

EFL STUDENTS' VOICE ON THE USE OF SPOTIFY APPLICATION TOWARD STUDENTS' PRONUNCIATION

Melvina Melvina^{1,*}, Dian Nusa Bella², Muhammad Khairi Ikhsan³

*English Education Department, Faculty of Social Sciences and Humanities,
Universitas PGRI Sumatera Barat, Indonesia*

Corresponding author Corresponding Author Email: melvina.stkipgrisumar@gmail.com

ARTICLE INFO

Article history:

Received : 4/8/2023

Revised : 7/12/2023

Accepted : 28/12/2023

Keywords:

Application Media

Pronunciation

Spotify

ABSTRACT

Majority of Senior High School students thought that pronunciation is challenging. However, the use of application in the learning process could effectively assist students. This study aimed to scrutinize the perceptions of EFL Senior High School students towards the use of popular application, *Spotify* in learning pronunciation. The survey research was utilized to carry out this study. Thirty senior high school students were invited to fill the online questionnaire. The data obtained from the questionnaire was analyzed by using SPSS and presented descriptively. The results revealed that EFL students in this study have a positive response to using *Spotify* as an English language learning medium, especially for learning pronunciation. English songs on *Spotify* can be helpful for students in the process of learning English, they can be an easy and simple medium for students in learning English. It is recommended for English teachers to find out students' interests so that the learning process is more enjoyable and allows students to receive the lessons given well.

I. Introduction

One of the crucial aspects of English is pronunciation. It helps one to have communication with others. Pronunciation is close to how that language that consists of words and sounds is spoken. Both symbols and their sounds are different. By enunciating a word, we can receive the word's sound, stress, rhythm, intonation, and meaning [1]. Someone can have both adequate vocabulary and pronunciation when talking to people. Therefore, the listener can easily understand what we pronounce if we have good articulation.

The majority of Senior High School students thought that pronunciation is challenging. However, it is important to learn pronunciation. To learn it, we can listen to the language and then try to speak the word that we heard. Also, we can listen to the language to distinguish the sound of the word and form through watching movies, podcasts, and listening to music. Music retains distinct benefits for learners comprehending a new language. Listening to songs and singing can be a fascinating technique to learn sounds, words, and phrases. Learning a popular songs or playing a musical tool is interchangeable with learning a language. Songs have a stirring consequence on people's lives and deliver perspicuity into their thoughts.

A song, according to Parto, as cited in [2] and [3] is an assemblage of configurations that possess phrases and lyrical elements such as beat, tune, accord, and feelings. They all become one to assemble a song that can be relished and even beneficial to promote learning activities. Songs possess genuine language, are uncomplicated to find, give vocabulary, grammar, and cultural characteristics, and are pleasant for learners. [4] creative teachers can use popular songs in teaching pronunciation to increase learning motivation. Also, it might be advantageous to embrace this incredible material to make teaching and learning effective.

Nowadays, the use of application media in the learning process could effectively assist students. Besides, using technology in the EFL classroom could increase the effectiveness of the teaching and learning process and improve students' English proficiency [5]. There are many applications that students can use to learn pronunciation such as; Sound Cloud, JOOX, Shazam, and *Spotify*. *Spotify* is one of the most popular Applications. Digital music, podcasts, and video streaming are all available with the *Spotify* app. It gives some facilities to students to learn to speak easily. This Application has a feature that provides the lyrics of the song. It makes it more leisurely for learners to learn pronunciation. When enjoying a song on *Spotify*, learners should pay attention to how the singer pronounces the words. As a result, they are accustomed to pronouncing those words well.

The use of songs in learning English could be implemented to increase students' interest during the learning process [6]. Users can play their favorite songs in digital music applications. Because of the unique characteristics, several teachers interested to use the *Spotify* application in their teaching in order to help students improve their pronunciation skills. They acknowledge that the *Spotify* application is impressive to utilize in learning because it is easy to operate and can be used on both a smartphone and a Personal Computer.

In teaching, the teacher can direct students to select songs that are suited for them, as songs are a pivotal means to improve their English pronunciation skills. Numerous advantages of using songs are students can practice pronunciation, improve vocabulary, understand the grammar of songs, and make learning English more fun and not uninteresting[7]. Furthermore, to speak English, students need vocabulary mastery to articulate the right words. They require the capability to employ acceptable grammar so that words have an arrangement. They also require respectable pronunciation to make the sentences understood.

According to [8], pronunciation in English is considered one of the most challenging skills to learn, and learners are suggested to dedicate much time to improving their pronunciation. Indonesian EFL students agree that English pronunciation is uneasy. In particular cases, difficulties arise from the language's uneven spelling, which provides poor pronunciation instruction. Besides, problems emerge from interferences from the first language into the target language. Several problems related to pronunciation skills were found in the field when the researchers conducted pre-observation in SMAN 16 Padang. First, English words are pronounced differently in written forms, so the students have difficulty reading the English words. Second, students argue that sounds in English are problematic since they have distinctions between sounds that make them confusing. In addition, there are dissimilarities between sounds that confuse them because they do not find this dissimilarity in their mother tongue. Third, many students lack pronunciation mastery in speaking English. And the last, a considerable number of students sing without paying attention to how to pronounce correctly. Based on the problem above, the researchers assumed that students' difficulties, especially in pronunciation, could be overcome by using the English song as a medium in the learning process. Listening to English songs is one medium used to help students improve their pronunciation, make learning more enjoyable, and accept it by replicating the sound in the song they were listening to. As a result, using English songs can be adopted as a technique to enhance English pronunciation.

It is known that students need something to help to improve their pronunciation. Therefore, this present study tried to find students' perceptions of the use of *Spotify* applications toward their pronunciation. It is hoped that by comprehending the outcome of this study, it can be referenced and information be investigated intensely in the hereafter to discover potential strategies that can be suggested to EFL learners to improve pronunciation.

II. Method

This part explains the research design, participants, the instruments in obtaining the data, and the analysis data. The study applies quantitative research methods. [9] mentions quantitative research explains phenomena by gathering numerical data that are statistically analyzed. The quantitative technique holds some research design. They are experimental, correlational, and survey [10]. The survey design is used to answer the research questions. In this case, to pin-point students' perception on using the *Spotify* app toward pronunciation.

Thirty sciences students in the eleventh-grade of SMA Negeri 16 Padang were recruited as the subject for this study. They were carefully chosen since they have passed the speaking class and focus on learning pronunciation as one of the required subjects within the semester.

The instrument that researchers used in this research is questionnaire using Google Form. Questionnaire is a checklist or series of question draw up in writing form about anything that related to the research. To answer the research questions, the researchers shared questionnaire to the students by using Google form. The researchers approached the students by means of observation and carried out further research using the *WhatsApp* group. After that, the researcher explained the aims and objectives of the research conducted. The researcher also provided a Google Form link for filling out the questionnaire. The questionnaire consists of 2 languages, namely English and Indonesian so that students can easily understand the meaning of the questions. Furthermore, this research used Likert scale to measure the questionnaire. The questionnaire included a five-point Likert type scale with five options, they are: ‘strongly agree’, ‘agree’, ‘undecided’, ‘disagree’ and ‘strongly disagree’. The Likert scale is used to measure the answer from the students about students’ perception on using English song from *Spotify* to pronunciation skill. Collecting data using a questionnaire is a standardized way. So, the data that would be collected can be analyzed. The instrument of questionnaire is adapted from [11]. The questionnaire consisted of 10 questions.

The indicators that have been selected are:

Table 1. Table of Indicators

No	Indicator	Sub-Indicator
1	Experience of using the media	1. <i>Spotify</i> is interesting to learn pronunciation. 2. Students are motivated to improve their pronunciation skills when listening English song on <i>Spotify</i> . 3. Singing and view lyrics on <i>Spotify</i> app make students feel confidence to pronounce lyrics in front of the class. 4. Learning with technology especially <i>Spotify</i> toward pronunciation makes students feel enjoyable.
2	Learning outcomes	5. <i>Spotify</i> app can enhance the pronunciation. 6. Students will know how to pronounce a word by listening English song with <i>Spotify</i> . 7. The lyrics on <i>Spotify</i> app make the students easier to find the new vocabularies
3	The effectiveness and availability of media	8. The <i>Spotify</i> application is helpful media for learning to improve students’ pronunciation. 9. Listening English song on <i>Spotify</i> with various accents from singers make students listening skills better. 10. Students can use English song on <i>Spotify</i> whenever and wherever to improve their pronunciation.

Adopted by Rahmania & Mandasari (2021)

Based on the explanation of [11]who constructed this instrument, the total summed scores for this questionnaire were 81.25%. Specifically, the students who got score were 21.88%, it means that the *Spotify app* given negative perceptions. Then, the students who got score were 81.25% it means that *Spotify application* help student’s improve their pronunciation.

In general, there are four to five answers from highly positive to highly negative. However, this present study use four scales of answers without using a neutral answer in order that respondent answers will be more assertive Therefore, the choice of the answer is as the following table below:

Table 2. Score by Likert Scale

No	Indicators	Score
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Agree	1

After obtaining the data, the data was computed by operating SPSS (Statistical Product and Service Solution) version 25.0 for Windows. It is believed that this program is simple to operate and gives satisfaction results statistically. Descriptive statistics is used to analyze and get the percentage. The higher the means suggest the people's positive responses about students' perception on the use of *Spotify* app toward students' pronunciation. However, low means suggest the more people are less attracted to the *Spotify* application. In general, it can be illustrated as follows: If total score < 50, the perception is *Negative*. If total score >50, the perception is *Positive*.

III. Results and Discussion

There were three findings derived from this research. They were: (1) the experiences of the using *Spotify* media at SMA Negeri 16 Padang, (2) the learning outcomes by eleventh-grades in learning pronunciation, and (3) the effectiveness and availability of *Spotify* media to improve their pronunciation. Each of them was presented in the following parts.

A. Experience of using media

There are 4 items in Experience of using the media.

STATEMENT	SA	A	D	SD
<i>Spotify</i> is interesting to learn pronunciation.	73.3%	26.7%	0%	0%
Students are motivated to improve their pronunciation skills when listening English song on <i>Spotify</i> .	83.3%	16.7%	0%	0%
Singing and view lyrics on <i>Spotify</i> app make students feel confidence to pronounce lyrics in front of the class.	66.7%	33.3%	0%	0%
Learning with technology especially <i>Spotify</i> toward pronunciation makes students feel enjoyable.	96.7%	3.3%	0%	0%
Average	80.0%	20.0%	0.00%	0.00%

1. *Spotify* is interesting to learn pronunciation.

Table 4.1 showed that the students agree with this statement. Most of them responded strongly agree (73.3 %), and agree (26.7%). So, it can be said that the students agree that *Spotify* is one of the media that is interesting to use in the learning process.

2. *Students are motivated to improve their pronunciation skills when listening English song on Spotify.*

As can be seen in Table 4.1, the majority of students agreed with this statement. Most of them responded strongly agree (83.3%) and agree (16.7%). It means they agreed

that students are motivated to improve their pronunciation skills when listening to songs on *Spotify*

3. Singing and view lyrics on Spotify app make students feel confidence to pronounce lyrics in front of the class

As can be seen in Table 4.1, the students also agree with this, but most of them just agree, 66,7% strongly agree and 33.3% agree. So, the students agree that singing and viewing lyrics on the *Spotify* app makes students feel confident to pronounce lyrics in the class.

4. Learning with technology especially Spotify toward pronunciation makes students feel enjoyable

Table 4.1 showed that the students agree with this statement. The results were 96.7% strongly agreed and 3.3% agreed, which means they strongly agree that learning with technology especially *Spotify* toward pronunciation makes students feel enjoyable.

Based on the results above, most of the students strongly agree that the experience of using *Spotify* as media had given a positive impact on their learning process. For instance, the students are more interested to learn pronunciation, they are motivated to improve pronunciation, made the students feel confident and enjoyed in the English learning process.

B. Learning Outcomes

There are 3 items in Learning outcomes.

STATEMENT	SA	A	D	SD
<i>Spotify</i> app can enhance the pronunciation.	73.3%	26.7%	0%	0%
Students will know how to pronounce a word by listening English song with <i>Spotify</i> .	96.7%	3.3%	0%	0%
The lyrics on <i>Spotify</i> app make the students easier to find a new vocabularies.	90.0%	10.0%	0%	0%
Average	86.6%	13.3%	0.00%	0.00%

1. Spotify app can enhance the pronunciation.

Table 4.2 showed that the students agree with this statement. Most of them responded strongly agree (73.3 %), and agree (26.7%). So, it can be said that the students agree that the *Spotify* app can enhance student's pronunciation.

2. Students will know how to pronounce a word by listening English song with Spotify.

As can be seen in Table 4.2, the results were 96.7% strongly agreed and 3.3% agreed. It can be said that after the students listened to an English song with *Spotify*, they had been known how to pronounce a word. The students can be used one of *Spotify's* basic 'view lyrics' features to assist them in pronounced the word.

3. The lyrics on Spotify app make the students easier to find a new vocabularies.

Table 4.2 showed that the students agree with this statement. The results were 90% strongly agreed and 10% agreed, it can be said they agreed that seeing the lyrics on the *Spotify* app can easier to find the new vocabulary.

Based on the results above, most of the students agreed that the *Spotify* application gave positive learning outcomes. Therefore, *Spotify* can enhance its pronunciation. For example, the students have been known how to pronounce the word, and easier to find new vocabulary by listening and reading the lyrics on *Spotify*.

C. The Effectiveness and Availability of Media.

There are 3 items in the effectiveness and availability of Media.

STATEMENT	SA	A	D	SD
The <i>Spotify</i> application is helpful media for learning to improve students pronunciation.	86.7%	13.3%	0%	0%
Listening English song on <i>Spotify</i> with various accents from singers make students listening skills better.	63.3%	36.7%	0%	0%
Students can use English song on <i>Spotify</i> whenever and wherever to improve their pronunciation.	46.7%	53.3%	0%	0%
Average	65.5%	34.4%	0.00%	0.00%

1.The *Spotify* application is helpful media for learning to improve students pronunciation.

Table 4.3 showed that the students agree with this statement. The results were 86.7% strongly agree and 13.3% agree. So, the students agree that the *Spotify* application is helpful media for learning to improve student's pronunciation.

2.Listening English song on *Spotify* with various accents from singers make students listening skills better.

As can be seen in Table 4.3, the results were 63.3% of them strongly agreed and 36.7% agreed. So they agreed that listening to song on *Spotify* with various accents from singers make students listening skills better.

3.Students can use English song on *Spotify* whenever and wherever to improve their pronunciation.

Table 4.3 showed that the students agree with this statement. The results were 46.7% strongly agree and 53.3% agree. So, the students agreed that students can be listening songs whenever and wherever they want until students naturally relate to English and enjoy this process.

Based on the results above, most of the students agreed that *Spotify* application gave effectiveness and availability media in learning process. In fact, most of students agreed that *Spotify* is helpful media to use, the students also feel their listening skill more better after listening English song on *Spotify* with various accents from singers. Otherwise, the students can be used song on *Spotify* wherever and whenever to improve their pronunciation.

As discussed before, this study aspires to investigate the individual perception of eleventh-grade students at SMA Negeri 16 Padang. Pronunciation is one of the essential elements of language learning. Poor pronunciation will affect the listener's performance to grab the message. [7] revealed that pronunciation activities can be done in many ways, especially with songs. Songs can be optimally used as media in teaching pronunciation. In other words, students can practice

pronouncing the words through songs. Hence, this study discusses improving pronunciation through songs in the *Spotify* app for the eleventh-grade students of SMA Negeri 16 Padang.

The upshots of the study confirm the results that employing *Spotify app* is unproblematic for eleventh-grade students, particularly for those who are studied in this study. The paramount finding of this investigation demonstrates that majority the students strongly agree (80%) that the experience of using *Spotify* as media had given a positive impact on their learning process. For instance, the students are more interested to learn pronunciation, they are motivated to improve pronunciation, made the students feel confident and enjoyed in the English learning process. This finding is similar to the results of aforementioned study, that are piloted by [11], [12], and [13] that majority students demonstrate a high interest to using digital music platform to improved their pronunciation.

Next, the second result of this investigation also make stronger the first result above. There are 26 students 86.6% of 30 students feel that they are agreed that the *Spotify* application gave positive learning outcomes. *Spotify* can enhance its pronunciation, for example is the students have been known how to pronounce the word, and easier to find new vocabulary by listening and reading the lyrics on *Spotify app*. 73.3% of students given answer strongly agreed for statement *Spotify* is one of media that interesting to use in learning process. Therefore, students are interested in and enjoy the learning process which motivates them to improve their pronunciation skills. Next, 83.8% of students had been answer strongly agreed with the statement students are motivated to improve their pronunciation skills when listening English song on *Spotify*. Meanwhile, the students can listen to the song on *Spotify* with various accents from singers and makes their listening skills better.

Furthermore, the last result of this study also supports the first and second finding above. There are most of the students agreed that *Spotify* application gave effectiveness and availability media in learning process. In fact, most of students agreed that *Spotify* is helpful media to use, the students also feel their listening skill better after listening English song on *Spotify* with various accents from singers. Otherwise, the students can be used song on *Spotify* wherever and whenever to improve their pronunciation. It can be said that utilizing the application media can help students in learning English independently. They can learn alone or collaboratively with their friends outside to improve their English skills [14].

Therefore, the result of each indicator was really positive. Almost all of the students agreed if listening English songs on *Spotify* application can become a media in learning English process. This result similar to previous study by [11] which found positive perception toward the use of *Spotify* application to learn pronunciation. English songs are very easy to find, students can download English songs and create playlist on *Spotify app*. Using English songs as a media in learning English process is very easy and simple, and using *Spotify* app as a tool in learning English is very interesting and popular in 4.0 era. [15] discovered that the English songs by *Spotify* are a practical technique for improving students' pronunciation to the eighth-grade students of SMPN 3 Ngronggot, Nganjuk. The analysis results indicate that students' pronunciation as taught through English songs using the *Spotify* Application is adequate. The mean score obtained in the post-test (86.46) showed students' pronunciation in the category of adequate. It can be concluded that the students' pronunciation can be improved through English songs through the *Spotify* Application. The last similar to previous study by [16] which found the result of each indicator was really positive, almost all of the students agreed if English songs can become a media in learning English process. English songs are very easy to find, students can download English songs by smartphone, or using an application in smartphone. Using English songs as a media in learning English process is very easy and simple, just need one step for improve 2 to 3 skills in English. For example, students play an English song and read the lyrics while singing it, it would improve students' listening skill by listen to the song [17], it also improve students' reading skill by read the lyrics of the song, and to improve students' speaking skill by sing the song [18].

IV. Conclusion

The specific objective of this research is to find out the students' perception on the use of *Spotify* application toward student's pronunciation. The researchers would like to explore the technology can help the learning process. The technology had been used in this research is *Spotify* application, and the researchers would like to know the student's perception while listening English song on *Spotify* application to learn pronunciation skill as the purpose of the research. Based on the findings described above, it can be settled that the result on this investigation showed the students have a good impression to *Spotify* application. It means that students have positive responses toward *Spotify* app. The students come to an understanding with using *Spotify* in the learning process effectively help them in learning listening skill, also all of the students like and are interested in listening English songs to improve pronunciation, which is related to the purpose of this study. Hence, using Spotify application promote a practical strategy in learning English.

References

- [1] A. P. Gilakjani, "A detailed analysis over some important issues towards using computer technology into the EFL classrooms.," *Univers. J. Educ. Res.*, vol. 2, no. 2, pp. 146–153, 2014.
- [2] E. Sumantri, "Improving students pronounciation by using english songs (an experimental at the tenth grade of SMK cyber media)."
- [3] N. Ulfatul Karomah, "The Use of English Song Lyric in Teaching Listening to the Studentsat Ninth Grade of SMP Annidhamiyah Bindang Pasean Pamekasan." Institut Agama Islam Negeri Madura, 2021.
- [4] S. Sene and D. Erkan, "The Effect of Songs on Primary School Students' Motivation.," *Int. Online J. Educ. Teach.*, vol. 5, no. 4, pp. 867–875, 2018.
- [5] D. Ahmadi and M. Reza, "The use of technology in English language learning: A literature review," *Int. J. Res. English Educ.*, vol. 3, no. 2, pp. 115–125, 2018.
- [6] Y. Yulianto, "The use of song to increase students' interest in listening class," in *Conference on Language and Language Teaching. Available at <http://semnas.untidar.ac.id/wp-content/uploads/2018/02/page-153-157-yusuf.pdf>*, 2017.
- [7] B. Rais, D. D. Pranowo, and R. P. I. P. Sari, "The Use of Song in Teaching English Pronunciation," vol. 461, no. Icllae 2019, pp. 133–137, 2020.
- [8] A. P. Gilakjani, "A review of the literature on the integration of technology into the learning and teaching of English language skills," *Int. J. English Linguist.*, vol. 7, no. 5, pp. 95–106, 2017.
- [9] J. W. Creswell, *Research design: Qualitative, quantitative, and mixed methods approaches*, Third., vol. 2. Sage, 2009.
- [10] J. W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. 2012.
- [11] A. H. Rahmania and B. Mandasari, "Students' Perception Towards the Use of Joox Application To Improve Students' Pronunciation," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 39–44, 2021.
- [12] R. Sadilah and R. R. L. Gaol, "Improving Students' English Pronunciation Through Listening To English Songs At the Second Grade Students of Smp Swasta Harvard Martubung," *J. MELT (Medium English Lang. Teaching)*, vol. 6, no. 1, p. 15, 2021.

-
- [13] E. Akib and A. Ma, "The Use Of Spotify Application To Improve Students Ability in Listening Through English Song: A Pre-Experimental Research," *J. Comput. Interact. Educ.*, vol. 1, no. 2, pp. 1–8, 2018.
- [14] M. Melvina, N. S. Lengkanawati, and Y. Wirza, "The Use of Technology to Promote Learner Autonomy in Teaching English," in *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 2021, pp. 315–321.
- [15] D. Maghfiroh and S. Putri, "the Usage of Spotify App To Improve Students' Pronunciation Skill At Smp Negeri 3 Ngronggot Nganjuk Thesis English Education Department Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies Ponorogo," vol. 8, no. 6, pp. 1–92, 2022.
- [16] I. Makasoe, N. Liando, and P. Rombepajung, "Students' perception On The Use Of English Songs To Learn Pronunciation," *JoTELL J. Teach. English, Linguist. Lit.*, vol. 1, no. 10, pp. 1164–1179, 2022. <https://doi.org/10.36582/jotell.v1i10.4954>
- [17] E. Afriyuninda and L. Oktaviani, "The Use Of English Songs To Improve English Students' listening Skills," *J. English Lang. Teach. Learn.*, vol. 2, no. 2, pp. 80–85, 2021. <https://doi.org/10.33365/jeltl.v2i2.1442>
- [18] S. Isnaini and D. Aminatun, "Do You Like Listening To Music?: Students' thought On Their Vocabulary Mastery Using English Songs," *J. English Lang. Teach. Learn.*, vol. 2, no. 2, pp. 62–67, 2021. <https://doi.org/10.33365/jeltl.v2i2.901>