
**The Use of English Songs in Spotify as Media Within the
Framework TBLT on Students' Vocabulary Mastery**

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Abstract

This research aimed to investigate the use of English songs in Spotify to improve students' vocabulary at seventh grade students. It was a classroom action research conducted at SMPN 1 Singaraja involving 7th grade students of class A1. Further, this research was held in two cycles. Before the implementation of English songs the mean score students vocabulary mastery was 56.25. In the first cycle, the researcher observed an enhancement in the mastery of vocabulary, with an average score of 67.18. Subsequently, in the second cycle, a notable improvement was noted in the vocabulary mastery of compared to the preceding cycle, with an average score of 79.84. These findings underscore the profound impact of utilizing English songs on the enhancement of vocabulary mastery among seventh-grade students. These findings indicate a convincing enhancement in vocabulary mastery due to the implementation of English songs. Moreover, students exhibited heightened enjoyment, active participation, motivation, and engagement during lessons incorporating English songs for vocabulary learning. In summary, the integration of English songs via Spotify improved vocabulary mastery among seventh-grade students learning English.

Keywords: English Songs; EFL; TBLT; Vocabulary

INTRODUCTION

Vocabulary forms the fundamental basis of linguistic competence, encompassing essential skills such as speaking, listening, reading, and writing. Vocabulary is an important component to support the learners before they start to learn the first basic skill in English. According to Afzal (2019), without knowing the vocabulary, it is difficult to become competent in any language. The issue with the result of current study's findings is that there are instances in which teachers overlook or skim over terminology. Therefore, both the four skills and vocabulary mastery are needed in the process of learning. In learning a foreign language, learning vocabulary is very crucial. Without sufficient words in their vocabulary, students would find it difficult to communicate their comprehension. English is considered as a foreign language in Indonesia since English is not a common language in Indonesian (Mandasari & Wahyudin, 2019). Therefore, it is not as simple as it sounds to learn English. Becoming proficient in the English language takes a long time. By understanding vocabulary, it will make it easier for people to speak in foreign languages (Aminatun and Oktaiani, 2019). In this situation, the students ought to modify their learning style when studying vocabulary mastery (Wahyudin, 2020), strategy as well as the media usage (Syahar, 2021) that could help students

build their vocabulary mastery more quickly. The implementation of the media in the process of teaching and learning English will improve students' motivation and concentration (Afriyuninda & Oktaviani, 2021).

There are variety forms of teaching learning media, such as flashcard, kahoot, quiziz, Song, etc. Most of people especially young learners love to listen to and sing to sing songs, song is one way to enhance students vocabulary that can easily to memorize. Playing a song has the potential to foster a positive ambiance at the outset of the day or within the classroom environment, thereby contributing to the cultivation of a favorable mindset throughout the day. A song becomes a great English learning media, it has been applied by several researchers. Previous study demonstrates that song media can improve students' interest in the learning process (Ratminingsih, 2016). One benefit of employing songs in English classrooms is that students provide linguistic material, such as vocabulary, grammar or pronunciation. Furthermore, by singing along to the songs in class, the students will pick up new words and improve their pronunciation (Aguirre, et al., 2016).

When the teacher teaching at SMP N 1 Singaraja, the writer found that the ability of the students in memorizing vocabulary is low. This is caused by the students' prior knowledge of vocabulary is poor, every students has a distinct capacity for memorization of vocabulary, and the last is the students in pronouncing vocabulary is poor. It is caused by the different kinds of word classes in English vocabulary, such as Adjective, noun, verb, adverb, etc. In order to help students success in learning language they need to learn vocabulary that is used in daily life. One tool that can interest students in learning vocabulary is the use of song, which introduces students to new vocabulary and phrases in a lively way.

One of the great music platforms that learners have on their smartphones is Spotify. Spotify is a popular learning tool because it is simple to use on smartphones and computers (Rahajeng et al., 2022). Based on the interview, the English teacher said that almost of the students have a lack of vocabulary because they only using text book as learning media and made students monotonous to learning English. This is why English song is chosen because English song is one of best media that make students will be interest to learning vocabulary knowledge. From the investigation from preliminary and literature studies, it is proved that English song is convenient media for learning vocabulary. The previous study only using English song as learning media without using certain apps like Spotify. The researchers also supports the urgency of conducting this research to find out if English song in Spotify is still relevant in acquiring vocabulary. In this regard, the researcher want to investigate the implementation of English song in Spotify as learning media to enhance students vocabulary mastery. This research aims to investigate whether or not using English songs can enhance students' vocabulary mastery. In addition, research related to the use of song especially Spotify to improve students' vocabulary mastery has not been carried out in the 7th –grade students at SMP Negeri 1 Singaraja, Buleleng regency, where the author conducted the research. Therefore, it is hope that this study present results of using songs toward students' vocabulary mastery.

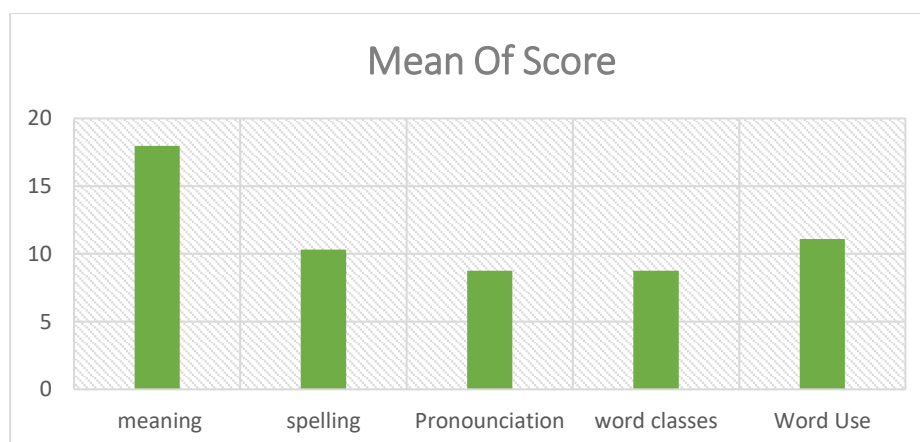
METHOD

This study used the Classroom Action Research (CAR) as method. According (Clark et al., 2020), Action Research is a commonly employed educational research methodology by

academic researchers and practioners to investigate and ultimately improve their pedagogical approaches and practices. The subject in this study is the seventh grade students at SMP N 1 Singaraja in the 2nd academic year 2023/2024 which consist of one class with the total of 32 students. The Classroom Action Research (CAR) method involves several stages in collecting research data, namely Planning, Acting, Observing, and Reflecting. These four stages are refered to as a series of steps by Kemmis and Mc Taggart. Through this approach, teachers can understand better identify difficulties in students, as well as develop learning strategies that are more effective and beneficial to the overall development of students. This research uses some data collection methods, first is Pre test is a test that can be used at the beginning of the course to determine the basic knowledge of the subject that students have before learning begins (Berry, 2008). The second is Observation which is gathering the information, it can be defined as perceiving data by seeing it, smell it, and touch it. Observation was used to conduct research on human behaviour, work process, natural phenomenon and then is Post – test. The purpose of the post-test is to measure the extent to which students' cognitive development after they receive certain material or lessons (Effendy, 2016). The last is Teaching scenario, the teacher used the teaching scenario or the lesson plan as a guide in conducting the lesson. The teaching scenario will create in order to provide the researcher with a detailed decription of the phases involved in the teaching process. To analyze the test result, the researcher averaged the vocabulary scores of the students to analyze quantitative data in a single cycle.

FINDINGS AND DISCUSSIONS

Based on the research findings in the first cycle, the result of students' vocabulary mastery before the implementation of english songs show that the average of total score was 56.25. The highest score was 95 and lowest score was 25. In this test, there were 16 students (50 %) wo passed the minimum mastery criterion. While the lowest score there were 16 students (50 %). The diagram below show the average of every aspect of vocabulary achieved by all students in pre – test were still low. Their average of total score was 56,25. It means that achievement of students' vocabulary mastery had not reached the target of Minimum mastery criterion.

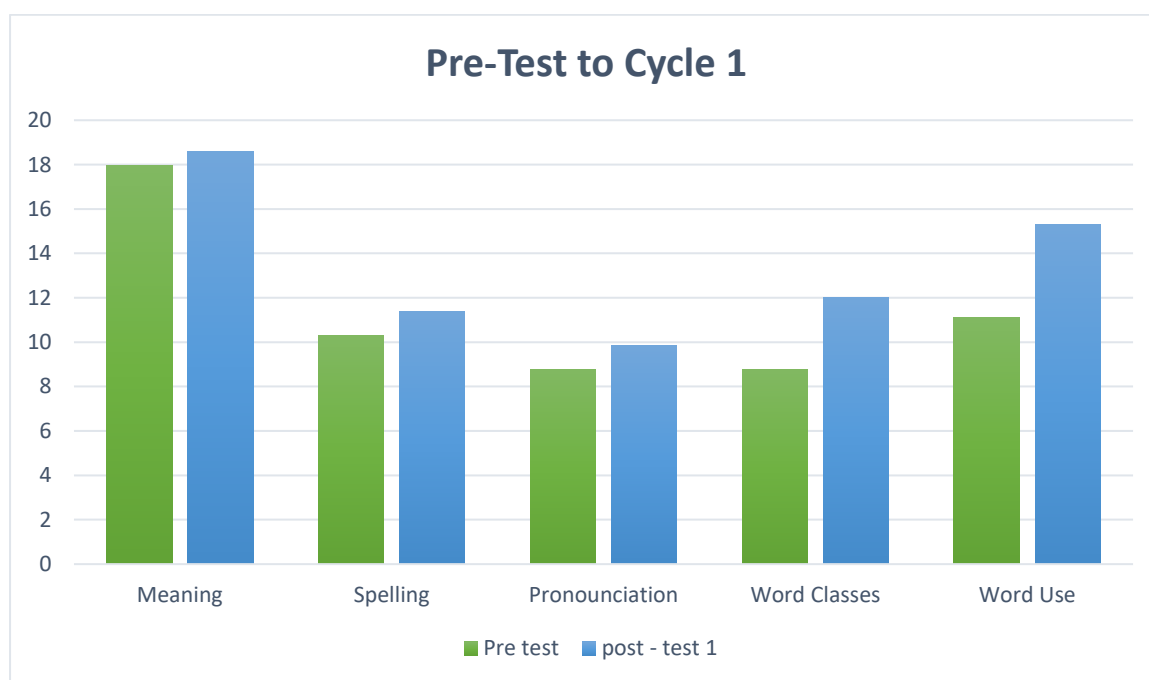


The result of each aspect vocabulary that students got in the pre – test was explained in the following table:

Table 2. The Average of Students aspect of vocabulary mastery

No	Aspect of Vocabulary Mastery	Average
1	Meaning	17,98
2	Spelling	10,31
3	Pronunciation	8,75
4	Word Classes	8,75
5	Word use	11,09

On the table above The result indicated that the mean score of post – test 1 was 67.18, twenty four students or 75% obtained scores that were higher than the Minimum Mastery Criterion of 60. The remaining eight students, or 25 % of the class, did not meet that standard. 90 is the maximum achievement score. 50 is the minimum achievement score. This study revealed that eight students' vocabulary mastery still below the Minimum Mastery Criterion of 60. Diagram 2. The average of incresing student vocabulary mastery from pre – test to post – test 1



To make more detail, the score of each aspect of vocabulary mastery from pre – test to post – test

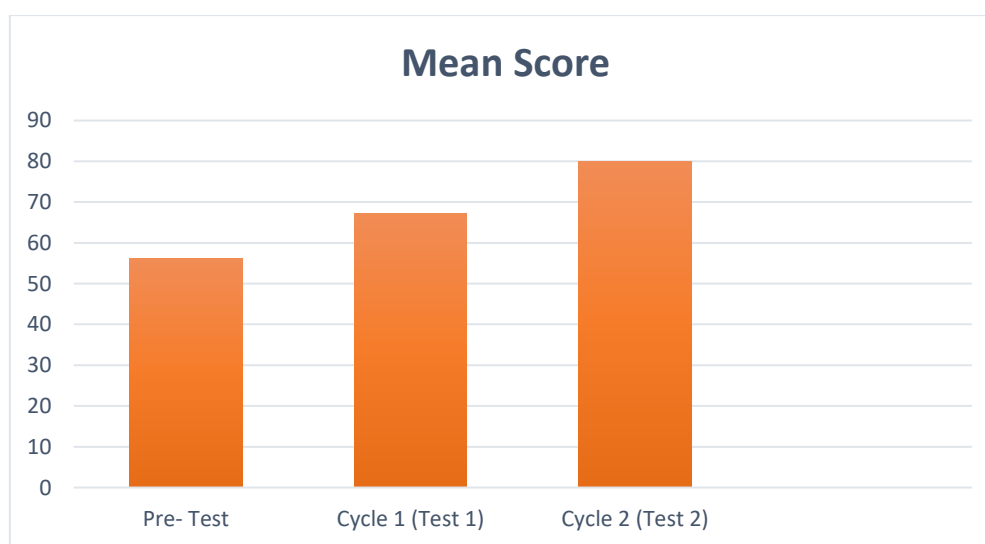
Table 3. The Average of Students aspect of vocabulary mastery

No	Aspect of Vocabulary Mastery	Pre – test	Post – test 1
1	Meaning	17,98	18,59
2	Spelling	10,31	11,40
3	Pronunciation	8,75	9,84
4	Word Classes	8,75	12,03
5	Word use	11,09	15,31

From the table above, explained tat there is changes in the average of evey aspect of students vocabulary mastery that students got. We can see the highest aspect is stil meaning and the second was word use, third is word classes aspect, the forth was spelling and the last is pronunciation.

As the next step, research in the second cycle began with in-depth analysis of post-test 1 data and reflection on the findings that emerged during the first cycle. Thus, researcher could design improvement strategies that were more specific and in accordance with students' needs. This included adjusting teaching methods, adding learning materials, as well as efforts to increase interaction between students and English song media on Spotify. The main goal of the second cycle was to provide sharper improvements to ensure that every student could reach the KKM and improve mastery of optimal English vocabulary.

The result indicated that mean score of post – test 2 was 79. 84. Twenty nine students or 90.625% obtained score that were higher than the Minimum Mastery Criteria of 60. 95 is the maximum achievement score. From the analysis, there are 3 students not passed the Minimum Mastery Criterion of 60. Their vocabulary mastery increased because in this second cycle there was additional training, namely journaling. So while doing practice activities with songs, they could also strengthen their vocabulary mastery by doing practice analyzing new vocabulary in several categories. So in cycle II, students wrote new vocabulary in the previous meeting and identified the vocabulary in 5 aspects, namely meaning, pronunciation, word use, word classes, and spelling of simple sentences. So it can be said that the research in cycle II was successful because the number of students who managed to get a score above the KKM exceeded 90.625% Diagram 4. Increasing of students' vocabulary maastery of average from pre – test till post – test 2



From the diagram above, the researcher show that there were improvements of aspect vocabulary mastery in every cycle. In the pre – test the average total score was 56,25, from post – test 1 was 67, 18 and the last test (Post – test 2) was 79,84. . It means that there was improvement in every cycle. After applying songs in some meetings, the students got much improvement that was showed by increase of the mean score of each aspect of vocabulary as have been explained before. The finding of the research proved the theory in chapter II that students vocabulary mastery can be improve by applying songs.

In line with the previous studies, the use of English songs for vocabulary development and the impact on students' perceptions and vocabulary mastery. According to Afzal (2019), without knowing the vocabulary, it is difficult to become competent in any language. The lack of Vocabulary mastery puts students find in a difficult situation when they face a problems to comprehend teacher's explanation in the their class. One method that can pique students' interest in learning vocabulary is incorporating English songs, which introduce students to new vocabulary and phrases in an engaging manner. Addition, (Hermagustiana & Rusmawaty, 2018) The integration of technology into language learning has the potential to enhance vocabulary mastery. EFL students can reap the benefits of an interactive learning environment facilitated by technological tools. In this particular study, a music platform was utilized as the chosen technology. Among the popular music platforms available on smartphones, Spotify stands out. Spotify serves as a valuable learning tool due to its user-friendly interface on both smartphones and computers Lestari & Zakiya,(2022).

According to Pratiwi (2018) song is a piece of literacy of music in which there are words combined with vocals and melody. The lyrics in a song combined from some words. Song lyrics frequently present words in a contextual manner, and the melodic elements of the song aid listeners in remembering the sounds of unfamiliar words Phisutthangkoon, (2016). (Gushendra, 2017)also state Songs may also activate brain activity. In order to help students integrate into the English language, teachers must use playful and engaging teaching strategies. In relation to the purpose of this research in improving vocabulary mastery by using English song within Spotify, there was improvement of students' vocabulary mastery that could be seen from findings in every cycle. It can be seen from the improvement of average of total score. The students' average score of pre- test was 56,25 and only 16 students (50%) passed the KKM (60). After the implementation of English songs by Spotify, The mean scores of post – test 1 was 67,18 and 24 students (75%) passed KKM. In the post – test 2 the average score was 79,84 and 29 students (90.625%) passed the criteria minimum score.

In the first cycle, almost students showed their interest in learning vocabulary and became more active while learning vocabulary. They do not afraid to say their opinions, the researcher saw that when the researcher ask the students to play the songs from their mobile phone, they very happy to listen and make them active during the learning and teaching process. some of the students were still experiencing difficulties in several aspects, such as pronouncing the words, students also confused in differentiate the word and how to use the word in the sentence. The average score of the improvements were about 67,18 from 56,25 in the pre- test. The second cycle showed significant improvement in students' vocabulary mastery, as indicated by their test results and observation sheets. Students exhibited heightened engagement and motivation within the vocabulary teaching and learning process, with the majority demonstrating a willingness to actively engage in applying songs.

Based on the several studies findings that were obtained and validated in Chapter II, it was demonstrated that students' vocabulary mastery could be enhanced through the English songs. It was concluded that the utilization of English songs proved to be an effective educational tool in aiding students in acquiring vocabulary mastery.

CONCLUSION

The implementation of English song in Spotify as media to seventh- grade students of SMP N 1 Singaraja in the second academic year of 2023/2024 could be concluded can improve students' vocabulary mastery. There are some conclusions drawn based on the data above. First, the observation results indicated that all aspects of the observation sheet were fulfilled and already completed well by the researcher in each meeting in both the first and the second cycles. Second, Scores of students on the vocabulary test which increased from three vocabulary test given in the preliminary study, Cycle 1, and Cycle 2. the improvement was evident in students' mean score from 56.25 of the class in the preliminary study; to 67.18 of the class in the first cycle; to 79.84 of the class in the second cycles passes the Minimum Mastery Criterion of 60. Third, all students stated that using English songs is a very interesting media to be used because the material of English songs are fun and easy to be followed. Moreover, English song in Spotify apps can be an attractive media to teach vocabulary.

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