frequency	Percentage
1	Very Good	91-100	0	0%
2	Good	76-90	29	82,86%
3	Fair	61-75	6	17,14%
4	Poor	51-60	0	0%
5	Very Poor	<50	0	0%
Total			35	100%

The table above shows that there are no students who fall into the very poor category. This shows that the use of English songs as a tool to improve students' English speaking skills has a significant impact. In this case, the author provides opportunities for students to interact with the real world.

Table 4. Mean score and standard deviation of the pre test and post test

Type	Mean score	Standard deviation
Pre test	52,57	12,26
Post test	81,71	5,68

Table 4 shows that the mean value of the students' pre-test was 52,57 and the mean value of the post-test was 81,71. The standard deviation of the pre-test was 12,26 and the standard deviation of the post-test was 5,68. The mean value of the post-test is higher than the mean value of the students' pre-test. This reiterates that the mean scores of students in the pre-test and post-test obtained by students are different and it means that the use of English songs can have an effect on students in speaking English.

Table 5. T-test and T-table value

T-test	T-table
12,58	1,697

Discussion

From the above research findings, the researcher found a significant positive effect of English songs using problem-based learning method in class XI, which consisted of 35 students (6 males and 29 females). The students were given English songs as a treatment to improve their speaking after taking a pre-test. The total pre-test score was 1840, with the average score reaching 52.57, while the total post-test score was 2860, with the average post-test score reaching 81.71. The substantial improvement in students' speaking acquisition in class XI was seen from the mean difference between the post-test and pre-test which reached 29.14 after the treatment, indicating that the use of English songs using the problem-based learning method had a positive effect on improving students' speaking.

Based on the results of the computations above, the researcher used a significance level of $\alpha = 0.05$. This choice reflects a 95% confidence level, indicating that the results obtained are unlikely to have occurred by chance. Next, the researcher determined the t-table value using the t-distribution, with degrees of freedom 34. Therefore, the t-table value is $t(0.05, 34) = 1.697$. The researcher then compared the t-test to the t-table value. The t-test was found to be 12,58, which is greater than the t-table value of 1.697. This indicates that $t\text{-test} > t\text{-table value}$. Therefore, this supports the acceptance of the alternative hypothesis (H_a), which posits a significant difference between the pre-test and post-test scores of speaking mastery after instruction using english song with problem based learning method is accepted, while the null hypothesis (H_0) is rejected.

The results of this study show that the use of english song by using problem based learning method has a very large influence on increasing student speaking seen from the $t\text{-test} > t\text{-table}$, namely ($12,58 > 1.697$). That means there was significance different from on the students speaking's skill achievement after being taught using English songs as a media to teach pronunciation. Therefore, the use of English songs by using problem based learning method can improve students ability to speak in the classroom. It also can be a solution to energize the students in the classrom when the students feel tired and bored. The use of English song is appropriate way to improve speaking skill. This method could increase self confidence of the students to speak in English.

CONCLUSION

Based on the results of research conducted in class XI at SMK Swasta 1 Tamansiswa Pematangsiantar, it can be concluded that the use of English songs using problem-based learning methods has a positive effect on students' speaking mastery. The

improvement of students' speaking ability can be seen from the average value of the pre-test and post-test. The pre-test average score was 52.57, while the post-test average score increased to 81.71. This finding shows that English songs can effectively improve English speaking ability. Therefore, it is recommended that English songs be used as aids in teaching speaking.

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