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## INTRODUCTION

In this chapter, the researcher explains the background of the research, identification of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of the key term.

## A. Background of the Research

Since language is utilized for both speaking and communication, it is an indispensable instrument in human life. Proficiency in speaking ensures that the message is communicated properly and efficiently, improving interpersonal communication. According to (Mandasari & Aminatun, 2020) Speaking is two-way oral communication between a speaker and a listener that requires both receptive understanding and productive speaking abilities. Furthermore, Srinivas (2019) stated that, in today's world, communication skills are extremely important, and in order to achieve success in one's selected field, it is necessary to have a strong command of these abilities. In order to communicate effectively in our global society, speaking is the most critical ability out of the four language skills that are available. Learners are required to develop the communication skills necessary to communicate effectively in English in order to achieve success in their various industries. This is because English is extensively used all over the world. Wulandari et al (2022) said, One nation where students are less motivated to study English is Indonesia. Speaking English is seen as quite challenging by many high school students.

This study focuses on speaking skills, because speaking plays important roles in the global world. There are several factors that cause difficulties in speaking English. First, because of a variety of speaking issues, including bored with the media used in the teaching and learning process, many students lack motivation to practice speaking. (Mandasari & Aminatun, 2019). Moreover, Suprayogi & Pranoto (2020) discovered that since English phonology differs from Indonesian phonology in some ways, students may have trouble pronouncing English words. Furthermore,

the majority of students are lazy enough to look up the context in dictionaries, and thus are unable to improve their speaking abilities. (Pratiwi & Ayu, 2020).

Students need media that can reach for their interest and make speaking more comfortable (Sinaga & Oktaviani, 2020). Otherwise, these days the phrase "Industrial Revolution 5.0" is used all over the world. Technological developments have really improved many areas <sup>49</sup> of education such as teaching, learning and research, which provide various resources that help teachers and students learn independently (Aminatun, 2019). This means that in the teaching and learning aspect, technological developments encourage students to learn independently and interestingly (Oktaviani and Mandasari, 2020). Apart from that, if students have the will to develop their speaking skills, they can learn independently by taking advantage of technological developments.

The Spotify application is an example of media to improve speaking skills. Thus, they can learn speaking independently using memory strategies and the Spotify application. Spotify is an easy-to-use tool with exciting features, it is the most necessary pick in this case. <sup>2</sup> Spotify is a digital music streaming platform that offers a large selection <sup>2</sup> of English-language songs by different artists. Among other things, users can search for music by mood, genre, album, or even artist. It also offers radio stations and playlists that may be modified. Additionally, users have the ability to create and share custom playlists with others. Spotify is a music program that can be used on devices including laptops and smartphones (Shafwati et al., (2023). Salsabila et al. (2021:157) explain <sup>1</sup> that Spotify is a digital platform for streaming music and podcasts, offering users access to millions of songs and various content from artists worldwide. Through Spotify's lyrics feature, students can also enhance their understanding of English tenses by studying the language used in songs. Additionally, Lazuardy, Susanti, and Suhartono (2023) note that one of the advantages of using Spotify is the ability to repeatedly listen to the same content, which helps students reinforce their listening and comprehension skills.

Using digital audio applications as interactive media is necessary to review because digital audio applications can help students increase their abilities. First, a study conducted by Shafwati et al. (2023) stated that using Spotify as an

instructional medium can enhance students' English-speaking abilities. With its wide range of audio content and user-friendly access, students are able to engage in speaking practice, listen to various dialogues, and rehearse spoken expressions in English. This exposure can lead to improved fluency and increased confidence in oral communication. Second, Mayalisa et al. (2023) represent the use of English songs on Spotify to improve students' speaking skills and motivate students to learn at SMP 2 Purnama Semarang. Another study by Afriyuninda et al. (2021), reveals that listening to English songs on a digital audio platform helps students improve their listening ability, good and correct pronunciation, and increase new vocabulary.

There are a lot of researches on students' perceptions of using Spotify. (Azizah 2023) Students' perception on listening, (Purba 2023) Students' perception on pronunciation, and (Hamzah 2023) Students' perception on vocabulary. However, there is no research about students' perceptions of using Spotify in speaking skills. In order to fill in the gap of knowledge about the use of Spotify in speaking skill, this present's research focuses on speaking skills, especially in senior high school students. The researcher intends to conduct a study entitled Survey on Students' Perception Towards the Use of Spotify Application in Speaking Skills at SMAN 8 Kediri.

## **B. Identification of the Problem**

Based on the research background above, the following problems are identified: First, the use of Spotify as one of the most popular music streaming applications in the world as a medium of instruction in listening English. Second, Spotify has many features such as personal playlists, shuffles, song lyrics, and podcasts. The high number of students who access the Spotify application and use the various features in it. They can listen to songs while reading and following the lyrics. Knowing new vocabulary and correct pronunciation, knowing grammar in sentences, and intonation in pronunciation. Where, these are the aspects of speaking ability.

### C. Limitation of the Problem

For this research to be carried out more effectively and efficiently, it is necessary to have limitations in studying the problems that arise as mentioned in problem identification. Researcher limited the problem to be studied only by surveying to find out students' perceptions of using the Spotify application in speaking skills in tenth, eleventh, and twelfth grade of SMAN 8 Kediri. Perceptions in this research relate to the perceived usefulness when using Spotify, the effectiveness of using Spotify in learning, and obstacles in learning English through Spotify. The main features of Spotify are divided into three namely, digital music , song lyrics, and podcasts (Spotify., 2024). Speaking skills refer to a person's ability to express themselves fluently (pronunciation), accurately (grammar), and coherently in a spoken language (vocabulary).

### D. Formulation of the Problem

The research questions are formulated as follows:

#### 1. General research question :

What are the students' perception towards using Spotify as a tool to enhance their speaking skills ?

#### 2. Spesific research question :

- a. Which Spotify features can facilitate students' speaking skills ?
- b. How do those Spotify features facilitate students' speaking skills ?
- c. What challenges do students face when using Spotify to facilitate their students' speaking skills ?

### E. Purpose of the Research

According to the research question, this research has several aims:

#### 1. General purpose

To know the students' perception towards the use of the Spotify application in speaking skills at SMAN 8 Kediri.

#### 2. Spesific purpose

- a. To know which Spotify features can facilitate students in speaking skills
- b. To find out how the Spotify features can facilitate students' speaking skills
- c. To know challenges do students face when using Spotify for speaking skill improvement

#### **F. Significance of the Research**

##### **1. For Teachers**

As a facilitator for students, the teacher benefits from understanding students' perceptions of the Spotify application, which enables them to design more effective learning materials. By bringing engaging and familiar voices and conversations into language instruction, educators can increase students' motivation, engagement, and overall language proficiency.

##### **2. For Researcher**

By conducting thorough research, the author developed a deeper understanding of students' perceptions of using Spotify in speaking skills. Researching current topics can help writers expand vocabulary, improve sentence structure, and develop writing style. Carrying out research can add new insight and knowledge regarding the topic being researched.

##### **3. For Other Researchers**

This study is expected to provide valuable insights for future researchers who are interested in conducting further studies in related fields, as well as to encourage them to explore the use of media, such as Spotify, to enhance students' motivation and interest in developing their speaking skills.

#### **G. Definition of Key Terms**

##### **1. Student's Perception**

Perceptions are divided into three, namely based on perceived usefulness, effectiveness, and obstacles in learning English through Spotify (Hamzah 2023). This process also occurs in students' perceptions of learning in class to produce achievement. Student perception is a student's view of something that happens in

the learning process in class and produces it with suggestions or arguments to the teacher or classmates to improve the learning process (Ansow et al., 2022)

## **2 Spotify**

Spotify is a digital streaming service offering a vast collection of music, podcasts, and video content from global creators. It supports multiple devices, including desktops, mobile phones, tablets, TVs, and car systems, and enables smooth transitions between them via Spotify Connect. Access to content is limited to its official app platforms (Spotify., 2024).

## **3 Speaking skills**

Speaking is an interactive process of conveying messages or information and, if necessary, being followed up by listeners. Speaking skills refer to a person's ability to express themselves fluently, accurately, and coherently in a spoken language (Leong & Ahmadi., 2017).



## REVIEW OF RELATED RESEARCH

In this chapter, the researcher explains about the review of related research those are speaking skills, problems in speaking skill, learning speaking skills, music streaming service, spotify application, students' perception, types of perception.

**A. Speaking Skills**

Speaking is a crucial language skill that must be developed to enable effective communication. As noted by Zuhriyah (2017), speaking serves as the primary means of interaction within a social context. Furthermore, learners' success in acquiring a new language is often initially measured by their speaking ability. Irawati (2014:26) describes speaking as the act of orally producing words and sentences to communicate with others. In addition, Khorashadzyadeh (2014:12) emphasizes that speaking requires more than just linguistic competence, such as grammar, pronunciation, and vocabulary, but also sociolinguistic awareness, including understanding when, why, and how to speak appropriately. According to Mustafa and Manahutu (2022), speaking skills generally consist of five components: vocabulary, grammar, pronunciation, fluency, and comprehension. Enhancing students' speaking abilities is not a simple task; it requires targeted interventions, appropriate teaching methods, and well-designed strategies to address the various challenges learners face in speaking.

Mastering speaking is essential for students learning English, as it is a productive skill that allows them to express ideas, share information, and interact with others. The primary purpose of speaking, as noted by Apriyanti and Ayu (2020), is to enable students to communicate effectively. Bahadorfar and Omidvar (2015:9) emphasize that speaking is considered successful when the listener can clearly understand what is being said. To achieve this, students must be competent in several areas, including vocabulary, pronunciation, intonation, fluency, and accuracy. Good fluency and accuracy allow speakers to convey messages more clearly and confidently. Speaking involves the active use of language to express meaning, requiring both speaker and listener to understand and stay engaged with the topic being discussed.



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As common sense and research suggests, speaking is more than to form grammatically correct sentences and then to pronounce them. According to Kürüm, E. Y. (2016), there are three areas of knowledge that composes speaking ability can be stated as follows:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Pragmatics, Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

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Additionally, Zuhriyah, M. (2017), says that the successful speaking activity has the characteristics as follows:

1. The language learners talk so much
2. All the participants of speaking activity get the opportunity to
3. The language learners are highly motivated and have interest in the speaking
4. The language produced is at the acceptable level.

Moreover, an effective speaker has the ability to captivate the audience, sustain their attention throughout the speech, and maintain a consistent level of engagement. As a result, the audience becomes fully immersed in the speaker's message, often losing awareness of their surroundings and focusing entirely on the speech. This highlights the crucial importance of speaking skills, as successful communication largely depends on how effectively individuals convey their messages to others.

## **B. Problems in Speaking Skills**

Speaking ability has been regarded as one of the most challenging parts of language learning. Learning to talk in a foreign language is not simple. Students will struggle to articulate their ideas and words because they lack confidence in speaking. The primary purpose of university-level speaking instruction is to prepare students to communicate fluently and accurately (Wahyudi, 2017). Many high school students believe that speaking English is really hard. According to Iskandarwassid & Sunendar (2015), many learners still find it challenging to articulate their ideas in English. The assumption that English is a complicated language acts as a psychological barrier, making students less motivated to enhance their language abilities. Insufficient fluency often results in ineffective communication, where the listener may feel uncertain and the intended message becomes unclear. For beginners, speaking a foreign language, especially English, poses considerable difficulty.

Indonesian students are often less enthusiastic about learning English. As reported by Media Indonesia (2019), EF Education First released the ninth edition of the EF English Proficiency Index (EF EPI) in 2019, a study evaluating the English skills of adults in 100 countries and regions. The findings were drawn from the EFSET, an online English test taken by 2.3 million individuals. Indonesia ranked 61st in the world, with a score that fell from 51.58 in 2018 to 50.06 in 2019, still below the regional Asian average of 53.00. Many high school students view English speaking as a particularly tough skill to master. A primary reason for this challenge is a lack of motivation, which often stems from the various problems they encounter when attempting to speak in English.

One of the main reasons language learners struggle with speaking is due to linguistic issues, such as weak grammar, limited vocabulary, and poor pronunciation (Jannah & Fitriati, 2016). Another significant factor is psychological in nature. Psychological challenges greatly influence learners of English as a foreign language in acquiring speaking skills. According to Haidara (2016), the ability to speak English is closely linked to psychological conditions. These psychological obstacles such as anxiety, low self-confidence, and insufficient practice can negatively impact the learning process.

Furthermore, Jannah and Fitriati (2016) explained that psychology is the study of behavior and mental processes in both humans and animals, especially in relation to their interactions with the environment. Psychological issues faced by students such as anxiety, low self-confidence, and limited speaking practice can hinder the development of their speaking skills. As noted by Runtuwene and Lumettu (2018), even after completing six years of English study in both junior and senior high school, many graduates are still unable to speak English fluently, even when using basic expressions.

### C. Learning Speaking Skills

Speaking is a productive language skill that plays a key role in oral communication, allowing individuals to convey messages through proper pronunciation and interaction with others. While speaking is taught within the academic context, it also serves as a means for expressing thoughts and gaining new understanding. Developing speaking ability is crucial for learners, as it is widely recognized as one of the most important components of English language mastery. If teachers want to help learners learn speaking skills, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

Speaking skills in EFL contexts are shaped by various linguistic elements, including phonology, syntax, vocabulary, and semantics, along with psychological traits like motivation and personality. Mahripah (2014) emphasized that phonology presents particular difficulties for EFL learners. English, unlike phonetic languages, often has discrepancies between how words are spelled and how they are pronounced. Similar spellings may result in different pronunciations due to context, such as verb tense or surrounding sounds. Thus, EFL learners need to develop an understanding of how words are segmented into sounds and how sentences are appropriately stressed. Furthermore, grammatical competence plays a crucial role in enabling learners to use and interpret English sentence structures effectively, leading to improved fluency in speaking (Latha, 2012).

Helping

students become fluent in speaking requires consistent controlled practice, which allows them to develop control over their speech. Drills and chants are effective tools for this purpose, as they involve repeated imitation of words, phrases, or entire sentences. Through this repetitive process, learners are expected to internalize useful language elements that can be used automatically in real-life conversations (Leong & Ahmadi, 2017). Additionally, Musfiqon (in Puspitarini, 2019) emphasizes that learning media can boost students' motivation in the classroom. Features of learning media can also enhance classroom dynamics by increasing student participation. Supporting this, Sanaky (in Puspitarini & Hanif, 2019) points out that one advantage of using learning media is that it makes the teaching and learning process more engaging, thus motivating students further. It also aids in clarifying instructional content, making it easier for students to grasp the material and reach the desired learning outcomes.

Listening and enjoying English songs is considered one of the effective strategies for facilitating faster mastery of the English language (Sari & Lestari, 2019). According to Pratiwi (2018) songs are beneficial in language learning classrooms. Rhythm language in songs makes songs more memorable, therefore music can activate long-term memory (Sase, 2022). Therefore, utilizing songs as a strategy to learn vocabulary and pronunciation proves to be an effective and enjoyable approach for EFL students. Engaging in listening activities with English songs not only adds an element of fun but also stimulates students' curiosity and encourages them to explore the meaning of the lyrics. Besides, according to Sase (2022), by listening to the English songs students practice listening and pay attention to how native speakers pronounce lyrics without realizing learning pronunciation and increase vocabulary students.

#### **D. Music Streaming Service**

In recent years, the way people consume music has changed significantly (Doerr et al., 2010). Unlike traditional downloads, music streaming services allow

users to access content without transferring ownership, promoting continuous access rather than possession (Sinclair & Tinson, 2017). These platforms offer users various features, with the primary function being access to vast music libraries via an internet connection (Zimmer, 2018). Currently, streaming services represent the fastest-growing method of music consumption (Cesareo & Pastore, 2014). There are two main categories of users: those who access music for free with advertisements, and those who pay a monthly subscription fee for additional features (Thomes, 2013). Thomes (2013) also argued that free, ad-supported streaming might not reduce revenue; instead, it could contribute to reducing music piracy. These platforms typically operate using two financial models: a freemium model supported by advertisements and a premium model where users pay a subscription fee for expanded access.

Based on data from the first quarter of 2020, Spotify had 130 million premium users, with 35% located in Europe, 26% in North America, 22% in Latin America, and the remaining 17% from other regions worldwide (Spotify, 2020). During the same period, the platform generated approximately €1.7 billion in revenue from premium subscriptions, reflecting a 23% increase in earnings. Meanwhile, ad-supported revenue grew by 17%, although this figure fell below expectations due to the effects of the COVID-19 pandemic (Spotify, 2020). The demand for podcasts audio or video files available on streaming services also experienced rapid growth. In April 2020, 19% of Spotify users engaged with the podcast feature, marking a rise compared to the previous year (Spotify, 2020). By the end of 2020, the company projected reaching between 143 and 153 million premium subscribers. A key driver of this anticipated growth was the ad-supported service, which provided free content access to users (Vonderau, 2017). However, as Chen et al. (2018) highlighted, the platform's profitability still relies heavily on its ability to convert these free users into paying subscribers.

#### **E. Spotify Application**

In 2005 the idea for Spotify was first proposed by Daniel Ek and Martin Lorentzon. They developed the idea for Spotify until the official app was



successfully launched on 7th October 2008 (Crook & Tepper, 2015). Spotify is a widely used music streaming platform that offers numerous engaging features and access to millions of songs, and its popularity has increased significantly across the globe in recent years, particularly among younger generations including in Indonesia (Zhang et al., 2013; Netti & Irwansyah, 2018; Maghfiroh & Putri, 2022). In today's digital era, young people tend to prefer accessing music online through their smartphones, making Spotify a convenient tool for listening to music anytime and anywhere (Netti & Irwansyah, 2018). Beyond entertainment, Spotify can also serve as an alternative medium for learning English. Through its lyrics feature, users are able to follow along with the words while listening to English songs. This feature exposes students to new vocabulary and assists them in learning correct pronunciation (Kusuma Dewi & Sukarni, 2020).

Spotify is a digital platform that offers streaming services for music, podcasts, and videos, providing users with access to millions of songs and a wide range of content from artists around the world (Salsabila, 2021). Its primary focus lies in its role within the music industry, particularly in transforming the digital music economy and reducing the prevalence of music piracy (Anderson, 2015). Spotify is recognized as a leading provider of legal music streaming services, which are accessible on various mobile devices either free of charge or through a paid subscription (Li, 2022). Based on this, it can be concluded that Spotify is a digital music service that allows users to access extensive music content, both freely and through premium features.

In addition, Stephenson (2020) stated that Spotify is a widely used audio streaming platform that was first launched in Europe in 2008 and has since expanded to several major markets, including the United States, Canada, and Australia. The platform is best known for its music streaming services, enabling users to listen to songs from major record labels via the web or through its various official applications. Beyond music, Spotify also serves as a platform for accessing audio podcasts. As noted on Spotify's official website (Spotify.com, 2019), it is a digital streaming service that provides access to millions of songs, podcasts, and other content from artists across the globe. Furthermore, based on data from

<sup>1</sup> Business Insider and Edison Research, Spotify is reported to be the most popular audio streaming service, surpassing other platforms such as Pando

Moreover, Willings (2020) <sup>1</sup> explained that Spotify is a user-friendly application that allows individuals to access content for free by registering with an email address or linking their Facebook account. For those who are not ready to commit to a paid subscription, Spotify offers an accessible and flexible experience without requiring any long-term commitment. While Spotify provides both free and premium options, the free version is supported by advertisements, similar to traditional radio broadcasts. This version is available on various devices, including PCs, laptops, and smartphones. However, to enjoy the platform's complete range of features, users are required to subscribe to Spotify Premium (Willings, 2020).

The use of English songs in vocabulary instruction can facilitate students' understanding and retention of new words (Nurkhaeni, 2010). Supporting this view, Burhayani (2013) states that songs contribute to the effectiveness of language learning by creating an enjoyable atmosphere, which helps students recall vocabulary more easily. Additionally, music has been shown to influence adolescents' emotional intelligence (Georgieva, 2017). Through singing and engaging in song-based activities, learners are often able to grasp the meanings of unfamiliar lyrics or vocabulary without relying on others or using a dictionary. Consequently, music streaming platforms such as Spotify can serve as innovative tools in language learning. Furthermore, research by Mayalisa et al. (2023) <sup>12</sup> indicates that the use of Spotify positively affects students' motivation in learning to speak English.

<sup>12</sup> In the current digital era, the younger generation tends to favor online music access through practical means such as smartphones (Netti & Irwansyah, 2018). As a result, music streaming applications like Spotify have become more convenient tools for listening to songs. Moreover, these platforms can serve as alternative media for learning English. Spotify's lyrics feature, for instance, allows students to follow the words while listening to English songs. This not only introduces them to new vocabulary but also helps improve their pronunciation (Kusuma Dewi & Sukarni, 2020).



## F. Students' Perception

From a psychological perspective, perception refers to the process of gathering information in order to understand an object. Safitri et al. (2017) explain that perception is shaped through the observation of individuals' behaviors and interactions with their environment. Similarly, Fitri (2016) defines perception as the ability to identify incoming stimuli and interpret their meaning. This suggests that perception arises when external information is processed by the mind or brain. In essence, perception enables individuals to become aware of their surroundings through sensory input. Based on the definitions above, perception can be understood as a cognitive process that involves collecting, organizing, and interpreting information to make sense of the stimuli received. According to Mayawitri (2023), perception involves the ability to receive, recognize, and understand objects or events using the senses, ultimately leading to a conclusion. Additionally, individuals actively construct their own perceptions of the information they receive.

Irmayani and Sofeny (2017) defined that students' perception as their ability to express personal viewpoints, differentiate their own beliefs from classroom discussions, and provide constructive feedback. This perception emerges from students' experiences during the learning process and is often conveyed through suggestions or comments intended to support improvements in teaching and peer interaction. Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learn (Ansow et al., 2022). Perceptions in this research relate to the perceived usefulness when using Spotify, the effectiveness of using Spotify in learning, and obstacles in learning English through Spotify (Hamzah, I. 2023).

### 1. The perceived usefulness when using Spotify

Statement :

- a. The features offered by Spotify are of excellent quality.
- b. Spotify is the best medium for learning English

- c. Spotify can facilitates students to improve their speaking skills
  - d. The Spotify application is interesting for student learning
  - e. Spotify is very easy to access anywhere and anytime
2. The effectiveness of using Spotify in learning
- a. Spotify is easy to use as an online and offline learning medium
  - b. Spotify is a comfortable medium for learning English because students can express themselves
  - c. Spotify features are easy to use in learning and discussions
  - d. Spotify can motivates students to improve their speaking skills
  - e. Spotify is an effective way to improve speaking skills
3. Obstacles in learning English through Spotify
- a. Spotify system is quite difficult to use
  - b. Using non-premium Spotify is a bit difficult to access some Spotify features
  - c. Spotify is very difficult to learn speaking skills
  - d. They have trouble when using Spotify to group work
  - e. English subject is difficult to be implemented in Spotify

#### **G. <sup>1</sup>Types of Perception**

Irwanto in Nurhayati (2020) says that there are two types of perception: positive perceptions and negative perceptions.

1. Positive perception is a perception that encompasses all knowledge and actions that continue with the effort to apply it. This will go on by activating, accepting, and supporting the perceived thing.
2. Negative perception refers to a viewpoint that includes all information and actions that are misaligned with the perceived object. It will either go ahead passively, or reject and resist the seen thing.

Therefore, we may infer that a person's behaviors are constantly impacted by their perspective, which might be good or bad. The way people express all they know about an object determines whether it is regarded positively or negatively.

### CHAPTER III

#### RESEARCH METHOD

<sup>30</sup> In this chapter, the researcher explains about the identification of the research variable, technique and approach of the research, place and time, population and sample, instrument and procedure of collecting data, technique of data analysis.

##### A. Identification of Research Variable

In this study, there is only one variable, namely the descriptive variable, namely: Student Perceptions of the Use of the Spotify Application in Speaking Skills at SMAN 8 Kediri. Student perception is the student's point of view on something that happens in the learning process in class and expresses it in the form of suggestions or arguments to the teacher or classmates to improve the learning process. Perception is when someone thinks about something they are learning to measure their attitude towards using something, whether they agree or not with the method or something they are learning (Ansow et al., 2022). This study refers to students' perceptions of usefulness, effectiveness, and obstacles toward the use of Spotify in grades one, two, and three at SMAN 8 Kediri.

##### B. Technique and Approach of the Research

<sup>19</sup> In this research, the researcher use a quantitative research design, which is commonly used to quantify data and generalize results from a sample to the population of interest (Creswell, 2014). This study used the one-shot survey design, involves collecting data from respondents at a single point in time. According to Ary, Jacobs, and Sorensen (2010), survey research is effective for gathering information about individuals' attitudes, beliefs, opinions, and behaviors. The first stage involved formulating the primary questions, focusing on beliefs that are best explored using the survey method. The next stage was identifying the target population to be included in the study. The study's participants are the first, second, and third-grade students of Senior High School 8 in Kediri. There are 1.120 students enrolled in 2024. However, because there were various stipulations in the

population selection process, sampling was done in the third stage. The sample was obtained via purposive sampling. The sample determined to be typical or representative was selected from the population. It allows choosing the sample based on the judgment and knowledge of the population. In addition, after obtaining samples in purposive sampling, the researcher also will use random sampling to collect accurate data.

From the explanation above, it can be concluded that the purpose of this scientific study is to provide a detailed understanding of how students view the Spotify application in terms of their speaking skills.

### C. Place and Time

#### 1. Place

This research was carried out at SMA Negeri 8 Kediri. Located on Jl. Pahlawan Kusuma Bangsa No.77, Banjaran, Kediri City District, Kediri Regency, East Java 64129.

#### 2. Time

The research was conducted over a period of 6 months, from September 2024 to January 2025. Meanwhile, the research schedule is as follows:

NO	Activities	Time Allocation					
		September	October	November	Desember	January	February
1.	Preparing the research						
2.	Conducting the Research						
3.	Data Analysis						
4.	Writing research result						

Table 3.1. Time of the Research

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## D. Population and Sample

### 1. Population

Population refers to the number of all research objects to be studied in a study. According to Creswell (2012), samples in a research study is a group where data is collected. Population in this research involved first, second and third grade students at SMA Negeri 8 Kediri. There are 12 classes in each grade and the population is this much research can be seen in the table below.

No	35 Class	Number of students	No.	Class	Number of students	No.	Class	Number of students
1	X 1	30	13	XI 1	30	25	XII 1	31
2	X 2	30	14	XI 2	31	26	XII 2	32
3	X 3	32	15	XI 3	32	27	XII 3	32
4	X 4	32	16	XI 4	32	28	XII 4	32
5	X 5	31	17	XI 5	30	29	XII 5	30
6	X 6	30	18	XI 6	31	30	XII 6	30
7	X 7	31	19	XI 7	32	31	XII 7	31
8	X 8	32	20	XI 8	32	32	XII 8	31
9	X 9	30	21	XI 9	32	33	XII 9	32
10	X 10	32	22	XI 10	30	34	XII 10	30
11	X 11	30	23	XI 11	32	35	XII 11	30
12	X 12	32	24	XI 12	31	36	XII 12	32
Total		372	Total		375	Total		373
Total		1.120						

*Table 3.2. Population of the Research*

### 2. Sample

According to Arikunto (2006) the sample is typical of a population. The researcher use purposive sampling and simple random sampling technique for this

research. Purposive sampling has been useful in attitude and opinion surveys (Ary, et al 1972). According to Gay, et al (2012), Simple random sampling is a method of selecting a sample in which every member of the defined population has an equal and independent chance of being picked for the sample. The total populations in this research are 1,120 students. Arikunto (2006) asserts that the sample is either incomplete or typical of the research population. Furthermore, he claimed that if there are more than 100 participants, a sample size of 10% to 15%, 20% to 25%, or more may be used. The researcher used 25% of the population for this study. Thus, 280 students were chosen for the sample in this thesis.

### Standard Error

To calculate the sample size needed to have a margin of error (standard error) of 5% with a population of 1,120, the researcher need to use the sample size formula for proportion. The commonly used formula is as follows:

$$n = \frac{N \cdot p \cdot q \cdot (t - 1)}{(t - 1) + N \cdot p \cdot q}$$

where :

$n$  = required sample size

$N$  = population size (1,120)

$t$  =  $t$  score (related to confidence level, e.g. 1.96 for 95% confidence level)

$p$  = population proportion (often taken as 0.5 to maximize sample size)

$q$  = margin of error yang diinginkan (0.05 untuk 5%)

So, for the sample size:

1. Determine the  $t$  value for the 95% confidence level: 1.96
2. Using population proportions  $p$  of 0.5
3. Margin of error  $q$  is 0.05

Substituting values into the formula:

$$n = \frac{1.120 \cdot 0,5 \cdot (1,96)^2 \cdot (1 - 0,5)}{(0,05)^2 \cdot (1.120 - 1) + (1,96)^2 \cdot 0,5 \cdot (1 - 0,5)}$$



The sample size needed to obtain a margin of error of 5% from a population of 1,120 is around 286. So, researcher need around 286 respondents to achieve an error rate of 5% with a confidence level of 95%.

#### **E. Instrument and Procedure of Collecting Data**

In this research, Questionnaires are used as instruments for collecting data. Research participants completed the questionnaire via the form used in the survey design. Participants selected responses to basic demographic questions and offers or personal data. The questionnaire is intended to learn more about how students' perception towards the use of Spotify in their speaking skills. Result of this survey will provide answers to the research questions. In this study, a closed-ended questionnaire was employed. There are 27 questions in the questionnaire, and these questions were grouped into dimensions. For the first dimension, the questions are about the perceived usefulness when using Spotify. For the second dimension, the questions are about the effectiveness of using Spotify in students' speaking skills. In the last dimension, the questions are about obstacles in learning English through Spotify especially speaking skills. The questionnaire employs a Likert scale with five predefined answers on a range of 1 to 5, namely "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree".

The questionnaire is on Google Forms as an online platform, and the questionnaire link was provided to students to be completed within one month and closed at the end of the time. According to Ary, Jacobs, Irvine, and Walker (2019), The Internet has become a popular way for doing survey research. The questionnaire can be found on a website created by the investigator. Respondents can answer the questions and submit the form online. Students were also asked to conduct interviews, answering several questions that had been provided. Finally, once the data had been collected, it was processed. The next phase was statistical analysis, which involved computing the percentage of the questionnaire's questions, interpreting the results, and reporting the findings.



Data about students' perceptions of the use of Spotify in speaking skills was collected using a closed questionnaire. The questionnaire was developed using the three divisions of student perception proposed by Hamzah, I. (2023), as shown in the following table:

Students' Perception Criteria		
Indicators	Spotify Features	Speaking indicators
Usefulness	Digital Music	Pronunciation
		Grammar
		Vocabulary
	Song Lyrics	Pronunciation
		Grammar
		Vocabulary
	Podcast	Pronunciation
		Grammar
		Vocabulary
Effectiveness	Digital Music	Pronunciation
		Grammar
		Vocabulary
	Song Lyrics	Pronunciation
		Grammar
		Vocabulary
	Podcast	Pronunciation
		Grammar
		Vocabulary
Obstacles	Digital Music	Pronunciation
		Grammar
		Vocabulary
	Song Lyrics	Pronunciation
		Grammar
		Vocabulary

	Podcast	Pronunciation
		Grammar
		Vocabulary

Table 3.3. Students' Perception Criteria

#### F. Technique of Data Analysis

There were various steps involved in analyzing the data. First, the data obtained from the questionnaire will be converted into ratings based on the Likert-scale, in which the scores for strongly agree, agree, neutral, disagree, and strongly disagree were correspondingly 5, 4, 3, 2, and 1. Then the computational score is calculated as a percentage of the score for each aspect. The simplest way to present the results was to indicate the percentage of respondents who selected each alternative for each item, using the formula:

$$P = \frac{f}{n} \times 100\%$$

P = percentage

f = total of respondents' answer

n = total number of respondents

Finally, the scores are interpreted using interval analysis. The following criteria are used to interpret the calculated scores so that the level of student engagement can be known (Susanti, Y. 2020).

Interval Criteria:

0% - 19.99% = Strongly Disagree

20% - 39.99% = Disagree

40% - 59.99% = Neutral

60% - 79.99% = Agree

80% - 100% = Strongly Agree

## CHAPTER IV

## RESEARCH RESULT AND DISCUSSION

In this chapter, the researcher explains about the research method those are result and discussion

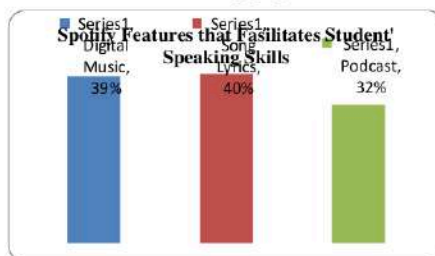
### A. Result

This chapter focused on describing the results of the data analysis about student's perception towards the use of Spotify application in speaking skills at SMAN 8 Kediri that were collected using closed ended questionnaire. The total of two hundred and ninety three participants participated in filling the questionnaire that were conducted via online and offline by using google form.

The data used in this research were obtained from a survey conducted among students in tenth,eleventh,and twelfth grade to understand their perception regarding the use of Spotify features (digital music, song lyrics, and podcast) in speaking skills. The survey consisted of several indicators categorized into aspects such as usefulness, effectiveness, and obstacles. Each item used a Likert scale from 5 (Strongly Agree) to 1 (Strongly Disagree). Each category includes several indicators to describe students' perceptions based on their responses.

#### 1. Spotify Features that Facilitates Students' Speaking Skills

This perception includes students' insights into the use of Spotify features such as digital music, song lyrics, and podcasts in speaking skills which include aspects of pronunciation, grammar, and vocabulary. The results of the study show that students' perceptions in terms of using existing features on Spotify for their speaking skills can be seen in the following graph:



Graphic 4.1. Spotify Features that Facilitates Students' Speaking Skills

From the graph above, it can be seen that the feature that most facilitates students' speaking skills is the song lyrics feature, where almost half of the respondents stated that the song lyrics feature facilitates speaking skills, especially in the pronunciation aspect. The feature that facilitates students in number two is the digital music feature and the last number followed by the podcast feature.

Song lyrics make it easier for students to pronounce with 83% of students agreeing that reading and singing along to song lyrics can help understand accent and correct pronunciation. Followed by the vocabulary aspect with lower support, namely 82%. The last is the grammar aspect, with the results of 73% of students feeling that their grammar is helped by the song lyrics feature. This means that students are most helped by the song lyrics feature on Spotify, especially in terms of pronunciation.

The next feature that helps students in speaking skills is the digital music feature. According to students' perceptions, they feel helped especially in terms of pronunciation and vocabulary. This is indicated by a very high level of agreement with 83% pronunciation and 80% vocabulary. Although grammar is less supported, with only 71% of statements agreeing, it still shows that some students feel that digital music can help understand grammatical patterns. However, based on the statements above, the pronunciation aspect is what is felt to be most helpful for students in speaking skills.

The last Spotify feature is podcasts. Students' perceptions have decreased quite significantly, especially in vocabulary and pronunciation with the lowest score of 64%. However, grammar still gets higher approval with a score of 66%. In this case, it states that students feel helped by the podcast feature in speaking skills, because by listening to podcasts students can recognize and understand grammar correctly.

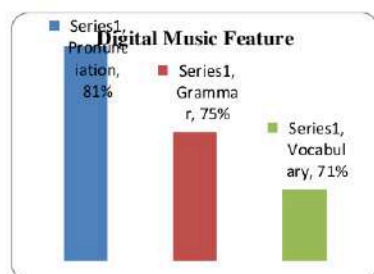
So, based on the data, the Spotify feature that most facilitates students' speaking ability is the song lyrics feature, especially in pronunciation. This conclusion is drawn from the high percentage calculated based on the average results of student agreement, which is 40%. The percentage results are the highest

compared to other features, which state that singing while following song lyrics on Spotify helps them accept, recognize, and understand the correct English accent and pronunciation.

## 2. The Ways Spotify Features Facilitate Speaking Skills

This section refers to students' feelings about how Spotify functions as a tool in speaking skills through Spotify features such as digital music, song lyrics, and podcasts. It examines how Spotify features can help students to support their speaking skills. The following data results show the details of students' perceptions when they use each feature available on Spotify.

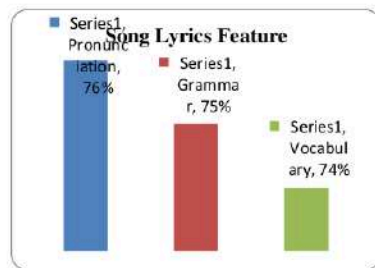
### 1) Digital Music



*Graphic 4.2. The Ways Digital Music Features Facilitate Speaking Skills*

From the graph above, it shows that Spotify features, especially digital music, can facilitate students' speaking skills. With a total of 81% of students agreeing that listening to music on Spotify can improve their pronunciation. Moreover, 75% of students feel they can pay attention to correct grammar when listening to music on Spotify. On the other hand, vocabulary is rated the lowest, with 71% of students stating that they feel less attention in learning new vocabulary on digital music. So, it can be concluded that the digital music feature on Spotify can help students in their speaking skills, especially in pronunciation as reflected by the high percentage of agreement.

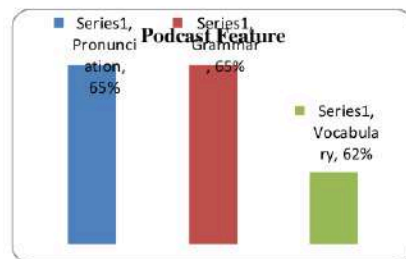
### 2) Song Lyrics



**Graphic 4.3. The Ways Song Lyrics Features Facilitate Speaking Skills**

Judging from the graph above for the Spotify song lyrics feature, the results show that 76% of students agree that by following the song lyrics on Spotify, students practice a lot and pay more attention to intonation in English pronunciation. Followed by the grammar aspect at 75% and vocabulary at 74%. These results state that when students read song lyrics on Spotify, students can practice a lot and pay more attention to the correct sentence structure and grammar compared to paying attention to vocabulary when reading song lyrics. So the aspect that is most helped by the song lyrics feature is the pronunciation aspect.

### 3) Podcast



**Graphic 4.4. The Ways Podcast Features Facilitate Speaking Skills**

From the graph above, the podcast feature in Spotify shows that 65% of students stated that listening to podcast can help students practice and pay more

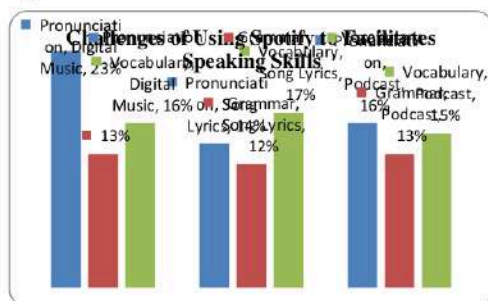


attention to native speaker pronunciation. In addition, podcast can help students practice to pay attention for grammar in speaking skills. Then followed by vocabulary, a total of 62% of students less practice and less attention to new vocabulary through various topics presented in podcast on Spotify. So, students feel helped in the pronunciation and grammar aspects in the podcast feature.

From the three Spotify features above, all features show that the highest percentage result is pronunciation. This means, students feel that the most facilitated aspect of speaking skills is pronunciation.

### 3. Challenges of Using Spotify to Facilitate Speaking Skills

This topic shows the difficulties faced by students in speaking skills when using the Spotify application. The results of this data are based on students' experiences related to the use of Spotify in speaking aspects, namely: pronunciation, grammar, and vocabulary. The following graph shows that when students use Spotify, the biggest challenge they face is misunderstanding in pronunciation in all Spotify features. Then the next challenge is limited access to new vocabulary.



Graphic 4.5. Challenges of Using Spotify to Facilitate Speaking Skills

From the graph above, it can be seen in general that in using Spotify students experience many speaking obstacles in pronunciation. The percentage above is calculated based on the average results of students' answers. The highest level of

difficulty is in the pronunciation aspect. The next aspect that students find difficult is vocabulary and then grammar.

Through digital music feature, 23% of students felt there was a misunderstanding in pronunciation when listening to English songs on Spotify, and 16% of students experienced a misunderstanding of the meaning of English vocabulary in Spotify music. While grammar became the lowest percentage, with 13% of students experiencing limited access to the use of English grammar. Among the three aspects, pronunciation seems to be the most challenging aspect for students in the digital music feature.

Based on the graph results above, the song lyrics have lower percentage results. 17% of students have limited access to new vocabulary, and 14% of students have limited access to the pronunciation conveyed by song lyrics on Spotify. On the other hand, the lowest percentage is grammar with 12% of students facing less misunderstandings in the English grammar lyrics. According to the student's statement above, vocabulary is the most challenging aspect of the song lyrics feature.

For the podcast feature, as many as 16% of students experienced limited access to the podcast feature that students listened to to support their pronunciation skills, and as many as 15% of students experienced limited access to the Spotify podcast feature to improve their vocabulary skills. However, the lowest percentage was in grammar, namely 13% of students experienced misunderstandings regarding the English sentence structure conveyed in the podcast feature on Spotify. So, student statements show that the pronunciation aspect of the Podcast feature is a more challenging aspect.

Thus, the main difficulty of students in using Spotify to support speaking skills is in the aspects of pronunciation and vocabulary. This is indicated by the results of the average calculation percentage with a total of 9% of students experiencing difficulties in the pronunciation aspect and 8% in the vocabulary aspect, which indicates that they experience misunderstandings and limited access in pronouncing and paying attention to words in each Spotify feature.

## B. Discussion

### 1. Spotify Features that Facilitates Students' Speaking Skills

As explained in the research results above, it was revealed that there were significant positive statements on their speaking skills, especially on pronunciation when they used the song lyrics feature. Speaking is the first way to interact with others in a social environment (Zuhriyah, 2017). Therefore, it is important to improve speaking skills. Based on the research results, most respondents felt helped in their pronunciation aspects when using the song lyrics feature on Spotify.

This is in line with research conducted by Haryadi and Aprianoto which found that pronunciation learning with applications can help students to do pronunciation better. In addition, learning with applications can improve students' independent learning abilities (Haryadi S, 2021). Learning with applications is more effective. The Spotify application has three features, namely digital music, song lyrics and podcasts. According to student statements, the song lyrics feature is the most facilitating in speaking skills.

The song lyrics feature is considered very helpful in improving pronunciation. Research conducted by Wang et al. (2020) shows that reading and singing along to song lyrics can help students understand the correct accent and pronunciation. This is supported by the finding that 83% of students found it helpful in pronunciation. In addition, this feature is also useful in enriching vocabulary. According to Smith (2021), song lyrics consistently introduce students to new words in a memorable context, with 82% of students stating that this feature helped them expand their vocabulary.

However, song lyrics have limitations in improving grammar comprehension. Only 73% of students felt that this feature helped them with grammar. Johnson (2019) emphasized that reliance on song lyrics as a learning medium can ignore more complex grammatical structures, as many song lyrics use non-standard language or artistic language styles that do not adhere to formal grammar rules.

### 2. The Ways Spotify Features Facilitate Speaking Skills

The results of the study showed that the pronunciation aspect received the highest percentage of all Spotify features tested (digital music: 81%, song lyrics: 76%, podcast: 65%). This shows that listening to audio content repeatedly, especially in the form of songs and podcasts, helps students improve their pronunciation and intonation. This is in line with Gilbert's (2008), which stated that pronunciation practice through authentic auditory input such as songs and natural conversations can help students improve intonation, word stress, and speech rhythm. However, Bacon & Conteh-Morgan (2019) note that although songs are useful for language learning, their lyrics often contain non-standard pronunciations, elisions (omissions of sounds), and contractions adapted to suit musical needs, which can cause confusion for beginning learners.

Moreover, for the grammar aspect, digital music (75%), song lyrics (75%), and podcasts (65%) provide positive contributions. Songs and lyrics help to reinforce grammatical structures, while podcasts present a variety of sentence structures in authentic contexts. According to Ellis (2002), incidental grammar learning can occur when students are exposed to rich and meaningful input. In this case, lyrics and natural conversations in podcasts provide examples of sentence structures that can be indirectly internalized. Song lyrics reinforce grammatical structures through repetition and emotional context. On the other hand, podcasts can use informal grammatical forms that are not appropriate for exams or academic contexts (Schmitt, 2008).

It turns out that the vocabulary aspect consistently scored the lowest (digital music: 71%, song lyrics: 74%, podcast: 62%). This suggests that although students are exposed to new vocabulary, they do not actively pay attention or take notes when using Spotify features. Nation 2001, emphasized that in order to enrich vocabulary, students must receive frequent exposure to vocabulary in various contexts and ideally use it actively in oral or written production. Without follow-up activities such as recording or using vocabulary in assignments, input from songs and podcasts only produces passive vocabulary knowledge. Laufer 2005, stated that some vocabulary in songs or podcasts is idiomatic, slang, or culture-specific which is confusing without explanation.

Of the three aspects of speaking analyzed, Spotify features were most supportive of pronunciation improvement. This is in line with the communicative approach that emphasizes exposure to authentic spoken language. Although grammar and vocabulary are also beneficial, they require additional learning strategies to maximize results, such as the integration of explicit practice, vocabulary notes, and post-listening discussions.

### 3. Challenges of Using Spotify to Facilitate Speaking Skills

Through the digital music feature pronunciation was identified as the most challenging aspect of speaking, with 23% of students stating difficulties. This is consistent with the findings of Fraschini & Tao (2020), who noted that while music can increase learner motivation, non-standard pronunciation, fast tempos, and artistic freedom in songs often hinder learners' ability to understand and imitate pronunciation accurately. Additionally, vocabulary challenges 16% indicated that informal language and idioms often used in lyrics were confusing to learners, a view supported by Kilgour, Jakob, & Christensen (2019) who found that song lyrics can be lexically dense and culturally bound, reducing comprehension. Grammar, with only 3% difficulty, was the least affected aspect, possibly due to the less relevant focus of grammar in the music listening experience.

In addition, in the song lyrics feature, students faced the greatest difficulties with vocabulary 17%, followed by pronunciation 14%, and grammar 12%. Although lyrics offer textual support, their effectiveness can be limited when students do not have strategies to decipher new vocabulary. According to Nation (2020), vocabulary acquisition requires repeated exposure and active engagement elements that are not guaranteed through passive reading of lyrics. Pronunciation remains problematic despite written support, as students may misattribute spelling to sounds. This is in line with Celce Murcia et al. (2019), who emphasized that grammar remains the least problematic, perhaps due to the repetitive nature of lyrics that can reinforce structures incidentally.

Podcasts pose the highest challenges in terms of pronunciation 16% and vocabulary 15%, with grammar at 13%. Podcasts, while offering rich and



authentic input, often present challenges in terms of pace, accent variation, and topic complexity. As Vandergrift & Goh (2019) note, these factors can be overwhelming for low-proficiency learners, hindering their ability to process pronunciation features. Vocabulary difficulties stem from the lack of visual context and subtitles, making unfamiliar words more difficult to understand. Grammar, while less frequently cited, still poses a challenge due to the complex and spontaneous nature of spoken discourse. Without guided listening or transcripts, learners may struggle to gain useful language input (Rahimi & Katal, 2020).

Among all the speaking aspects, pronunciation emerged as the most challenging aspect across all Spotify features. Limited understanding of music playback speed and singer accents contributed significantly to this challenge. Followed by vocabulary and grammar aspects, misunderstanding of the meaning and limited access to new vocabulary.

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## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

24 In this chapter, the researcher explains about the research method those are conclusion, implication and suggestion

#### A. Conclusion

Based on the results of the study involving 293 students in grades X, XI, and XII at SMAN 8 Kediri, it can be concluded that most students have a positive perception of the use of the Spotify application as a tool to improve their English speaking skills. Based on the results of the study, the Spotify feature that most facilitates students' speaking skills is the song lyrics feature, this feature is very helpful, especially in terms of pronunciation. Although all three Spotify features; song lyrics, digital music, and podcasts contribute to helping students' speaking skills, the song lyrics feature stands out as the most influential in facilitating language learning through auditory and visual input.

In terms of effectiveness, each Spotify feature works differently in helping speaking skills. Data shows that the digital music feature is more helpful in helping students' pronunciation by listening to and imitating English songs on Spotify. Furthermore, through the song lyrics feature, students practice a lot and pay more attention to intonation in their English pronunciation. Meanwhile, the podcast feature is rated slightly lower, but still helps students' pronunciation and grammar through exposure to authentic spoken language. This shows that of the three features, students feel helped in the pronunciation aspect. Students not only receive material passively, but are also able to recognize and understand sounds and sentence structures in real contexts.

Although Spotify generally helps with speaking skills, students still face some major challenges, namely when using digital music features students have difficulty understanding pronunciation and students admit to having difficulty understanding new vocabulary in using song lyrics. Meanwhile, the challenges in terms of grammar are lower experienced by students. These difficulties are caused by the speed of speech, various accents, and the use of informal or idiomatic language that is less familiar to students. This shows that the use of Spotify requires supporting strategies such as the use of transcripts, glossaries, and repetition exercises.

Students' overall perception of Spotify as a tool for enhance their speaking skills was overwhelmingly positive. The pronunciation practice offered through the song lyrics feature was found to be especially beneficial. Additionally, Spotify was seen as offering a fun and easily accessible platform that aligns well with students' learning needs. However, although helpful in grammar and vocabulary, scores for these aspects were lower, indicating the need for additional approaches to maximize the benefits.

In conducting this research, the author experienced several obstacles, namely when distributing questions online via Google Form. Respondents were less agile in filling in the answers so that it took quite a long time to collect data. So the researcher had to distribute by coming to the class and guiding students to fill out the questionnaire.



## **B. Implication**

### **1. Theoretical Implication**

The results of this study contribute to the theory of technology-based English learning, especially from Viberg & Grönlund (2017), Mobile-Assisted Language Learning provides language learners with individualized, context-aware, and common learning experiences, particularly in speaking and listening abilities . The findings state that the song lyrics feature on Spotify is very helpful in the pronunciation aspect which strengthens the input hypothesis theory by Krashen 1982, which stated that understanding meaningful input can accelerate language acquisition. In addition, these results also support a multimodal learning-based learning approach, where the use of a combination of audio and text (such as in song lyrics) can improve phonological perception skills and understanding of sentence structures. These findings broaden the insight that digital entertainment platforms not only have recreational value, but can also be valid educational media for developing foreign language skills.

### **2. Practical Implication**

Practically, this study suggests that English teachers in secondary schools can utilize Spotify as an interesting alternative learning media, especially for pronunciation practice. Teachers can design class activities such as listening to songs with lyrics, discussing the meaning of the lyrics, practicing pronunciation, and even rearranging lyric fragments as speaking tasks. Through digital music on Spotify, students can be motivated to practice and pay attention to pronunciation by imitating English songs. To overcome the difficulties faced by students such as speaking speed, foreign accents, and idiomatic vocabulary, teachers should provide additional support such as transcripts, vocabulary lists, and repetition exercises. In addition, educational institutions also need to encourage students' digital literacy to be more responsive in technology-based activities, including when filling out online surveys such as Google Forms.

### **C. Suggestion**

The results of the study and conclusions show that students' perceptions of Spotify usage are in the Positive category. The following are some recommendations given by the researcher:

#### **1. Teachers**

Teachers are advised to use Spotify features, especially song lyrics, as a medium for learning speaking to practice pronunciation and comprehension. However, support such as transcripts and vocabulary exercises need to be prepared so that students can understand the material easier.

#### **2. Further Researchers**

Further researchers can expand the scope of respondents and use mixed methods such as interviews or observations to obtain more in-depth results. It is also recommended to examine the impact of Spotify on other aspects of speaking more specifically. Further researchers can also distribute questionnaires over a longer period of time and if online data collection has not reached the target, it is advisable to hold offline meetings.

#### **3. The Writer**

The writer as a prospective teacher is aware that the writer must continue to explore interesting technology-based learning media such as Spotify, as well as improve pedagogical skills in order to create adaptive, creative, and relevant learning.

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