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Project-Based Learning as a Strategy to Improve Senior High School Students' Speaking Performance

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Abstract – In today's globalized world, speaking fluent English is no longer a spectacle to be cool, but a necessity, especially for students who are preparing themselves to face communication challenges in the real world outside the classroom. However, many students of SMA Muhammadiyah 4 Sugihwaras still struggle to master the skill of speaking English fluently and confidently despite having studied English for many years. This study seeks to find factors behind PBL's success in improving speaking skills and analyze student challenges, using a quantitative approach with observations, interviews, tests, and documentation. The results showed that the successful implementation of PBL was supported by the active role of teachers, collaborative learning environment, contextualized project tasks, high student motivation, and the availability of learning media. The findings emphasize the importance of careful planning, intensive mentoring, and adaptive learning strategies so that PBL can be optimally applied in learning speaking skills.

Keywords – Project-Based Learning, Speaking Skills, English Language Learning

abstrak – Pada era global saat ini, berbicara bahasa Inggris dengan lancar bukan lagi sebuah ajang untuk keren-keren an, melainkan sebuah kebutuhan, khususnya untuk siswa yang tengah bersiap menghadapi tantangan komunikasi di dunia nyata di luar kelas. Namun, banyak siswa SMA Muhammadiyah 4 Sugihwaras masih kesulitan untuk menguasai keterampilan berbicara bahasa Inggris dengan lancar dan percaya diri meskipun telah belajar bahasa Inggris selama bertahun-tahun. Maka dari itu, dilakukanlah penelitian ini bertujuan mengidentifikasi faktor yang mendukung keberhasilan PBL dalam meningkatkan kemampuan berbicara siswa, serta menganalisis tantangan yang dihadapi siswa selama proses pembelajaran. Penelitian ini menggunakan pendekatan kuantitatif melalui observasi, wawancara, tes lisan, dan dokumentasi. Hasil dari penelitian tersebut menunjukkan bahwa keberhasilan implementasi PBL didukung oleh peran aktif guru, lingkungan belajar yang kolaboratif, tugas proyek yang kontekstual, motivasi siswa yang tinggi, dan ketersediaan media pembelajaran. Temuan ini menekankan pentingnya perencanaan yang matang, pendampingan yang intensif, dan strategi pembelajaran yang adaptif agar PBL dapat diterapkan secara optimal dalam pembelajaran keterampilan berbicara.

Kata kunci – Pembelajaran Berbasis Proyek, Keterampilan Berbicara, Pembelajaran Bahasa Inggris

INTRODUCTION

English speaking skills are one of the most important basic skills for students, especially at the senior high school level. This skill is not only needed in academic contexts, but also in daily life and to equip students with the skills needed for the increasingly globalized professional environment. English as an international language is used for various purposes, ranging from social communication, business, to research. English speaking skills are essential for global competition (Baker & Westrup, 2013). According to Baker and Westrup (2013), speaking English enables students to communicate quasly in diverse situations and participate in global exchanges. Furthermore, they emphasize that developing strong English-speaking skills helps students build confidence and achieve success in their future careers.

Based on initial observations of SMA Muhammadiyah 4 Sugihwaras, the school has one class for the 11th grade, with 16 students. Their speaking skills are still fairly low. Students often have difficulties in speaking fluently, conveying ideas systematically, and feel anxious when asked to speak in public. Speaking is a challenging skill as it requires learners to integrate fluency, coherence, and grammatical accuracy simultaneously (Brown, 2018). There is one class of 11th-grade students consisting of 16 students, with 10 females and 6 males.

The speaking skills of all 16 students were assessed, focusing on pronunciation, grammar, fluency, comprehension, and vocabulary. The average score obtained from the most recent evaluation was 75, reflecting the students' current speaking abilities. This comprehensive assessment was conducted to understand their initial level of proficiency and identify areas for potential an enhancement in students' oral communication proficiency. The average score for the students in your study was found to be 75, aligning with findings that similar methods can help gauge and later improve students' speaking skills (*Jurnal Pendidikan Surya Edukasi*, 2018).

Based on nterviews with students of SMA Muhammadiyah 4 Sugihwaras showed that they are more comfortable using Indonesian, which indicates that current teaching methods have not been effective in improving speaking skills. The use of conventional methods such as face-to-face and text-based learning limits the development of speaking skills in natural contexts, and often makes students stressed and less motivated (Goh & Burns, 2013; Alghamdi, 2021; Richards, 2015). The focus on grammar and memorization neglects practical aspects of communication such as fluency and pronunciation (Dixon et al., 2019; Hashemian & Fadaei, 2013), and lacks space for collaborative practice and meaningful dialogue that are important for students' confidence (Teng, 2019; Zhang, 2020).

Despite having studied English for many years, students are still more comfortable using Indonesian. To overcome this, Project-Based Learning (PBL) can be used as it demonstrated efficacy in enhancing learners' speaking performance (Riswandi, 2018), encouraging active and contextual learning (Kokotsaki, Menzies, & Wiggins, 2016; Structural Learning, 2024), as well as providing hands-on experience in communicating (Harris & Mooney, 2014; Patton, 2012).

This research focuses on testing the instructional efficacy of the Project-Based Learning (PBL) in improving students' English speaking skills of SMA Muhammadiyah 4 Sugihwaras. This study specifically investigates the mechanisms through which Project-Based Learning may be a means for students to improve their

fluency, confidence, and overall communication skills. Project-Based Learning's emphasis on collaborative and authentic tasks creates student practice opportunities English in a meaningful environment, potentially overcoming challenges faced in conventional speaking instruction (Harris et al., 2014; Dole et al., 2017).

The importance of this research leads to its contribution to practice and theory. Practically, this research can be used as a source of insight, knowledge and reference to educators regarding the application of effective methods to improve students' speaking ability, which plays a vital role in academic achievement, social and professional contexts (Putri et al., 2020; Yuliani & Lengkanawati, 2017). Theoretically, this research adds to the expanding scholarly discourse on Project-Based Learning, which attests to its role in enhancing language learning and demonstrates its adaptability to various classroom environments (Fragoulis, 2009; Georgiou & Kourti-Kazoullis, 2015). By emphasizing the pedagogical potential inherent in the Project-Based Learning (PBL) model to foster collaboration, communication and creativity, this study aims to support the development of innovative approaches to teaching speaking skills, with the real goal of preparing students' resources for the demands of a globalized world. In this day and age, being able to speak English is no longer just an obligation and a means of communication but also a key to enter into various genres of life, including education and careers.

RESEARCH METHODOLOGY

According to Fraenkel and Wallen (2015), experiments in educational research can be categorized as true-experimental, quasi-experimental, and pre-experimental. One of the forms of pre-experimental that is often used in educational research is the One-Group Pretest-Posttest Design, where there is only one group given treatment without a control group to compare (Creswell & Creswell, 2018). This design allows researchers to measure changes that occur before and after an intervention, although it cannot fully control outside variables that might affect the results (Ary et al., 2020).

A quantitative method with a pre-experimental one-group pretest-posttest design was applied to assess the effect of Project-Based Learning on students' speaking proficiency. One group underwent the PBL treatment, and their performance was measured before and after the intervention to detect significant changes (Sugiyono, 2021). The research used total sampling, involving all students from the available classes to ensure comprehensive representation (Sari & Lestari, 2022).

Table 1. Research Design

EXPERIMENTAL CLASS		
O₁	X	O₂

The quantitative approach is in Aligned with the objectives of this investigation, which focus on numerical data and statistical analysis to test hypotheses systematically (Creswell, 2012). This methodological approach is intended to reveal a

clear cause-and-effect link between independent and dependent variables under study.

The research subjects consisted of eleventh grade students of SMA Muhammadiyah 4 Sugihwaras who followed the whole series of project-based learning activities designed by the researcher. In addition, one English teacher was also involved as a participant through an interview session to obtain additional in-depth and contextual data. The teacher's participation provided a supporting perspective on the effectiveness of the method applied and helped the researcher understand the classroom dynamics during the process (Fraenkel, Wallen, & Hyun, 2012). This research was conducted at SMA Muhammadiyah 4 Sugihwaras located in Bojonegoro Regency, East Java. The research activities took place from February 24 to March 31 with a total of six meetings. In the first meeting, the researcher conducted a pre-test to assess students' initial ability in speaking English. Then, for the next four meetings, students followed project-based learning as a form of treatment. In the last meeting, students took the post-test to determine the development of speaking ability after the treatment was given.

Data collection involved three instruments: observation, interviews, and speaking assessments. Observational data captured students' engagement and participation throughout the project-based learning activities. Semi-structured interviews were conducted with teachers to obtain additional information about the learning process and students' responses to the methods used (Sugiyono, 2018). Meanwhile, the speaking test was used as the main instrument to measure students' speaking ability before and after the application of the method.

The research implementation procedure began with the planning stage and coordination with the school. After obtaining permission and preparing the implementation schedule, the researcher gave a (pre-test) assessment was administered to evaluate students' baseline speaking performance. Then, the treatment process was carried out in four meetings with a Project-Based Learning approach that encouraged students to work together in completing English projects. Upon completion of the intervention, a post-test was conducted to measure the progression in students' speaking abilities. All processes were carried out systematically so that the validity of the data was maintained.

The data analysis technique used in this study was statistical analysis using SPSS version 23 software. The data from the pre-test and post-test were analyzed to see statistically significant differences in scores. This technique allows the researcher to draw objective conclusions regarding the instructional efficacy of the Project-Based Learning approach on students' speaking ability (Pallant, 2010).

FINDINGS AND DISCUSSION

The findings in this study are presented through both tabular data and narrative elaboration. The writer carried out research from February 24th to March 31st, 2025 which lasted for six meetings. The target population of this research consisted to 12 eleventh grade students of SMA Muhammadiyah 4 Sugihwaras. The findings indicate that the implementation of the Project-Based Learning approach significantly influenced students' speaking proficiency at SMA Muhammadiyah 4 Sugihwaras. The data was conducted using SPSS software version 23. the results derived from both the

pre-test and post-test results in the form of speaking tests will be explained in the following description. After the research was conducted, the writer collected two categories of data, namely pre-test and post-test scores.

Table 2. The students' scores data in the form of Speaking Test

Students Initial	Pre-Test	Post-Test
AF	46	78
MGH	50	85
ST	40	76
BY	54	80
PLR	43	77
CR	59	82
VB	60	84
TGH	41	77
JY	58	79
WS	45	76
MKS	59	80
MDC	47	81
Total	602	955
Mean	50,16667	79,58333

According to the collected data, The maximum score attained of students in the pre-test was 60, while the minimum score recorded was 40. As for the post-test, the highest score reached 85 and the lowest was 76. After the data was processed using Microsoft Excel 2019, the writer found that the average student the pre-test result showed 50.16666667 and the average post-test score reached 79.58333333.

Data Testing

Table 3. The Normality of Pre-test and Post-test Score Data

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest Speaking	.185	12	.200 [*]	.895	12	.135
PostTest Speaking	.139	12	.200 [*]	.934	12	.422

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

a. Lilliefors Significance Correction

The writer got the normality test results using SPSS 23 which uses Lilliefors Significance Correction. From table 2 above, it shows that the significance value of the pre-test data is $0.135 > 0.05$. The findings indicate that H_0 is accepted and the data from the pre-test was normally distributions.

On the other side, the significance value indicates that the post-test value data is $0.422 > 0.05$. It is evident that H_0 is accepted and the post-test data was normally distributions.

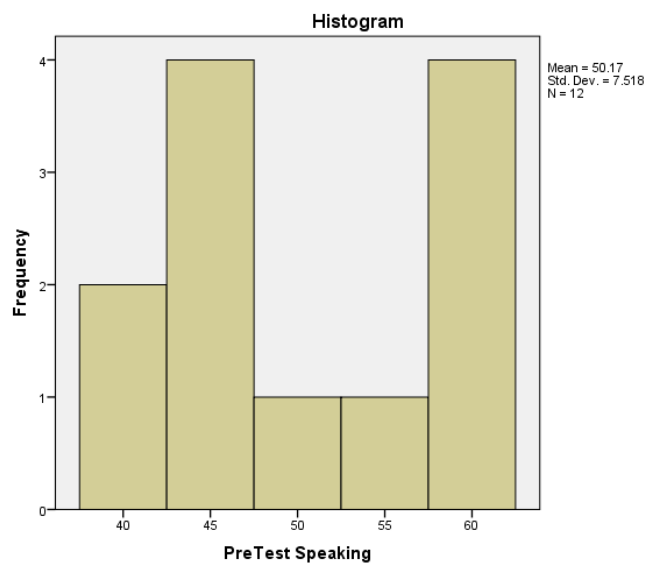


Figure 1. The Normality of Pre-test

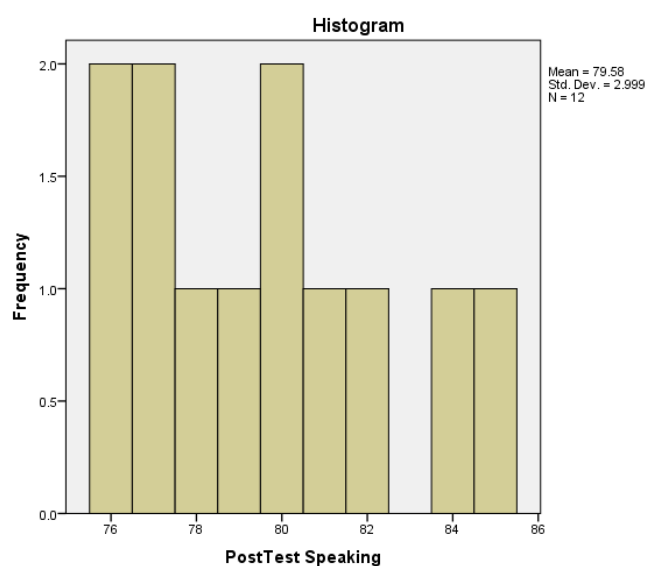


Figure 2. The Normality of Post-test

The Hypothesis of Testing

Table 4. The Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest Speaking - PostTest Speaking	-29.417	5.977	1.725	-33.214	-25.619	-17.050	11	.000

This research sought to examine whether the use of the Project-Based Learning method significantly improves 11th-grade students' speaking skills at SMA

Muhammadiyah 4 Sugihwaras. To examine this, both an Alternative Hypothesis (H_a) and a Null Hypothesis (H_0) were proposed, under the following assumptions:

- H_0 : The implementation of Project-Based Learning shows no statistically significant impact on the speaking performance of 11th-grade students at SMA Muhammadiyah 4 Sugihwaras.
- H_a : The implementation of the PBL approach significantly enhances the speaking proficiency of 11th-grade students at SMA Muhammadiyah 4 Sugihwaras.

The hypothesis was tested using paired samples t-test on pre- and post-test data, interpreted through specific criteria:

- If the sig value. (2-tailed) > 0.05 , it means indicating that Project-Based Learning method does not have a significant effect on students' speaking ability. H_0 (null hypothesis) is accepted and H_a is rejected.
- If the sig value. (2-tailed) < 0.05 , it means indicating that PBL method has a significant effect on students' speaking ability. H_0 (null hypothesis) is rejected and H_a is accepted.

Based on the output table of the t test results, the sig value = 0.000 is obtained, which means it is smaller than a 0.05. Based on these results, it can be concluded that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. This result shows that there is a significant effect on students' speaking ability when the PBL approach is applied in learning speaking for the 11th grade students of SMA Muhammadiyah 4 Sugihwaras. Furthermore, the table above also shows that t_0 (count) = 17.050 and df (degree of freedom) = 11. Gay states that the value of t_t = 2.145. As a result of ($t_0 > t_t$), $17.050 > 2.145$, The findings indicate that t_0 is higher than t_t and revealing a significant statistical difference between the results before and after the intervention performance (teaching) of English by using PBL method.

Observations, interviews, and project documentation indicate that PBL positively enhances the speaking skills of Grade XI students at SMA Muhammadiyah 4 Sugihwaras. This is reflected in several aspects such as increased speaking fluency, confidence, vocabulary mastery, and the ability to convey ideas in a real context. This finding is consistent with the view of Thomas (2000) who states that PBL provides authentic and challenging learning experiences that encourage students to actively use language in completing projects. In addition, the theory of constructivism by Vygotsky (1978) also supports this result, where meaningful learning occurs when students engage in social interaction and language use in real contexts. PBL provides this space through group work, discussion and project presentation.

Furthermore, these results are also reinforced by previous research by Kurniawati & Suprpto (2020) which showed that students who learned through PBL showed significant improvement in speaking skills compared to conventional methods. This was due to the emotional engagement, motivation, and collaboration that occurred during the project work.

Students in this study showed progress in terms of speaking courage, the use of more complex sentence structures, and the ability to explain ideas coherently. This

is evidence that PBL creates chances for learners to engage in practice speaking in a more free and directed situation.

However, this success cannot be separated from the teacher's role in designing relevant projects and adjusting to students' abilities. Without proper guidance, PBL has the potential to become a burden for students who lack confidence or have linguistic limitations. Thus, the implementation of PBL is proven to be able to have a positive influence on learners' oral communication abilities, especially if it is supported by careful planning, scaffolding from teachers, and continuous evaluation during the learning process.

CONCLUSION

Speaking is a fundamental communicative skill necessary for effective interaction, particularly in English, which often presents challenges and demands consistent practice. Consequently, educators must employ engaging and interactive instructional strategies. Among the various pedagogical approaches, Project-Based Learning (PBL) is considered promising. This study investigates the extent to which PBL influences students' English-speaking proficiency. The results, as detailed in the Findings and Discussion section, reveal a statistically significant improvement in students' speaking scores from pre-test to post-test, confirming the positive impact of the method.

A pre-experimental design employing a one-group pretest-posttest format was adopted for data collection. The analysis yielded a two-tailed significance value of 0.000, which is below the 0.05 significance level. These results reject Null Hypothesis (H₀) support Alternative Hypothesis (H_a), confirming that the application of the Project-Based Learning method significantly enhances the English-speaking proficiency of Grade XI students at SMA Muhammadiyah 4 Sugihwaras.

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4. "Lewat Sudah Pukul Dua, Makin Banyak Bicara Kita"

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	"Kau semakin merah Delima."	Metafora	Menggambarkan kemerahan atau malu dengan perbandingan pada buah delima yang merah.
2.	"Orang sepertimu dan varian macam aku."	Metafora	"Varian" sebagai metafora untuk perbedaan karakter.
3.	"Kita jangan jadi tua dan membosankan."	Personifikasi	Memberi sifat manusia "membosankan" pada konsep usia tua.
4.	"Aku semakin mirip kau."	Simile	Perbandingan tanpa kata pembandingan, tapi menyiratkan persamaan.

Tabel 4.4 Hasil Penelitian

5. "Dari Planet Lain"

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	"Sepertinya kau memang dari planet yang lain dikirim ke bumi untuk orang sepertiku."	Metafora	Menggambarkan pasangan sebagai makhluk luar angkasa yang istimewa atau berbeda.
2.	"Ketakutan lalu kau terangkan."	Personifikasi	"Ketakutan" di ibaratkan bisa diterangkan seperti manusia.

Tabel 4.5 Hasil Penelitian

6. "Yasudah"

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	"Sudah hatinya ini tinggal satu-satunya kau patahkan juga."	Metafora	Hati di ibaratkan sebagai benda konkret yang bisa dipatahkan.
2.	"Dia ambil serpihannya sambil dia bingung."	Metafora	Perasaan sakit hati di ibaratkan seperti pecahan benda yang harus disusun ulang.
3.	"Dengarkan hatiku berdoa."	Personifikasi	Hati diberi kemampuan untuk berdo'a seperti manusia.

4.	"Sebut satu doa di hati kecilku."	Sinekdoke	Mewakili perasaan terdalam.
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Tabel 4.6 Hasil Penelitian

7. "Episode"

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	"Sekarang tubuhku sering minta waktu untuk sendirian."	Metafora	Tubuh di ibaratkan sebagai entitas yang bisa "meminta" seperti manusia.
2.	"Kuajak dia 'tuk kenalan lagi."	Metafora	Dia merujuk pada diri sendiri/kesehatan mental di ibaratkan sebagai orang yang perlu dikenali ulang.
3.	"Karena banyak pertanyaan menemukan jawaban."	Personifikasi	Pertanyaan di ibaratkan bisa aktif "menemukan" jawaban sendiri.
4.	"Lebih banyak dengarkan badanku."	Personifikasi	Badan diberi kemampuan untuk didengarkan.
5.	"Lebih banyak dengarkan badanku."	Sinekdoke	"Dengarkan badan", badan mewakili kebutuhan fisik dan mental serta emosional.

Tabel 4.7 Hasil Penelitian

8. "Foto Kita Blur"

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	"Pernah ada hati merah muda terbang-terbang di atas kepala."	Metafora	Perasaan cinta/suka di ibaratkan sebagai hati berwarna merah muda, bisa terbang menggambarkan kebahagiaan.
2.	"Memilih nama panggilan mesra, kamu blueberry dan aku pastry."	Metafora	Nama panggilan mesra yang metaforis.
3.	"Lompat-lompat kegirangan lalu duduk-duduk manis di pipimu."	Personifikasi	Perasaan diberi sifat bisa lompat dan duduk seperti manusia.
4.	"Foto kita blur, kini memorinya kudekap."	Personifikasi	Memori di ibaratkan sebagai benda yang bisa dipeluk.
5.	"Senyum yang pernah hiasi duniaku."	Sinekdoke	"Senyum" mewakili seluruh kehadiran seseorang dalam hidup.

Tabel 4.8 Hasil Penelitian

9. "Semua Lagu Cinta"

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	"Ada film di kepala yang terputar."	Metafora	Kenangan romantis di ibaratkan sebagai film yang diputar dipikiran.
2.	"Berdiri mengantar pulang matahari."	Metafora	Proses matahari terbenam di ibaratkan sebagai aktivitas mengantar pulang.
3.	"Siluet tubuhmu diterpa ombak biru."	Personifikasi	Seolah memiliki kesadaran.
4.	"Yang lambat bibirku mengucap."	Sinekdokke	Proses berbicara atau komunikasi.
5.	"Berjalan ke altar diantar bapakmu."	Sinekdokke	Seluruh proses pengantaran ke altar.

Tabel 4.9 Hasil Penelitian

10. "Dimana Alamatmu Sekarang"

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	"Rumah dalam bentuk orang yang kau sayang."	Metafora	Orang yang dicintai di ibaratkan sebagai "rumah" simbol tempat berlindung dan kedamaian.
2.	"Masih kusirami bunga bungamu dalam pot itu."	Metafora	Merawat bunga bisa metafora untuk mempertahankan kenangan atau harapan akan kembalinya seseorang.
3.	"Topik topik yang sering kau ceritakan,asing kadang tak mengerti, kucoba selalu dengarkan."	Personifikasi	Topik diberi sifat bisa di ceritakan dan asing seperti perasaan manusia.

Tabel 4.10 Hasil Penelitian

11. "Ada titik-titik di ujung do'a"

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	"Ada titik-titik di ujung doa."	Metafora	Titik-titik diibaratkan sebagai ruang kosong dalam doa yang bisa diisi nama, mewakili harapan yang belum selesai..

2.	"Ingat hatiku dibancurkan jadi berkeping-keping."	Metafora	Perasaan sakit hati diibaratkan seperti benda pecah.
3.	"Kali ini aku coba merakitnya lagi."	Personifikasi	(tentang hati yang hancur) Hati diberi sifat seperti mesin yang bisa dirakit ulang.
4.	"Sebisanya aku gambarkan juga bunga-bunga, Lengkap dengan kupu-kupu terbang di sekitarnya."	Personifikasi	Gambara do'a yang seolah hidup dan dinamis.

Tabel 4.11 Hasil Penelitian

12. "Biar Jadi Urusanku"

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	"Dengan lagu-lagu sedihku."	Metafora	Lagu sedih mewakili proses penyembuhan atau pelampiasan emosi.
2.	"Biar kuselesaikan di tengah kamarku yang gelap."	Metafora	Kegelapan kamar melambangkan kesedihan atau kesendirian.
3.	"Lagu-lagu sedihku."	Personifikasi	Dianggap bisa 'diurusi' dan 'diteriakan' seperti makhluk hidup.

Tabel 4.12 Hasil Penelitian

13. "Zuzuzaza"

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	"Dekatkanlah sedikit ke hidungku wangi rambutmu Yang mulai terbakar matahari itu."	Metafora	Wangi rambut diibaratkan seperti sesuatu yang bisa "terbakar" oleh matahari, menggabungkan indera penciuman dan penglihatan.
2.	"Sertakan ikut juga Ruak Gimlet yang tumpah. Ia mengoyak cerah warna blusmu."	Metafora	Minuman tumpah diibaratkan sebagai sesuatu yang bisa "mengoyak" warna baju, menciptakan gambaran visual yang kuat.
3.	"Sertakan ikut juga Ruak Gimlet yang tumpah. Ia mengoyak cerah warna blusmu."	Personifikasi	Minuman diberi sifat bisa bertindak seperti manusia (mengoyak).
4.	"Kita bisa buat sendiri Bunyi-bunyian itu Kita karang sama-sama"	Personifikasi	Bunyi diibaratkan sebagai sesuatu yang bisa dikarang/dirakit.

	Sekarang.”		
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Tabel 4.13 Hasil Penelitian

14. “Hi, Selamat Pagi”

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	“Dengarkan suara itu? Suara dari perut aku.”	Personifikasi	Perut seolah bisa bersuara.

Tabel 4.14 Hasil Penelitian

15. “I’d like to watch you sleeping”

No	Lirik Lagu	Jenis bahasa kiasan	Makna Lirik
1.	“Aku ingin tinggal di belakang gigimu.”	Metafora	Membandingkan kedekatan emosional dengan kedekatan fisik dengan gigi.
2.	“Tubuh kita menguap menjadi bulir hujan yang diharapkan.”	Metafora	Transformasi menjadi tetesan air hujan sebagai metafora kesatuan dengan alam.
3.	“Dan patah hati perasaan sendiri bukan hal yang aku suka.”	Personifikasi	Patah hati memberikan tindakan yang otonom.
4.	“Menyirami bunga-bunga indah yang mekar hiasi Hutan hutan raksasa itu.”	Personifikasi	Bunga yang secara aktif mendekorasi atau mendominasi.
5.	“Dan hitungan ke 1000, 1000 tahun lagi maksudku Hiduplah terus, ada terus. Seperti tokoh kartun di televisi itu.”	Simile	Membandingkan umur panjang dengan karakter kartun.

Tabel 4.15 Hasil Penelitian

SIMPULAN

Setelah menemukan bahasa kiasan dan makna dari setiap lirik lagu, dapat dilihat bahwa lagu-lagu yang dipilih dari album “Markers and such pens flashdisks” memiliki banyak jenis kalimat dan bahasa kiasan yang bervariasi, sehingga membuat kalimat-kalimat tersebut menjadi lebih menarik. Dengan begitu, kita juga dapat menemukan fitur yang menunjukkan kemiripan antara dua hal atau perbandingan kalimat, yang dapat memberikan gerakan dan menimbulkan respon tertentu yang membuat pembaca berpikir. Seperti menurut Kalandadze (2018) yang berpendapat bahwa, bahasa kiasan dapat meningkatkan kemampuan komunikasi sosial dengan mengajarkan orang bagaimana menyesuaikan makna kata atau ide dengan membandingkannya dengan hal lain.

Jika kita mengetahui berbagai makna dan signifikansi dalam bahasa kiasan, kita dapat memahami maksud pengarang yaitu pertama, memungkinkan pembaca untuk menikmati karya sastra dalam imajinasinya. Kedua, menambahkan citra tambahan pada syair, mengubah abstrak menjadi detail konkret. Ketiga, perlu menambahkan intensitas emosional pada pernyataan yang sebenarnya informatif dan menyampaikan pesan dan sikap. Dalam album ini peneliti menggunakan seluruh lagu yang ada di dalam album tersebut, dari total 15 lagu yang diteliti dalam album ini, tidak semua jenis bahasa kiasan digunakan.

Penulis menemukan lima jenis bahasa kiasan yang digunakan dalam lirik lagu dengan menggunakan teknik triangulasi, yang bertujuan untuk meningkatkan pemahaman peneliti terhadap apa yang telah ditemukan, karena tujuan dari penelitian kualitatif tidak hanya untuk menemukan kebenaran tetapi untuk meningkatkan pemahaman subjek terhadap dunia di sekelilingnya (Moleong, 2017). Berdasarkan rangkuman data, dari 15 lagu yang diteliti lagu dari album Sal Priadi mengandung bahasa kiasan simile, metafora, sinekdoke, metonimia, dan personifikasi. Terdapat 3 simile pada lagu “Gala Bunga Matahari”, “Lewat sudah pukul 2, Makin banyak bicara kita”, dan “I’d like to watch you sleeping”. Lirik bahasa kiasan jenis metafora berjumlah 27 yang terdapat pada hampir semua judul lagu pada album tersebut kecuali lagu dengan judul “Hi, Selamat pagi” tidak terdapat kata kiasan metafora yang terkandung di dalamnya. Bahasa kiasan sinekdoke yang berjumlah 6 lirik terdapat pada 5 lagu yang ada pada album tersebut yaitu “Kita usahakan rumah itu”, “Yasudah”, “Episode”, “Foto Kita Blur”, dan “Semua Lagu Cnta”. Dari 15 lagu pada album tersebut hanya ada satu lagu yang mengandung bahasa kiasan metonimia yakni pada lagu yang berjudul “Mesra-mesraannya kecil-kecilan dulu”.

Terdapat 21 bahasa kiasan personifikasi yang ditemukan pada semua lagu yang terdapat di album tersebut. Pada lagu tersebut mengandung bahasa kiasan personifikasi yang mana bahasa kiasan jenis ini merupakan bahasa kiasan yang sering digunakan oleh pencipta lagu setelah bahasa kiasan metafora. Secara keseluruhan, terdapat 77 kata kiasan dalam lagu-lagu yang dipilih dalam album tersebut. Dari analisis data di atas, peneliti menemukan bahwa bahasa kiasan yang sering digunakan dalam lirik lagu pada album ini adalah metafora, dan bahasa kiasan yang jarang digunakan adalah personifikasi. Peneliti juga menemukan bahwa tidak ada satu judul lagu yang mengandung semua dari kelima jenis bahasa kiasan tersebut.

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