

## ARTICLES

### Musical covers to enhance Oral Expression on Second Year High-School Students



<https://doi.org/10.36996/delectus>

#### Versiones musicales para potenciar la expresión oral en estudiantes de Segundo año de Secundaria

**Suggested quote:** Núñez Guzmán, R. A., & Castillo Noriega, M. A. (2025). Versiones musicales para potenciar la expresión oral en estudiantes de Segundo año de Secundaria. *Delectus*, 8(1), 55-72. <https://doi.org/10.36996/delectus.v8i1.306>

 **Ronald Adán Núñez Guzmán\***

<https://orcid.org/0009-0002-6765-7608>

Departamento de Posgrado, Facultad de Ciencias de la Educación e Idiomas, Universidad Península de Santa Elena, Santa Elena, Ecuador

 **Martha Amelia Castillo Noriega**

<https://orcid.org/0000-0002-7867-7463>

Universidad Estatal Península de Santa Elena, Ecuador

**\*Corresponding author:**

[ronald.nunezguzman2040@upse.edu.ec](mailto:ronald.nunezguzman2040@upse.edu.ec)

#### Delectus

Instituto Nacional de Investigación y Capacitación Continua, Perú ISSN-e: 2663-1148

Periodicity: Biannual

vol. 8, num. 1, 2025

[publicaciones.inicccperu@gmail.com](mailto:publicaciones.inicccperu@gmail.com)

Received: 22 March 2024

Accepted: 02 May 2025

Published: 15 May 2025

This license allows others to remix, tweak, and build upon your work non-commercially, and while their new creations must give you credit and may not be used commercially, they do not have to be licensed with the same terms.



This article are shared under the terms of the International License Creative Commons Attribution 4.0

**Abstract:** The practice of oral expression in the English language constitutes a topic of special interest that concerns both students and foreign language teachers. The present state of the art aims to offer through a brief, representative and non-exhaustive bibliographic review in relation to the recording of musical covers and their influence on the consolidation and development of oral expression on Second Year High-School Students. Oral ability has become the most complex communicative ability to train mainly due to its practical component. This article provides theoretical arguments in relation to the use and application of musical covers of songs in English. In addition, six indicators of the effectiveness of the musical versions are revealed: (1) memory recall, vocabulary acquisition, pronunciation and fluency, (2) students' confidence in speaking the language, (3) students' motivation to learn, (4) anxiety levels in learners (5) autonomy, self-expression and well-being, (6) cross-disciplinary learning. The findings of this study may serve as a reference to carry out additional research on the use of recordings of musical covers in videos to improve students' oral skills.

**Keywords:** Autonomy, competency, communication, development, oral expression.

**Resumen:** La práctica de la expresión oral en la lengua inglesa constituye un tema de especial interés que preocupa tanto a estudiantes como a profesores de lenguas extranjeras. El presente estado del arte tiene como objetivo ofrecer a través de una breve, representativa y no exhaustiva revisión bibliográfica en relación con la grabación de versiones musicales y su influencia en la consolidación y desarrollo de la expresión oral en estudiantes de segundo año de secundaria. La habilidad oral se ha convertido en la habilidad comunicativa más compleja de entrenar debido principalmente a su componente práctico. Este artículo proporciona argumentos teóricos en



relación con el uso y aplicación de versiones musicales de canciones en inglés. Además, se revelan seis indicadores de la efectividad de las versiones musicales: (1) ejercitación de la memoria, la adquisición de vocabulario, la pronunciación y la fluidez, (2) potenciar la confianza de los estudiantes al hablar el idioma, (3) aumentar la motivación de los estudiantes para aprender, (4) reducir los niveles de ansiedad en los alumnos, (5) fomentar la autonomía, la autoexpresión y el bienestar, (6) desarrollar el aprendizaje interdisciplinario. Los hallazgos de este estudio pueden servir como referencia para realizar investigaciones adicionales sobre el uso de grabaciones de versiones musicales en videos para mejorar las habilidades orales de los estudiantes.

**Palabras clave:** Autonomía, competencia, comunicación, desarrollo, expresión oral.

## 1. INTRODUCTION

In Ecuador, there is a constant debate among experts, educators, and researchers oriented to English language teaching as it has become a method of teaching science and technology in educational settings, both primary, high school, and superior levels. Regarding young learners, the need to develop themselves in a foreign language is increasingly demanding. It can be a cause of the appearance of gaps in the educational level, given that the assessment of speaking skills is ongoing. Such circumstances can cultivate an environment antithetical to academic progress or a specific resistance for those who do not consolidate their oral expression due to multiple circumstances, such as lack of vocabulary, insecurity, stage fright, or shortage of continuous training. Alenezi & Mugaddam (2023) remark that educators must attend to the other skills, listening, reading, and writing similarly, but considering that speaking is the most complex skill to develop, it is the communicative competence to which this article will be subject.

Many EFL learners believe they will not be proficient in developing their skills, which undermines their performance and how they perceive themselves, affecting their school performance.

One crucial factor to mention is the COVID-19 pandemic, an unexpected scenario that, while it did not completely halt the educational process, forced students in Ecuador to learn from home for two years. The virtual modality adopted in Ecuador caused significant delays in teaching-learning, particularly in English, due to reduced class hours and limited opportunities for oral expression practice. Consequently, speaking skills became overshadowed by reading, as many learners read content and shared screens. This situation led to a noticeable decline in oral expression skills when students returned to in-person classes. Furthermore, many students abandoned their studies entirely due to economic challenges, lack of supplies, and insufficient internet access, exacerbating the issue and creating significant obstacles upon their return to face-to-face classes in 2022.

This state-of-the-art study aims to identify the initial insights of implementing musical covers to enhance their oral expression and self-confidence and improve their speaking proficiency in the English language. This research aims to address the following research questions:

1. To what extent does recording musical covers influence the speaking process in English language development?
2. What benefits does implementing video-recorded musical covers have to develop speaking skills?

### 3. Do musical covers practice promote self-confidence and self-assurance?

#### 1.1. Definition of musical covers

In its initial context, "cover" refers to a new interpretation of a beloved musical work performed by various artists who bring their unique styles and approaches to the arrangement. In contrast, a "song" denotes the original work crafted by a songwriter, encompassing the melody, lyrics, and overall arrangement.

Cover versions, also known as cover songs, are reinterpretations of original works by various artists and play an essential role in the music industry, shaping musical culture. Artists often showcase these performances in public spaces like bars, clubs, festivals, and restaurants. In modern popular music, covering earlier songs honors original artists while providing a fresh perspective. A song is a short composition with lyrics for vocal performance, blending melody and vocals. Some composers create instrumental pieces that mimic vocal qualities. Lyrics include verses that tell a story and a refrain that recurs at the end of each verse.

#### 1.2. The impact of popular music covers in our society

Serrá et al. (2010) defined cover versions as reinterpretations of previously recorded songs, differing from the original in timbre, tempo, structure, key, arrangement, or vocal language. Tsai et al. (2008) noted that cover songs often draw in audiences who appreciate familiar tunes or enhance an artist's popularity by reinterpreting a hit. These reimagined pieces can revitalize the original song, providing a fresh perspective. Sometimes, cover versions achieve greater recognition and success than the originals, leading to a preference for the cover.

#### 1.3. Songs as Pedagogical Tools

Kumar et al. (2022) mentioned that songs and music can serve as suitable resources for language acquisition, facilitating second language instruction while alleviating the academic stress often associated with traditional learning methods. The same authors affirm that music and songs are valuable instruments for enhancing English language teaching. It can become an effective tool because it captures students' attention and maintains their enthusiasm for learning. Likewise, Millington (2011) stated that songs fulfill various functions and highlight their value as educational resources in teaching. Kumar et al. (2022) affirm that songs offer language practice through repetition, enhance listening skills, facilitate language association, and improve phonological skills, all while creating a relaxed learning environment.

Songs provide young learners with an enjoyable method to practice new sounds, avoiding the monotony often associated with traditional learning. Furthermore, their natural rhythm and repeating beats mimic the stress patterns in spoken English, making some songs especially useful for practicing rhythm and stress in language acquisition.

#### 1.4. Benefits of implementing musical covers to develop speaking skills

Including musical covers in language learning can be a delightful and effective technique for fostering speaking proficiency. Numerous researchers have noted that incorporating songs into English language instruction can benefit learners (Burhayani, 2013). Songs promote the enhancement of students' vocabulary, bolster their English language learning skills, and foster a more enthusiastic approach to acquiring the English language (Alefshat, 2019). Communicative language teaching (CLT) is an effective method for bringing together communicative competence. Richards & Rodgers (2001) emphasized that the Communicative Approach, also known as Communicative language teaching (CLT), is a method of foreign or second language instruction that prioritizes the development of communicative competence as the primary objective of language learning.

Lochland (2012) noted that language acquisition occurs within interactive contexts, where learners utilize their linguistic abilities to accomplish communicative objectives. The communicative approach to learning a language emphasizes enhancing communicative competence instead of merely memorizing grammatical rules mechanically. It postulates that learners can acquire language skills most effectively by engaging in worthwhile language use. This approach admits each learner's individual and diverse needs (Thamarana, 2015).

#### 1.4.1. Vocabulary Acquisition

Limbong (2012) expressed that students with limited vocabulary will have difficulty understanding the content they encounter in written texts or conversations. In the same research, Limbong (2012) emphasized that the greater the mastery of English vocabulary, the more effortless communication and comprehension of the language become for an individual. Teachers can enhance student engagement and vocabulary retention by incorporating interactive activities such as singing, acting out, playing games, and listening to stories related to targeted unknown words. This author remarks that repeated exposure to these activities can reinforce word definitions and meanings.

A strong vocabulary is vital for effective English communication. Without a solid understanding of words and phrases, fluency is difficult. Consequently, enhancing vocabulary is essential in the process of learning English. Bawawa (2020) noted that English songs can improve students' vocabulary skills by introducing new words. Incorporating songs into vocabulary instruction fosters a positive learning environment, as melodies help students retain words and better understand new vocabulary presented in the songs.

#### 1.4.2. Grammar Consolidation

Songs can aid memory retention, simplifying the process for students to recall phrases or grammatical structures they have practiced through singing. According to Vadivel et al. (2021), teachers can use songs as an effective tool for teaching grammatical structures because our brains naturally assimilate information and new language more quickly when presented in a rhythmic format. Following a thorough exploration of a song's lyrics and a discussion of its context, students can concentrate on specific instances of grammatical structures. Although some may resist this, it enhances long-term retention (Alinte, 2013).

Around the consolidation of grammar and its training, based on the authors' contributions, it is concluded that teachers must exercise caution when choosing a song, as certain songs may feature irregular sentence patterns not commonly found in everyday English conversation. Songs often feature straightforward sentence structures that can quickly become ingrained in a learner's memory. They can be practical tools for reinforcing grammatical topics or verb tenses covered in class. For instance, Adele's song "Hello" helps teach the present perfect tense, while Nirvana's "The Man Who Sold the World" can effectively support the review of the simple past.

#### 1.4.3. Fluency Development

Bailey (2003) defined fluency as the extent to which individuals can use the language quickly and confidently, demonstrating few hesitations, awkward pauses, or false starts, or instances of searching for words. Music inherently has rhythm, which can aid learners in understanding the natural flow of conversation, helping them to speak more fluidly. Fluency is speaking effortlessly without hesitations, pauses, or repetitions. It encompasses articulating thoughts smoothly and coherently without prior planning or rehearsal. Fluency is crucial as it enables the speaker to convey their message clearly and concisely.

The rhythmic structures present in musical pieces help cultivate fluid and instinctive speech

patterns in language learners by fostering a steady foundation that enhances overall fluency. Additionally, repeated listening and singing let learners internalize language patterns, vocabulary, and phrases, facilitating faster recall during conversational exchanges.

#### 1.4.4. Accuracy with Words & Pronunciation

The enjoyable nature of music can motivate learners to practice more frequently, leading to improved speaking skills over time. Participating in musical covers by singing along provides learners with an enjoyable and interactive method to improve their pronunciation and intonation, helping them to articulate words more clearly.

Another impact of utilizing songs as an educational resource is their influence on word pronunciation and stress patterns. Džanić & Pejić (2016) posited that songs support learners in practicing the language beyond the classroom, enhancing their confidence. Engaging in the singing of English songs affects students' pronunciation skills. Instructors can create a more enjoyable and stimulating educational experience by incorporating songs into learning (Bsharat et al., 2021).

#### 1.4.5. Enrichment of General Culture

Jenkins (2023) mentions that integrating music into lessons about cultural diversity effectively allows students to engage with various cultures and enhance their world comprehension.

Music provides a fantastic opportunity for students to engage with the culture of the language they are studying. Kumar (2018), in his research, argues that music possesses the capacity to unite individuals, preserve cultural traditions, and advocate for social justice. This phenomenon warrants exploration by both scholars and practitioners alike. The impact of music on promoting global harmony and cultural understanding is an essential field of research. Learners can gain valuable insights into the transformative power of art by examining music's role in cultural enrichment. Music has the potential to bridge divides, foster empathy, and celebrate diversity, contributing to a more peaceful and interconnected world (Kumar, 2018).

### 1.5. Songs for Motivation

Ghanbari & Hashemian (2014) argue that many second language learners, ranging from children to adults, encounter listening comprehension and pronunciation challenges. This author stated that many graduate students in English demonstrate deficiencies in pronunciation and listening comprehension, even after dedicating several years to studying the language. Ghanbari & Hashemian (2014) indicated that second language learners often experience greater fluency when singing along to song lyrics than when speaking the language, which helps boost their confidence. Additionally, songs provide an effective means of introducing various colloquial expressions. Furthermore, since many song lyrics require interpretation, consistent engagement with this practice may enhance learners' predictive and comprehension abilities.

Faliyanti (2017) affirmed that when students remain engaged and free from boredom during the learning process, their grasp of the material improves significantly. Songs influence both our physical and mental well-being and can foster a positive mindset for acquiring a second language. In this manner, they successfully invigorate our minds. A positive attitude is essential for creating a conducive learning environment (Ghanbari & Hashemian, 2014).

Music benefits memory, as learners form an emotional bond with the activity, which researchers believe aids in the effortless retention of song lyrics. This emotional connection integrates smoothly with the Natural Approach proposed by Stephen Krashen, which emphasizes the significance of comprehensible input and meaningful interaction in language acquisition. Educators who use musical activities to engage learners emotionally can provide input that genuinely connects with students.

This approach helps create an atmosphere that fosters natural language acquisition. Emotional engagement and meaningful interaction can significantly improve learners' capacity to assimilate and retain new linguistic structures and vocabulary.

The Natural Approach has gained significant traction in English language teaching, building on Krashen's theory. Training and developing a language can become a pleasant inspiration. Learning the language naturally, conditioned by the environment, compared with how children acquire and develop their native language.

### 1.6. Relationship between self-confidence in speaking performance

Verbal communication is a crucial part of daily life, often underestimated. Individuals speak thousands of words daily, and some professions, like auctioneers and politicians, exceed this. Self-confidence is vital in practical speaking skills, boosting enthusiasm, courage, and motivation. Confident learners tend to excel in their speaking abilities and communicate fluently. Kansil et al. (2022) note that self-confidence correlates positively with oral performance. Pham et al. (2021) emphasize that fluent speech requires self-confidence, while Silalahi et al. (2021) highlight its importance in classroom settings for showcasing knowledge and fostering positive peer interactions.

On the other hand, to excel in speaking, students must possess strong self-confidence. Conceptually, researchers recognize self-confidence as a non-linguistic factor influencing speaking abilities. Doqaruni (2014) indicated that students perceive the language as easier to articulate through the regular practice of spoken English in pair or group activities. Tridinanti (2018) also found a significant correlation between self-confidence and speaking achievement in her study. Furthermore, self-confidence is a key factor that encourages students to engage in speaking English in front of their classmates.

## 2. METHODOLOGY

### 2.2. Context

This study is state-of-the-art, a research approach that charts the scholarly output related to a particular subject. Romanowski & Ens (2006) state that it involves a literature review that enhances understanding, fosters discussion, and provides various viewpoints on the topic at hand. A state-of-the-art includes assessments of current understanding, the creation of prototypes for research analysis, and evaluation of knowledge production. It identifies recurring themes, highlights new perspectives, and offers guidelines for pedagogical practices and professional development. This state-of-the-art paper offers a concise overview of recent research exploring how creating musical cover videos can improve oral language skills in high school students. The authors considered studies published primarily in TESOL Journal, ERIC, and Scopus database journals that met the criteria included in Table 1. We focus on how recording musical videos in the pattern of cover can enhance speaking abilities within the broader context of language learning.

The manuscript selection process involves selecting articles from important journals based on the criteria listed in Table 1.

Table 1.  
*Inclusion and exclusion criteria*

Inclusion criteria	Exclusion criteria
(a) Musical covers	(a) Articles published before 2000
(b) K-12 and Secondary School Students	(b) Articles not related to educational settings
(c) Oral Expression and Performance	(c) ESL: English as a Second Language Approach

*Note: Elaborated by Ronald Núñez & Martha Castillo*

### 2.3 Evidence of the effectiveness of the use of musical covers in previous research

According to the exclusion criteria, the authors chose insights that reinforce the strategy of using musical covers recorded on video to enhance speaking, as well as papers from several authors with similar points of view. The researchers of this study established six indicators of the effectiveness of the musical versions in the development of oral expression. The sample collected to analyze the six indicators comprises the authors' names, four key outcomes related to each topic, and the researchers' overview. The focus is on highlighting representative arguments with academic support based on six pieces of evidence that are as follows:

#### Indicator 1. Memory recall, vocabulary acquisition, pronunciation and fluency

**Author 1:** Orellana-López & Guamán-Luna (2022)

**Note 1:** Students can enhance their vocabulary and learn more intricate grammatical structures through the diverse use of words and expressions found in songs.

**Note 2:** Incorporating songs into language instruction, particularly in English, can influence students' academic outcomes while also developing various skills such as expanded vocabulary, improved pronunciation, and a heightened interest in language learning. As students gain these competencies, they can cultivate productive abilities to communicate using the phrases, words, and structures derived from the songs.

**Note 3:** The use of songs will assist students in refining their pronunciation, broadening their vocabulary, and comprehending grammatical structures by examining the lyrics, while also enhancing their listening skills.

**Note 4:** Songs are regarded as an invaluable resource for creatively learning languages in this context. This is due to the fact that songs promote a positive classroom atmosphere and motivate students to engage more in activities both inside and outside the classroom.

**Author 2:** Kaswari et al. (2023)

**Note 1:** Music acts as a powerful means for retaining language and improving memory. Catchy melodies and tunes have a distinct ability to engrave information in our minds, making it simpler for learners to recall words, phrases, and even complete sentences.

**Note 2:** Through the medium of music, learners can easily absorb new vocabulary and grammatical structures, which in turn enhances their speaking skills.

**Note 3:** The influence of music on speaking abilities can be significant and varied. It possesses the capacity to improve language learning and elevate speaking skills in multiple ways. First, music can aid in refining pronunciation and intonation.

**Note 4:** Music plays a crucial role in nurturing speaking skills. It enhances language acquisition by refining pronunciation and intonation, while also assisting in memory retention.

**Overview:** Both Orellana-López & Guamán-Luna (2022) and Kaswari et al. (2023) emphasize music's positive impact on language learning, particularly in enhancing memory retention, vocabulary acquisition, pronunciation, and fluency. They agree that music creates an engaging learning environment, helping students internalize complex grammatical structures and expand their vocabulary. However, Orellana-López & Guamán-Luna focus on how songs foster a positive classroom atmosphere and productive communication skills. At the same time, Kaswari et al. (2023) highlight melodies' ability to enhance memory retention and improve speaking through better pronunciation and intonation. This contrast shows differing emphases: one on the social dynamics of learning through music, the other on cognitive benefits. Their analyses suggest that integrating music into language education enriches vocabulary and pronunciation while creating a more interactive learning experience, ultimately improving communication skills.

## Indicator 2. Students' confidence in speaking the language

**Author 1:** Džanić & Pejić (2016).

**Note 1:** Musical pieces aid children in developing their self-assurance by enabling them to participate regardless of their English proficiency.

**Note 2:** Songs can significantly influence learners due to their multi-modal nature, connecting with the language in various ways.

**Note 3:** Engaging in singing enhances listening abilities, articulates words and phrases, and helps improve pronunciation.

**Note 4:** Songs act as effective tools for memory. The repetition of vocabulary, grammatical structures, and rhythm facilitates learning and makes it easier for learners to retain information.

**Author 2:** Kaswari et al. (2023)

**Note 1:** Music can enhance learners' speaking confidence. Participating in songs or music-related language activities fosters a safe and enjoyable space for learners to practice their speaking skills.

**Note 2:** As their confidence increases, they are more inclined to communicate in the target language beyond musical settings, leading to improvements in their overall speaking proficiency.

**Note 3:** By listening to songs in the target language, learners are exposed to diverse vocal styles, accents, and cadences. Imitating these patterns allows students to polish their pronunciation and develop a stronger sense of intonation, which is crucial for expressing emotions and intentions in speech.

**Note 4:** Songs commonly feature repeated key phrases, giving learners numerous chances for reinforcement, thereby strengthening their language abilities.

**Overview:** Džanić & Pejić (2016) and Kaswari et al. (2023) acknowledge music's significant role in enhancing students' confidence when speaking a new language. They emphasize that songs create a supportive and enjoyable environment, enabling participation regardless of proficiency level. A key similarity is that the repetitive nature of songs aids memory retention and reinforces language structures, fostering confidence. However, Džanić & Pejić (2016) focus on songs' multi-modal characteristics that enhance listening skills. Kaswari et al. (2023) emphasize how engaging with music encourages communication beyond musical contexts, improving overall speaking skills. This contrast highlights different aspects of confidence building: one through immersive language engagement and the other through practical application. Their analyses suggest that integrating music into language learning cultivates a fun atmosphere and serves as a vital steppingstone for learners to express themselves confidently in the target language.

## Indicator 3. Students' motivation to learn

**Author 1:** Bsharat et al. (2021).

**Note 1:** Songs engage and immerse learners in a resource rich in culture, and since they are less intimidating, they can be incorporated into classroom activities.

**Note 2:** Utilizing songs contributes to language acquisition for young learners. They are seen as effective tools because they are not only enjoyable but also abundant in vocabulary. These songs often revolve around shared themes or subjects that enhance vocabulary learning by providing context.

**Note 3:** Songs are suitable for diverse learning styles, foster enjoyable learning experiences, and increase students' awareness. They inspire and encourage students to develop a passion for learning languages.

**Note 4:** Incorporating songs into the classroom creates a fun atmosphere, as learning English through music brings joy and happiness to students.

**Author 2: Ningsih (2019)**

**Note 1:** Today, foreign language instructors consider the use of songs and music effective since they serve as motivating tools, thus advantageous for language acquisition.

**Note 2:** People often find that listening to songs is a productive method for mastering a foreign language; to grasp a song's meaning, they often read and translate the lyrics independently.

**Note 3:** EFL learners are easily inspired and energized by the performers, the melodies, the diverse rhythms, and the popular subjects.

**Note 4:** When used effectively by educators, English songs are excellent tools for fostering interest and high motivation among EFL learners, as well as enhancing their linguistic intelligence and language consciousness.

**Overview:** Both Bsharat et al. (2021) and Ningsih (2019) emphasize the motivational benefits of using songs in language learning, noting that they create an engaging and enjoyable atmosphere. A key similarity is that songs entertain while serving as valuable resources for vocabulary acquisition, enhancing comprehension and context. However, Tahani focuses on songs' immersive and culturally enriching aspects, whereas Ningsih (2019) highlights music's motivational power and ability to spark interest through popular themes and rhythms. This contrast illustrates different motivational approaches: one through cultural engagement and enjoyment, the other through contemporary music trends. Their analyses suggest that integrating songs into language instruction can significantly boost student motivation, fostering enthusiasm for the language and a deeper understanding of its cultural nuances.

**Indicator 4. Anxiety Levels in Learners**

**Author 1: Džanić & Pejić (2016)**

**Note 1:** One of the most effective methods for fostering a natural, stress-free atmosphere is through engaging activities. Songs undoubtedly fall into the category of enjoyable activities that act as valuable resources for language learning, allowing students to engage with the language at their own pace instead of feeling pressured to immediately produce it.

**Note 2:** A few key attributes of songs are that they are enjoyable and can keep students enthusiastic.

**Note 3:** Songs exemplify activities that, because of their inherent fun, appealing content, and soothing characteristics, contribute to language development in children. For young learners, songs—including popular pop-rock tunes, traditional melodies, educational songs, rhymes, and chants—serve as an excellent resource for language acquisition.

**Note 4:** The universal charm of songs supports motivation and fosters a love for language learning among students. When motivated in this manner, learners become imaginative, creative, and enthusiastic about learning and achieving success.

**Author 2: Kumar et al. (2022)**

**Note 1:** Songs and music can undoubtedly be regarded as effective tools for language learning that facilitate second language instruction without imposing excessive academic pressure on students.

**Note 2:** Incorporating songs in the EFL classroom contributes to a supportive psychological space that benefits learners by alleviating anxiety and activating the brain's hemisphere associated with language acquisition, thereby heightening their interest in the English language.

**Note 3:** The integration of songs can influence the mental state of EFL learners in terms of motivation, fostering a positive environment, and engaging multiple intelligences related to successful language learning.

**Note 4:** Music is also an effective means to impact the emotions and behaviors of EFL learners since they do not view singing as an academic duty or process. Instead, they see it as a leisure activity or game that allows them to relax. The incorporation of music and songs serves a dual purpose: it

helps relax the learners while also facilitating unintentional vocabulary acquisition.

**Overview:** Džanić & Pejić (2016) and Tribhuwan Kumar et al. (2022) highlight the role of songs in reducing anxiety among language learners, creating a relaxed and enjoyable environment. Both studies agree that songs facilitate language acquisition without academic pressure, letting students engage at their own pace. However, Džanić & Pejić (2016) emphasize songs' fun and imaginative aspects as motivational tools. Kumar et al. (2022) focus on the psychological benefits, noting that music activates brain hemispheres linked to language learning. This contrast shows differing emphases on emotional engagement versus cognitive activation. Their analyses suggest that incorporating songs into language instruction alleviates anxiety and fosters a holistic learning experience that promotes emotional enjoyment and mental development, ultimately enhancing students' language proficiency.

#### **Indicator 5.** Autonomy, self-expression and well-being

**Author 1:** Vadivel et al. (2021)

**Note 1:** Music not only aids in learning language concepts, but it also enhances self-esteem, leadership skills, and teamwork. When the entire classroom participates in singing, it creates a safe and welcoming environment for learners to share and articulate their thoughts spontaneously.

**Note 2:** An increase in self-confidence positively affects all other areas of their lives, thus enabling them to thrive in different aspects of life.

**Note 3:** Music fosters self-assurance: Shy children become more vocal when they have a song to perform. With heightened confidence, children are more likely to volunteer for solo parts, thereby allowing their classmates to perceive them in a new way.

**Note 4:** Music can affect emotions: In an educational setting, a great way to help learners feel settled, relaxed, or to guide their thoughts toward a specific theme or context can often be accomplished through the appropriate selection of music.

**Author 2:** Welch et al. (2020)

**Note 1:** Engaging in activities such as listening to music, singing, playing instruments, composing, and improvisation—whether individually or collectively—are common pursuits for many individuals. These activities not only facilitate the expression of personal feelings and inner states but also promote numerous positive outcomes for those who participate.

**Note 2:** Skills developed through music education and training can also be effectively transferred to other cognitive tasks.

**Note 3:** Participation in successful musical activities can positively influence social abilities and inclusion, thereby supporting individuals' involvement in group and collaborative musical experiences.

**Note 4:** Listening to music can indeed enhance adolescents' sense of agency in their everyday lives, though this effect cannot be generalized across all scenarios, all listeners, or even all aspects of agency.

**Overview:** Balachandran Vadivel et al. (2021) and Welch et al. (2020) emphasize music's vital role in promoting learners' autonomy, self-expression, and well-being. Both studies recognize that music fosters an inclusive environment for free expression, boosting confidence and social skills. Vadivel et al. (2021) highlight the community-building aspect of music-making, while Welch et al, 2020. focus on individual benefits like personal expression and cognitive development. This contrast illustrates that group activities enhance social inclusion, while individual engagement promotes agency and self-worth. Their analyses suggest that integrating music into education nurtures personal growth and emotional well-being while developing collaborative skills essential for social interaction, thus supporting a balanced approach to holistic learner development.

## Indicator 6. Cross-Disciplinary Learning

**Author 1:** Ilari et al. (2013)

**Note 1:** Singing songs from various cultures provides us with the chance to learn about different societies and enhance our understanding of our own culture.

**Note 2:** Engaging with songs from diverse backgrounds can significantly influence the way we form our identities and how we perceive and comprehend others, as well as ourselves.

**Note 3:** Songs are made up of music, language, and cultural insights. When we sing, we utilize motor skills that are related to speaking. Through singing various songs, we learn about both our own cultures and those of others, and we also convey our innermost feelings during these activities.

**Note 4:** Given the strong connection between music and culture, fostering cultural awareness can be a valuable result of music education. It's clear that singing songs from our own culture aids in comprehending it, which in turn helps us understand ourselves better. However, even within our own cultures, there exists a great deal of diversity and variation.

**Author 2:** Kuśnierek (2016)

**Note 1:** Listening to music is a great way to explore the culture of a particular nation, as well as the language used within that community, since language is a key aspect of culture.

**Note 2:** Additionally, songs can serve as a means of examining a culture and comparing it to others. Furthermore, music can be a tool for revisiting historical periods.

**Note 3:** Many young people today are curious about a variety of cultural expressions beyond the classroom, making songs a potentially motivating and distinctive educational resource.

**Note 4:** Numerous songs act as cultural capsules, encapsulating significant social information within themselves.

**Overview:** Beatriz Ilari et al. (2013) and Anna Kuśnierek (2016) highlight the importance of music, particularly songs, in promoting cross-disciplinary learning and cultural understanding. Both analyses recognize that engaging with music enables learners to explore diverse cultures and better understand their identities. Ilari et al. (2013) emphasize singing for emotional expression and cultural identity, while Kuśnierek (2016) focuses on listening to songs that contrast cultures and reveal historical contexts. This contrast shows that active music-making and passive listening offer educational benefits through different means. Their works suggest incorporating varied musical experiences in education can enrich students' cultural literacy, foster appreciation for diversity, and cultivate a more nuanced worldview.

### 2.3 Gaps, challenges, limitations, and criticisms in the reviewed articles

This section mentions the most frequently appearing challenges of the literature review papers. Although developing practical speaking skills is essential, various challenges can hinder second language learners from mastering this ability. A study conducted by Hosni (2014) identified limited vocabulary, linguistic difficulties, reliance on their native language, and anxiety as significant barriers to effective speaking among L2 learners. This insight aligns with Cutrone (2009) and Kayaoğlu & Sağlamel (2013) findings, which indicate that anxiety is a prominent factor preventing L2 learners from speaking confidently. A study by Haidara (2016) revealed that psychological factors, including the fear of making mistakes, shyness, hesitation, and a lack of confidence, negatively impact learners' performance in speaking English. Even though researchers conducted these studies in different contexts, they yielded similar findings regarding obstacles to speaking. The initial challenge is the limited vocabulary of the learners. Many learners find it difficult to articulate their thoughts because of this vocabulary gap, which often results in them resorting to their native language, which seems more comfortable. The second challenge is learner anxiety. Speaking a language that differs from their native tongue can understandably cause discomfort. Navigating different pronunciation and grammar

rules can be challenging, leading to fears about mispronouncing words and being ridiculed by peers, as Kayaoğlu & Sağlamel (2013) noted. On the other hand, it is essential to refer to the favorable aspects of implementing video recording in musical cover format. Research focused on EFL teaching in Indonesia has also demonstrated favorable outcomes regarding the use of video in speaking classes. Saleng (2014), who conducted their study at SMP Negeri Satu Atap Lik Layana Indah Palu, found that incorporating video provides students with ample exposure in an engaging manner. As a result, students feel more motivated to speak and enhance their speaking skills. Kumar et al. (2022) reveal that learning a second language involves significant anxiety and pressure from peers. Therefore, English teachers should create a relaxed learning atmosphere that fosters enjoyment while facilitating effective learning through engaging activities. Students can thrive when they no longer feel the external pressure of being listened to by others or facing corrections in front of the entire class. This freedom allows them to take charge of their evaluations and judgments, leading to more effective and meaningful work. Monitoring by the teacher in the previous stages of recording a cover in English through a video is essential, giving students the possibility of reviewing vocabulary, pronunciation, and mastery of the topic, among other aspects. Numerous educators view effective communication skills as a vital element for the success of those learning a second language. Research has identified issues related to a significant number of students organizing the recording of music videos in English as a highly demanding and challenging activity; it is then when the educator must focus said energy, interest, and motivation so that the students try to practice and strengthen the practice. Undoubtedly, there will always be advantages and disadvantages. Still, if teachers consider the setbacks, they would waste a brilliant opportunity to generate a significant artistic-creative activity, linking it with developing and improving the English language. Moreover, English educators should not discard it from teaching practice. The generation of activities of this nature is not very common. Nevertheless, it would be a significant step towards consolidating oral expression. At the same time, it would allow a relevant number of students to develop a feeling of self-confidence.

### 3. RESULTS AND DISCUSSION

Table 2.  
*Results of the analysis on the impact of musical covers*

Review findings, musical covers improve oral expression in high school students.	<b>Memory recall, vocabulary acquisition, pronunciation and fluency</b>
	Students' confidence in speaking the language
	Students' motivation to learn
	Anxiety Levels in Learners
	Autonomy, self-expression and well-being
	Cross-Disciplinary Learning

*Note: Elaborated by Ronald Núñez & Martha Castillo*

This paper proves the benefits of implementing video-recorded musical covers and their impact on the speaking process in English language development. In addition, it promotes self-confidence. The research questions are solved based on multiple evidence that reinforce this study's initial insights. Revised studies indicate that musical practice, primarily through activities such as song and interpretation of musical covers, positively impacts the development of oral expression in high school students. The systematic review showed that music encourages improvement in articulation and verbal fluidity, the confidence to speak in public, and the capacity for social interaction. In particular, the practice of musical covers allows students to explore oral expression through the interpretation of letters and the imitation of styles, which contributes to improving pronunciation,

intonation, and rhythm of speech. To grasp English pronunciation effectively, learners should engage in frequent practice. To improve their English pronunciation, students can listen to English songs. (Khoiriyah et al., 2019)

The findings of this systematic review confirm that using musical covers as a pedagogical strategy contributes significantly to improving oral expression in second-year students. Miranda (2013) stated that music can impact significant elements of adolescent development. This supports the view that music is not only an object of study but a language that articulates speeches and facilitates the construction of identity and community, key elements for communicative development in adolescents.

One of the most valuable insights that most research affirmed is that songs can function as proper educational instruments. By integrating them into tasks, we can assist learners in applying vocabulary from songs, thereby maximizing their effectiveness in teaching and learning contexts (Adnyani & Dewi, 2020). Furthermore, song lyrics expose students to new vocabulary and aid in memorization by repeatedly using the catchy melodies they hear. This approach can be seen as a fun way to acquire vocabulary, encouraging their motivation (Butar & Katemba, 2023).

In addition, musical practice, whether individualized or group, favors oral and nonverbal communication, as well as socio-emotional skills such as empathy, teamwork, and emotional well-being, reduction of anxiety, without a doubt, are fundamental aspects for the integral learning of the student body. Music, therefore, acts as a mediator that enhances both individual expression and social interaction, which is especially relevant in the school context. Music in education enhances language acquisition and boosts self-confidence, reducing anxiety related to foreign languages. Students' desire to understand and sing popular songs motivates educators to incorporate music into language lessons (Asmali & Sayin, 2020).

Romero et al. (2019) asserted that music-related activities boosted students' confidence by aiding pronunciation recall. The rhythm of songs helped them retain vocabulary and pronunciation more effectively, enhancing their overall language learning experience. According to Lee & Lin (2015), music is a significant pedagogical tool, rendering complicated ideas more approachable and enjoyable while supporting language learning.

Educators emphasize videos as one of the key resources in educational technology, utilizing them to enhance academic performance due to their significant social impact (Bardakci, 2019). English teachers should implement engaging techniques to capture students' interest in learning English. In addition to teaching, educators also serve as mentors to help their students improve (Fitriana, 2021). On the other hand, the broadcast use of video to record musical covers has been recognized as an effective tool for enhancing the classroom environment, stimulating learners' motivation, and improving their accuracy and fluency (Tafari, 2009).

Music should not be isolated from the learning process or treated as an occasional guest. Its application within the school context must be continuous, becoming a key tool for consolidating learning, particularly at the High School level, where its implementation helps optimize educational processes. Despite these important findings, utilizing musical versions in video format involves overcoming challenges to ensure their effectiveness in disadvantaged settings, promoting equity in education. If a student lacks the required equipment or resources, their practical engagement will be restricted, which could hinder their progress in developing oral expression in English.

### **Directions for Future Research**

A slew of studies developed in the area linked to how music can influence the learning process of a second language acquisition demonstrate the efficiency and effectiveness of this alternative. Meanwhile, new research will be able to continue expanding and consolidating this practice. Music in the school context should not be an isolated topic, as when kindergarten children begin to repeat,

assimilate, and develop their vocabulary through nursery rhymes and short songs that involve the spontaneous use of the new vocabulary introduced. That process should not stop, evidently contextualized with the student's age, level, and interests.

The objectives and advantages of learning via music are well acknowledged. In that spectrum, motivation and emotion play a crucial role. Meyers (2004) noted that cultivating autonomy enhances skills like integrated reasoning, creativity, and willpower. Burrow (2009) emphasized that emotions play a crucial role in shaping our expressive efforts to navigate circumstances, ultimately fostering autonomy, which means the ability to make and effectively implement decisions.

Based on the research results, the researchers offer several recommendations for readers. First, for teachers planning to use video recordings of musical covers to enhance students' speaking skills, allowing students to choose their songs while ensuring appropriate content is essential. Teachers should supervise selections to avoid songs with sexual references, substance abuse, infidelity, or other themes that are not appropriate for youth as they develop their identities. The method of selecting songs requires a balance of freedom and responsibility. From personal experience, most songs chosen by young people often focus on positive themes such as love, self-discovery, personal experiences, and nostalgic melodies that reflect their childhood and adolescence. Secondly, future researchers can use this study's findings as a reference for exploring how musical cover recordings in videos can enhance students' speaking skills

#### 4. CONCLUSIONS

In this article, the researchers exhibited a brief, representative, and non-exhaustive literature review about how recording musical covers can help enhance oral expression in second-year high school students. The research community evidences a favourable demand and interest related to the use of the recording of videos in the format of musical covers to promote oral language skills that training and practice improve oral performance, self-esteem, confidence in themselves, and what they can do, the sense of autonomy and, simultaneously, reinforce their understanding of the English language

The literature review revealed that despite challenges like English proficiency, resistance to change, and lack of musical experience or vocal ability, recording videos in a musical cover format can effectively enhance learning. This strategy aids vocabulary acquisition, grammar structures, fluency, accuracy, and oral communication skills. Continuous use of English music in and out of the classroom significantly boosts these aspects while promoting students' social development, musical intelligence, and creativity.

In-depth research on discourse analysis, as outlined in this review, could provide valuable insights. Future studies should systematically explore emerging themes, examining the positive and negative impacts of video recordings of musical covers in education. Researchers should investigate the advantages of integrating music into English teaching, including improved comprehension, long-term memory retention, student motivation, pronunciation, and vocabulary expansion. The teacher's actions largely influence a student's linguistic competence in English in the classroom. The teacher's beliefs and pedagogical approach are crucial in this process, positioning them as agents of change rather than mere information organizers.

Instructing students in the English language is the role of the teacher, who is the key individual accountable for addressing the educational requirements of a diverse group of learners. Despite the important roles of educational authorities and parents in strengthening institutions, the teacher effectively educates and guides learning to solidify communicative competence.

**Conflicts of Interest:** The authors declare that they have no conflicts of interest.

### Authors' Contribution:

**Núñez Guzmán, R. A.:** Conceptualization, Formal analysis, Investigation, Methodology, Resources, Validation, Writing – original draft, Writing – review & editing.

**Castillo Noriega, M. A.:** Conceptualization, Formal analysis, Investigation, Methodology, Resources, Supervision, Validation, Writing – original draft, Writing – review & editing.

## 5. REFERENCES

- Adnyani, N. W. S., & Dewi, A. B. F. (2020). Teaching English Vocabulary using Song. *Yavana Bhasha Journal Of English Language Education*, 1(1), 88. <https://doi.org/10.25078/yb.v1i1.1381>
- Alefshat, H. (2019). The effectiveness of using children songs on developing the sixth grader's English vocabulary and pronunciation in Syrian refugees governmental schools. *Community Medicine & Public Health Care*, 6(1), 1–9. <https://doi.org/10.24966/cmph-1978/100056>
- Alenezi, A. H., & Mugaddam, A. H. (2023). The Role of Psychological and Social Factors in Causing Hesitation During Speaking: The Case of Saudi EFL Learners. *Eurasian Journal of Applied Linguistics*, 9(3), 10-20. <https://files.eric.ed.gov/fulltext/EJ1414592.pdf>
- Alinte, C. (2013). Teaching grammar through music. *The Journal of Linguistic and Intercultural Education*, 6, 7-27. <https://www.proquest.com/docview/1672869041?pq-origsite=gscholar&fromopenview=true&sourcetype=Scholarly%20Journals>
- Asmali, M., & Sayin, S. D. (2020). Singing as an Anxiety-Reducing Strategy for Learners Struggling with Different Levels of Foreign Language Classroom Anxiety. *Baltic Journal Of English Language Literature And Culture*, 10, 20-35. <https://doi.org/10.22364/bjellc.10.2020.02>
- Bailey, K. M. (2003). Speaking. In D. Nunan (Ed.), *Practical English language teaching* (pp. 47-66). McGraw-Hill Contemporary
- Bardakci, S. (2019). Exploring high school students' educational use of YouTube. *International Review of Research in Open and Distributed Learning*, 20(2), 260-278. <https://doi.org/10.19173/irrodl.v20i2.4074>
- Bawawa, M. (2020). Teaching English vocabulary using songs to developing students' vocabulary mastery. *Kajian Linguistik*, 8(1), 1-12. <https://doi.org/10.35796/kaling.8.1.2020.29099>
- Bsharat, T. R., Barahmeh, M. Y., & Turkman, J. M. (2021). The Influence of Music and Educational Songs on EFL Students' Achievement from Their Teachers' Perspective in Jenin Region. *African Educational Research Journal*, 9(2), 728-738. <https://doi.org/10.30918/aerj.93.21.106>
- Burhayani, E. (2013). The effectiveness of teaching vocabulary through songs to the second years 'students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School West Jakarta. *2nd International Seminar on Quality and Affordable Education*, (ISQAE 2013) (pp. 70-73)
- Burrow, S. (2009) Bodily limits to autonomy: Emotion, attitude, and self-defense. In S. Campbell, L. Meynell & S. Sherwin (Eds), *Embodiment and Agency* (pp. 126–144). University Park: The Pennsylvania State University Press.
- Butar, E. L. B., & Katemba, C. V. (2023). EFL Students' Perceptions toward vocabulary learning by listening to English songs on Spotify. *Journey Journal Of English Language And Pedagogy*, 6(1), 194-205. <https://doi.org/10.33503/journey.v6i1.628>
- Cutrone, P. (2009). Overcoming Japanese EFL learners' fear of speaking. *Language studies working papers*, 1, 55–63.
- Doqaruni, V. R. (2014). A quantitative Action Research on promoting Confidence in a Foreign Language Classroom: Implications for Second Language Teachers. *I.E.: Inquiry in Education*, 5(1), 1-20. <https://digitalcommons.nl.edu/ie/vol5/iss1/3/>

- Džanić, N. D., & Pejić, A. (2016). The Effect of Using Songs on Young Learners and Their Motivation for Learning English. *NETSOL New Trends in Social and Liberal Sciences*, 1(2), 40-54. <https://doi.org/10.24819/netsol2016.8>
- Faliyanti, E. (2017). The influence of English song toward students' vocabulary mastery and students' motivation. *Premise Journal of English Education*, 6(1), 77. <https://doi.org/10.24127/pj.v6i1.785>
- Fitriana, R. O. (2021). The Important Role of English Songs in Learning English For Young Learners. *Jurnal Dieksis Id*, 1(1), 13-18. <https://doi.org/10.54065/dieksis.1.1.2021.45>
- Ghanbari, F., & Hashemian, M. (2014). The effects of English songs on young learners' listening comprehension and pronunciation. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 6(3), 367-375. [https://www.researchgate.net/publication/339595867\\_THE\\_EFFECTS\\_OF\\_ENGLISH\\_SONGS\\_ON\\_YOUNG\\_LEARNERS\\_LISTENING\\_COMPREHENSION\\_AND\\_PRONUNCIATION](https://www.researchgate.net/publication/339595867_THE_EFFECTS_OF_ENGLISH_SONGS_ON_YOUNG_LEARNERS_LISTENING_COMPREHENSION_AND_PRONUNCIATION)
- Haidara, Y. (2016). Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Universal Journal of Educational Research*, 4(7), 1501-1505. <https://files.eric.ed.gov/fulltext/EJ1106229.pdf>
- Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2, 22-30. [https://www.researchgate.net/publication/270340628\\_Speaking\\_Difficulties\\_Encountered\\_by\\_Young\\_EFL\\_Learners](https://www.researchgate.net/publication/270340628_Speaking_Difficulties_Encountered_by_Young_EFL_Learners)
- Ilari, B., Chen-Hafteck, L., & Crawford, L. (2013). Singing and cultural understanding: A music education perspective. *International Journal of Music Education*, 31(2), 202-216. <https://doi.org/10.1177/0255761413487281>
- Jenkins, P. (2023). *Exploring cultural diversity through music: Curriculum ideas for teachers*. World Music Day. <https://worldmusicday.co.uk/exploring-cultural-diversity-through-music-curriculum-ideas-for-teachers/>
- Kansil, V. E., Tuna, J. R., & Liando, N. V. F. (2022). Analysis of the effect of students' self-confidence on speaking skill. *Journal of Teaching English, Linguistics, and Literature*, 1(5), 653-675. <https://ejurnal.unima.ac.id/index.php/jotell/article/download/4209/1940>
- Kaswari, Y., Fairus, R. N., Abdullah, M. A., & Jaelani, S. R. (2023). The Impact of Music in Improving English Speaking Fluency. *Jurnal Pendidikan Berkarakter*. <https://journal.politeknikatama.ac.id/index.php/Pendekar/article/view/340>
- Kayaoğlu, M. N., & Sağlamel, H. (2013). Students' Perceptions of Language Anxiety in Speaking Classes. *Journal of History Culture and Art Research*, 2(2). [https://www.researchgate.net/publication/307773289\\_Students'\\_Perceptions\\_of\\_Language\\_Anxiety\\_in\\_Speaking\\_Classes](https://www.researchgate.net/publication/307773289_Students'_Perceptions_of_Language_Anxiety_in_Speaking_Classes)
- Khoiriyah, H., Waris, A. M., & Juhansar, J. (2019). The students achievement in pronouncing english song using Smule application. *Indonesian EFL Journal*, 5(1), 45. <https://doi.org/10.25134/ieflj.v5i1.1610>
- Kumar, D. V. (2018). An investigation into the ways in which music contributes to the general enrichment of culture. *Innovative Research Thoughts*, 4(1), 544-548. Retrieved from <https://irt.shodhsagar.com/index.php/j/article/view/1328>
- Kumar, T., Akhter, S., Yunus, M. M., & Shamsy, A. (2022). Use of music and songs as pedagogical tools in teaching English as foreign language contexts. *Education Research International*, 2022, 1-9. <https://doi.org/10.1155/2022/3384067>
- Kuśnierek, A. (2016). The role of music and songs in teaching English vocabulary to students. *World Scientific News* 43(1),1-55. <https://www.semanticscholar.org/paper/The-role-of-music-and->

songs-in-teaching-English-to-  
Ku%C5%9Bnierek/854cd5f5daaf2800218e608c1d3ef1f20f34f2b0

- Lee, L. & Lin, S. C. (2015). The impact of music activities on foreign language, English learning for young children. 10, pp. 13-23. *Journal of the European Teacher Education Network*. ISSN: 2183-2234.
- Limbong, R. (2012). Enriching students' vocabulary using English pop songs. *JET (Journal of English Teaching)*, 2(3), 223. <https://doi.org/10.33541/jet.v2i3.58>
- Lochland, P. W. (2012). Moving Beyond Communicative Language Teaching: A Situated Pedagogy for Japanese EFL Classrooms. *TESOL Journal*, 4(2), 261-273. <https://doi.org/10.1002/tesj.57>
- Meyers, D. (2004). *Being Yourself: Essays on Identity, Action, and Social Life*. Rowman & Littlefield.
- Millington, N. (2011). Using songs effectively to teach English to young learners. *Language Education in Asia*, 2, 134-141. [https://leia.org/LEiA/LEiA%20VOLUMES/Download/LEiA\\_V2\\_I1\\_2011/LEiA\\_V2I1A11\\_Millington.pdf](https://leia.org/LEiA/LEiA%20VOLUMES/Download/LEiA_V2_I1_2011/LEiA_V2I1A11_Millington.pdf)
- Miranda, D. (2013). The role of music in adolescent development: much more than the same old song. *International Journal Of Adolescence And Youth*, 18(1), 5-22. <https://doi.org/10.1080/02673843.2011.650182>
- Ningsih, N. (2019). The effect of song in teaching English. *English Language Teaching for EFL Learners Journal*, 1(1), 1. <https://doi.org/10.24252/elties.v1i1.7413>
- Orellana-López, M. Y., & Guamán-Luna, M. M. (2022). Songs to encourage English speaking in students. *Ingenium Et Potentia*, 4(1), 82. <https://doi.org/10.35381/i.p.v4i1.1696>
- Pham, A., Hong, H., Chau, T., Le, N., Tran, P., & Nguyen, M. (2021). The relationships between students' self-confidence and their English-speaking performance: a case study of English-majored students at a private university in Vietnam. *European Journal of Education Studies*, 8(9), 18-35. <http://dx.doi.org/10.46827/ejes.v8i9.3872>
- Richards, J. C., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Second Edition. New York: Cambridge University Press.
- Romanowski, J. P., & Ens, R. T. (2006). As pesquisas denominadas do tipo "Estado da Arte" em educação. Researches appointed as "state of art" in education. *Revista Diálogo Educacional*, 6(19), 37-50. <https://www.redalyc.org/pdf/1891/189116275004.pdf>
- Romero, D. M., Tinjacá Bernal, L. M., & Carrero Olivares, M. (2009). Using Songs to Encourage Sixth Graders to Develop English Speaking Skills. *Profile Issues in Teachers Professional Development*, 14, 11-28.
- Saleng, M. (2014). The Implementation of video learning to improve speaking ability. *e-Journal of ELTS (English Language Teaching Society)*, 2(3), 1-14. <https://media.neliti.com/media/publications/245061-the-implementation-of-video-learning-to-f917c84b.pdf>
- Serrá, J., Gómez, E., & Herrera, P. (2010). Audio Cover Song Identification and Similarity: Background, Approaches, Evaluation, and Beyond. *Studies in computational intelligence* (pp. 307-332). [https://doi.org/10.1007/978-3-642-11674-2\\_14](https://doi.org/10.1007/978-3-642-11674-2_14)
- Silalahi, G. A., Hampp, P., & Kamagi, S. (2024). The correlation between self-confidence and students' speaking performance at Smp Negeri 1 Tombariri. *JoTELL : Journal of Teaching English, Linguistics, and Literature*, 3(3), 245-254. <https://ejurnal.unima.ac.id/index.php/jotell/article/download/8659/4730/35397>
- Tafari, V. (2009). Teaching English through Mass Media. *Acta Didactica Napocensia*, 2(1), 81-95
- Thamarana, S. (2015). A Critical Overview of Communicative Language Teaching. *International Journal of English Language, Literature and Humanities*, 3(V), 90-100.

- Tridinanti, G. (2018). The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. *International Journal of Education and Literacy Studies*, 6(4), 35-39. <https://doi.org/10.7575/aiac.ijels.v.6n.4p.35>
- Tsai, W., Yu, H., & Wang, H. (2008). Using the Similarity of Main Melodies to Identify Cover Versions of Popular Songs for Music Document Retrieval. *Journal of Information Science and Engineering*, 24, 1669-1687. <https://jise.iis.sinica.edu.tw/JISESearch/fullText;jsessionid=aa582770f1c3f7dfbf343a81f8ab?pId=758&code=0AEB899064D1088>
- Vadivel, B., Khalil, N. & Roy, D. (2021). Using Music for Developing Language Skills in the English Language Classroom. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(12), 501–507. <https://doi.org/10.17762/turcomat.v12i12.7394>
- Welch, G. F., Biasutti, M., MacRitchie, J., McPherson, G. E., & Himonides, E. (2020). The impact of music on human development and well-being. *Frontiers in psychology*, 11, 1246. <https://doi.org/10.3389/fpsyg.2020.01246>