STUDENTS' PERCEPTION OF USING SONG ON SPOTIFY FOR LEARNING ENGLISH

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Abstract

Spotify has grown to become one among the most well-known streaming platforms. As a result, this research is critical in order to understand students' perspectives on utilizing Spotify tracks as an English learning medium, as well as whether students agree Spotify can be used to learn English listening skill. In this study, the researchers used the quantitative descriptive method. The researcher employed a questionnaire with 20 items in this investigation. The data for this study came in the form of the number of participants who chose each option in each questionnaire item. This study included 100 students who used the Spotify app as part of their learning. The study's findings reveal four indicators: students' habitual use of the Spotify application, the influence of Spotify on academic accomplishments, the impact of Spotify on developing English listening abilities, and the impact of using Spotify as a fun activity.

Keywords: Song; Spotify; Listening; Perception

INTRODUCTION

The use of English is increasing for communication and information purposes. In this modern era, there is a lot of access to information on social media. Apart from having fun, various applications can be used to access learning. Listening to music with English songs is suitable for practicing listening skills. According to Pratiwi (2018) songs are beneficial in language learning classrooms. They include authentic language, can be accessed quickly, include vocabulary, grammar, cultural components, and exciting for pupils. Besides that, Al-efeshat and Baniabdelrahman (2020) stated songs energize the educational environment and offer exciting innovations to the classroom, as students enjoy listening to songs to be a great strategy to learning English language because they read and then translate the lyrics on their own to understand what the song is about. They learn new words implicitly in this way. Another significant advantage is that most of the lyrics in the music are repetitious, making them simple for pupils to identify and recall.

According to Schoepp, as cited by Şevik (2011) music is a part of the human experience. Songs have evolved into a an essential part of our speaking experience, and when used paired with language lessons, they may be quite beneficial. However, some teachers may be unaware of the advantages of employing music in the classroom. They may consider that these types of lessons are unsuitable for classroom, and frequently result in disciplinary concerns (Kuśnierek, 2016). According to Murphey (1992), playing loud music may disturb nearby classes (Kuśnierek, 2016). Whereas Stanislawczyk and Yavener (1976) consider a song to be a beneficial tool that a teacher should use during linguistic practice (Kuśnierek, 2016). The purpose of language teaching is also critical. The song should be educational rather than just entertaining. When the chosen song is a direct part of the lesson, such as a practiced grammatical structure or a discussion theme that can be used in a lesson, the situation is acceptable (Kuśnierek, 2016).

Perception is the process of perceiving and processing sensory data in order to form a mental image and grasp of what is happening. An individual perceives a stimulus, organizes it, and then interprets it so that the person is conscious of and comprehends what was perceived (Sekeon et al., 2022). In his research, Yuliyanto (2017) cited by Andriani et al., (2018) compares two scientific perceptions: River (1978) and Underwood (1990). Rivers (1978) claims in that study that listening is a creative talent, which implies that we perceive the sound falling on our ears and build significance from the unprocessed components of words, arrangements of words, and the rise and fall of the voice. He goes on to state that listening abilities include hearing with comprehension, attentiveness, and enjoyment. While, Lestary (2019) asserted that pupils who are involved in listening activities are more likely to create clear, accurate meaning when they recognize the speaker's language communication in this situation. Students confirm and revise their predictions during the listening experience.

According to Michael Rost (2001) cited by Andriani et al., (2018), there are several types of listening to be aware of before learning the skill, these are: 1) intensive; 2) selective; 3) interactive; 4) extensive; 5) responsive; and 6) comprehensive. Aside from the positive effects, there are some negatives to using songs in language teaching. Terhune (1997) cited by Lestary (2019) stated the following issues are identified when utilizing songs as a learning media: The first is that popular music is not scientific. The second is that each student learns in a different way; for example, some pupils may struggle with learning through song. The third is that inadequate audio systems in schools might create problems when enjoying music. The fourth is that the music styles favored by pupils may not be suitable. The fifth, songs with grammatical errors or complicated sentence structures may confuse students. The sixth is certain songs may have unacceptable elements that are unable to presented to students. The last, word repetition makes the music look uninteresting or ineffectual.

Without the proper method and media, the process of teaching and learning process is merely an inability to cope with. Choosing the suitable approach and medium is one of the most essential difficulties that students face (Hadi, 2019). Song is a great way to get students interested in practicing their English skills. Many previous studies (Kuśnierek, 2016) (Sekeon et al., 2022) and (Hadi, 2019) concluded that using music or song to deliver a lesson to students assist them start developing practice habits, especially those still in primary or junior high school. The use of song provides students with an engaging activity for furthering their understanding of the English language (Hadi, 2019).

Spotify's co-founders, Daniel Ek and Martin Lorentzon, initially introduced the idea in 2005 for the first time. While stated by Crook & Tepper (2015) as cited by Netti and Irwansyah (2018) sharing music in a Swedish flat, the two came up with the idea for Spotify, which they offered as a test version to the public in 2007. Listening to millions of songs, podcasts, and video from artists across the world is possible with Spotify, a digital music streaming service (Spotify.com, 2017) as cited Netti and Irwansyah (2018). On October 7, 2008, the official app was released for the first time. Since its launch, Spotify has reached more than 59 nations, including the Us and the Philippines. Later, Spotify entered into partnerships with the companies like of Sony Music Entertainment, Universal Music Group, EMI Group, Warmer Music Group, and Merlin (Kiendl, 2014) cited by Netti & Irwansyah, 2018).

Netti & Irwansyah (2018) excerpt Spotify, as a streaming music platform, may be utilized on a variety digital devices, including smartphones, desktop computers, laptops, PlayStation, Xbox, smart televisions sets, and Bluetooth-enabled audio systems. On use the Spotify app, first download it on device. Users can also select between paid (premium) or free services. Users may listen to music not online, without advertisements, play any song, and receive considerably higher sound quality over the free version of the service by paying Rp. 49,900 every month (Spotify.com, 2017).

Rapid advances in information technology have resulted in significant changes in how people listen to music. To attract young folks the intended audience. Spotify is popular currently. The study of the Spotify streaming music application, particularly benefits for learning media, is deemed critical at this time. The questionnaire is distributed to the pupils in order to research the influence of Spotify on their English abilities. Therefore, this research is critical in order to understand students' perceptions of utilizing songs on Spotify as an English learning medium and do students agree Spotify can be a media for learning English listening. So that in the future, teachers can consider songs as an effective media of learning materials.

METHOD

The quantitative descriptive method was used by the researchers in this study. This means that research identifies research problems based on field trends or the need to explain why something occurred. This is consistent with the study's goal of determining students' perceptions of using songs on Spotify and whether they consider that Spotify gets used for media English learning, particularly listening.

A questionnaire comprising 20 items was used by the researcher in this research, which is adapted from Sekeon et al (2022) and Rahmania & Mandasari (2021). This questionnaire's responses are represented as Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The questionnaire is divided into four sections: one about Spotify habits, one about the impact of Spotify on English listening skills, one about academic achievement, and one about fun activities. According to Roopa and Rani (2012) as cited by Makasoe et al., (2022) a questionnaire is the most common way of obtaininf quantitative primary data. Using a questionnaire enables the systematic gathering of quantitative data, ensuring that the result are internally consistent and coherent for analysis. This study's data occurred in the form of the number of participants who responded to each option in each questionnaire item. Participants in this study were students who used the Spotify application, consisting of 100 participants. The questionnaire had already gone through the validity stage and could be accounted for and invalid questionnaire were excluded. Data the researcher from questionnaire analyzed by measuring the percentage formula namely, P (percentage) = f (total response/item) / N (total respondents) X 100%. The researcher tabulates the data in order to analyze it. Tabulating data is the process of inserting data into tables that correspond to the analysis. According to Burroughs, G. E. R. (1971) cited by Rahmania & Mandasari (2021), data analysis classification is as follows: 1) Data tabulation; 2) Data summarization; and 3) Data examination.

RESULTS AND DISCUSSION

Results

The research describes the data obtained from the questionnaire in this section. The results of the questionnaire are presented using descriptive statistical analysis. The data found in the questionnaire is tabulated below.

Table 1. Percentage Table of Questionnaire Data

No	Statements/items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I practice listening using English songs every day.	2%	12%	23%	35%	28%

2.	I often play music by using Spotify application.	9%	1%	12%	18%	60%
3.	Music can help me to improve my English.	0%	1%	7%	52%	40%
4.	I like to use songs from Spotify as my English study material.	5%	5%	12%	44%	34%
5.	Spotify might be an excellent media for learning English particularly Listening, because it is available anytime and anywhere.	3%	0%	14%	44%	39%
6.	Hearing English songs on Spotify never get me bored because it is very interesting and relaxing.	4%	3%	13%	41%	39%
7.	The English song help me to adapt to a native speaker's pronunciation.	1%	1%	19%	46%	33%
8.	My listening skill have increased as a result of listening to an English Song on Spotify.	2%	2%	27%	45%	24%
9.	I am feel more comfortable learning listening skill on English Song than through typical teaching-learning methods.	1%	9%	31%	32%	27%
10.	Listen songs may be quite effective strategy since it helps the students enhance their listening skill.	0%	0%	17%	52%	31%
11.	My communication skill has improved because of hears a song.	1%	4%	34%	40%	21%
12.	Playing English music on Spotify during the other task may help me think more clearly.	7%	10%	17%	34%	32%
13.	Using English music from Spotify makes the atmosphere of studying more fun.	4%	2%	19%	34%	41%
14.	The Spotify is a great media in supporting speaking and listening activities.	2%	2%	17%	49%	30%
15.	Spending time with listen to English songs on Spotify make me more familiar with the English word.	3%	0%	12%	43%	42%
16.	Listen to English songs make it easy to remember new words or phrases in the lyrics.	0%	0%	13%	46%	41%
17.	Lyrics features on Spotify application help me learn vocabulary of the word.	1%	1%	8%	34%	56%
18.	With the support of English songs on Spotify, I could improve my skill quicker than before.	1%	3%	28%	50%	18%

No						
19.	Singing English songs help me to learn to speak English.	0%	0%	8%	56%	36%
20.	The lyrics features on the Spotify app assist me in learning the way pronunciation the term.	1%	2%	8%	35%	54%

Table 2. Student's Perception Using Spotify Application

No	Indicators	Number in questionnaire	SDA + DA	N	A + SA
1.	Habits in using song on Spotify	1, 2, 4, 9	11%	20%	70%
2.	Increase listening skill	3, 5, 8, 10	2%	16%	82%
3.	Academic skill achievement	7, 11, 14, 15, 16, 17, 18, 19, 20	3%	16%	81%
4.	Fun activity	6, 12, 13	10%	16%	74%

There are four sections to the questionnaire: one about Spotify habits, another about the increase of Spotify on English listening skills, a third about academic achievement, and a fourth about fun activities.

Habits for using songs on Spotify
Spotify is installed on every student's smartphone since it may be utilized anytime and anywhere. According to the study's findings, 70% of 100 students use Spotify on a daily basis. In addition, they also use the Spotify app to study English. Meanwhile, 20% decided neutral, and 11% disagreed. The questionnaire reveals 60% students often play music by using Spotify application. It is revealed that every students use Spotify on a regular basis.

Increase listening skills
82% of students agree that they can enhance their English abilities by listening to English music on Spotify. Listening to English songs is also an effective strategy for improving listening skills. 16% of students chose neutral, and 2% disagreed. According to the responses to the questions in this section, the majority of students thought that Spotify may help them overcome English hearing challenges and enhance their English listening abilities. Spotify, as a multimedia application, can thus help improve English listening skills. In terms of whether Spotify can deal with or aid them in their English listening lessons, the students feel that Spotify app will. Almost all students think that listening to Spotify will help them improve their English. It has been demonstrated that student who use Spotify on a daily basis perform well in their English listening lessons.

Academic skill achievement
3% of students disagree, and 16% choose neutral regarding the results of the questionnaire showing academic skill achievement. However, apart from increasing listening skills, 81% of the 100 students agreed that several other skills also developed. The Spotify application, which has a lyrics feature, makes it easier for someone to remember English words more easily; therefore, English vocabulary also increases. Podcasts or other learning features that can be accessed also offer native speakers that can be used for learning English pronunciation.

Communication and speaking skills also improve because, apart from listening to English songs on Spotify, people also sing along to the beat of the song.

Fun activities

Learning becomes a fun activity that can be enjoyed by using the right learning methods and media. Listening to English songs in the Spotify application has proven to be one of the most interesting and fun learning media. The findings of the questionnaire reveal that 74% of 100 students agreed that listening to songs on Spotify was a fun activity. Students feel more comfortable learning to use Spotify than ordinary, boring learning. Meanwhile, 10% of students chose not to agree because they felt they did not get peace when learning to use songs, and the remaining 16% chose neutral.

Discussion

The study's findings reveal four indicators: students' habitual use of the Spotify application, the increasing usage of Spotify to boost English listening skills, the effect of Spotify on academic achievement, and the influence of using Spotify as a fun activity.

According to Sekeon et al,. (2022) A song can boost one's creativity and imagination. Other intelligences can be enhanced and taught through song. Memory can be stimulated by music. They can be used both in and out of the classroom to assist students in improving their speaking, listening, and language skills.

Student enjoy utilizing songs to catch their interest in listening to English music as it indirectly trains them. They may enjoy the activity while learning, and most importantly, it makes the subject simpler for them to grasp.When compared to other methods, the usage of songs was chosen to boost students' capacity to acquire a large amount of new vocabulary through entertaining learning activities. According Kacetl & Klímová (2019) stated mobile devices can be used to store study materials, reducing the amount of weight that students must carry in their bags. Furthermore, the internet enables learners to have access to target language content that is relevant to them. According to Bona (2018) Through the rise of smartphones, people can now carry their music with them wherever they go and store a large number of songs. When freemium music streaming apps like Spotify appeared, a new way to listen to music emerged. Spotify, founded in 2008, is a leader in the freemium music streaming industry.

Based to Mailawati & Anita (2022) Teenagers prefer to listen to music on applications for example Spotify, Joox, Youtube Music, Apple Music, and others. Researcher consider that using Spotify applications through English can help students develop an interest in English learning activities, particularly listening. Then, the use of Spotify applications helps students explore their English skills because it is understood that students can listen to songs whenever and wherever they want.

CONCLUSION

Based on the preceding section's result and discussion, researcher draw conclusions about student perspective of listening to English songs on Spotify. The description of data collection through the results of the questionnaire exposed to previous findings reveals that students are active users of Spotify applications. The majority of students, 70%, listen to songs on Spotify apps almost every day. Furthermore, 81% of students agreed that their academic achievements in English improved after using the Spotify app, and 80% agreed that their listening skills improved significantly. Then, 74% of students agree that listening to English songs on Spotify is a fun activity that is simple to access and can be done at any time and from any location. The current generation prefers to listen to music online via their digital devices. Spotify has grown to become one of the best widely used streaming song platforms. A music streaming platform

with many interesting features that is widely used to listen to music by various generations around the world, including in Indonesia. This study found that Spotify can help students improve their English skills on a regular basis. This is demonstrated by the high percentage of positive feedback in all aspects of English skills, particularly listening. This research also reveals that students have unintentionally used their own e-learning. Because they enjoy listening to the song, they use Spotify.

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