The effectiveness of the problem-based learning method by using Song Lyrics to improve students' speaking skills

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Abstract

Speaking is one of the skills that students must have be able to communicate confidently, exchange ideas or ideas, collect information, and share information with others. However, students now have a lot of difficulties when speaking or just saying words in English. Because they are afraid of making mistakes in pronouncing good vocabulary. Even though speaking is a goal that must be achieved in learning English. One suitable solution is the problem-based learning approach, which allows students to participate actively in their learning, share ideas, and boost their self-confidence. This study aims to find out whether the problem-based learning method (PBL) with the use of song lyrics in learning can improve students' understanding of speaking skills. This research was conducted using a quasi-exsperimental quantitative method. This research involved 30 students in grades XI-1 and 30 students in grades XI-3 of SMA Karya Pembangunan Cicalengka. Students will be placed in two classes, namely the experimental group and the control group. The class begins with a Pre-test, and the Post-test is carried out at the last meeting after the treatment. The researcher obtained data from the results of the pre-test and post-test of students. From the data analysis, the scores in the experimental group and the control group increased. However the improvement in the experimental group was better than in the control group. In the experimental group, the average pre-test score was 57.9, and the post-test score was 75.6. The control group's pre-test average was 54.86, and the post-test was 66.53. The data showed that the experimental group's post-test average (75.6) was higher than the control group's (66.53), supporting the hypothesis that problem-based learning with song lyrics improves students' speaking skills.

Keywords*: Problem-Based Learning; Song; Speaking skills*

INTRODUCTION

One of the four crucial language abilities, speaking is regarded as the most crucial talent to acquire when learning a foreign or second language Rao (2019). These four skills include writing, speaking, listening, and reading. Speaking gives one the capacity to communicate clearly and directly, but it also helps one become more confident and gain a deeper

grasp of the culture of the language being studied. However, speaking can require mastery of multiple language components, including vocabulary, pronunciation, grammar, fluency, and comprehension of each word or sentence, so these students frequently face challenges. So, speaking is one of the skills that students must have be able to communicate confidently, exchange ideas, and collect and share information with others.

However, based on research observations at SMA Karya Pembangunan Cicalengka, it was found that some grade XI students still have difficulty speaking English fluently and accurately in learning to speak English subjects. These problems can be caused by a variety of factors, including students. One of the factors causing this problem is that the teaching methods used by teachers do not emphasize the practice of speaking. Teachers dominate learning by explaining theories and doing written exercises, causing their speaking skills to be underdeveloped. Students also tend to be reluctant and shy to speak in English during learning, and their speaking skills are limited in terms of pronunciation, and vocabulary mastery is limited.

In mastering English language skills well, the use of English songs can be an effective medium to involve students in speaking practice or interaction using English. With lyrics that contain a variety of vocabulary and natural conversational languages, songs can make it easier for students to learn to speak English. Songs can also exemplify authentic English pronunciation and fluency models. Through discussions with friends and analyzing song lyrics, students can practice producing spoken language and adding new vocabulary. By combining this PBL method with English songs, students can make it easier to develop their English language skills through problem-solving activities. This study aims to examine the effectiveness of using problem-based learning methods with English songs to improve students' speaking skills through song lyric activities. The results of this study are expected to provide empirical evidence regarding the effectiveness of this learning method and can improve students' English language competence.

Speaking Skills

According to Pardosi & Swondo (2021), speaking is the process of interaction between two or more individuals that leads to a thorough comprehension of one another. In addition to using words to communicate meaning and emotions, these interactions also entail the use of body language, tone, and facial expressions. Due to the difficulty of speaking a foreign language, one needs to be proficient in both grammar and vocabulary in the English as well as practice speaking by constantly interacting with others in his social context (Idris et al., 2021). In addition, according to Harahap et al. (2015), speaking is very

important in our lives because without speaking we cannot know what others are talking about and speaking is also the way we interact with others. Ampa et al, (2013), stated that speaking is intended to help students become more proficient communicators as they learn (Cited in Utami & Santosa, 2023).

To improve students' speaking skills, teachers need to design a more engaging and interactive teaching model. According to Brown in Warsito (2018), speaking is an interactive process in building meaning that involves the production, receiving, and processing of information. In this case, speaking means not only saying words, but also listening to and understanding the other person's response. This process includes a dynamic exchange of information, where each participant actively contributes to forming a common meaning. Brown (2004, p.141) said that dividing the basic types of speech into five categories, namely: 1) Imitative, 2) Intensive, 3) Responsive, 4) Interactive, 5) Extensive (Cited in Azzahra et al., 2019). In other words, processes related to speaking skills must always have an adequate structure so that students can handle these knowledge and skills (Amores, 2021).

Regular practice of speaking English can improve fluency and speaking accuracy for students. The following are the components that can affect speaking skills according to Brown in Azzahra et al., (2019): a) Pronunciation, pronunciation is the way of producing speech or words, b) Vocabulary, vocabulary is a very important linguistic aspect in learning to speak, especially English, c) Grammar, grammar is useful for learning how to become proficient in a language both orally and in writing, d) Fluency, the capacity to speak freely without pausing or hesitating excessively is known as fluency, e) Comprehension, comprehension has a major role in preventing misunderstandings between speakers and listeners. The speaking component is the crucial one that a skilled speaker should use as a guide. It implies that the speaker must pay attention to the necessary elements of effective speaking when speaking.

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.

Problem-Based Learning

One of the learning methods that can hone students' speaking skills is to use a problem-based learning method. Problem-Based Learning is an approach in learning where students are faced with problems and then habituated to solving them through their own knowledge and skills, developing inquiry, habituating them to build critical thinking and skills in problem solving (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 their critical thinking and problem-solving abilities. By combining this PBL method with English songs, students can make it easier to develop their English language skills through problem work.

Problem-based learning has been widely applied in various professional schools around the world (Boud & Feletti in Idris et al., 2021). The rapid development and widespread adoption by professional educational institutions in different countries characterize Problem-Based Learning (PBL). This method has become well-known for its effective ability to improve analytical and collaborative skills in various fields of study. As stated by Boud and Feletti et al, the application of PBL has become a global trend in business, law, medicine, and other fields of education. So there is a lot of research evidence that shows the superiority of PBL in acquiring knowledge and skills relevant to the world of work.

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 Norman and Schmidt in Agung (2020), problem-based learning can improve students' abilities in several areas such as transferring concepts to new problems, developing critical thinking and learning skills, integrating concepts, independent learning, and increasing learning motivation.

According to Arends (2008: 42), problem-based learning models have the following characteristics: 1) Starting with the delivery of problems or questions related to the real life of students, 2) Connecting problems with various disciplines, 3) Actively involving students in investigations to find real solutions, 4) Producing products or works that represent problem solutions or as a representation of problem solutions, 5) Involve the collaborative work of students in small groups (Cited in Wardana & Mariya, 2023).

The steps of PBL according to Barrett (2005) in Lidinillah (2007) explain the sequence of syntax or stages of PBL implementation as follows: 1) The teacher gives the problem to the student (or the problem arising from the student's experience), 2) The student discusses in small groups, 3) The student conducts research independently regarding the problem to be solved, 4) The student returns to the original PBL group to share knowledge, take tips from peers, and collaborate to solve problems; 5) Students present the solutions they have found; 6) Teachers assist students in evaluating all learning activities, taking into account the level of knowledge gained and the individual role played by each student in the group (Lidinillah, DAM (2007)) (Cited in Budiarti, 2022). According to Slavin (2008), the purpose of the problem-based learning model is to make students resilient and independent, accustomed to taking initiative, and skilled in critical thinking to build and solve problems (Cited in Syamsidah & Suryani, 2018).

Song Lyrics

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. According to Wray and Perkins in Amala (2019), it is suggested that most of the speech in a song involves repetition and variations of memorizable formulas, thus allowing for multiple repetitions. According to Walker in Ejeng et al. (2020), the use of songs in the classroom will increase the use of the English. The songs have a unique appeal that makes the learning process more fun and interesting for students. Lynch (2005) in Ejeng et al. (2020), states in his article that English teachers should use songs as part of their teaching components. 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.

According to Millington (2011), songs are pedagogical instruments that are valued for a number of reasons and can be used for a variety of purposes. Lopera (2003) mentioned several reasons why teachers should include songs in the context of teaching. First, music has a relationship with the social context. Second, the use of music can change the mood of students. Third, music can provide encouragement, entertainment, happiness, and challenge. Fourth, music can be associated with happiness because it brings memories and dreams to a person. Finally, the majority of teachers agree that music is an effective tool for learning English. According to Brand and Li in Hadian (2015), encourage the use of song lyrics as an important element in creating a speaking environment similar to intercultural communication skills. Actually, song lyrics are not only a tool in learning English, but also have an important role in creating a relaxed and fun learning atmosphere.

A composer uses songs as a medium of conversation to express various ideas to listeners, such as government, connection with others, or attachment to others (Hariyanto in Yunanda et al., 2021). These songs are not only a form of entertainment, but also act as an effective medium of communication to provide inspiration, convey criticism, and arouse the emotions of listeners regarding various aspects of life. According to Sinaga, Herman & Tannuary (2022) "The purpose of music is to enhance human relationships and individual experiences in some way, its structure reflects patterns of human relationships, and the value of music as music cannot be separated from its value as an expression of human experience" (Cited in Cardo Hutajulu et al., 2023).

Several studies have examined the use of problem-based learning and song lyrics in improving students' speaking skills. The first research is a study conducted by Pardosi, M. S, & Swondo, A. P. (2021) with the title "*Improve Student's Speaking Ability by Using The Problem Based Learning (PBL) At Harvard Martubung Private Junior High School*" The results of the study show that PBL can improve students' speaking skills. The learning process with PBL has also proven to be effective in activating students in language learning, increasing the enthusiasm for working in groups, and improving the overall teaching and learning process. The second research is a study conducted by Amala, A. N, Taufiqur, I. I, & Nurdianingsih, F. (2019). "*The Use of Song Lyrics to Improve Student's Motivation in Learning English*" The results of the study show that the use of song lyrics in English learning can improve students' speaking skills. The use of song lyrics can be used as an effective learning alternative in improving students' speaking skills and motivation in learning English. The third research was conducted by Budiarti, E. "*Implementation of Problem Based Learning (PBL) Model to Improve Critical Thinking Skills in PAI Learning*" The results of the study showed that the application of the PBL learning model can improve students' critical thinking skills in learning. This study shows that the combination of problem-based learning and the use of song lyrics can be an effective approach to improve students' speaking skills. By providing opportunities for problem-solving, collaborative learning, and exposure to authentic language, this method can help students develop the linguistic and communicative competencies necessary for effective oral communication.

METHOD

This study used a quantitative research approach with a quasi-experimental design. Sugiyono in his work Business Research Methods (2007: 31), suggests that quantitative research is a research approach that starts from abstract concepts which is then focused on using theory as a foundation and formulating hypotheses to be tested, thus leading to an understanding of real events. Menurut Sahir (2022), Quantitative research methods are research methods with a more complicated amount

of variance, because they investigate a larger sample, yet quantitative research is more systematic in performing research from start to finish. The study compared the speaking skills of two groups of students: a control group and an experimental group. The control group received traditional instruction, while the experimental group received problem-based learning instruction using English songs.

According to Kurniawan and Puspitaningtyas in Priadana & sunarsi, (2023), research is an effort to provide answers to questions and overcome problems that arise. This research becomes an action that is directed at solutions and further understanding of the issues faced. According to Sugiyono (2010), quantitative research method is an approach related to the philosophy of positivism. This method is used to investigate a specific population or sample, with data collection through research instruments. Data analysis in this method is quantitative and statistical, with the aim of testing previously formulated hypotheses.

Quantitative research refers to research methods that significantly utilize data in the form of numbers, ranging from collection, analysis, to data presentation. this study aims to provide an understanding or answer to the fundamental relationship from quantitative aspects (Siyoto and Sodik in Priadana & sunarsi, 2023). Thus, this quantitative research can enrich knowledge and understand quantitative relationships involving natural events under study.

According to Cook and Campbell in Abraham & Supriyati, (2022), quasi-experiments are a type of experiment that involves administering treatments, measuring impacts, as well as experimental units, but does not use random assignments to form comparison groups. This study was conducted to analyze changes arising from certain treatments without randomization in the formation of comparison groups. This quasi-experimental design provides flexibility in situations where random assignment cannot be applied practically. Quasi-experimental design is an alternative when random assignment is not possible, and despite its limitations, it can also provide valuable insights in certain research situations. The study employed a pretest-posttest control group design. Both the control and experimental groups were given a pre-test to assess their initial speaking skills. The experimental group then received the problem-based learning intervention using English songs, while the control group received traditional instruction. At the end of the study, both groups were given a post-test to measure their speaking skills after the intervention.

There are three data collection techniques used in this study, namely observation, pre-test, and post-test. Observation is the process of observing an object or activity directly to obtain accurate information. This pre-test aims to measure the initial condition or level of knowledge,

skills or attitudes of students. Meanwhile, this post-test aims to measure changes or improvements that occur as a result of the intervention. The purpose of this study is to find out whether discovery learning through the problem based learning method using song lyrics can improve students' speaking skills in speaking in front of the class and can present the results of their work well using English.

The participants of this study are 60 grade XI students of SMA Karya Pembangunan Cicalengka for the 2023/2024 academic year. The sample of this study uses a purposive sampling technique. So researchers must have a clear goal in selecting participants. Researchers must also select participants who meet certain requirements.

RESULT AND DISCUSSION
Result
The study was conducted at SMA Karya Pembangunan Cicalengka, a public high school located in Cicalengka, West Java, Indonesia. The participants were 60 students from class XI, divided into a controlled group and an experimental group, each with 30 students.

The pretest and posttest scores for the controlled and experimental groups are summarized in the following table:

Tabel 1. Pretest and Posttest Scores for the Experimental and Controlled Groups

Group	Pre-test Mean	Post-test Mean	Gained Score
Exsperiment	57.9	75.6	17.7
Control	54.86	66.53	11.66

Based on the results of data analysis, it was shown that the experimental group had a higher improvement in speaking skills (17.7) compared to the controlled group (11.66), indicating that the problem-based learning intervention using English song lyrics was effective in improving students' speaking skills. In addition, the data analyzed also included a comparison of the average pre-test and post-test scores between the experimental class and the controlled class.

The results of the value comparison between the controlled class and the experimental can be seen in the following diagram.
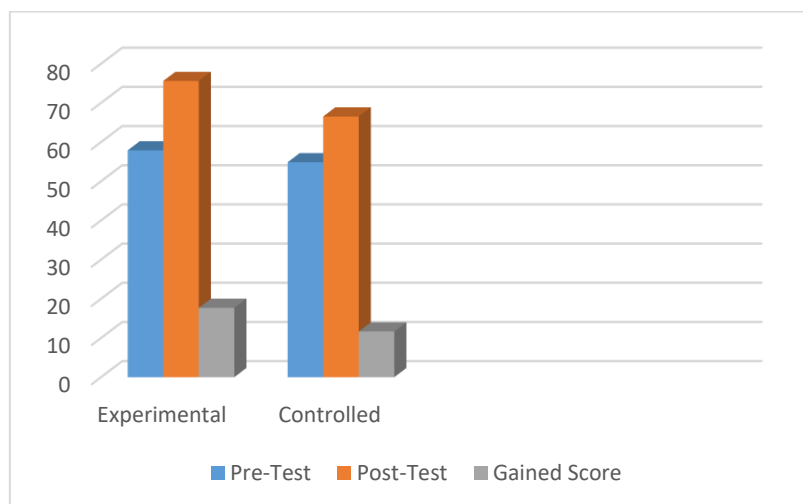
Figure 1. The score of Experimental and Controlled Class

Normality Test

The normality test was carried out to evaluate whether the two groups had a normal distribution or not. The authors used the Kolmogorov-Smirnov and Shapiro-Wilk methods to conduct a normality test. Data analysis was carried out using SPSS. The results of the data normality are then presented as follows:

Tabel 2. Normality Pre-Test Results Between Experimental And Controlled Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.080	30	.200*	.972	30	.606
Controlled	.106	30	.200*	.965	30	.407

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 2 presents the test findings, which indicate that the significance for both the experimental and controlled classes is 0.200 and 0.200, respectively. In the event that the significance value exceeds 0.05, a normal distribution of the data can be stated. Therefore, since the significance value for each group is more than 0.05, it can be said that both groups have a normal distribution.

Tabel 3. Normality Post-Test Results Between Experimental And Controlled Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.148	30	.094	.955	30	.224
Controlled	.129	30	.200*	.932	30	.055

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to table 3 above, the test results indicate that the controlled class has a significance value of 0.200 and the experimental class has a significance value of 0.094. If the significance value is greater than 0.05, it can be deduced that the data is normally distributed because both classes have a significance value greater than 0.05.

Homogeneity Test

After the normality test was carried out, the researcher continued with a homogeneity test to check the similarity of the samples between the two classes. To measure the homogeneity of the pre-test, the researcher used the Levene statistical test with a significance level of >0.05. The results of this homogeneity test are described as follows:

Tabel 4. Homogeneity Pre-Test Result Between Experimental And Controlled Class

Levene Statistic	df1	df2	Sig.
.404	1	58	.528

The results of table 4 show that the significance value for the pre-test between the experimental class and the control class is 0.528. Thus, it can be concluded that the pre-test data is homogeneous because the value is higher than 0.05.

Tabel 5. Homogeneity Post-Test Result Between Experimental And Controlled Class

Levene Statistic	df1	df2	Sig.
.522	1	58	.473

The results of table 5, which uses the Levene statistical test in SPSS, show that the significance for post-test between the experimental class and the control class is 0.473. Thus, it can be concluded that the post-test data is homogeneous because the value is higher than 0.05.

Hypothesis Test

Using IBM SPSS Statistics 22, an independent t-test was used to assess the efficacy of problem-based learning in the context of song lyric media in English language instruction to enhance students' speaking abilities. The findings of the t-test computation are then displayed as follows:

Tabel 6. The result of t-test calculation group statistics

		Mean	N	Std. Deviation	Std. Error Mean
Posttest	Experimental Class	75.60	30	11.181	2.041
	Controlled Class	66.53	30	11.455	2.091

Based on the data in the table above, the results of post-test statistics show that there are 30 students in each class who take the test. The table indicates that the average score of students in the experimental class was 75.60, while the average score of students in the controlled class was 66.53. This average score comes from the results of the post-test. Thus, there is a difference in the average score between the two classes. The average difference between the two classes was 9.07 points, indicating that the average score of the students in the experimental class was higher than the average score of the students in the controlled class.

Tabel 7. The result of independent samples test of post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.522	.473	3.102	58	.003	9.067	2.922	3.217	14.917
	Equal variances not assumed			3.102	57.966	.003	9.067	2.922	3.217	14.917

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.027	.870	3.140	58	.003	6.033	1.922	2.187	9.880

Equal variances not assumed			3.140	57.666	.003	6.033	1.922	2.186	9.881

Table 7 illustrates the statistical hypothesis of this study using SPSS. The t-*value* obtained was 3,102, with degrees of freedom (DF) calculated as 58 because the number of students in the study was 60. The t-*table* value for 58 degrees of

freedom is 1.669. The analysis shows that the t-*table* value (1.669) is smaller than the t-*value* (3.102), with a bidirectional significance (p) value of 0.003. This indicates that the value of p (0.003) is smaller than the alpha significance level (α) which is usually 0.05. Thus, the table shows that there is a significant influence of the problem-based learning method (PBL) using song lyrics on speaking skills.

In addition to presenting data on pre-test and post-test results, the researcher also presented data on student scores from the two tests. To calculate the score, the researcher made a subtraction between the post-test score and the pre-test score. The results of this calculation are then displayed as score statistics in the table below:

Tabel 8. The result of Gained Score group statistics

		Mean	N	Std. Deviation	Std. Error Mean
Gained Score	Experimental	17.70	30	7.154	1.306
	Controlled	11.67	30	7.721	1.410

Based on table 8, the researcher presented the statistical results of score acquisition between the experimental class and the control class. Each class consisted of 30 students who took a test to evaluate the effect of treatment on students' speaking skills in that class. The table shows that the average score of students in the experimental class is 17.70, while the average score of students in the control class is 11.67. This average score is taken from the score obtained. Thus, it can be concluded that the average score of students in the experimental class is higher than the average score of students in the control class.

Tabel 9. The result of independent sample test of gained score

Tables 8 and 9 show the results of the t-test based on the scores obtained. In table 4.10 Sig. 2 tailed of the post-test are 0.003 (p=0.003) and 3.140. It means (0.003<0.05) or (p<). The table also shows that df (degrees of freedom) is 58. The value of the table with df 58 is 1.669. While

the tvalue is 3,140 which means ttable < tvalue (1,669<3,140). therefore Ho was rejected and Ha was accepted.

The researcher calculated the size of the effect of this study and used it to measure how effective the treatment was. In this data, the researcher uses Cohen's calculation (Cohen's d) with a manual formula taken from Mujis. The formula is explained as follows:

$$\text{Sdpooled} = \sqrt{\frac{SDgroup1^2 + SDgroup2^2}{2}} = \sqrt{\frac{11.18^2 + 11.45^2}{2}} = \sqrt{\frac{124.9 + 131.10}{2}} = \sqrt{\frac{256}{2}} = \sqrt{190.45} = 13.80$$

So, the SDpooled score is 13.80

$$d = \frac{(M1 - M2)}{SDpooled} = \frac{(75.60 - 66.53)}{13.80} = \frac{9.07}{13.80} = 0.65$$

After accepting the results of this formulation, the results can be considered as criteria according to Cohen and Lea (2004):

a. $0 - 0.20$ = weak effect

b. $0.21 - 0.50$ = modest effect

c. $0.51 - 1.00$ = moderate effect

d. > 1.00 = strong effect

DISCUSSION

Based on Tables 1, it was found that there were differences between the experimental and control groups. In the pre-test data collected before the intervention, the experimental group had an average score of 57.9, while the control group had an average score of 54.86. In contrast, the post-test data showed that the average score for the experimental group was 75.6, and for the control group, it was 66.53. The post-test was conducted after both groups received their respective treatments. Subsequently, following different treatments, the data revealed that the average score of the experimental group was higher than that of the control group.

Both the experimental and control groups achieved minimum scores in both the pre-test and post-test phases. Specifically, the experimental group attained a minimum score of 30 in the pre-test and 50 in the post-test. Meanwhile, the control group obtained a minimum score of 30 in the pre-test and 45 in the post-test. The maximum pre-test score for the experimental group was 81, and the maximum post-test score was 92. Conversely, the control group had consistent maximum scores in both the pre-test and post-test, with scores of 82 in both cases.

The pre-test and post-test methods were also utilized to gauge how well students grasped and applied new training or concepts (Stratton, 2019). The pre-test was administered before the treatment, and the post-

test was conducted afterward. The treatment differed between the experimental and control groups: the experimental group received problem-based learning (PBL) with song lyrics to enhance speaking skills, while the control group engaged in conventional learning methods. The purpose of these distinct treatments was to observe their impact on student speaking abilities, particularly in vocabulary acquisition.

Furthermore, data from Table 1 indicate that the experimental group, taught through PBL using song lyrics, achieved higher scores compared to the control group taught through conventional methods. The scores of both groups were calculated using an Independent Sample T-Test in SPSS. The statistical hypothesis results indicated a two-tailed p-value of 0.003, which is less than the significance level of 0.05, confirming that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. This suggests that the experimental group performed better than the control group, demonstrating the significant impact of using PBL with song lyrics as a learning tool on students' speaking skills. Additionally, students were able to better comprehend vocabulary and present their work in English.

Moreover, problem-based learning (PBL) also aids students in developing skills and finding solutions to speaking-related issues, such as vocabulary enhancement. Problem-based learning optimally develops students' thinking skills through systematic group work processes, enabling continuous improvement and empowerment of their thinking abilities (Tan in Rusman, 2011) (Cited in Mufangati & juarsa, 2018). This model uses problems to focus on developing problem-solving skills, which aids in vocabulary acquisition by helping students understand song lyrics and learn new vocabulary. Consequently, students' speaking skills can evolve as they acquire new vocabulary and practice pronunciation. This is consistent with studies by Bar and Tagg in Warsito (2018), who found that using problem-based learning provides several benefits over students' speaking abilities. The first and most crucial step is to help pupils become better oral communicators. Second, teaching speaking using problem-based learning has the potential to boost students' enthusiasm and drive to learn about the United Kingdom, particularly when it comes to speaking abilities. Third, working with other students in the group is necessary when using the problem-based learning technique.

The author is certain that employing song lyrics in problem-based learning to improve students' speaking abilities is possible based on this study. Students can also gain benefits such as the experience of speaking in front of the class, being able to think critically in problem-solving, sharing ideas in teamwork, be able to understand and interpret song lyrics. As said by Pawlak in Lingga et al. (2020), that if they can speak English fluently, then students will easily express their ideas orally in a

certain subject class. This aligns with the experiences of the experimental group during the treatment phase. They underwent a series of problem-based learning methods with song lyrics, allowing them to practice speaking skills based on song lyrics before the post-test. Additionally, this research supports the notion that problem-based learning with song lyrics can have a positive effect on speaking skills.

CONCLUSION

This study aims to examine the impact of using problem-based learning with song lyrics on enhancing speaking skills among eleventh-grade students at SMA Karya Pembangunan Cicalengka during the academic year 2023/2024. Findings in Chapter IV affirm that problem-based learning with song lyrics influences English language learning to improve students' speaking skills. The researcher implemented pre-tests and post-tests to measure differences before and after the intervention in both the experimental and control groups. Post-test data indicated that the experimental group achieved higher scores compared to the control group. These scores were calculated using an independent samples T-Test in SPSS, yielding a two-tailed p-value of 0.003, which is less than the significance level of 0.05.

The study indicates significance if the p-value or sig (2-tailed) is lower than the specified alpha of 0.05. In other words, p<a means that the null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. Therefore, based on the data obtained, it can be concluded that using problem-based learning with song lyrics has a significant impact on the speaking skills of eleventh-grade students at SMA Karya Pembangunan Cicalengka. Furthermore, the calculated effect size of 0.65 indicates that the use of problem-based learning with song lyrics has a moderate effect on students' speaking skills.

With this study, teachers can consider using a problem-based learning model in the classroom, so that they can achieve the desired goals, especially in speaking skills. Problem-based learning introduces a unique approach to teaching languages, especially in speaking, by utilizing song lyrics as a teaching medium. By changing conventional techniques, this strategy offers students more engaging and engaging options. However, researchers have limited time in carrying out research. Because the problem-based learning approach requires sufficient time for discussion, problem solving, and reflection. So researchers can only utilize the time available during the learning process and minimize the obstacles that arise.

AUTHORS STATEMENTS

Wahyu Satya Gumelar: supervised the project and reviewed the manuscript. **Nur Shintia Apriani**: conceptualized the study, designed the

methodology, wrote the manuscript, and conducted data collection and analysis. **Neng Rina**: writing and editing the manuscript.

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