

**Spotify as a Language Learning Tool:
Students' Perceptions of the Use of Spotify to Improve English Listening
Skill through English Songs among Students in Sriwijaya University**

A THESIS

by

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English Education Study Program

Language and Arts Education Department



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

2024

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**Spotify as a Language Learning Tool:
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Certify that thesis entitled "Spotify as a Language Learning Tool: Students' Perceptions of the Use of Spotify to Improve English Listening Skill through English Songs among Students in Sriwijaya University" is my own work and I did not engage in any plagiarism or inappropriate quotation contrary to the ethics and regulations set forth by the Ministry of Education of the Republic of Indonesia, Number 19, 2010, regarding plagiarism in higher education. Therefore, I acknowledge that I deserve to face legal consequences if I am found to have plagiarized this work.

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The undersigned,



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DEDICATION AND MOTTO

This thesis is dedicated to:

My beloved mother who always be there for me in any situation. Thank you for your endless prayers, love and sacrifices. You are my source of strength and inspiration. Without your support and love, I would not have been able to reach this point. This thesis is my small offering to you, as proof that your prayers and sacrifices are never in vain.

Motto:

"It does not matter how slowly you go as long as you do not stop."

"The only predictable about life is unpredictability,
anyone can be anything, you can be everything"

"Allah does not burden a soul beyond that it can bear."

(QS. Al-Baqarah 286)

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I am deeply grateful to myself for the unwavering dedication and resilience that have driven me through this arduous journey of completing my thesis. My commitment to this project, even in the face of challenges and setbacks, has been truly commendable. I have remained steadfast, continuously seeking knowledge, refining ideas, and pushing the boundaries of my capabilities. This accomplishment is a testament to my perseverance, hard work, and the countless hours I have invested. I acknowledge and appreciate my efforts, knowing that this achievement is a significant milestone in my academic and personal growth.

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Indralaya, July 2024

The Writer
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ABSTRACT

Spotify has a tendency to improve students' listening skills by providing access to a variety of interesting and authentic English songs as listening practice for students. This research aims to explore students' perceptions of using Spotify as a language learning tool to improve English listening skills through English songs. This study was conducted at Sriwijaya University involving 7 of students as respondents. This research uses a qualitative method with a phenomenological approach. Through in-depth interviews and thematic analysis, this research seeks to capture the essence of the experiences of the individuals involved, providing in-depth insight into the meaning they give to the phenomenon. The research results show that the majority of students have a positive perception of the use of Spotify in learning English. They found Spotify effective in helping improve their listening skills. Apart from that, the use of English songs on Spotify is considered fun and motivates students to study English more intensively. This research suggests that English teachers consider using Spotify as an innovative and effective learning media to improve students' listening skills.


Keywords: Spotify, language learning, listening skills, English songs, student perceptions.

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CHAPTER I

INTRODUCTION

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

1.1 Background

The increasingly rapid development of information technology in the current era of globalization can no longer be avoided and it influences the world of education. Due to pressures from throughout the world, the field of education must constantly adjust technical advancements to attempts to raise educational standards. This includes modifying how information and communication technology is used in the classroom, particularly during the learning process. Rahadian (2017) stated, in the field of education technology has an important influence in science field where in science all the students are taught about natural phenomena and facts and the existence of this technology humans use technology to apply this knowledge. There is an increase within the creation of technology at this time, all parties in the world of education must be able to keep pace and keep up with technological advances that exists. Mishra and Koehler's TPACK framework emphasizes the intersection of technological knowledge, pedagogical knowledge, and content knowledge (Mishra & Koehler, 2006). Understanding how Spotify aligns with these components is crucial for its effective integration into educational practices. We can see that in the environment around us, technology is strongly supported by the availability of internet networks that can affect other developments, especially in the scope of education. In education, the technology is utilized as a support in learning media (Fadilah et al., 2021). Therefore, to answer this global challenge, the field of education must continue innovate to be able to create an innovative, creative, learning process effective and efficient especially in learning Language.

Listening is the first language skill to be developed and more dominant in communication skills. It is the first skill that humans acquire before they start to acquire speaking, reading and writing skills because listening is a key to all effective communication (Bozorgian, 2012). Understanding spoken language, which is frequently accompanied by additional sounds and visual input, when listening requires using our background knowledge and the environment in which we are listening (Schmitt & Rodgers, 2002). Listening skills are one of the important skills of the four skills. On the other hand, it is estimated that almost 90 percent of learning time in high school and university classes is spent listening to discussions and lectures. Krashen (1982) stated in his input hypothesis, that the role of listening for acquisition is undeniable. It is an important role and the so-called Cinderella Skill. One of the most important things that teachers should focus on while teaching listening comprehension or other language skills is the resources. Using genuine language or authentic speech in the SLA is one technique to get SLA students ready for interactions with the real world. As a result, a lot of English teachers and facilitators look for cutting-edge methods and trends to teach and help students build their listening skills. In helping students to improve their listening skills, strategies of learning in listening skill are important. Learning strategy is an action taken by the learner to help the learning process to be more pleasant and simpler to understand what is being learned to achieve predetermined learning objectives to realize the learning objectives that have been set. As expressed by by Djamarah and Zain (2010) strategy is understood as an outline of the direction of activity to achieve predetermined objectives. Thus, strategies can overcome learning difficulties in learners in order to achieve the specified target, namely the achievement of the desired learning objectives. the achievement of the desired learning objectives. O'Malley and Chamot (1990) state that three basic types of strategies which are, metacognitive, cognitive, and social- affective strategies. According to O'Malley and Chamot (1990), "learners who use metacognitive strategies are learners who have the

direction or opportunity to plan their learning, monitor their progress and future achievements," which serves to underscore the significance of this function. Therefore, learners who employ metacognitive methods are more likely to keep an eye on and implement learning strategies including organizing their learning activities, continuously assessing their own performance, and coming up with solutions for problems they run into. performance continuously, resolving issues as they arise, and self-evaluation following the completion of learning (Karpicke et al., 2009). Although it has been mostly investigated in connection with spatial-temporal problems, its potential for language learning is worth investigating. According to Rauscher et al. (1993), the Mozart Effect proposes that listening to music, especially classical music, can momentarily improve cognitive ability. This is made possible by songs. Songs are works of art that use song elements like rhythm, melody, harmony, form and structure, and expression as a whole to convey the author's ideas and emotions. Listiyaningsih (2017) asserts that songs may be discovered easily anywhere since they are present in all facets of human existence. For students, songs are certainly not a foreign thing anymore. Therefore, this learning strategy will be easily implemented with technology in education.

Some research results show that the impact of information and communication technology on education can make teaching and learning more interesting (Chapelle, 2010). Smartphones are one of the technical instruments that can make language learning accessible. A smartphone or cell phone is a gadget having a public operating system installed on it. Its capabilities extend beyond texting and calling; users can add or remove programs and other features as they see fit. Put another way, a smartphone is essentially a small computer with phone features. Through specific apps, users of mobile phones can learn languages. Mobile Assisted Language Learning (MALL) is the term for this type of language learning that is accessible from anywhere and utilizes mobile phones. For mobile learning (m-learning) and

language learning, MALL is a subset of Computer Assisted Language Learning (CALL). According to Valarmathi (2011), mobile assisted language learning, or MALL, is a method that uses mobile devices to help and enhance language learning. With a variety of usage settings, MALL offers additional chances for apps to be accessed on demand and continually (Mutiaraningrum & Nugroho, 2021). Twarog and Pereszlenyi's 1980 study, which examined languages and provided phone help for language acquisition, served as the foundation for MALL. They supported and gave comments to language learners who were located remotely over the phone (Hashim et al., 2017). In the world of education, the use of smartphone applications is growing rapidly. These applications are very helpful in learning, especially in helping to learn listening skills. And one of application in smartphones that can help in listening skills is Spotify. Schulkind et al. (1999) state in the research that songs can enhance memory retention and cognitive processes. This foundation is crucial for understanding how Spotify's use of songs can contribute to effective learning and information recall.

Spotify is an application that can be downloaded on hardware such as; smartphones, computers, and laptops. Spotify is an application that was launched on October 7 2009, this application was founded by Daniel Ek and Martin Lorentzon in Sweden on April 1 2006. Spotify has several features such as various songs and song lyrics. In digital music, users can play their favorite songs. With the feature of listening to songs online and offline, it can make it easier for students to practice their listening skills whenever and wherever they are. Due to its high technology features and how easy to use it, this application is widely used among students. Spotify's popularity among students can create many perceptions. Including songs as media in English learning is certainly very interesting, this is a new creative idea that can increase students' interest and progress in English learning, especially in listening skills. Songs have components such as melody, rhythm, harmony, and lyrics that can

influence a person's heart and feelings. Wherever the culture of the song comes from, in case the music has a positive effect on the listeners, both in terms of the elements of the song. Krashen's Affective Filter Hypothesis sets that a learner's passionate state influences language acquisition. Integrating songs into language learning makes a positive and enjoyable environment, potentially lowering the affective filter and improving language reception (Krashen, 1982). Smith (2022) explains that student perceptions are influenced by their experiences and expectations. Regardless of whether something is genuine or untrue, perception is what people take to be real and what they expect to happen. Additionally, according to Nelson-Smith (2008), perception is an image that the mind creates when it understands time and place. Students' perceptions communicate to their minds that what they see is true because perception is the outward awareness of two objects—the mind and absolute space in the present. According to the definition given above, student opinions of English songs may hold the key to providing answers to research issues.

1.2 Problem of the Study

Based on the background above, the writer identified the problems as follows:

1. What are the perceptions of students when used Spotify as a language learning tool in improving listening skills through English songs?
2. What are the perceived benefits and challenges faced by students when using Spotify as a language learning tool in improving listening skills through English songs?

1.3 The Objective of the Study

Referring to the formulation of the problem above, the objectives of the research were as follows:

1. To know what are the perceptions of students when used Spotify as a language learning tool in improving listening skills through English songs

2. To know what are the perceived benefits and challenges faced by students when using Spotify as a language learning tool in improving listening skills through English songs

1.4 The Significance of the Study

The author hopes that this study can explore the potential of Spotify as a language learning tool, offering a new perspective on integrating technology into language learning. It contributes to the existing body of knowledge by highlighting the benefits and challenges of using Spotify for language learning purposes. The author also hopes that this study can understand students' perceptions of using Spotify for language learning can help educators create a more engaging and student-centered learning environment. It can foster students' motivation and active participation in the language learning process, ultimately improving their English listening skills. And the findings of this study can provide practical insights for educators and language learning practitioners at Sriwijaya University on incorporating Spotify as a language learning tool. It can guide them in designing effective strategies to enhance students' English listening skills with the use of Spotify and English songs.

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