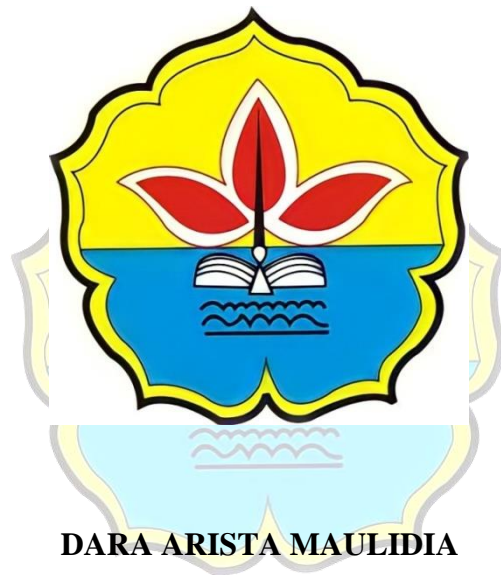


**THE EFFECTIVENESS OF SPOTIFY THROUGH ENGLISH SONG
TOWARDS STUDENTS' VOCABULARY MASTERY AT ELEVENTH
GRADE STUDENTS OF SENIOR HIGH SCHOOL 9 JAMBI CITY**

A THESIS

*Submitted as a Partial Fulfillment of the Requirements for Degree of Sarjana
Pendidikan (S.Pd) in English Education*



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2023

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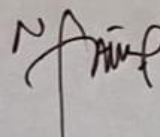
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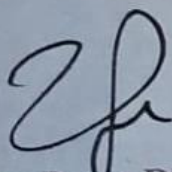
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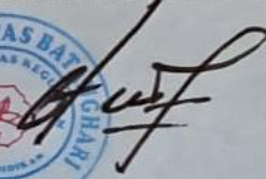

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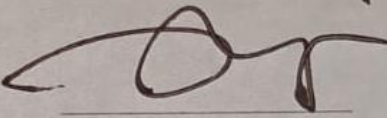
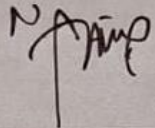
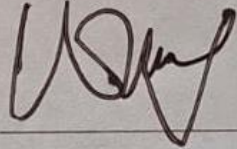
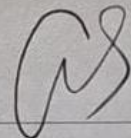



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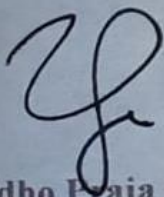
This thesis entitled “The Effectiveness of Spotify through English Song Towards Students’ Vocabulary Mastery at Eleventh Grade Students of Senior High School 9 Jambi City”, written by Dara Arista Maulidia, student’s number 1900888203009, was approved by team of examiners Faculty of Teacher Training and Education Batanghari University on March, 17th 2023

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DECLARATION

I honestly declare that research paper I wrote entitled “The Effectiveness of Spotify through English Song Towards Students’ Vocabulary Mastery at Eleventh Grade Students of Senior High School 9 Jambi City” does not contain any parts or works of other people, except those cited in the quotations and bibliographies, as scientific research should.

Jambi, February 20th 2023



Dara Arista Maulidia

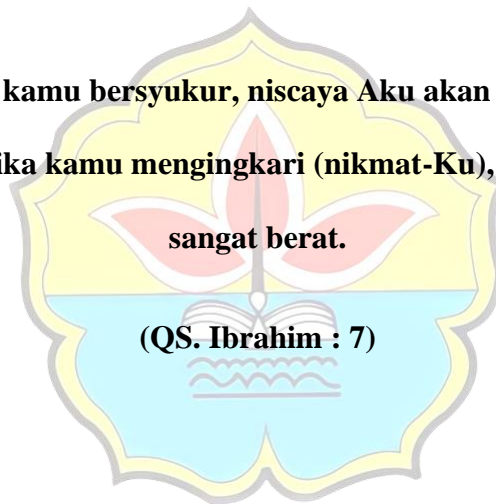
MOTTO

Diwajibkan atas kamu berperang, padahal itu tidak menyenangkan bagimu. Tetapi boleh jadi kamu tidak menyenangi sesuatu, padahal itu baik bagimu, dan boleh jadi kamu menyukai sesuatu, padahal itu tidak baik bagimu. Allah mengetahui, sedang kamu tidak mengetahui.

(QS. Al-Baqarah : 216)

Sesungguhnya jika kamu bersyukur, niscaya Aku akan menambah (nikmat) kepadamu, tetapi jika kamu mengingkari (nikmat-Ku), maka pasti azab-Ku sangat berat.

(QS. Ibrahim : 7)



DEDICATION

The author's gratitude goes to Allah SWT. For all the graces and gifts that have been given to the author so that this thesis can be completed. I dedicate this small work to the people I love especially:

Beloved Father and Mother As a proof of respect, and unceasing gratitude to my mother Hasnidar Nasution and Father Sujarwo Adinata who have given attention, advice and direction, provided endless prayers, and unconditional love. And also I want to thank my brother Arjuwan Dinata, and my sister Setia Ningrum who has provided motivation, encouragement, and was always there when I needed help.

Beloved bestfriends (Nazilla, Arshy, Indri, Deral, Rara, Berliana, Niken) who always encourage me and always entertain me. Not to forget that they always support me so that this thesis can be completed properly and at the right time.

I dedicate this thesis to my sweetheart, Bagas Wibawa Pratama, a man I've been seeing since I was 13 years old. He has always contributed a lot to my life since the last 7 years until now. I want to thank him for all the things he has given me, energy, material, thoughts, and all the efforts to keep me here. May God always allow us to continue together until the end of life.

ACKNOWLEDGEMENT

With the name of Allah, all praise be to Allah. Who is most merciful to His creatures and always blesses us, who gives infinite gifts and favors so that this thesis can be completed on time by the researcher. Peace and blessing are poured out for the great Prophet Muhammad SAW, who has been sent by Allah to guide and guide us to the right path. This thesis is the result of the realization of efforts and prayers. A thousand thanks that the researcher wants to convey to her parents, Sujarwo Adinata and Hasnidar Nasution, because of all their motivation and prayers this thesis can be completed properly. The researcher would like to express her gratitude to her two supervisors, Mr. Dr. Suyadi, S.Pd., M.A as the first supervisor, and Ms. Nurul Ftri S.S., M.Hum as the second supervisor, who have provided a lot of knowledge and enthusiasm in guiding researcher to complete this thesis from beginning to end.

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5. To all friends of class A1 who have supported, always giving help and provide advice to researcher.
6. To all of the researcher's best friends, thank you for being a place to pour out researcher's heart from the ups and downs of the researcher in the process of completing this thesis.
7. And to Bagas Wibawa Pratama, thank you for always being loyal since early 2016 until now, always giving encouragement not to give up easily and for all the efforts. May Allah repay all the kindness and provide a way of ease for the good intentions he has given to researcher.

Researcher realizes that this thesis is still far from being perfect, but thanks to all the help from people who are in the researcher's life, finally this thesis can be completed properly and on time.

Jambi, February 23th 2023

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ABSTRACT

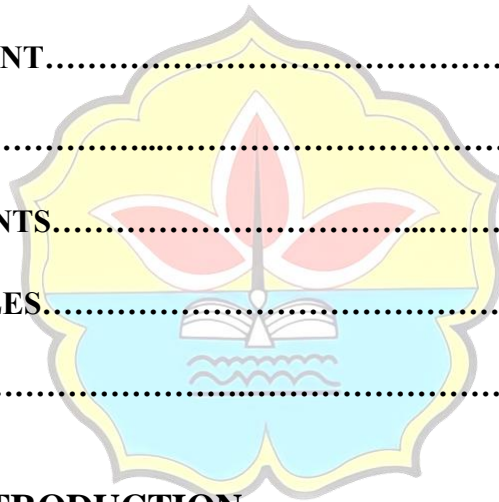
Maulidia, A. D. (2023). *The Effectiveness of Spotify through English Song "Fall in Love Alone" by Stacey Ryan Towards Students' Vocabulary Mastery at Eleventh Grade Students of Senior High School 9 Jambi City*. Thesis. English Education Study Program. Faculty of Teacher Training and Educational Sciences. University of Batanghari. First Advisor: Dr. Suyadi, MA. Second Advisor: Nurul Fitri S.Hum.

This research aims to determine whether there is an effectiveness of the Spotify used as a media for learning student vocabulary through the song "Fall in Love Alone" by Stacey Ryan. This research is a quasi-experimental type and has a population of 240 students with 72 students who are the sample obtained by cluster sampling. XI IPA 2 class as experimental class and XI IPA 3 class as control class. The data collection technique used is by distributing questions to the research sample. In this research, the technique of analyzing data using the t-test on the SPSS (Statistical Package for the Social Sciences) program on windows version 21. The results of this research indicate that (1) students' vocabulary learning using Spotify as media through songs obtained an average score of 83,61 (2) students' vocabulary learning scores using conventional method obtained an average of 76,94. (3) students' vocabulary learning using Spotify is higher than the conventional method with a sig value of $0.000 < 0.05$. Furthermore, there is an effect of using spotify application through the song Fall in Love Alone by Stacey Ryan as evidenced by the increase in student outcomes.

Keywords : *Vocabulary, Spotify Application, Song*

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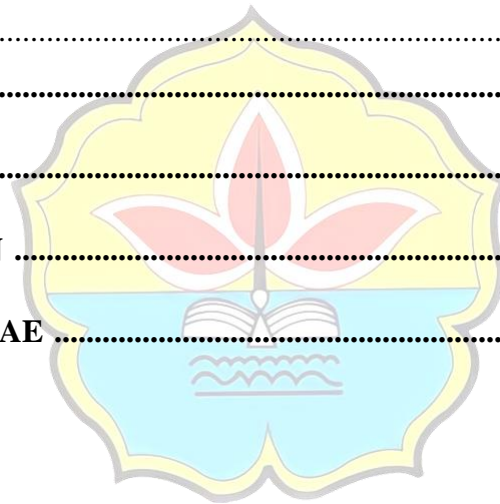
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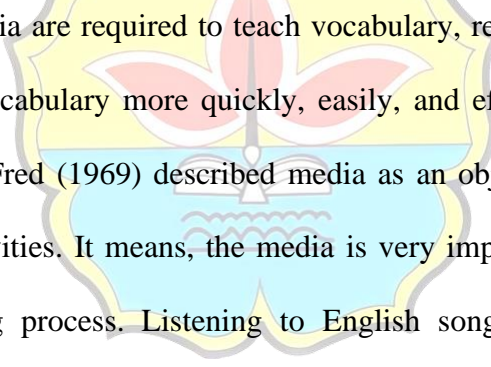
CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Learning English as a second language or foreign language entails learning how to interact with others, including how to comprehend another humans, converse with them, read their writing, and write in their language. In Indonesia, English is used in all circles, from children, teenagers, even adults. One of the uses of English is for school subjects that will be studied by students at school. Learning English subjects are very important subjects for students because in this advanced era, English has dominated to connect communication with society. To communicate in English both orally and in writing well, students must prepare themselves with mastery of vocabulary. According to Richard and Renandya (2002), one essential language skill for speaking, writing, reading, and listening is vocabulary. One of the challenges in learning English in this case is vocabulary because vocabulary is the most important component in helping students grasp language. The language that students choose when speaking will influence how well they grasp what the speaker says. Lado (1959) said that vocabulary is an important component of language that helps students acquire language skills. It indicates that vocabulary makes things easier. As we all know, students continue to struggle with word acquisition. In general, they still have difficulties pronouncing words, they do not know how to read and accurately

write, they distinguish the grammatical form of a word called intonation, which leads students to struggle with vocabulary learning, they have difficulty identifying the right meaning of the term and become confused when employing the word-based context, then students were still confused when it came to identifying idiomatic words or expressions. In other words, if students have a large enough English vocabulary, they will naturally be able to achieve the four English competencies, and vice versa, if they do not, they will struggle to achieve English competency. However, many students today have trouble learning vocabulary because the media used is less engaging and boring.



Interesting media are required to teach vocabulary, requiring students to take extra steps to learn vocabulary more quickly, easily, and effectively. According to Brown, Richard, and Fred (1969) described media as an object used by teachers to facilitate learning activities. It means, the media is very important to use because it facilitates the learning process. Listening to English songs is one of the many techniques students can use to improve their vocabulary because almost everyone appreciates music. People enjoy listening to music because it may convey their feelings and emotions and can help them feel better whether they are unhappy, bored, restless, or frightened. Someone will appreciate, unwind, and feel pleased while they listen to music. Songs can be utilized both inside and outside of the classroom and are enjoyable at any time, so they can aid students in expanding their vocabulary. Students learn new words by listening to the song, and they also learn how to

pronounce words correctly. According to Kayyis (2015), in listening, the students' command of language will affect how well they comprehend lectures, native speakers' conversations, and other presentations.

Based on the requirements of the students, the researcher makes an effort to identify a different media. According to Chen and Chen (2009), there are so many advantages of applying them as a learning media in the classroom, they are so easily available. The process of creating educational materials for a wide range of subjects of study will employ music as an alternative media since it is a form of communication that is understood by people all over the world. Songs have their own unique language that is easy to understand, they are exciting for students to study and teach vocabulary, grammar, and cultural traits. Murphey (2011), claims that songs can be a useful tool for learning vocabulary, phrase structure, and linguistic patterns.

By the usage of media as an learning object, students' are capable of acquire their goals in learning English, researcher used media Spotify Application to present study in English. Spotify Application is a streaming service that allows users to listen to millions of songs and other audio content created by musicians from all over the world. Because this application includes lyrics, students will be able to read them while continuously playing and listening to music. When a music is playing, the lyrics will show automatically. Spotify Application is very simple and convenient to use, students simply need to download it from the Google Play Store or the App Store and Spotify is a media that is both fascinating and easy to use through smartphones or

laptops. Furthermore, listening to music makes students feel happy, which makes it simpler for them to keep track of their learning. Based on several previous studies, the researcher decided to use songs from the Spotify Application as a media for vocabulary learning. Researcher choose this topic because there are some main reasons. The researcher's own experience with this application serves as the first reason. Although the researcher seldom ever uses these phrases and is curious as to whether this strategy would be effective, researcher would listen to songs, read the lyrics, and even check up the lyrics of my favorite songs in the dictionary. From this reason, the researcher is very interested in researching vocabulary mastery, because from the observations, students have less interest in learning English. Based on the background portrayed over, the analyst is curious about conducting the research “The Effectiveness of Spotify through English Song Towards Students’ Vocabulary Mastery at Eleventh Grade Students of Senior High School 9 Jambi City”.

1.2 Identification of the Problem

Based on the above background, many problems can be raised related to vocabulary mastery in English, including:

1. Students’ vocabulary mastery is still lacking.
2. The use of Spotify Application has never been used as a learning media at Senior High School 9 Jambi City.

3. Vocabulary acquisition of grade XI students at Senior High School 9 is still limited.

1.3 Limitation of the Problem

With regard to identification of the problem, this research is focused on improving the quality of students' vocabulary through the use of Spotify as a media of learning using English song.

1.4 Formulation of the Problem

Based on the research background above, the researcher formulated the research problem, as follows:

"Is the use of the Spotify Application effective or not as a medium for learning vocabulary for students in class XI at Senior High School 9 Jambi City?".

1.5 Purpose of the Problem

The purpose of this research is to know the effectiveness use of the Spotify as a learning media through English songs for students' vocabulary of the eleventh at Senior High School 9 Jambi City.

1.6 Significance of the Problem

In this research can produce several benefits. There are two kinds of benefits in this research :

1. Theoretically

This research provides a solution to finding the right way to teach English, especially when using the Spotify application as a tool to increase students' vocabulary.

2. Practically

The outcomes of this research can be used by students to increase their vocabulary, and the results of this study can help teachers present their material by using Spotify Application as a new media in learning English to students more easily. These results may provide additional information for researcher who to conduct further reseach in this field. Teaching vocabulary by using Spotify Application as a media to facilitate interaction between students and teachers.

1.7 Definition of the Key Terms

In order to clarify what variables are involves in the study some definition are put forwards:

1. Spotify Application

Spotify Application is a commercial streaming music, podcast and video service that provides digital rights management protected content from record labels and media companies.

2. Vocabulary

Vocabulary is the words of a language that they have learned through their use in communicative activities. Knowing and mastering vocabulary is necessary to facilitate interaction with others.

3. Song

Songs, combination of music and lyrics, possess many intrinsic merits which render a valuable source for language learning and teaching.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Theoretical of Teaching and Learning Vocabulary

2.1.1 Definition of Vocabulary

According to Good (1973), vocabulary as content and function words of language which are learned so thoroughly so that become part of child's understanding, speaking, and later reading and writing vocabulary. In teaching and learning English, vocabulary is fundamental information for students learning English as a foreign language especially in Indonesia. It has been taught to students since the first day of school. Students must at the very least understand the meaning of the words and understanding what is given by the text or said by someone. Suyadi et al (2020) claims that most of them have many spelling mistakes in their writing. With these problems, they are always faced with poor academic achievement. Therefore, more students that have a large vocabulary, the better their sentences will be. As a result, it is apparent that vocabulary is fundamental information that may be used to build improved English for students. All the words a person knows and is likely to employ to construct a new phrase are referred to as the vocabulary. One may argue that a person's vocabulary is a good indicator of their degree of intellect or education. The first and most crucial phase in language learning is vocabulary. It indicates that while studying a foreign language, students normally start with vocabulary before

moving on to more complicated structure. Because of the complicated and continuous role played by vocabulary, which has a highly central function on language, it is the first step that must be learned by those interested in language acquisition. Furthermore, according to Finnochiaro (2010), vocabulary refers to meaning and grammatical constructions of a language that have been completely learnt and can be used in the implementation of any communicative act. The definition given above leads us to the conclusion that vocabulary is a group of words that individuals have learnt and use in conversation. As a result, teaching vocabulary is essential for improving their language ability.

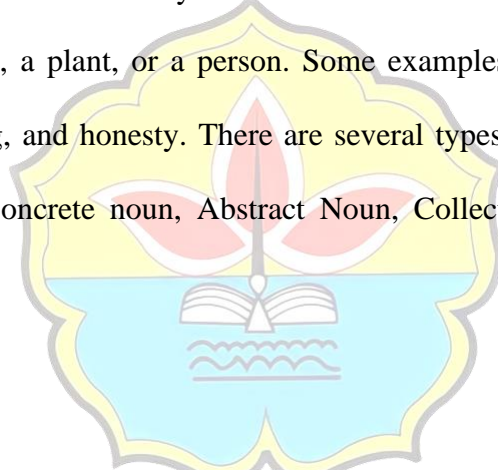
According to Nation (2008), vocabulary is the foundation of language. Therefore, the main components of language are words. It is a phrase composed of words. Words are a tool for communicating feelings and thoughts. Furthermore, through vocabulary mastery, students are able to communicate their ideas and even learn about other cultures. Elfrieda and Michael (2005) also claimed that word has a powerful significance. As a result of the quantity of words, the student gains knowledge. By learning a variety of words, students can communicate effectively in daily interactions and gain a variety of meanings from these words. Of course, their ability to talk, read, write, and listen will increase with more vocabulary. Students are able to understand what others are saying and provide clear answers to their questions. The point is that vocabulary in English is used to express meaning and the content of sentences.

2.1.2 Kinds of Vocabulary

Thornbury (2002) classified content words into four categories: nouns, verbs, adjectives, and adverbs.

1. Noun

Nouns are words that describe or identify a person, place, object, characteristic, and activity. People, places, plants, things, animals, qualities, and abstract concepts are all described by nouns. It means that the noun is related to any name, such as a place, a plant, or a person. Some examples include John, student, house, chair, rose, dog, and honesty. There are several types of nouns are Common noun, Proper noun, Concrete noun, Abstract Noun, Collective Noun, Coount and Mass noun.



2. Verb

Verb is a term used to describe the activity of the topic, emphasizing the conditions or situations. The most difficult aspect of communication is the verb. The many ways that nouns are arranged determine the various sentence types, including observations, questions, orders, and exclamation marks. The verb shares the same grammatical features as the noun, including person and number, which require for agreement with the subject. Some example includes cook, walk, write, read, sleep.

Verbs come in a variety of forms. Indeed, there are numerous verb types that are categorized according to their functions, including Action verb, Transitive verb, Intransitive verb, Auxiliary verb, Stative verb, Modal verb, Phrasal verb, Irregular verb, and Regular verb.

3. Adjective

Adjective is a type of modifier with the comparative grammatical function. Specific derivational endings or special adverbial modifiers that come before it are frequently used to identify it. It usually appears before the word it modifies, although it can sometimes occupy other positions. This indicates that an adjective is a term used to describe a noun. For example: Beautiful, good, small and others. Kinds of adjectives such as Descriptive adjective, Quantitative adjective, Numeral adjective, Demonstrative adjective, Interrogative adjective, Possessive adjective, Distributive adjective, Proper adjective, Indefinite adjective, and Article.

4. Adverb

Adverbs are words that describe the how, where, and when of events. It indicates that the adverb is connected to how the event, process, and time occurs. Examples include right now, tomorrow, without a doubt, perhaps, and others. Adverbs come in a variety of forms and convey a variety of meanings. Some of which include types of adverbs such as adverb of time, adverb of place, adverb of manner, adverb of degree, and adverb of frequency.

2.1.3 Teaching and Learning Vocabulary

For anyone learning a second language, vocabulary is crucial because it allows them to communicate ideas clearly both orally and in writing. As a result, they should be aware of how to expand their vocabulary in order to increase their motivation in learning the language. Vocabulary instruction is crucial to language learning since it helps in the acquisition of all other language skills, including speaking, listening, writing, and reading.

Allen (1983) classifies the technique in teaching vocabulary for beginner classes as follows :

1. Encourage the students to examine the various words that are introduced in the first-year text book, words that represent nouns, verbs, adjectives, and other kinds of words.
2. Displaying various images, particularly the artwork created by students.
3. Presenting the actual object.
4. A basic explanation utilizing terms the students are already familiar with.

Hatch and Brown in Azar (2012) states there are essential steps of learning vocabulary :

1. Having a resource to learn new words.
2. Getting a clear image for the form of new words.
3. Getting familiar with new vocabulary.

4. Establishing a strong memory association between the words' shape and meaning.
5. Genuinely employing the words.

In addition, Wallace (2010) writes that the following are the basic elements of teaching and learning vocabulary :

1. Aims

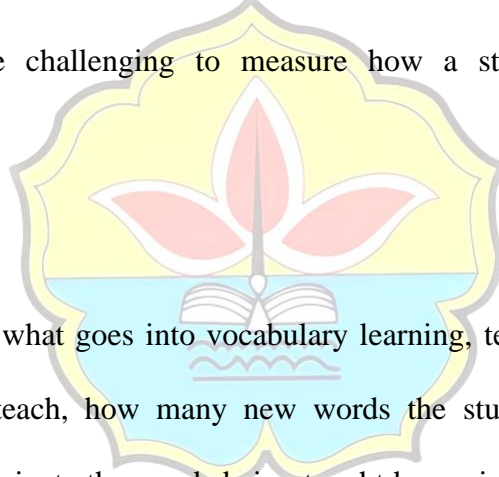
When teaching vocabulary, it's important to be specific about the objectives, including how many of the words on the list we want students to be able to use. Otherwise, it will be challenging to measure how a student has learned the vocabulary.

2. Quantity

After deciding what goes into vocabulary learning, teacher may choose how much vocabulary to teach, how many new words the students can acquire, and whether or not we anticipate the words being taught becoming a part of the students' active vocabulary.

3. Need

Most of the cases, the teacher uses syllabuses and course materials to choose the vocabulary that is given to the students. In any instance, the teacher will consider the purpose of the course and the goals of each class when selecting the vocabulary that will be taught. In a way, the teacher might also assign the responsibility of



picking the vocabulary that would be taught to the students. In other words, the students are required to use the words as the information to communicate the words they need, when they need them.

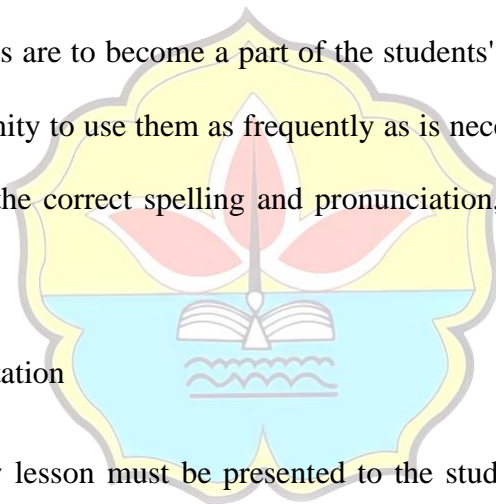
4. Frequent

It takes a lot of repetition to ensure that students understand the target terms when teaching and learning vocabulary. The quickest approach to tell if learning has occurred is to see if the students can identify the target words and determine what they mean. If the words are to become a part of the students' useful vocabulary, they must have the opportunity to use them as frequently as is necessary for them to recall the terms at all, with the correct spelling and pronunciation, and to determine their meaning.

5. Meaningful presentation

The vocabulary lesson must be presented to the students with a precise and understandable grasp of what each term means or refers to. This necessitates the use of words that are perfectly clear and unambiguous in both their denotation and meanings.

6. A presentation in a situation



When the words are relevant to the students' situations and are provided in a way that is both convenient and time-consuming, the students naturally succeed in acquiring vocabulary.

7. Presenting

It is crucial for the students to understand the typical prepositional phrases that the words occur in because words appear separately. As a result, the words must begin out in their natural context, as it were among the words they naturally collocate with. Words that are frequently used together are called collocations.

8. Learning vocabulary in the mother tongue and in the target language.

To increase vocabulary in both the target language and the mother tongue, employ the five methods listed below: (1) There is a perceived need; (2) The mother tongue learner largely controls his own rate of learning; (3) The mother tongue is exposed to an enormous quantity of his own language and has tremendous scope for repetition of what he learns; (4) The language is almost always encountered in the proper context; and (5) Since the words are learned as they arise out of a perceived need in a specific situation, they usually have a clear denotation.

9. Vocabulary learning processes including inference

Another strategy for acquiring vocabulary is inference, in which the students have a head start by applying direct knowledge to have a clear understanding of the

terms they have learned. The terms are employed in specific situations and contexts after the students infer their meanings from reading or listening.

2.2 Theoretical of Using Spotify Application

3.2.1 Definition Spotify Application

The definition of Spotify according to Siles et al. (2020), Spotify is a platform which the users are listening some audios in it and Spotify can maintain certain social relations through music and audio including podcast. This application has been widely used by all corners of the world, because it is easy to use and contains complete music and podcast feature for various topics. Spotify is easy to access because apart from being able to download on cellphones or gadgets, Spotify can also be downloaded on computers or laptops, and tablets and can be connected to music devices in the car. In Spotify there is also a feature commonly called "playlist". So user can choose our favorite songs and make a list to make it easier to search our favorite songs.

Willings (2020), claims that Spotify is an interesting application that can access content for free by simply registering with an email address or connecting with Facebook. If the user are not interested in the monthly subscription fee of Spotify Premium or want to try itself, it is easy to access, and there is no commitment. There are several differences from Spotify premium and Spotify free, namely, if Spotify is still free, then there are ads every 30 minutes, while Spotify is already premium, there

are no advertisements, and can play any song repeatedly. Based on the definition of Spotify, the researcher recommended Spotify Application as an alternate learning media for learning vocabulary in a relaxed and entertaining environment. Spotify has various fascinating features, such as delivering millions of free national and international music, access to Spotify radio, which comprises of several channels, recommended playlists for users, top chat features, and paid features for Premium customers. According to Gerlach and Ely (2009), technique is a path, tool or media used by teachers to direct student activities towards the goals to be achieved. Learning techniques can be interpreted as a way that someone does in implementing a specific method. The researcher expects that by learning vocabulary through songs from the Spotify Application, students would be more motivated to learn vocabulary in a relaxed and entertaining environment.

3.2.2 How to Play Spotify Application

According to Willings (2020), there are some steps how to use Spotify Application for learning activity :

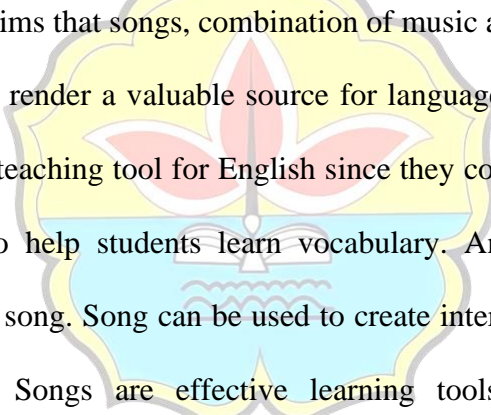
1. Download and install free Spotify Application in mobile phone. There are versions for desktop, and iPhone/iPod, and mobile phone.
2. Visit the Spotify website and create an account in the Spotify app. If you don't already have a Facebook account, we strongly advise creating one. This will make

it simpler for you to find and follow friends, see what they are listening to, and share songs or podcasts with them.

3. Next, search for a song by selecting the "search" feature, then type in the singer's name or the desired song title. Here you can also search for podcasts as you wish.
4. Songs can also be played and lyrics are immediately available, making it easier for students to see the vocabulary in the song.

2.3 Song

2.3.1 Definition of Song



Shen (2009) claims that songs, combination of music and lyrics, possess many intrinsic merits which render a valuable source for language learning and teaching. Songs are an effective teaching tool for English since they contain a variety of words that can be utilized to help students learn vocabulary. An interesting media for creative imagination is song. Song can be used to create interesting language lessons that inspire students. Songs are effective learning tools because, when used appropriately, they make the classroom more entertaining and colorful. When students enjoy the song that the teacher plays, they will be excited and ready to participate. They have gained knowledge accidentally. In order for students to come up with good ideas, teachers can also help students become more imaginative. Songs can also be seen as practical artistic creations that serve as a means of expression for their authors.

2.3.2 English Song as Learning Media

Songs are a useful teaching method for English, and especially regarded to motivate students when they are learning the language. Songs are an essential part of learning English because they help students become more sensitive to sound. According to Brewer (1995), song can be mentally and emotionally calming, allowing us to concentrate and process large amounts of information in our brain. Investigating many kinds of significant noises. Songs may help make a boring class more interesting and entertaining. By employing songs to direct students' learning subconsciously, teachers can make classroom learning more enjoyable, stimulate students' motivation in studying English, and improve the learning climate in the class so that students are more able to concentrate.

There are several advantages in using English song as student learning media, as stated by Dale (1992) that the benefits of using them are:

- a. Songs can make students feel more comfortable before or during the learning process.
- b. Listening to the rhythm of a song can help students boost their mood and comfort while learning.
- c. Students can fast increase their listening abilities while also learning new vocabulary and grammar.
- d. Using a English song can help to introduce the music and culture that is featured in the pop song.

- e. With pop music, students can concentrate on the teacher's topic.
- f. Sometimes students don't understand what the song is about. They can accept the song, though, if they have the impression that what they are hearing is highly familiar because it has been played often.

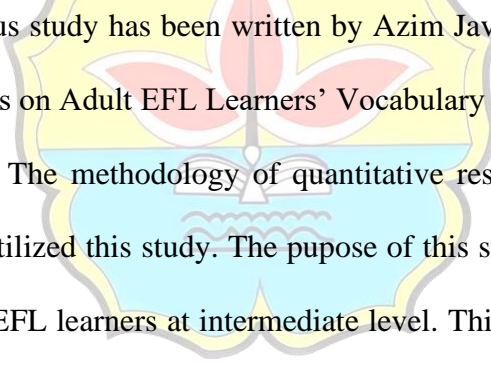


2.4 Previous Study

This research aimed to ensure that it is effective to master vocabulary using a song from Spotify Application as a media. Therefore, researcher is looking for several studies related to this research. The first previous research has been The last previous study has been written by Annurussalma Ulul Fikroh (2020) entitled “The Effectiveness of Using Song from JOOX Music Application on Students’ Vocabulary Mastery of The Twelfth Grade at SMKN 3 Boyolangu Tulungagung” from English Education Program, Faculty of Education and Teacher Training, State Islamic Institute of Tulungagung. The methodology of quantitative research and a quasi-experimental research design were utilized in this study. The purpose of this research was to determine whether or not employing a song from the JOOX Music Application helps students enhance their vocabulary mastery. This research demonstrated that using a song from the JOOX music application to teach vocabulary mastery to students in the twelfth grade at SMKN 3 Boyolangu Tulungagung was an effective method. The differences between this research is the focus of the research. The purpose of this research was to determine whether or not using songs from the JOOX program may effectively help students improve their vocabulary knowledge. In contrast, the purpose of this research is to determine whether or not the Spotify music application is an effective way to teach vocabulary.

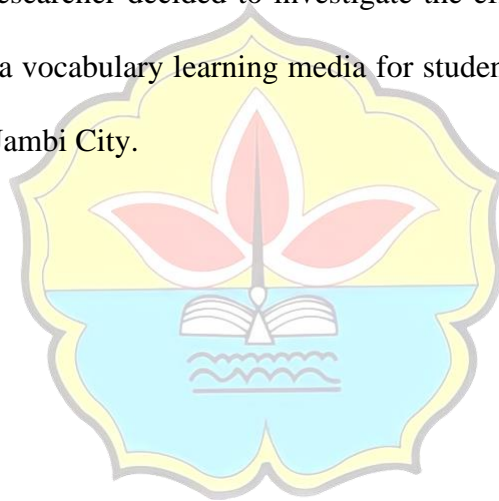
Second Previous study has been conducted by Josue Alexander Quiña Suarez (2022) entitled "Spotify Podcasts and the English Language Vocabulary". From

Pedagogy of National and Foreign Languages, Técnica de Ambato University, Ecuador. This study was aimed to analyze the effectiveness of Spotify podcasts and the English Language Vocabulary in Unidad Educativa Genesis School. This study used mixed approach which are qualitative and quantitative. The subjects involved were 6 men and 9 women with an average age between 10 and 11 years old. Five classes were used for the treatment and Spotify podcasts as a main tool. The result is the average pretest score was 4.67 while the posttest score was 8.20. This shows that the results of this study were successful and the use of spotify for learning vocabulary through podcasts was successful.

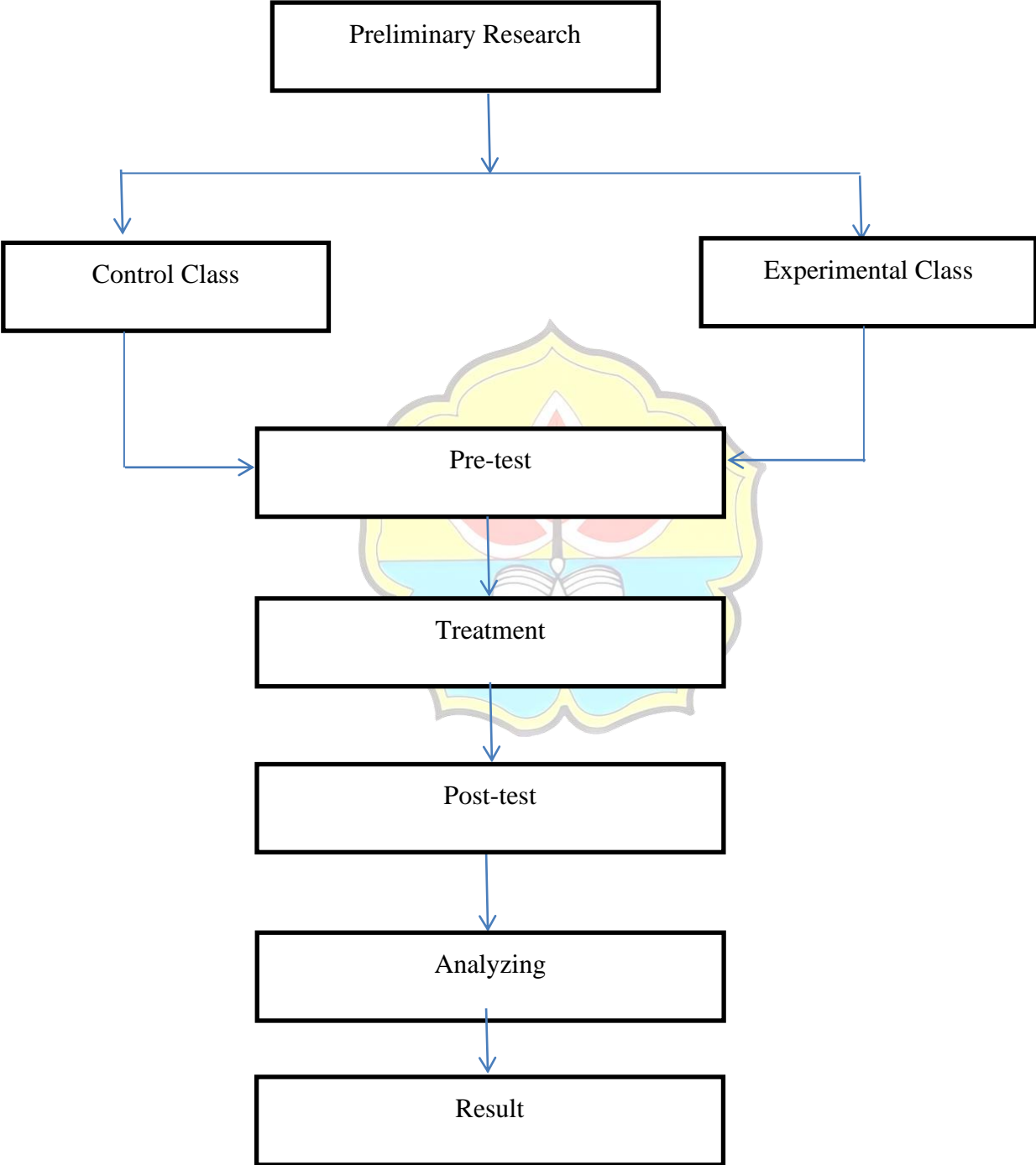


The last previous study has been written by Azim Javadi Safa (2018) entitled “Effects of Using Songs on Adult EFL Learners’ Vocabulary Learning” from Payame Noor University, Iran. The methodology of quantitative research and experimental research design were utilized in this study. The purpose of this study was to see if songs are effective for adult EFL learners at intermediate level. This research demonstrated that using songs to teach in adult male Persian language learners at intermediate level was an effective method. The result of this study showed that average vocabulary test score of the group which has been exposed to song listening is 92.03 while it is 85.83 in the group with prose listening (CGL) exposure. This study shows that there is a significant difference between tapping into song listening and prose listening which indicates the effectiveness of using songs on adults vocabulary learning.

From the previous research above, there are similarities and differences between this research as follows: In the previous research and this research used the same media or techniques in the learning process. The researcher found previous research that used the same application as a media with the Spotify application. Furthermore, the researcher distinguishes this research from previous research in case studies involving students from various grade levels. This study, on the other hand, employs experimental research as its design. Based on the similarities and differences discussed above, the researcher decided to investigate the effectiveness of using the Spotify application as a vocabulary learning media for students in the eleventh grade Senior High School 9 Jambi City.



2.5 Framework of Thinking



From the chart above, the researcher will explain the framework of thinking. From this situation, researcher will try to improve students' vocabulary from English song in Spotify Application. The researcher will give pre-test, treatment, and post-test to control class and experiment class because this study use quasi-experimental research. As a result, students' vocabulary mastery can be improved.

2.6 Hypothesis

This hypothesis of this research are formulated as follows :

1. Null hypothesis (Ho) : There is no effectiveness between students before being taught using English songs with the Spotify application and students after being taught using English songs with the Spotify application.
2. Alternative hypothesis (Ha) : There is an effective effect between the students before taught using English song by Spotify Application and the students after taught English song by Spotify Application to improve students' vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting research, researcher conducted quantitative research based on experimental approach. As for the division of experimental research is divided into 3 namely: true-experimental design, pre-experimental design, and quasi-experimental design. According to Ramez (2017), experimental research allows researchers to at least partially evaluate causes beyond definitions and conditions. In this research, the researcher used a quasi-experimental design by using quantitative research. According to Donal and Lucy (2010) a quasi-experimental design is similar to a randomized experimental design in that it involves the manipulation of an independent variable, but the subject is not assigned to the treatment group at random. Creswell (2012) also claims that quasi-experimental design involves the use of an intervention, but not random assignment of participants to groups.

According to Ary (2010), researcher is looking at variables, which are characteristics that have various definitions for different people or things. Understanding the results of the systematic manipulation of one or more variables on other variables is the focus of experimental research. The independent variable or experimental treatment refers to the modified variable. The dependent variable is the one that has been observed and measured. In this research, involved two variables,

the researcher used Spotify through English song as the independent variable, and students vocabulary as the dependent variable during the research. This research focused on observing the students' vocabulary of the experimental group treated with Spotify through English song, and then the researcher will analyze students' development through the test results.

In this research, the experimental class and control class are used as the sample groups. In an experimental class, the students are given specific instruction on the issues that researchers face when conducting their studies. In the meantime, the control class receives no further treatment beyond the pre- and post-tests given to the experimental class. Both the experimental and control groups undergo the same testing.

3.2 Population and Sample

3.2.1 Population

In this research, the population is the entire of the eleventh grade students at Senior High School 9 Jambi City academic year 2022/2023. The population of this research is eleventh grade students of Senior High School 9 Jambi City which into 7 classes. So the total population is 240 students.

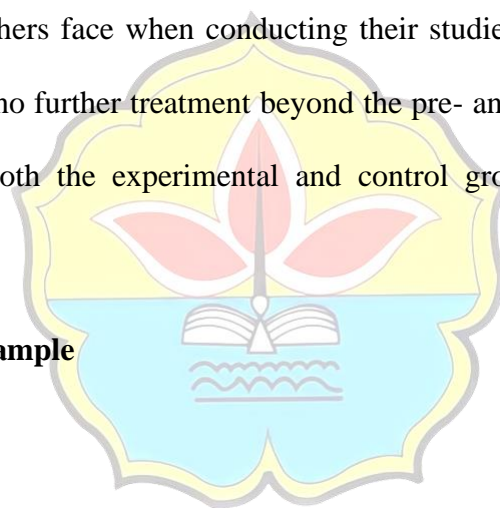


Table 1

Table 1. Population of the Research

No.	Class	Population
1.	XI IPA 1	35
2.	XI IPA 2	36
3.	XI IPA 3	36
4.	XI IPS 1	35
5.	XI IPS 2	35
6.	XI IPS 3	34
7.	XI IPS 4	29
TOTAL		240

Source : Senior High School 9 Jambi City

3.2.2 Sample

The researcher then gathers a sample, which is obviously a crucial stage in doing research, after establishing the population. According to Sugiyono (2010), the sample is a component of the population's characteristics and size. It is claimed to be simple since sample members are chosen at random from the population, regardless of the starting point. In this research, simple random sampling was used in this technique for collecting research samples. According to Creswell (2012), in simple random sampling, individuals are chosen (or units, such schools) for the sample so

that each person has an equal chance of being chosen from the population. Choosing sample subjects who will accurately reflect the population is the goal of simple random sampling.

Table 2

Table 2. Sample of the Research

No	Class	Group	Total of students
1.	XI IPA 3	Control Class	36
2.	XI IPA 2	Experiment Class	36
Total			72

Source : Senior High School 9 Jambi City

3.3 Technique of Data Collection

According to Sugiyono (2012), the main research objective is to collect data, therefore data collection procedures are the most strategically important step in the research. This technique is used to collect data in accordance with processes in order to obtain the information required for the study. The learning outcome exam was used in this study to assess students' learning results. Students are subjected to two types of tests:

1. Pre-test

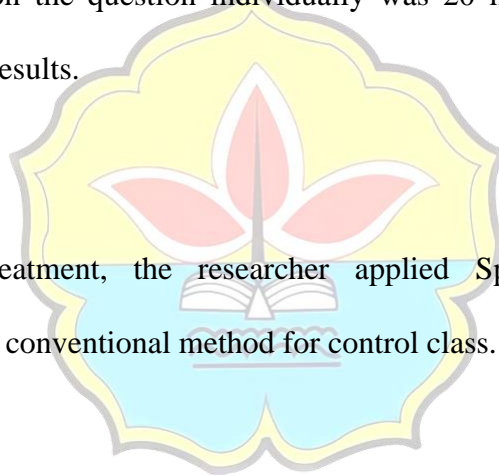
Students take a pre-test from the researcher before receiving treatment. Before starting treatment, it is provided to students to gauge their level of proficiency in fundamental vocabulary. The students got an instructions on how to complete the assigned task. The students were given a cloze test to accomplish. That involved adding words that were absent from a manuscript. The students worked on the questions by filling in the blanks, which may include up to 20 numbers. The time allotted for working on the question individually was 20 minutes. The researcher identified the pre-test results.

2. Treatment

In giving the treatment, the researcher applied Spotify Application for experimental class and conventional method for control class.

3. Post-test

Researcher provided post-test after students were given treatment. For experimental class, the researcher gave the students the printed lyrics. After that, the researcher instructed students to open the Spotify app on their smartphone. Students then search for a song entitled "Falling in Love Alone" by Stacey Ryan and the researcher asked them to look at the lyrics that are already on the Spotify feature, then the researcher asked the students to write down vocabulary that belongs to the types



of nouns, verbs, adjectives, and adverbs in general. In control class, the type of test would be same as pre-test.

3.4 Research Instrument

According to Creswell (2008), researcher used instrument to assess individuals' abilities, measure their achievements, observe behavior, improve individual psychological profiles, or conduct interviews with someone. An appropriate research instrument indicates whether or not the instrument is functioning properly. The test was used as a research instrument by the researcher. A test, according to Ary (2010), is a series of questions aimed at eliciting a response based on a numerical score that can be calculated. In other words, tests are tools provided by teachers to determine students' test scores.

Pre-tests and post-tests, two different types of testing, were used in this research. Pre-test results were taken as evidence of the students' vocabulary proficiency. Examining students' language mastery after treatment reveals whether there has been a significant improvement. 20 questions are included on each test. For the students to complete the test, the researcher gave them 20–25 minutes. By accurately filling in the gaps, students received points for their responses. The post-test was used to establish whether there was a statistically significant difference in vocabulary mastery scores between the experimental and control groups, who were taught using songs from the Spotify application, and those who were taught using the

traditional technique. 5 points were awarded for the right test answers. while the incorrect answer would get points. Then, the final score would be $20 \times 5 = 100$. The researcher made a scoring criteria as follow:

Table 3

Score Criteria

Score	Criteria
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Average
>60	Poor

Source : score criteria by Reid (1993)

3.5 Normality and Homogeneity Test

Normality testing is required by default for each parameter to test and measure whether the resulting data is normally distributed or not. Kolmogorov-Smirnov is used to determine the normality of the data. The Kolmogorov-Smirnov test requirements are: interval or ratio data scale (quantitative), single data or grouped in one frequency distribution table, can be for large or small values. Kolmogorov-Smirnov has the rule $\alpha = 0.05$:

- a. If the normality test gives $d_{nlt} > \alpha = 0.05$. Data is not normally distributed and H_0 is rejected.

b. If the normality test gives $> \alpha = 0.05$. Data normally distributed and H_0 accepted.

Homogeneity test is Testing for homogeneity compares the differences between two or more groups. Each group characteristic is different from the next. This test determines whether or not the data exhibits variations that are homogenous. With SPSS 16, the researcher performed the T test to assess the homogeneity of variances. It was decided to provide the following bases for the homogeneity testing:

a. If the significance value is more than 0.050, the data distribution is homogenous.

b. If the significance value is less than 0.050, then the data distribution is not homogeneous.

3.6 Technique Data Analysis

The quantitative research data are significantly impacted by the measurement data used in this study. The effectiveness of using the Spotify application to gauge student vocabulary usage through the songs in the app was examined through an analysis of the data. By contrasting the post-test results of the two classes that were sampled for this study, the researcher was able to assess the data. In this study, data were analyzed using an Independent Sample T-test in the window program of SPSS 21. Researcher used the *Independent Sample T-test* because to determine whether the mean score was higher or less than 0.05. Examine significant differences using the

independent sample T-test to determine whether the data normality and homogeneity of the two classes are adequate in order to obtain normality and homogeneity of post-test from the experiment and control classes given clearly and descriptively.



CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

4.1.1 The Data of Research Findings

The data obtained from this research is from the students' vocabulary mastery. The difference in the data obtained is from samples using Spotify Application and conventional methods. The researcher conducted a research using class XI IPA in Senior High School 9 Jambi city, and took 2 class samples, XI IPA 2 as the experimental class, and XI IPA 3 as the control class. In this study aimed to determine the effectiveness of using the Spotify application as a vocabulary learning media for class XI students at senior high school 9 Jambi city. In this study aimed to determine the effectiveness of using the Spotify Application as a vocabulary learning media for class XI IPA students at Senior High School 9 Jambi city.

The data for this research were collected from the pre-test and post-test of the two classes that were sampled and it can be emphasized that to measure comparisons the results of this test are the results of the post-test because it is to find out the effectiveness of spotify after being given treatment. The researcher gave 20 questions with a time allocation of 20 minutes. Then, to determine a significant difference whether the use of Spotify Application is effective or not, the researcher does not only measure the assessment of individual scores, but also measures and compares

the average pre-test and post-test class vocabulary scores. The data were presented as follows :

1. The Data of Experimental Class

Experimental class consisted of 36 students, namely class XI IPA 2. In this class used the Spotify application both in the treatment and in the test given to determine the effectiveness of the application as a vocabulary learning through English songs that have been determined. The data listed below are the results of the pre-test and post-test. can be seen in table 4 as follows:

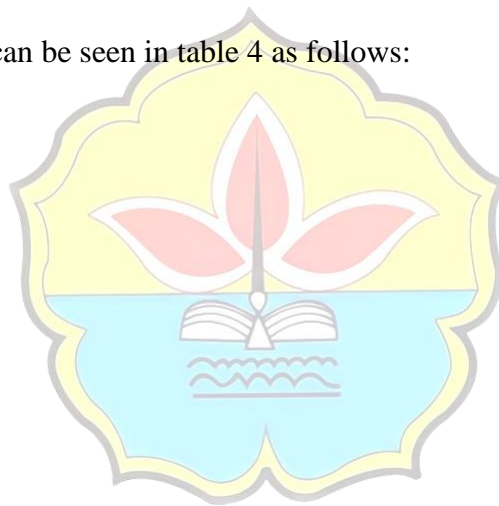


Table 4

Table 4. Students score of experimental class

No.	Students	Pre-test	Post-test	GAP
1	S1	50	85	35
2	S2	60	75	15
3	S3	75	80	5
4	S4	65	90	25
5	S5	75	85	10
6	S6	60	90	30
7	S7	50	80	30
8	S8	70	85	15
9	S9	85	90	5
10	S10	60	85	25
11	S11	50	80	30
12	S12	70	90	20
13	S13	75	90	15
14	S14	40	75	35
15	S15	50	80	30
16	S16	70	75	5
17	S17	65	85	20
18	S18	50	80	30
19	S19	50	75	25
20	S20	75	80	5
21	S21	75	80	5
22	S22	70	85	15
23	S23	50	80	30
24	S24	60	90	30
25	S25	70	85	15
26	S26	50	90	40
27	S27	40	85	45
28	S28	50	80	30
29	S29	75	90	15
30	S30	70	80	10
31	S31	50	85	35
32	S32	75	75	0
33	S33	60	90	30
34	S34	70	85	15
35	S35	70	90	20
36	S36	60	85	25

The data above shows the individual student test scores in the experimental class both pre-test and post-test using Spotify Application. From the data shown above, is the value of the results of the pre-test and post-test that was successfully done by the experimental class students in class XI IPA 2 using Spotify Application. The lowest value produced when students were given a pre-test was 40, with a total of 2 students, and the highest value was 85 with a total of 1 student. On the other hand, the lowest score produced by students when given the post-test was 75 with 5 students, while the highest score produced was 90 with 11 students. It can be seen from the table above, the comparison of student scores from the pre-test and post-test in this experimental class has a significant difference in value. As for the difference with the highest number is 45, this proves that the use of the spotify application through English songs for student vocabulary learning has proven effective. Because students can directly see the meaning of the lyrics in the song in the application feature so that students can easily understand to fill in the questions that have been ordered by the researcher.

To find the results of the pre-test, researchers used the SPSS 21 program for Windows. the pre-test results are shown in table 5 as follows:

Table 5

Table 5. Descriptive Statistics Pre-test of Experimental Class

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Eksperimental	36	40	85	2240	62.22	1.926	11.554
Valid N (listwise)	36						

From these data it can be said that the minimum score of the pre-test is 40 and the maximum score is 85, with the sum being 2240 with an average value of 62.22. after the researcher gave treatment using the Spotify Application, the results of the post test were obtained which can be seen in table 6, as follows:

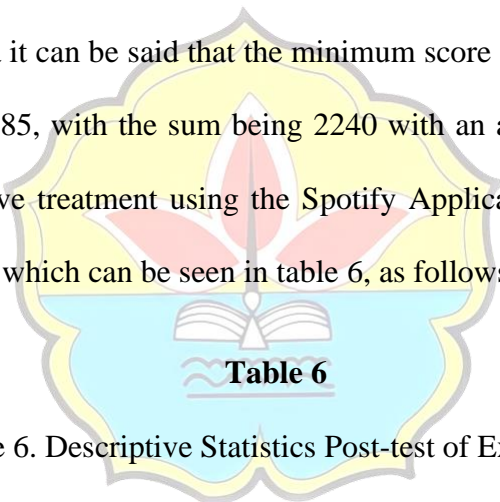


Table 6. Descriptive Statistics Post-test of Experimental Class

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Post-Test Eksperimental Class	36	75	90	3010	83.61	.859	5.156
Valid N (listwise)	36						

The data above shows that the post test results have a minimum score is 75 and maximum scores is 90, with a sum of 3010 with an average value of 83.61. The gained score between pre-test and post-test was 770 and mean score was 21.39. It can be concluded that the post-test scores have significant results after being given a treatment.

2. The Data of Control Class

Control class consists of 36 students from class XI IPA 3 which totaled 36 students. In this class, the treatment and tests given only use conventional method. The pre-test and post-test scores can be seen in table 7 as follows:

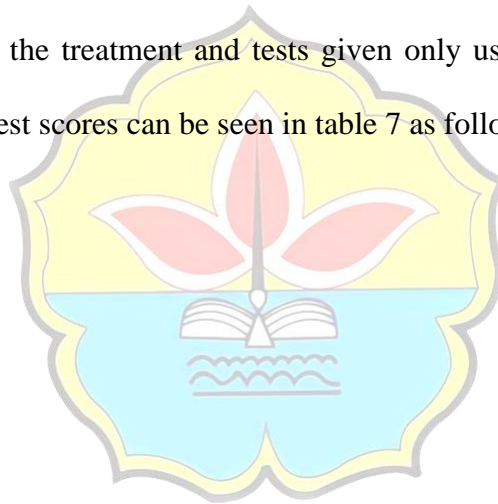


Table 7

Table 7. pre-test and post-test of control class

No.	Students	Pre-test	Post-test	GAP
1	S1	70	75	5
2	S2	50	70	20
3	S3	65	70	5
4	S4	70	80	10
5	S5	40	75	35
6	S6	75	75	0
7	S7	80	85	5
8	S8	70	80	10
9	S9	55	80	25
10	S10	70	75	5
11	S11	60	75	15
12	S12	75	80	10
13	S13	50	80	30
14	S14	60	80	20
15	S15	50	90	40
16	S16	70	70	0
17	S17	40	75	35
18	S18	60	75	15
19	S19	50	80	30
20	S20	75	80	5
21	S21	50	80	30
22	S22	70	85	15
23	S23	60	80	20
24	S24	75	75	0
25	S25	50	70	20
26	S26	60	70	10
27	S27	55	75	20
28	S28	60	80	20
29	S29	40	75	35
30	S30	50	80	30
31	S31	75	85	10
32	S32	70	75	5
33	S33	50	65	15
34	S34	60	80	20
35	S35	45	70	25
36	S36	50	75	25

From the data table of student test scores above are the results of the pre-test and post-test produced by the control class, namely class XI IPA 3. It can be seen that the lowest pre-test value produced is 40 with a total of 3 students, and the highest value is 80 with a total of 1 student. After the researcher provides treatment, the researcher gives a post-test which has the lowest value of 65 with a total of 1 student, and the highest value is 90 with a total of 1 person. The difference in the highest score between the pre-test and post-test was 40. In this control class also has an increase in value even though it only uses conventional methods, but the increase is not too significant. Because in this class, the behavior given only gives song lyrics and paper questions to students and is done according to the specified time. To process and find the results, researcher used the SPSS 21 program for Windows. To process and find the results, researchers used the SPSS 21 program for Windows. Pre-test results can be shown in table 8 as follows:

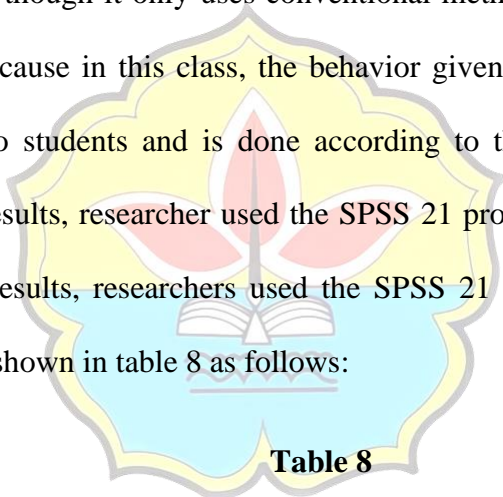


Table 8

Table 8. Descriptive Statistics Pre-test of Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test Control Class	36	40	80	2155	59.86	1.916	11.494
Valid N (listwise)	36						

The data shows the lowest score is 40 and maximum score is 80. The sum of the data was 2155 with the mean is 59,86. After the researcher provided treatment using the conventional method, the researcher obtained a post-test score which will be shown in table 9 as follows:

Table 9

Table 9. Descriptive Statistics Post-test of Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Post-Test Control Class	36	65	90	2770	76.94	.875	5.248
Valid N (listwise)	36						

The data shows minimum scores is 65 and maximum score is 90. The sum of data was 2770 with mean is 76,94. The researcher use conventional method for control class. The gained score between pre-test and post-test is 615 and mean score is 17.80.

4.1.2 The Results of Normality and Homogeniety Test

1. Results of Normality Test

Normality test is required as a prerequisite or condition in each parametric test and is also used to measure whether the resulting data is normally distributed and

normality test can be used in parametric statistics or not. Konglomorov-Smirnov used to determine the normality of the data from the test results using SPSS 21 with a significance of 0.05.

Table 10

Table 10. the result of Normality test

		pretest_Ek	posttest_Ek	pretest_Co	posttest_Co
		s	s	n	n
N		36	36	36	36
	Mean	62.22	59.86	83.61	76.94
Normal Parameters ^{a,b}	Std. Deviation	11.554	11.494	5.156	5.248
Most Extreme Differences	Absolute	.194	.172	.190	.192
	Positive	.188	.166	.175	.172
	Negative	-.194	-.172	-.190	-.192
	Kolmogorov-Smirnov Z	1.164	1.033	1.137	1.152
	Asymp. Sig. (2-tailed)	.133	.236	.151	.141

a. Test distribution is Normal.

b. Calculated from data.



a. H_0 : Data with a normal distribution

b. H_1 : Data not with a normal distribution

To find out whether the data is normally distributed or not, it can be measured by the data normality test. It can be seen from the data above that the significance of the pre-test is 0.133 and the post-test is 0.236. The pre-test and post-test scores listed are more than 0.005. The sig/p value from pre-test value of 0.133 is a value greater

than 0.05 ($0.133 > 0.05$). The data is normally distributed because H_0 is accepted and H_1 is rejected. And for sig/p value post-test is 0.236 is a value greater than 0.05 ($0.236 > 0.05$). And the data is normally distributed because H_0 is accepted and H_1 is rejected.

2. Results of Homogeneity Test

Homogeneity test is a test used to measure differences between 2 or more groups to be tested. This test is used to measure whether the data being tested is homogeneous or not. Researcher used the T-test to determine homogeneous variance using SPSS 21 in the program window. The researcher used the T-test to determine the homogeneous variance using SPSS 21 in the program window by the significant value (α) is 0.05. Homogeneity test can be seen in table 11 below

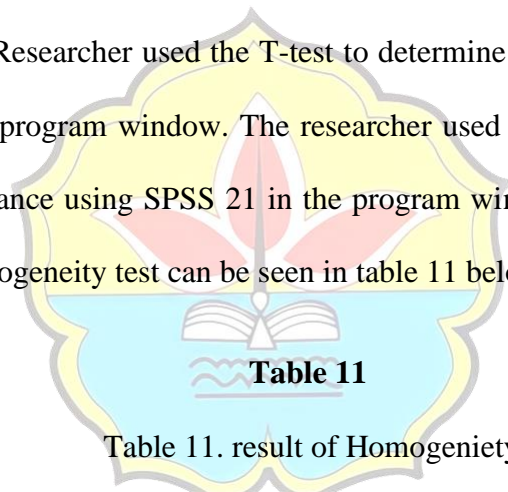


Table 11. result of Homogeneity test

Test of Homogeneity of Variances

Result Test

Levene Statistic	df1	df2	Sig.
.036	1	70	.851

a. H_0 : Data is homogenous

b. H_1 : Data is not homogenous

As seen in table 11, the sig value in the table is 0.851, which is much greater than 0.05. So it can be concluded as a homogeneity test because the variances of the two post-tests in the 2 different groups have results that are homogeneously distributed.

4.1.3 Hypothesis Testing

The hypothesis in this research used an Independent Sample T-test in SPSS 21 as follows:

1. Null hypothesis (H_0) : There is no effectiveness between students before being taught using English songs with the Spotify application and students after being taught using English songs with the Spotify application.
2. Alternative hypothesis (H_a) : There is an effective effect between the students before taught using English song by Spotify Application and the students after taught English song by Spotify Application to improve students' vocabulary.

Table 12

Table 12. Descriptive Statistics Post-test of Two Groups

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Post-Test Control Class	36	65	90	2770	76.94	.875	5.248
Post-Test Eksperimental Class	36	75	90	3010	83.61	.859	5.156
Valid N (listwise)	36						

Researcher used the SPSS 21 program to analyze the data that had been obtained. As can be seen in the table above, the experimental class has a total of 36 students with an average score of 83.61 and a standard deviation of 5.156. besides that, the control class had 36 students with an average grade of 76.94 with a standard deviation of 5.248. Researcher used descriptive statistics and independent sample t-test. Independent sample t-test aims to determine the effectiveness of spoty application in learning vocabulary. Before conducting the t test, the researcher conducted a homogeneity test. Researcher used SPSS 21 for windows to analyze the results of the t-test. The results of the t-test can be seen in the table below:

Table 13

Table 13. the results of independent sample t-test.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result Test	Equal variances assumed	.036	.851	5.437	70	.000	6.667	1.226	4.221	9.112
	Equal variances not assumed			5.437	69.978	.000	6.667	1.226	4.221	9.112

After looking at the table data above, the rules for testing the hypothesis are if the significance value is less than 0.05, then hypothesis null (H_0) is rejected, (H_a) or the alternative hypothesis is accepted, and if the significance value is more than 0.05, then the hypothesis (H_a) is rejected and the null hypothesis is accepted. In the data table above, the significant value (sig-2 tailed) is 0.000 which is smaller than 0.05 ($0.000 < 0.05$). In the data table above, the significant value (sig-2 tailed) is 0.000 which is smaller than 0.05 ($0.000 < 0.05$). As the basis for measuring the t-test, if the significant value is less than 0.05, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, it can be concluded that there is a

significant difference in the average score resulting from the vocabulary of students using songs that have the Spotify application compared to the conventional method. It means the Spotify Application is effective used for media learning vocabulary students.

4.2 Discussions

In this research, the researcher wanted to find out whether the media for learning vocabulary through songs from the Spotify application proved effective or not for students of class XI IPA at Senior High School 9 Jambi City. And as for the results of the analysis in the findings section, researcher analyzed data on student test results using SPSS 21 for windows. Can be started from the experimental class, which has an average pre-test score of 62.22 and a post-test of 83.61. The average gained from the pre-test and post-test scores was 21.39 Besides that, the control class also experienced an increase but not significantly, the pre-test results of the control class were 59.86 and the post-test scores were 76.94. For the average gained from pre-test and post-test was 17.80. The reason control class does not have a significant difference in value is because the test in the control class only uses the conventional method. Based on the values obtained from the experimental class and the control class, there is a significant difference. The value obtained from the experimental class is 21.39 and the control class is 17.80. And it can be concluded that the songs contained in the Spotify Application are effective and are not affected by external variables or foreign variables.

Based on this research at Senior High School 9 Jambi City, it can be concluded that teaching vocabulary using the Spotify Application media is better than just teaching vocabulary using only the conventional method. This significant difference is found in the scores between students who use the Spotify Application and the conventional method. Where the score using the Spotify Application is a higher score. It can be concluded that the Spotify Application is effective as a media for learning student vocabulary.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the analysis described by the researcher in chapter 4, it can be concluded that there is a significant difference in vocabulary scores between classes that use song on the Spotify Application and classes that only use conventional method in class XI IPA Senior High School 9 Jambi City academic year 2022/2023. And it can be seen that the Spotify Application can be an alternative way to learn vocabulary for students. Because with this application it can make students enjoy with unusual learning methods because students can listen to songs while learning and get to know new vocabulary from the song lyrics provided. Learning vocabulary through song in this application can be a new, innovative, fun way of learning, and can make students interested in learning it because of the songs provided in this application more complete and provide songs of various genres according to students' preferences.

Thus, the effectiveness of learning vocabulary through songs in the Spotify application can be shown as follows:

1. Based on the scores that have been obtained from the two classes that are sampled, class XI IPA 2 as the experimental class and XI IPA 3 as the control class, it can be concluded that the experimental class that uses the spotify

application as an English learning media gets a more significant value between the pre-test and post-test that has been given, with the value of the post-test results is 3010 and the average is 83.60. Rather than the control class which only uses conventional methods, from the results of the pre-test and post-test also increased but not so significant. Because the post-test result is 2770 and the average is 76.94.

2. Based on the statistical results using the T-test with SPSS 21, the significant results (sig-2 tailed) are 0.000 and smaller 0.05 ($0.000 < 0.05$) which means the null hypothesis is rejected and the alternative hypothesis is accepted.

5.2 Suggestions

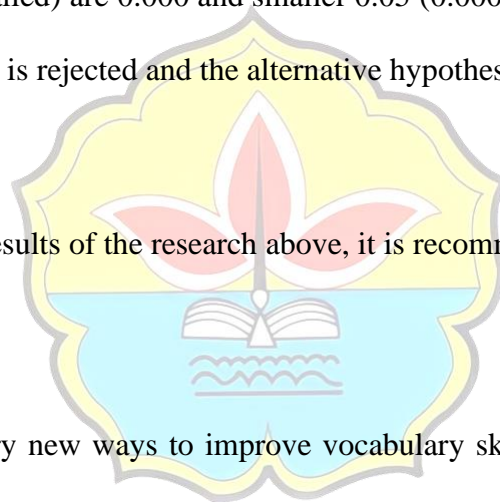
Based on the results of the research above, it is recommended to:

1. Students

Students can try new ways to improve vocabulary skills through listening to songs and can also freely listen to the songs they like through the Spotify application which can make them comfortable so they feel more relaxed, enthusiastic and interested in learning English.

2. English Teachers

For English teachers, it can be recommended to use the Spotify Application as an English learning media to find out and improve students' vocabulary skills.



Teachers can also be more innovative to find new ways of teaching according to technological advances so that students are interested in their curiosity.

3. For other Researchers

In this research, researchers used songs on the Spotify Application to determine students' vocabulary skills, even though this research was not perfect. Therefore, the researcher suggests for next researchers to further develop research that uses songs on Spotify to teach other skills or other subjects.



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Appendix 1

Lesson plan for experimental class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA N 9 Kota Jambi

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/II

Alokasi Waktu : 4 x 40 menit

Tema : Vocabulary

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual dan prosedural) dalam Ilmu pengetahuan, teknologi, seni budaya dan humaniora, dengan wawasan keagamaan, kebangsaan dan kenegaraan dan peradaban terkait fenomena dan kejadian yang tampak mata.

KI 4 : Mencoba, mengolah dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi dan memahami vocabulary dari sebuah lagu yang diputar
2. Mengidentifikasi dan memahami vocabulary dari sebuah lagu yang diputar dari aplikasi Spotify.
3. Menyebutkan perbedaan kalimat berdasarkan 4 jenis vocabulary.
4. Mengidentifikasi dan memahami vocabulary dari sebuah lagu yang diputar.
5. Menjawab pertanyaan berdasarkan soal vocabulary yang terkait.
6. Menuliskan 4 jenis vocabulary masing-masing 5.

D. Tujuan Pembelajaran

Melalui proses pembelajaran :

1. Peserta didik mampu menuliskan 4 jenis vocabulary masing-masing 5.
2. Peserta didik mampu mengidentifikasi dan memahami vocabulary dari sebuah lagu yang diputar dari aplikasi Spotify
3. Peserta didik mampu menyebutkan perbedaan kalimat berdasarkan 4 jenis vocabulary.
4. Peserta didik mampu mengidentifikasi dan memahami vocabulary dari sebuah lagu yang diputar.
5. Peserta didik mampu menjawab pertanyaan berdasarkan soal vocabulary yang terkait.
6. Peserta didik mampu mengidentifikasi dan memahami vocabulary dari sebuah lagu yang diputar dari aplikasi Spotify.

E. Materi Pembelajaran

Materi Reguler

1. **Fungsi Sosial:** menyebutkan/menuliskan vocabulary dalam sebuah kalimat dari keadaan/peristiwa/kegiatan.
2. **Struktur Teks:** menyebutkan bagian-bagian dari vocabulary secara lengkap.
3. **Unsur Kebahasaan:**
 - Noun : I, you, we, baby, sign.
 - Verb : trying, touch, know, give, thinking, drinking, help.
 - Adjective : good, hate, shy, deep, lose.
 - Adverb : every time, sometimes, anymore, here, in, on.
 - Ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan.

F. Model Pembelajaran : mendengarkan, tanya jawab, diskusi

G. Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

- Salam dan tegur sapa

- Guru memeriksa kehadiran siswa, berdoa, menyiapkan buku pelajaran
- Ice breaker (Guru mengajukan beberapa pertanyaan kepada siswa yang berhubungan dengan materi pelajaran yang akan dipelajari).
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

b. Kegiatan Inti

- Pertemuan Pertama

- Guru berusaha memancing rasa ingin tahu peserta didik dengan mengajukan beberapa pertanyaan terkait “vocabulary” yang akan dipelajari.
- Guru memberikan pre-test untuk mengetahui kemampuan awal siswa dan siswa menuliskan 4 contoh jenis vocabulary yaitu noun, verb, adjective, dan adverb yang pada lirik lagu “Fall in Love Alone”
- Guru memberikan penguatan materi yang sedang dipelajari.

- Pertemuan Kedua

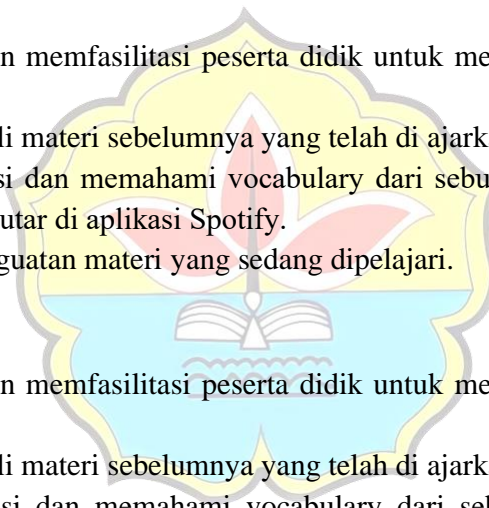
- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa mengidentifikasi dan memahami vocabulary dari sebuah lagu yang berjudul “I Have a dream” yang diputar di aplikasi Spotify.
- Guru memberikan penguatan materi yang sedang dipelajari.

- Pertemuan Ketiga

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa mengidentifikasi dan memahami vocabulary dari sebuah lagu yang berjudul “Every Summertime” yang diputar di aplikasi Spotify.
- Siswa menyebutkan perbedaan 4 jenis vocabulary yang telah dijelaskan oleh guru.
- Guru memberikan penguatan materi yang sedang dipelajari.

- Pertemuan Keempat

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Guru memberikan test (post-test) kepada siswa untuk mengetahui peningkatan siswa dalam mengidentifikasi dan memahami vocabulary dari sebuah lagu yang berjudul “Fall in Love Alone” dari Stacey Ryan yang diputar di aplikasi Spotify.
- Guru memberikan penguatan materi yang sedang dipelajari.



c. Kegiatan Penutup

- Guru bersama peserta didik melakukan refleksi tentang kegiatan pembelajaran yang baru diselesaikan dan menanyakan manfaat dari pembelajaran tersebut.
- Guru menanyakan kesulitan dalam melakukan aktivitas pembelajaran.
- Guru dan peserta didik menyimpulkan pelajaran.

H. Sumber Belajar/Media

- a. Buku bahasa inggris kelas XI IPA semester 2
- b. Media:
 - Handphone
 - Earphone



Appendix 2

Lesson plan for control class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA N 9 Kota Jambi
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/II
Alokasi Waktu : 4 x 40 menit
Tema : Vocabulary

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual dan prosedural) dalam Ilmu pengetahuan, teknologi, seni budaya dan humaniora, dengan wawasan keagamaan, kebangsaan dan kenegaraan dan peradaban terkait fenomena dan kejadian yang tampak mata.

KI 4 : Mencoba, mengolah dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.

4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi dan memahami vocabulary dari lirik lagu yang diberikan.
2. Menuliskan dan mencocokkan jenis vocabulary yang mana pada lirik lagu yang telah diberikan.
3. Menuliskan 4 jenis vocabulary masing-masing 5.
4. Menjawab pertanyaan berdasarkan soal vocabulary yang terkait.
5. Menyebutkan perbedaan kalimat berdasarkan 4 jenis vocabulary.

D. Tujuan Pembelajaran

Melalui proses pembelajaran :

1. Peserta didik mampu menuliskan 4 jenis vocabulary.
2. Peserta didik mampu menyebutkan perbedaan kalimat berdasarkan 4 jenis vocabulary.
3. Peserta didik mampu menjawab pertanyaan berdasarkan soal vocabulary yang terkait.
4. Peserta didik mampu menggunakan 4 jenis vocabulary yang telah dijelaskan.
5. Peserta didik mampu menuliskan dan mencocokkan jenis vocabulary yang mana pada lirik lagu yang telah diberikan.
6. Peserta didik mampu mengidentifikasi dan memahami vocabulary dari lirik lagu yang diberikan.

E. Materi Pembelajaran

Materi Reguler

1. Fungsi Sosial: Menyebutkan/menuliskan vocabulary dalam sebuah kalimat dari keadaan/peristiwa/kegiatan.

2. Struktur Teks: menyebutkan bagian-bagian dari vocabulary secara lengkap.

3. Unsur Kebahasaan:

- Noun : I, you, we, baby, sign.
- Verb : trying, touch, know, give, thinking, drinking, help.
- Adjective : good, hate, shy, deep, lose.
- Adverb : every time, sometimes, anymore, here, in, on.
- Ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan.

F. Model Pembelajaran : Ceramah, tanya jawab, diskusi

G. Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

- Salam dan tegur sapa
- Guru memeriksa kehadiran siswa, berdoa, menyiapkan buku pelajaran

- Ice breaker (Guru mengajukan beberapa pertanyaan kepada siswa yang berhubungan dengan materi pelajaran yang akan dipelajari).
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

b. Kegiatan Inti

- Pertemuan Pertama

- Guru berusaha memancing rasa ingin tahu peserta didik dengan mengajukan beberapa pertanyaan terkait “vocabulary” yang akan dipelajari.
- Guru menuliskan materi “vocabulary” di papan tulis kemudian menjelaskan.
- Guru memberikan test (pre-test) kepada siswa dan siswa menuliskan 4 contoh jenis vocabulary dari lirik lagu yang diberikan.
- Guru memberikan penguatan materi yang sedang dipelajari.

- Pertemuan Kedua

- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa menyebutkan perbedaan kalimat berdasarkan 4 jenis vocabulary.
- Guru memberikan penguatan materi yang sedang dipelajari.

- Pertemuan Ketiga

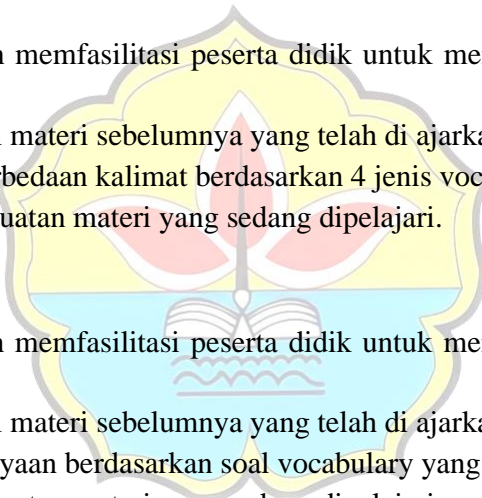
- Guru membimbing dan memfasilitasi peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Siswa menjawab pertanyaan berdasarkan soal vocabulary yang terkait.
- Guru memberikan penguatan materi yang sedang dipelajari.

- Pertemuan Keempat

- Guru membimbing peserta didik untuk memahami materi pelajaran yang sedang dipelajari.
- Guru mengulas kembali materi sebelumnya yang telah di ajarkan kepada peserta didik.
- Guru memberikan test (post-test) dan siswa mengidentifikasi vocabulary dari lirik lagu yang diberikan.

c. Kegiatan Penutup

- Guru bersama peserta didik melakukan refleksi tentang kegiatan pembelajaran yang baru diselesaikan dan menanyakan manfaat dari pembelajaran tersebut.
- Guru menanyakan kesulitan dalam melakukan aktivitas pembelajaran.



- Guru dan peserta didik menyimpulkan pelajaran.

H. Sumber Belajar/Media

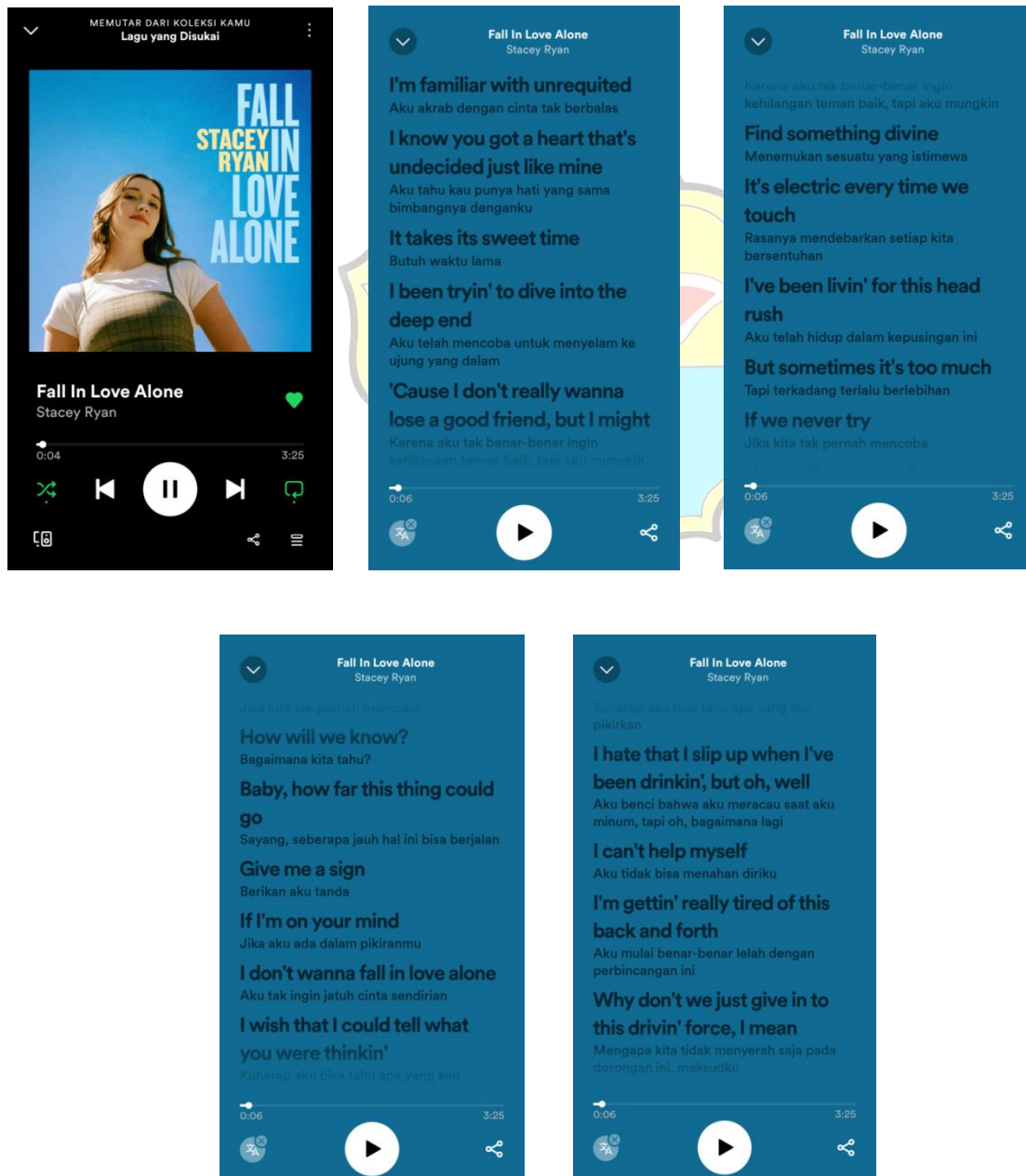
a. Buku bahasa Inggris kelas XI IPA semester 2

b. Media:

- Lirik lagu

Appendix 3

Pre-test & post-test question (Experimental Class)



Worksheet Pre-test/Post-test (*Experimental Class*)

Name :

Class :

Question : Please mention part of speech from the lyrics!

a. Adjective

1.

2.

3.

4.

5.

b. Adverb

1.

2.

3.

4.

5.

c. Noun

1.

2.

3.

4.

5.

d. Verb

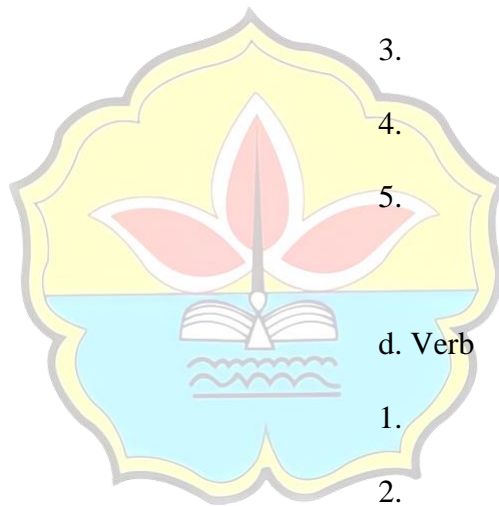
1.

2.

3.

4.

5.



Appendix 4

Pre-test & post-test question (Control Class)

Fall in Love Alone – Stacey Ryan

I'm familiar with unrequited
I know you got a heart that's undecided
Just like mine, it takes its sweet time
I've been shy to dive into the deep end
'Cause I don't really wanna lose a good friend
But I might find something divine

It's electric every time we touch
I've been livin' for this head rush
But sometimes it's too much

If we never try
How will we know
Baby, how far this thing could go?
Give me a sign
If I'm on your mind
I don't wanna fall in love alone

I wish that I could tell what you were thinkin'
I hate that I slip up when I've been drinkin'
But oh well, I can't help myself

I'm gettin' really tired of this back and forth
Why don't we just give in to this driving force?
I mean, there's somethin' between us

It's electric every time we touch
I've been livin' for this head rush
But sometimes it's too much

If we never try
How will we know
Baby, how far this thing could go?
Give me a sign
If I'm on your mind (you know that you're on my mind)
I don't want to fall in love alone (I don't wanna fall in love alone)

If we never try (I don't want to fall in love alone)
 How will we know (without you)
 Baby, how far this thing could go? (Just how far this thing will go)
 Give me a sign (give me a sign, give me a sign)
 If I'm on your mind
 I don't wanna fall in love alone, ooh

 Fall, I don't wanna fall
 I don't wanna fall in love alone (you just need to be right here next to me)
 Fall, I don't wanna fall (next to me, next to me)
 I don't wanna fall in love alone (I don't wanna live without you baby, anymore)

Worksheet Pre-test / Post-test (*Control Class*)

Name :

Class :

Question : Please mention part of speech from the lyrics!

a. Adjective

1.

2.

3.

4.

5.

c. Noun

1.

2.

3.

4.

5.

b. Adverb

1.

2.

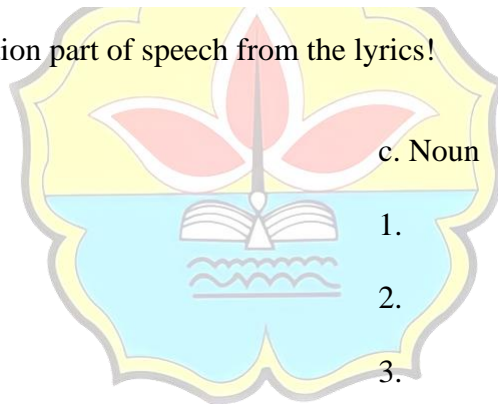
3.

d. Verb

1.

2.

3.



4.

5.

4.

5.



Appendix 5

Research License Letter



Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : 22 /UBR-01/B/2023
Lampiran : -
Perihal : Izin Penelitian

Kepada Yth : Bapak/Ibu
Kepala SMA N 9 Kota Jambi
di
Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : DARA ARISTA MAULIDIA
NIM : 1900888203009
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

"THE EFFECTIVENESS OF SPOTIFY THROUGH ENGLISH SONG "FALL IN LOVE ALONE" BY STACEY RYAN TOWARDS STUDENTS' VOCABULARY MASTERY AT ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 9 JAMBI CITY"

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

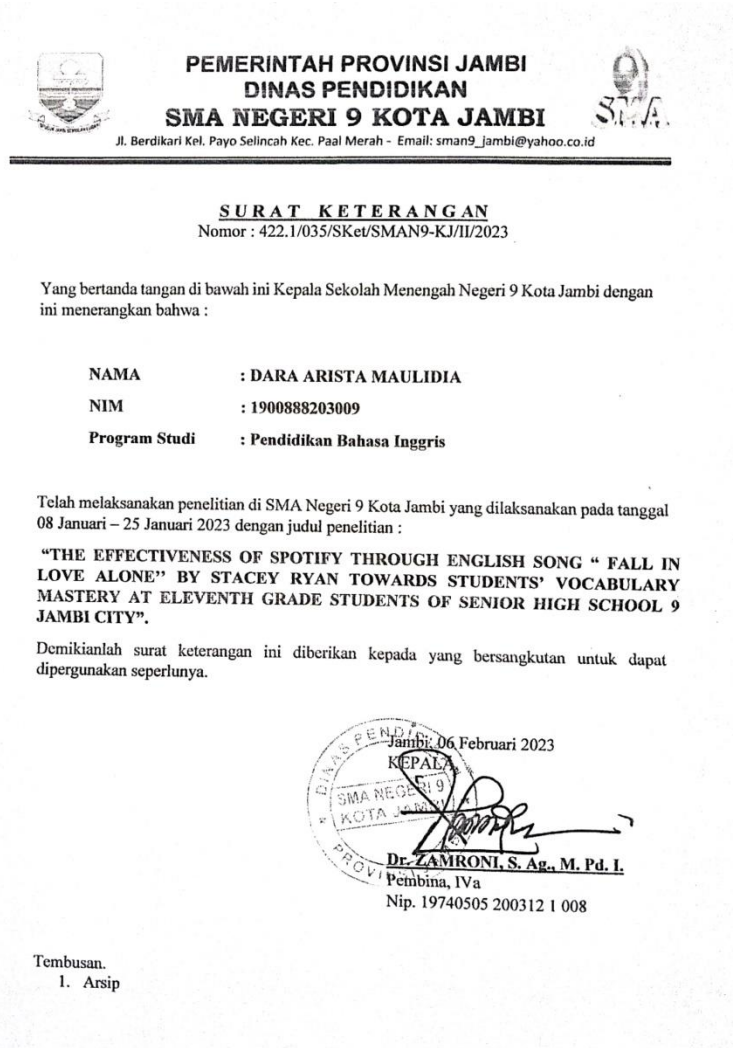
Jambi, 16 Januari 2023
Dekan,



Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

Appendix 6

Reply letter from Senior High School 9 Jambi City



DOCUMENTATION





CURRICULUM VITAE



DARA ARISTA MAULIDIA was born in Jambi on June 4th, 2001. She is the second of three children of Mr. Sujarwo Adinata and Mrs. Hasnidar Nasution. She has a brother and sister, Arjuwan Dinata and Setia Ningrum. She started her formal education at Elementary School No. 133/IV Jambi City (graduated 2013). Then, she continued to Junior High School No. 6 Jambi City (graduated 2016). After that, she entered Senior High School No. 2 Jambi City (graduated 2019). Next, she continued to University of Batanghari Jambi (entered 2019) as the student of English Education Study Program of Teacher Training and Educational Sciences Faculty. During her study in University of Batanghari Jambi, she joined in several organizations, such as English Students' Association (HIMABING). Furthermore, she participated in practical teaching at Senior High School No. 9 Jambi City, until she completed a thesis entitled "*The Effectiveness of Spotify through English Song Towards Students' Vocabulary Mastery at Eleventh Grade Students of Senior High School 9 Jambi City*".