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THE USE OF LYRICS FEATURE ON SPOTIFY TO IMPROVE STUDENTS' LISTENING SKILL

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Abstract

The aim of this study is to discover whether the use of the lyrics feature on Spotify improve students' listening abilities in learning English at SMPN 37 Jakarta. As a result, this study methodology is quantitative and uses a pre-experimental design. The sample was chosen from a seven-grade population of 288 students using cluster random sampling, with only one class, consists of 36 students. The data was acquired by a pre-test and post-test with one essay. The outcomes of this research analysis revealed that the average pre-test score was 38.33, while the average post-test score was 69.31. These results indicate that the pre-test and post-test data are regularly distributed. As a result, it is possible to conclude that Spotify's lyrics feature has an influence on improving students' listening skills.

Keyword: *listening skill, English, writing, songs*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan fitur lirik pada Spotify dapat meningkatkan keterampilan mendengarkan siswa saat belajar bahasa Inggris di SMPN 37 Jakarta. Oleh karena itu, metode penelitian yang digunakan dalam penelitian ini adalah kuantitatif dan memiliki desain pra-eksperimental. Sampel dipilih secara cluster random sampling, yaitu memilih hanya satu kelas yang berjumlah 36 siswa dari populasi tujuh kelas yang berjumlah 288 siswa. Pengumpulan data dilakukan dengan menggunakan pretest dan posttest dengan soal esai. Hasil analisis penelitian menunjukkan rata-rata skor pre-test sebesar 38,33, sedangkan rata-rata skor post-test sebesar 69,31. Dari hasil tersebut dapat disimpulkan bahwa data sebelum dan sesudah pengujian berdistribusi normal. Dapat



disimpulkan bahwa fitur lirik pada Spotify berpengaruh pada peningkatan keterampilan mendengarkan siswa.

Kata kunci: kemampuan mendengarkan, Bahasa Inggris, menulis, lagu

Introduction

Language and music both use sound-based symbols. Sounds, including communication signals, provide essential information to individuals. Language, like music, has four functions: cognition, cultural preservation, communication, and expression of ideas. It's a tool for communicating ideas with others and ensuring comprehension. Language and music have a profound impact on people's emotions. Using music in a lesson creates a positive learning environment, reduces stress, activates the language-related brain hemisphere, stimulates emotions, and increases motivation in learning English (Vishnevskaja & Zhou, 2019)

Vishnevskaja & Zhou (2019) mentioned that using songs in English classrooms can provide students with linguistic information such as vocabulary, pronunciation, and grammar, resulting in unintentional learning. Many professors prioritize the didactic value of music. Songs communicate linguistically through melodic and rhythmic content. Songs can improve foreign speech and musical intonation. Learning and repeating melodic phrases or short songs can improve pronunciation, articulation, and grammar rules.

In learning English skills, attention comes to student engagement. The notion of engagement comes before students' encouragement. Learners may express the four aspects of engagement—behavioural, affective, social, and cognitive—all simultaneously or separately (Bowden et al., 2021). Student engagement is fundamentally needed to help the teachers create such an interactive learning process in English class. The involvement of the students during the class means that the teacher has successfully build an engaging learning environment. Numanovich & Abbasxonovich (2020) said that there is a high association between listening abilities and academic achievements. Students with great listening ability are likely to get higher scores and have better for an overall academic performance.

Listening abilities have an unbreakable connection to students' engagement. Students that actively listen are able to take part and become involved in the process of learning. Students who listen carefully can better understand the lesson's expectations, follow the teacher's instructions, and enthusiastically participate in class discussions. Furthermore, excellent listening

skills facilitate effective communication with teachers and classmates. Students who listen closely have a greater ability to ask questions, seek clarification, and share their ideas and thoughts. This open and respectful communication promotes great relationships between teachers and their classmates, this results in an atmosphere that promotes learning.

The engagement can be defined as students' active involvement in classroom activities. It is believed that this is one of the main characteristics of students that encourages learning process (Christenson et al., 2012). Engagement has been associated with a variety of valuable learning behaviours and outcomes across academic fields, including critical thinking abilities, persistence, and satisfaction with learning experiences, (Yin, 2018).

Djabborova (2020) described language as a powerful tool for transmitting ideas, thoughts, and emotions to another. Learning a language involves studying its specific skills. The most essential factor of learning a second language, such as English, is that students acquire all four skills in order to demonstrate their ability to communicate effectively. That four skills are categorized as receptive (passive) and productive (active). Listening and reading are receptive abilities, which means that learners just receive and understand them without having to produce any words.

Speaking and writing skills are productive skills that require students to generate language as they use them. The most crucial factor is accuracy, which is widely applicable. It is important that neither one neglects or undervalues the other. However, because students in Indonesia speak Indonesian and English is not their first language, listening is challenging, and they will struggle to understand until they generate the words.

Engaging students in listening exercises may significantly enhance their listening abilities. Ikhsanudin et al. (2019) think that when students are engaged, classroom engagement becomes alive and pleasant. Having vivid and pleasant classroom interactions can help them learn more effectively. Incorporate interactive activities like songs, audiobooks, podcasts, and TED Talks into their daily routine. These activities expose students to a variety of speakers, accents, and themes, helping them improve their listening comprehension and increase their knowledge base. Encourage them to take notes or engage in subsequent sessions to solidify their comprehension. Therefore, student engagement is really needed so that they will participate and understand so much better, and it can be conducted when the students are interested and invested in the class.

Obstacles usually found in English learning especially in listening skill. The first problem is that the students' lack of interest. Yunita & Jumiyanti (2021)

mentioned that students who are more interested in listening comprehension are expected to listen more and learn to listen better than those who are less interested. As a result, students who are more interested will score higher on listening comprehension tests than those who are less interested. Students with a strong interest are more likely to seek information than those with low interest. They are more focused on analyzing the information. They like and are eager to do any assignment assigned by the teacher. They study English in and out of school. The students are driven to expand their vocabulary, practice their English, and complete a variety of tasks to improve their English skills. Yunita & Jumiyanthi (2021) also mentioned that Students' listening comprehension is influenced not only by instructional methods and strategies, but also by cognitive and psychological factors. One of the psychological issues is a student's interest. In general, interest may be defined as a propensity that drives a person to seek out or attempt new activities in a given topic. Interest is a favourable attitude toward environmental issues.

The second problem of learning English is that the teacher does not utilize enough of technology to use in the classroom. Crossley & McNamara (2016) noted that technology has a large influence on education nowadays. A school is projected to utilize technology to improve student achievement in class, although obstacles have been identified (Winter, 2021). The first are external factors that affect teachers, such as learning tools availability, resource access, practice, and support. Integrating online learning requires students and teachers to have access to computers and fast internet connections. The second category includes internal factors such as teachers' attitudes and views about using technology, as well as their skills and competency.

Because of those problems in learning English especially listening skills, the researcher wants to know “Does the lyrics feature on Spotify improve students’ listening skill?”

Research Methods

This study was conducted to the 7th grade students of the second semester on May 2024. The place of the research is SMPN 37 Jakarta located at Pondok Labu, Kec. Cilandak, Kota Jakarta Selatan, Jakarta 12450. In the academic year of 2023/2024. This school has 24 classrooms and consists of classes VII, VIII, and IX. The total number of students in SMPN 37 Jakarta are approximately 864 students.

This research used quantitative methods of study. Allen et al. (2013) stated that The objective of quantitative research methods is to gather and

analyze organized information that can be presented quantitatively. One of the primary goals is to provide measurements that are accurate and dependable enough to be used for statistical analysis. Researchers can use quantitative research to learn more about a population's demographics, count the number of individuals who use a service or product, investigate attitudes and behaviour, and record patterns.

The researcher utilized a pre-experimental design that concentrated on one group's pre-test and post-test designs. Farooq et al. (2016) said that pre-experimental planning is essential for the successful implementation of studies since final conclusions are heavily influenced by how the experiments are organized. By the completion of the pre-experimental design phase, the experiment's objectives, response variable selection, factors, and needed levels and ranges should all be clear.

The study's design focused on only one group of people: those who received the specific social work intervention being studied. This study assesses learning before and after treatment. Sugiono, in accordance with Lestari (2021), said that the findings of the pre-experimental study are the dependent variable and are not totally influenced by the independent variable. As a result, the treatment's outcomes may be better understood since they can be compared to the circumstances before the treatment. This design is utilized in accordance with the aims, which are to evaluate the influence of lyrics on Spotify to improve students' listening skills.

Results and Discussion

Result

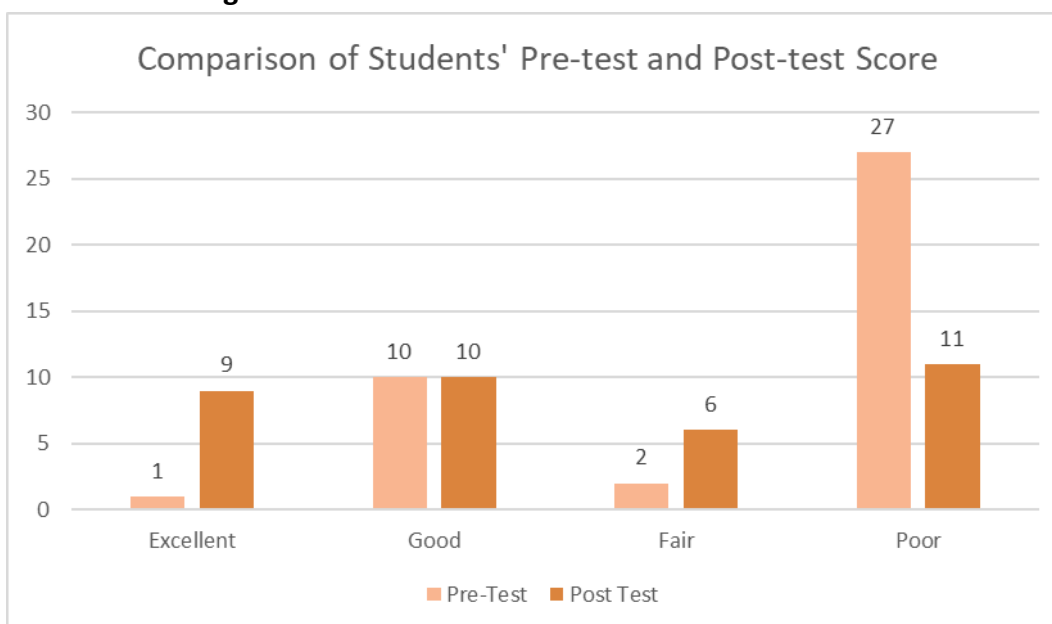
The researcher collected data from one class at seven grade SMPN 37 Jakarta Selatan. There were 36 students in this class. The study aims to assess if Spotify lyrics improve students' listening skills. Students in the experimental class received pre- and post-tests before and following treatment. Students were categorized depending on their performance in this section: excellent, good, fair, and poor. These criteria will influence how many overall scores each student receives. The researcher divides the categories as follows:

Table 1 Categories of Assessment Student Reading Comprehension

| Qualification | Score |
|---------------|--------|
| Excellent | 85-100 |
| Good | 70-84 |
| Fair | 60-69 |
| Poor | 0-59 |

The researcher can use Table 1 above to classify based on the pre-test and post-test scores.

Figure 1 The Students' Pre-test and Post-test Result



The figure above shows a substantial difference in test results between students before and after utilizing Spotify's lyrics feature to improve their listening skills.

Table 2 Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-----------|-------|----|----------------|-----------------|
| Pair 1 | Pre Test | 38.33 | 36 | 25.242 | 4.207 |
| | Post Test | 69.31 | 36 | 16.395 | 2.732 |

This output summarizes the descriptive statistical data from the two samples analyzed, the Pre-Test and Post-Test. The average learning outcome or mean for the pre-test value is 38.33, but the average learning outcome value for the post-test value is 69.31. The research sample consists of 36 respondents or students. The value of std. Deviation (standard deviation) for the Pre-Test of 25.242 and the Post-Test of 16.395 is followed by the value of std. Error Mean for the Pre-Test of 4.207 and the Post-Test of 2.737.

Because the average value of learning outcomes in the Pre-Test 38.33 < Post Test 69.31, It indicates that there is a descriptive difference in the average learning outcomes between the Pre-Test and Post-Test outcomes. Moreover, to determine whether the difference is true (significant), the researchers used the Paired sample t test findings shown in the "Paired Samples Test" output table.

Table 1 Paired Samples Correlations

| | | N | Correlation | Sig. |
|--------|----------------------|----|-------------|------|
| Pair 1 | Pre Test & Post Test | 36 | .674 | .000 |

The result shown above shows the results of the correlation test, the association between the data, or the relationship between the Pre-Test and Post-Test variables. The correlation coefficient (Correlation) is 0.674 with a significance value (Sig.) of 0.000, indicating a relationship between the Pre-Test and Post-Test variables (Sig value < 0.05).

Table 4 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 | Pre Test - Post Test | -30.972 | 18.663 | 3.111 | -37.287 | -24.658 | -9.957 | 35 | .000 |

The third output is the most essential one since in this section researchers will find answers to what is the question of whether or not there is

an effect of the lyrics feature on Spotify to learn English listening skills for seventh grade students of SMPN 37 Jakarta through the formulation of research hypotheses and decision-making guidelines in the paired sample t test.

Based on the "Paired Samples Test" Output table, the Sig value (2-tailed) is $0.000 < 0.05$, rejecting H_0 and accepting H_1 . As a result, it can be inferred that there is an average difference between the Pre-test and Post-test learning results, indicating that the lyrics feature in Spotify has a substantial impact on students' listening skills for seventh grade students of SMPN 37 Jakarta.

The "Paired Samples Test" output table above additionally includes data related to the value of "Mean Paired Differences" which is -30.972 . This value indicates the difference between the average Pre-Test learning outcomes and the average Post-Test learning outcomes or $38.33 - 69.31 = -30.972$ and the difference between -37.287 to -24.658 (95% Confidence Interval of the Difference Lower and Upper).

In addition to comparing the significance value (Sig.) with a probability of 0.05, researchers conducted hypothesis testing in this paired sample t test. Namely by comparing the t value with the t table. The guidelines or basis for decision making are as follows:

1. If the t value $>$ t table, then H_0 is rejected and H_1 is accepted.
2. Conversely, if the calculated t value $<$ t table, then H_0 is accepted and H_1 is rejected.

The "Paired Samples Test" output table above shows that the t count is negative, at -9.957 . The t count is negative because the average value of the pre-test learning outcomes is less than the average post-test learning outcomes. In this instance, a negative t value might be positive. Thus, the t value is 9.957 .

Next is the step of looking for the t table value, where the t table is searched based on the df (degree of freedom) value and the significance value ($\alpha/2$). from the output above, it is known that the df value is 35 and the value of $0.05/2$ is equal to 0.025 . with this value the researcher will use as a reference basis in finding the t table value in the distribution of statistical t table values. Then the t table value is 2.030 .

As a result, since the calculated t value is $9.957 >$ t table 2.030 , using the preceding decision-making basis, it is possible to infer that H_0 is rejected and H_1 is accepted. Thus, it is possible to conclude that there is an average difference between the learning results before and after the test.

Discussion

The present research investigated at how lyrics features influenced students' listening skills, with the goal of contributing to a better understanding of how certain aspects of music lyrics might improve language learning results. The findings indicate numerous critical discoveries that require further discussion in light of existing research and educational practice implications. One of the study's conclusions is that lyrics features have an important effect on students' listening comprehension. The repetition associated to song lyrics were proven to improve students' capacity for identifying and understanding spoken language. This is in line with previous research by Smith (2018) and Brown (2020), who both highlighted the function of musicality in aiding language acquisition.

Furthermore, the study showed the importance of lyric features in keeping students engaged and motivated throughout listening classes. The subject material and sentimental value of song lyrics were proven to catch students' interest, resulting in enhanced involvement and focus throughout the learning process. This finding also supports the study of Jones (2019), which highlighted the motivating benefits of using real materials in language training. From a practical perspective, these findings suggest many options for improving language acquisition by including song lyrics. Educators should consider choosing songs that correspond to students' interests and levels of language competence, so maximizing the motivating advantages of lyrical characteristics. Additionally, including songs in English learning may improve students' listening abilities and general language ability.

Despite the conclusions derived from this study, it is essential to be aware of its limitations. The sample size was small and restricted to a specific population, perhaps limiting the findings' generalization. Future study must attempt to replicate these findings with bigger and more varied groups to increase the effectiveness of the findings. Furthermore, ongoing research might look at the long-term impact of lyrics-based treatment on students' language learning results. Finally, the outcomes of this study highlight the important impact of lyrics features on students' listening skills.

Song lyrics are a valuable tool for language teachers aiming to improve their educational techniques since they improve rhythmic perception, promote engagement, and develop motivating effects. Moving forward, further research in this field has the potential to influence evidence-based teaching practices for effectively incorporating music and lyrics into language learning curriculum. This discussion links the study's findings with relevant literature, describes practical

implications for teaching, analyzing, limitations, and offers future research possibilities, resulting in a thorough examination of the influence of lyrics features on students' listening skills.

Conclusion

Based on the findings of the research and data analysis, it is concluded that using Spotify's lyrics function has a substantial impact on improving and developing students' listening skills. This is calculated using the Pre-test average score of 38.33 and the post-test average of 69.31. Based on the increased learning results, it can be inferred that using the lyrics feature on Spotify has a substantial effect on enhancing and developing students' listening ability at SMPN 37 Jakarta.

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