

**THE USE OF ENGLISH SONGS THROUGH SPOTIFY
APPLICATION TO IMPROVE STUDENTS' ABILITY IN
LISTENING**

A Thesis by:

Ratih Kumalasari Maulida

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Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2024

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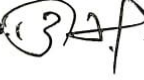
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DECLARATION

DECLARATION

I, the undersigned,

Name : Ratih Kumalasari Maulida
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Certify that Thesis entitled “The use of English songs through Spotify application to Improve students’ ability in Listening” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesian Number 17, 2010 regarding plagiarism in higher education.

Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, 4 June 2024

Undersigned,



Ratih Kumalasari Maulida

06011381924049

DEDICATION AND MOTTOS

This thesis is dedicated to:

My beloved parents, my family for always support, pray for me and accompanying me on one of these long journeys. Hopefully this achievement can make them proud because I was able to complete it with all the effort I put in.

MOTTOS

سَعَىٰ مَا إِلَّا لِلْإِنْسَانِ لَيْسَ وَأَنْ

“and that each person will only have what they endeavoured towards.”

(QS. An Najm: 39)

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In the name of Allah SWT, the Most Gracious, the Most Merciful. Praise be to the presence of Allah SWT. Thanks to His grace and love, the researcher was able to complete this thesis “The use of English songs through Spotify Application to Improve students’ ability in Listening”. Salawat and greetings may always be poured out on the Prophet Muhammad SAW, along with his family, friends and followers who faithfully follow him until the end of time. This thesis is a partial fulfilment of the requirements for obtaining the Undergraduate Degree of English Education Study Program, Faculty of Teacher Training and Education, at Sriwijaya University.

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Finally, the researcher wants to give the biggest appreciation to herself for believing that everything will be fine in time. Thank you for trying and getting up again to be at this stage.

Palembang, 4th June 2024

The researcher,

A handwritten signature in black ink, appearing to read 'Ratih', followed by a horizontal line and a small mark.

Ratih Kumalasari Maulida

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THE USE OF ENGLISH SONGS THROUGH SPOTIFY APPLICATION TO IMPROVE STUDENTS' ABILITY IN LISTENING

ABSTRACT

This study explores the effectiveness of using English songs through the Spotify application to enhance students' listening skills. This research employed descriptive qualitative approach. The sample of this study was 98 of semester 2nd students of the English Education Study Program at Sriwijaya University. The data was collected through questionnaires and interview. The data analysis for the questionnaire was based on percentage. For interview data this study used thematic analysis. The qualitative analysis from the result of questionnaire and interview reveals that most of the students are agreed that listening to English songs on Spotify improves their listening skills, it is considered an effective strategy. It not only enhances their listening abilities but also provides a fun and enjoyable hobby, making it a valuable tool for learning English.

Keywords: *English songs, Spotify Application, Listening Ability, Students' Perceptions*

CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) the problems of the study, (3) the objectives of the study, (4) the significance of the study.

1. 1 Background of the Study

English is known as an international language and the only language that can be used and understood by almost everyone in the world. In many countries, English is considered important to be learned by students and society in general. There are several important competencies in English that must be mastered by students. Namely listening skills, speaking skills, reading skills, writing skills and others. But this study only focuses on listening skills.

Listening skill is the key to all effective communication, not only in communication but also in interpersonal relationships. Without the ability to listen effectively, messages are easily misunderstood. This causes communication to break down, making it easy for the message's author to be frustrated or irritated. With listening skills, the message to be conveyed can be received and understood well. In other words, the communication process will not be successful without listening. Listening has an important role in everyday life (Gilakjani and Ahmadi, 2011). Every day people listen for various purposes such as entertainment, academic purposes or obtaining necessary information. It is important to learn a language it allows to gain insight and information, and to achieve success in communicating with other people. However, many students fail to master it because of some learning difficulties in listening classes.

According to Devito (2013), if compared to reading, speaking, or writing, listening is the most important communication activity, if measured based on time. Ironically, most of us are terrible listeners. There are many challenges faced by students in the listening process, for example; there are dialect differences. This difference is not only in terms of pronunciation but also in terms of culture. According to Hasan (2000) foreign words, complicated grammatical structures, and the length of

spoken passages are some of the main factors that cause students to have difficulty listening comprehension. Grammatically it can also result in misunderstandings between the speaker and the listener. Listeners have limited vocabularies and there are complex vocabularies, which makes listeners unable to understand the content of the text they hear and can even make them bored and frustrated. According to Underwood (1989), speed can cause hearing difficulties. Students can have difficulty understanding words in a foreign language if they speak too quickly. Listeners cannot control the speed of the speaker and need to listen more than once, and this can cause critical problems in listening comprehension.

The integration of technology into education is a significant advancement, particularly in terms of how it is managed, assessed, developed, and used in day-to-day classroom activities. Students benefit from technology in many ways, including improved idea visualisation, improved peer and teacher communication, increased motivation, and increased independent learning. Multimedia technology has been proven to increase student involvement and initiative in the English language learning process in the classroom. By providing a variety of learning media, technology can serve teaching and learning activities more sophisticatedly. Media such as films, podcasts, worksheets, e-learning, apps and websites, and other technology tools, for example, are invaluable.

Students nowadays are quite familiar with Smartphones; In fact, they are wiser and better understand how to use smartphones than the elderly. Teachers must adapt to the digital environment to increase students' willingness to learn English. According to Lo and Li (1998) learning English through songs can change a boring classroom atmosphere and can provide a fun classroom environment, so that students can develop their language skills more easily. Songs are one of the most interesting and rich cultural resources, and are used easily in the language classroom.

Almost all groups, both young and old, like music. This makes singing songs a universal activity in the world. Songs are often a welcome change from the routine of classroom activities in learning a language. As stated by Maley (1987), sounds, poetry, and melodies are one of the many things that help students strengthen their

memories. This means that songs can improve English function. When a student listens to and memorizes a song in class, the lyrics stick in their memory for a long time.

One of the learning principles put forward by Brown (2000) is automaticity. According to him, several things that might hinder the development of automaticity are excessive language analysis, thinking too much about forms (structure and grammar), and remembering language rules consciously. In this case, songs can help students process language automatically when they are accidentally involved in learning activities. Songs make the English learning experience effective and enjoyable. Songs not only provide opportunities for language practice through repetition, but also for the development of listening skills, language association and assimilation abilities, and phonological skills, as well as a calm learning environment. Songs are an effective 'tool' to help students in the process of learning English; in particular, songs are thought to stimulate students as they learn English. Songs are also an important aspect of learning English because songs increase students' sensitivity to sounds, and learning a language is nothing more than learning different types of meaningful sounds. Songs can help make boring lectures more interesting and exciting.

According to Brewster et al (2002) there are numerous benefits to adopting music as a learning resource. First, songs serve as linguistic resources, introducing new languages, refining grammar and vocabulary, providing familiar vocabulary in an entertaining way, and allowing natural repetition. They integrate all language skills, including enhancing pronunciation, making them an effective teaching tool. Second, music can serve as an emotional and psychological resource, stimulating students and fostering a positive attitude towards English. Songs, which are not frightening or intimidating, can also help students gain confidence and proudly sing English songs in front of their parents. Third, songs serve as cognitive resources, improving memory, focus, and coordination. They also aid in learning pronunciation, emphasizing emphasis, rhythm, and intonation. They also serve as cultural and social resources, making them beneficial for students' interpretation of meaning.

One of students' favorite ways to learn English is through apps. They don't have to sit in class to learn English; they can study whenever and wherever they like. Spotify is a digital platform for streaming music and videos that offers millions of tracks by artists from all over the world. Learning to listen using the Spotify application will not make students feel bored or sluggish. Students can use a cell phone to listen to English songs and practice using the Spotify application.

Globally, Spotify is the most popular streaming platform, followed closely by the likes of Apple Music and Amazon Music. Spotify is still regarded as the greatest music website because to its user-friendly features, convenient mobile-friendly apps, and massive library of songs and audio podcasts. Spotify's marketing strategy is fantastic. Prioritizing the product by giving clients the finest music experience possible was a significant feature that distinguished the service from other music streaming providers. However, Spotify's greatest success aspect is that it restored consumers' freedom and access.

Spotify has plenty of features that make it a useful tool for language learners. Firstly, the vast music library offers students a diverse range of genres, languages, and civilizations, exposing them to unique information and cultural nuances. Active listening to music in the target language enhances listening comprehension and intuitive language knowledge. Secondly, Spotify offers personalized recommendations based on users' interests and listening habits, enabling students to discover new music, artists and genres. The "Discover Weekly" and "Daily Mix" device allow students to explore new linguistic contexts and increase vocabulary. Spotify's playlist creation and sharing capabilities increase learner collaboration, allowing teachers and students to make playlists focusing on vocabulary growth, grammatical practice, or cultural immersion.

Based on the explanation above, as a result, researchers are interested in using English songs in the Spotify app to improve students' listening abilities and ability to remember what they hear. Because this medium may excite students' interest in learning English, particularly through hearing, and can immediately teach students how to pronounce words.

For language learners, Spotify is a helpful tool because it's easily accessible. This software, which can be installed on desktop computers, tablets and smartphones, allows students to listen to their favourite playlists anytime and anywhere. This adaptability allows for a variety of styles of learning and schedules, allowing students to easily incorporate language practice into their everyday life. Spotify offers significant advantages for language study, including its use of music as an instructional tool, which enhances memory, emotions, and motivation. Additionally, it allows students to access music lyrics and their translations, which enhances their understanding of idiomatic idioms, literary devices, and cultural references, enhancing linguistic and cultural authenticity.

Traditional teaching approaches made the teacher the sole source of knowledge in the classroom. It embraces the concept of a teacher-centered method that involves face-to-face interaction, primarily between the teacher and the student. In comparison to traditional approaches, this strategy allows students to learn English just by listening to music, and they can study whenever and wherever they choose, without having to sit in a classroom. This is corroborated by prior research by Putri (2022), which found that the Spotify app is more effective and inventive than the traditional way.

Previous research studies, such as Nuraeni & Warni (2023), Afriyuninda & Oktaviani (2021) and Yaneva et al., (2018), have demonstrated the positive impact of learning English through songs, particularly via applications like Spotify. These studies highlight the significant improvement in students' listening skills, that regular use of Spotify can enhance students' English language proficiency, particularly in English listening classes, by improving their listening comprehension and performance. In previous research, the majority collected data through questionnaires, whereas in this study the author collected data from students through questionnaires and interviews.

Considering that students are dealing with listening skills, students' perceptions will provide a clear picture regarding the use of English songs through the application. There are positive and negative perspectives regarding the use of songs

in foreign language teaching. This can be an evaluation material for campuses, lecturers and students in increasing the application of English songs through applications in higher education. Based on the problems that have been explained, the author is interested in exploring the above problems in the research entitled “The Use of English Songs through Spotify Application to Improve Students’ Ability in Listening”

1.2 The Problems of The Study

Based on the background of the research, the researcher formulates the research questions as follows:

1. Can English songs through Spotify Application improve students’ ability in Listening?
2. What are students’ perceptions on using Spotify Application as a tool to improve their listening ability?

1.3 The Objectives of The Study

The Purposes of this research are:

1. To find out whether English songs through Spotify application can improve students’ ability in listening
2. To find out students’ perceptions on using Spotify Application as a tool to improve their listening ability

1.4 The Significance of The Study

This research was expected to give significance to the followings:

For the students

The benefits for students lie in enhancing their listening abilities. This research aims to find the extent of students' improvement in listening skills through the use of the Spotify application. By allowing students to access songs anytime and anywhere, this approach enables them to naturally grasp English and enjoy the learning process.

For the researcher

The benefit for the researcher is gaining valuable insights into students' perceptions about the application of the Spotify application as a way of improving their listening abilities. This research provides the researcher with relevant information concerning how students perceive the usefulness of Spotify for enhancing their listening skills.

For other researchers

The researcher hopes that this study can serve as valuable input and provide information for other researchers interested in similar or related topics. It is anticipated that this study may aid and inspire fellow researchers, offering a reference point to explore similar issues in their own research endeavors.

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