

THE USE OF ENGLISH SONGS IN FOSTERING PRONUNCIATION SKILLS IN ENGLISH TUTORING CENTERS FOR CRUISE STUDENTS

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ABSTRACT

This study explores the effectiveness of using music to improve the development of pronunciation skills in English language learning. Using qualitative descriptive methods, this study involved interviews with English teachers at the English Tutoring Centers for Cruise Students in Bangkalan to investigate the integration of music in the development of pronunciation skills in English language learning. The main goal is to identify the experiences, benefits, and obstacles faced by educators and students when using music as a tool to develop pronunciation skills in English language learning. Researchers show that music integration is an innovative and effective approach that presents a fun learning atmosphere, correct English pronunciation, and increased motivation in English learning. Despite facing challenges such as accent differences and intonation speed in the pronunciation of words in music, this study confirms the great potential of music in improving pronunciation skills in English language learning. Continuous efforts in adapting learning strategies and providing support and advice are essential to maximize the benefits of using music in the development of pronunciation skills and pave the way for improved English language learning.

Keywords: Cruise students, English songs, fun learning, music integration, pronunciation skills

INTRODUCTION

In today's era of technological development, many jobs require employees who are proficient in English as English is an international language that functions as a global communication tool. According to Noviaty et al., (2022) Everyone must have the ability to enter an increasingly competitive world of work. In the era of globalization and technological advancement, the ability to speak English is one of the skills that is often mentioned. Therefore, many workers need language skills because currently English language skills are a necessity, not just an option. In this era of increasingly rapid technology, English language skills are a bridge for employees to get great opportunities in the workplace.

Meanwhile, pronunciation is one of the most important parts in speaking English because correct pronunciation will give a clear meaning so that the sentence or word conveyed can be understood by the interlocutor or listener. If there is a mistake in pronunciation, it will have the potential to change the meaning in the vocabulary. According to Magdalena et al., (2021) students must master the four basics of English: reading, writing, speaking, and listening. To communicate well in a foreign language, one of the aspects of speaking that is sometimes necessary is pronunciation. If they want to get better at their pronunciation, they have to get a lot of practice and repetition.

One of the jobs that relies heavily on English proficiency is the shipping industry where English is needed for ship workers who sail in international waters so that captains, drivers, navigators, and port coordination centers are needed who can communicate using English. Miscommunication can lead to fatal accidents ranging from collision risks, route errors, to deadly maritime accidents. According to Supraba et al. (2021), In the world of shipping, communication standards have become very important to prevent misunderstandings. English is used automatically when working in international companies and also as an access to learn the tools on board. Not only that, English is also needed as a means of talking to business partners at home and abroad orally and in writing.

To improve or hone pronunciation is to follow a special learning institution in the form of an English course. According to Mardiani, D. P. (2014) courses in non-formal education are part of education and training. The purpose of this course is to help people in need gain the knowledge, skills, attitudes, and life skills necessary to develop themselves, develop their profession, work, self-employment, or continue their education to a higher level. Therefore, the students can take advantage of this English course institution to improve the ability to communicate English with correct pronunciation.

Fun pronunciation learning is learning that is not monotonous and varied with one of the media that can be used for pronunciation learning is music. According to Sinaga & Winangsit (2023) argue that music is one of the alternative ways for people to express and regulate their emotions. Students can get to know and know new English vocabulary, listen to and interpret songs, learn pronunciation by singing the song, and much more through this learning. Thus, the existence of music for students makes learning pronunciation easier and more fun because the music itself has harmony, rhythm, and melody that can have a good impact on student psychology.

Part of music, songs, are not only limited to entertainment or therapy, but can also be an alternative to learning English to explore pronunciation skills. According to Manik & Sinaga (2022) Students can use songs as an excellent “tool” to help them learn English. More specifically, it is believed that songs have the ability to motivate them as they learn the language. In addition, learning a language is nothing but learning different types of meaningful sounds. Songs can also make the class more interesting. Children will happily and enthusiastically perform the song that their teacher teaches them if they like it. And at that moment, they indirectly learned something.

English songs can help teachers create active, creative, and fun lessons. This is a form because the song does not have a time limit for connoisseurs and students to play. One of the principles of English learning is automaticity, which means that when students sing an English song, they automatically learn to listen to how the vocabulary is pronounced, thus helping them know the correct way to pronounce the vocabulary. Therefore, English songs can be used for teachers and students to explore pronunciation skills (Maisarah, 2023).

Earlier research by Maisarah (2023) conducted a comparable study. Their research focuses on learning the art of music and song lyrics in an effort to improve English vocabulary. The purpose of this study is to develop students' interest in improving their vocabulary, memorization, and understanding of English effectively. Kaswari et al., (2023) said that using multimedia resources, such as podcasts, music and videos, can expose students to authentic spoken English, promotes better language comprehension and pronunciation skills. In addition, Amelia & Fatyra (2024) argue that English songs can provide authentic language, vocabulary acquisition, and cultural insights, thereby increasing student motivation and engagement. The study concludes by advocating the integration of English songs into language teaching practices to create a conducive learning environment that reflects natural language mastery, as

supported by the ALM framework. The focus of the current study is different from the previous three, this study focuses on the use of music as a medium to improve pronunciation skills.

This study aims to find out how music can help student learning in the aspect of pronunciation where pronunciation is the most important part of English learning. According to Widyaningrum et al., (2019) pronunciation is one of the most difficult things when learning English, along with grammar and vocabulary. English learners should practice pronouncing words every day to master English pronunciation. However, the student must listen to how the word is pronounced by native speakers before he or she can pronounce the sound or intonation of the word correctly.

METHOD

This study uses a descriptive qualitative method. This approach is used to explore the experiences, benefits, and obstacles faced by students in learning pronunciation through music. This research also aims to understand how songs can be used as an effective pronunciation learning tool. The subject of the research is students who want to continue their work in the field of shipping. The research location is in the place of an English course in Bangkalan, Madura. The data collection technique uses interview techniques with one teacher, namely to explore the experiences of students and teachers related to the benefits and obstacles of learning pronunciation through music. The research instrument uses an interview guide consisting of open-ended questions to explore the subject's experiences and views.

FINDINGS AND DISCUSSION

The study reveals that students at the English Tutoring Center for cruise ship aspirants in Bangkalan exhibit a high level of enthusiasm for learning, particularly in improving their pronunciation skills. Interactive methods, such as conversational practice and music-based learning, play a significant role in maintaining student interest and enhancing their learning outcomes (Agustina & Setiawan, 2020; Khudriyah, 2024). Music, with its rhythmic and engaging qualities, not only helps students develop accurate pronunciation but also creates a fun and relaxed learning atmosphere that fosters confidence and motivation (Widhi et al., 2024; Lee et al., 2015). However, challenges such as varying accents in music (British vs. American) and the tempo of certain songs present obstacles for some learners, requiring adaptive strategies from educators (Pratama, 2022). Despite these challenges, the integration of music into teaching methodologies has proven to be an effective tool for preparing students for professional communication in international, multicultural environments (Supraba et al., 2021).

Music is one of the instruments of literature. Literature works as learning media is being used more and more. Literature works makes it easy for students to improve their language skills. Literature works can help students become more motivated to read, write, and speak better in order to succeed in school. Using literature in the language classroom gives students the chance to interact with a wide range of important texts that are full of creative possibilities, which increases student interest (Khoir et al., 2024).

Students' Experience at English Tutoring Centers for Cruise Students in Bangkalan

According to Agustina & Setiawan, (2020) creating a fun learning atmosphere is not easy for a teacher. This requires effective methods and teaching to increase students' enthusiasm for learning. A fun classroom atmosphere helps students learn better and be more engaged, which means it's one of the most effective ways to learn.

According to Tyasmaning, E. (2022) to make students feel more motivated to learn in the classroom, educators must be familiar with their learning methods. This is because the learning method is a systematic and orderly process that teachers or educators use to deliver material to their students. According to Lufri et al., (2020) methods are more procedural or regulated processes and methods can also be interpreted as a description of the approach. And according to Hotimah (2020), the learning method is an approach or technique used during the educational process to achieve goals.

At the English Tutoring Center for cruise ship students in Bangkalan, students show high enthusiasm in learning, especially in pronunciation skill. An interactive learning approach and a focus on conversational practice helps them build confidence. Research from Supraba et al. (2021) shows that good English proficiency can improve the effectiveness of crew work on cruise ships, especially in the communication aspect.

For the first step of accepting lessons or open mind, interest in learning is very important. This applies to lessons that students consider difficult, such as English. Cultivating students' interests can help grow their talents. Here are some things that can help increase student interest: (1) students' attention to the subject, (2) students' feelings of pleasure towards the subject, and (3) students' motivation or encouragement to be interested in the subject (Firdawati, L. 2021).

“Students here usually come in great enthusiasm because they know English is essential for jobs on cruise ships. In this course, they really practice speaking every day, so get used to it faster. I often hear them say that studying here makes them more confident.”

In this course, students are required to use English during the learning forum. With rules that require them to communicate in English, instilling learning discipline in each of their individuals. Learning discipline refers to a student's ability to follow rules, adhere to a study schedule, and manage their own time. Learning discipline is also important to achieve learning achievement. Self-education is positively associated with academic achievement. The performance of students who are disciplined and can manage time to do academic assignments consistently tends to be better compared to students who do not have discipline (Rahman & Fuad, 2024).

Benefits of Music to Improve Pronunciation Skills for Cruise Students in Bangkalan

To face globalization and increase competitiveness in the international arena, learning English in Indonesia is very important. To make learning English easy for students, one of the main challenges in this learning process is finding effective and fun methods. Musical arts in English learning seem to be an innovative method that can solve this problem (Widhi et al., 2024).

Building on the findings of Andita & Desyandri (2019), this study aims to music is everything that is fun, brings cheerfulness, and has a certain rhythm (rhythm), melody, and timbre to help the body and mind work together with each other. It has long been believed that music can affect the human body and soul. In addition to making learning fun for students, listening to music while learning can also help students become more focused when learning.

Music is often used as a method of learning English. Usually, the poems are adjusted to the material that will be taught by the educator. According to some experts, with music students can sing and by singing can help the development of children to be optimally estimated because it makes the learning atmosphere cheerful and passionate (Khudriyah, 2024).

Many people use music as a way to learn English. Lyrics are usually adapted to the teaching material. Music, according to some experts, allows students to sing and aids their development in disestimation because it makes the learning atmosphere carefree and passionate. Since pronunciation is speaking by mouth, the use of music is a better way to teach pronunciation. In addition, the singing method can bring students out of boredom, which makes

it highly preferred by most students everywhere. Students will learn, master, and practice pronunciation faster by singing (Khudriyah, 2024).

Pronunciation is a field those studies how to pronounce English vocabulary. Pronunciation is a field those studies how to pronounce English vocabulary. Pronunciation is very important when learning English. Mistakes in pronunciation can change the meaning of words and cause confusion in communication. As stated by Zamzami, Krenata, and Rohmana (2023), "If there is an error during pronunciation, then maybe it will change the meaning of the word" (p. 6). This shows the importance of teaching proper pronunciation to ensure clear understanding, especially in international communication that often involves learners with diverse cultural backgrounds. One of the benefits of pronunciation is learning the position of the mouth in pronunciation, looking for weaknesses in pronunciation, good warm-up exercises for muscles related to speech, and the last is training focus on voice articulation (Khudriyah, 2024).

"Music is a very helpful tool. Songs with clear lyrics make it easier for them to imitate the correct pronunciation. In addition, learning through music also makes the atmosphere more relaxed and fun. They don't get bored easily, Music not only helps students practice pronunciation, but also builds their interest in learning English. I have one student who was inspired by an English song sung by Fatin. From there, he began to be interested in honing his speaking and pronunciation skills. Music also makes learning more relaxed and fun. When students are enthusiastic, they usually look for the way how to pronounce the word they don't know from the lyrics of the song, so that they can understand how to pronounce the word perfectly."

The students really enjoyed learning to use music for the development of pronunciation skills because they felt enjoyed and did not feel pressured in learning. Here it can be seen that music provides great benefits to student learning. There are several benefits of music in learning, namely; a. To calm down by relaxing your heart rate and brain waves. b. To increase interest and increase the attractiveness of learning. c. To make the learning process more humane and fun. d. To help remember the subject matter. e. To maintain and touch students' emotions and sense of ethics. f. to internalize the values in the subject matter. g. To encourage students to be enthusiastic about learning (Khudriyah, 2024).

Pronunciation is very beneficial for the crew of a ship, especially when it comes to aiding effective communication. According to research, teaching pronunciation improves the clarity and attractiveness of communication. This is especially important when interacting with guests from different cultural backgrounds. Better pronunciation skills also increase learners' confidence, which helps them appear more convincing during job interviews and in day-to-day work. Proper pronunciation helps employees adjust to the international environment, reducing the chances of misunderstandings. Therefore, teaching pronunciation is essential to prepare students to work in a multicultural environment such as a cruise ship (Lee et al., 2015).

Good pronunciation skills are essential for improving fluency and intelligence in cross-cultural communication. noted that music-based lessons help learners recognize rhythms, intonations, and stress patterns in English. This approach allows students to be more emotionally and cognitively engaged, thereby enhancing the learning process. Carefully selected songs can be used to teach specific pronunciation features, such as intonation up and down in questions and syllable emphasis, which are especially relevant in the context of multilingual work. (Galante & Piccardo, 2022).

The main goal of teaching pronunciation is to achieve a level of intelligibility, which is the extent to which the listener can understand the speaker's speech. In a multicultural work environment such as a cruise ship, intelligibility is key to avoiding misunderstandings and building harmonious relationships. Therefore, teaching explicit pronunciation with a focus on important features such as intonation and word stress is essential. From an educational

perspective, innovative approaches to teaching pronunciation can yield significant results. For example, the use of simulations and work-situation-based activities helps learners practice pronunciation in real-life contexts. This prepares them to adapt to the needs of professionals in a multilingual environment. The use of methods that support active learning, such as role-play and learning technology, is also an important element in improving pronunciation skills (Levis, 2018).

Obstacles that Affect English Learning in the Field of Pronunciation through Music

Teaching is not an easy thing. Teaching itself is a process of imparting knowledge from students to students. In teaching, there are several obstacles in its implementation. According to Harmer (2015), teaching is fundamentally a complex process characterized by numerous challenges that extend beyond mere knowledge transmission. Brown & Lee (2015), argue that teaching is fundamentally a complex process characterized by numerous challenges that extend beyond mere knowledge transmission. Kumaravadivelu (2016) emphasizes that teaching is not an easy thing because it involves intricate interactions between educators, learners, content, and varied learning environments.

The difficult thing in learning is to create a fun learning atmosphere. One of the most remarkable human traits is the ability to learn, which gives him the ability to transform himself. How could it not, humans have reason, which allows them to consciously and systematically direct themselves to achieve certain goals. Learning includes the entire process of achieving this goal, starting from implementation planning, identification and resolution of inhibiting factors (Parwati et al., 2023).

According to Festiawan, R. (2020) learning is the acquisition of knowledge and experience in the form of behavioral changes and the ability to react due to individual interaction with their environment. Meanwhile, according to Parnawi (2019), learning is a person's effort to change their behavior as a whole based on their own experiences and interactions with their environment. And according to Winataputra et al., (2019) learning is a process carried out by humans to acquire various abilities, skills, and attitudes. These abilities, skills, and attitudes are acquired gradually and continuously through a series of learning processes throughout life. So it can be concluded that learning is the ability to change itself, which has reason, which allows them to directly and systematically direct themselves to achieve certain goals in the process of achieving goals, starting from implementation planning, identification and resolution of inhibiting factors, and various abilities, skills, and attitudes.

Two common factors that affect learning are internal and external factors. Internal factors occur inside a person, and external factors occur outside a person. Another opinion says there are three categories of factors affecting learning: internal factors, which include students' physical and mental conditions; external factors, which are the environmental conditions around students; and learning approach factors, which are a form of student learning effort, which includes the approaches and techniques they use to learn the subject matter (Festiawan, 2020). According to Festiawan 2020, there are three learning approaches, namely;

- a. Surface approach, which is the tendency of students to learn due to external encouragement (extrinsic). A student may be motivated to study for fear of not passing the exam, which angers their parents. Therefore, his learning style is not concerned with deep understanding, but relaxed.
- b. Deep approach, which is the tendency of students to learn because of internal (intrinsic) encouragement. A person may want to learn because they are interested in the subject and feel that they need it most. As a result, they take their learning style seriously and seek to understand concepts in depth and consider how they can be applied in everyday life.

- c. Archiving approach, where students tend to learn because of the urge to realize self-improvement, which is a strong desire to improve their self-esteem by achieving the highest possible achievements. This method of student learning is more serious than other methods of learning. They also have better planning ahead and a stronger drive to compete.

A good learning approach can foster student learning motivation. According to Nurmala et al., (2014) motivation is a psychological condition that encourages a child or adult to learn. The use of music here can increase Shiva's motivation in learning because learning becomes enjoyable and not stressful. However, in every learning there must be a difficulty that can hinder learning.

These challenges also arise in the context of teaching English pronunciation in non-English speaking environments. Widagdo (2021) explained that one of the main obstacles in this teaching is the lack of students' exposure to the pronunciation model of native speakers. In addition, a less supportive education system and an environment that does not facilitate the daily use of English exacerbate this challenge. Students often do not have high motivation to learn pronunciation, while teachers also need to adapt to the various needs of students in order to provide effective teaching.

Vasquez Diaz & Iqbal (2024) identified accent as the biggest obstacle in international students' listening comprehension, especially as they adapt to an English-speaking environment. In their study, 42% of participants considered accent to be the main factor affecting listening comprehension, followed by speaking speed (36%). They also highlight that students often encounter accents that are different from those they learned before, such as Received Pronunciation (RP) and General American (GA). RP is an English accent that is often considered the standard in the UK, used by speakers of the upper class or highly educated, and is often used in news broadcasts on the BBC. While GA is the more common accent in the United States, it is often used in the media and is considered the "standard" American accent. The main difference between the two is the pronunciation of certain vowel and consonant sounds, which can be challenging for students who are unfamiliar with this variety. According to them, one of the most effective mitigation strategies is to improve student interaction with native speakers. The study showed that 88% of participants felt that interacting with local people helped them understand accents better. Their suggestions include providing learning programs that allow greater exposure to accent variations and the use of relevant audio-visual materials. These results also emphasize the importance of creating an ESL curriculum that can prepare students to deal with different types of accents in academic and social contexts.

"Sometimes there are difficulties because the songs we use have different accents, such as British or American. Students need time to adjust. In addition, there are also songs that are fast-tempo, so they have a hard time following the lyrics."

The obstacles experienced by students in using music for pronunciation development lie in the difference in accent contained in the music and the speed of the intonation of the music so that it is quite difficult for students to identify the words or lyrics contained in the music. According to Pratama (2022) the British accent is often known as Received Pronunciation (RP), is a type of English dialect that originated in Britain or the United Kingdom. It represents the speeches of highly educated individuals in London and the southeast of England, as well as those who speak this way abroad. Despite the fact that American English is more specific, it refers to any term or phrase that has its roots in the United States and is different from the language used abroad. Although it does not have a specific definition, American Standard English (SAE) is a dialect of English that most Americans use.

CONCLUSION

In today's modern era, English proficiency is an essential requirement in many professions, as English serves as a global communication tool. Proper pronunciation plays a significant role in ensuring clear communication and mutual understanding. Besides mastering the four basic English skills reading, writing, speaking, and listening accurate pronunciation is particularly crucial in the shipping industry. In this field, clear communication in English helps prevent misunderstandings and ensures workplace safety.

English courses offered by non-formal educational institutions provide a practical solution for learners to enhance their knowledge, skills, and attitudes needed in their careers. These institutions also equip learners with life skills that are beneficial for both professional and personal contexts.

This study demonstrates that music can be an enjoyable medium for improving pronunciation. Through music, learners can express and regulate their emotions, learn new vocabulary, understand song lyrics, and practice pronunciation by singing. The harmony, rhythm, and melody in music create a positive and memorable learning experience.

This research contributes to the understanding of innovative language learning methods. Its findings highlight the importance of integrating music as a creative approach in pronunciation instruction. Future research could investigate the lasting advantages of this approach and how it could be applied to other language skills or training programs in vocational education.

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