STUDENTS' VIEW ON USING SPOTIFY APPLICATION TO VOCABULARY MASTERY

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Abstract

This research aims to find out the students' views on using the Spotify application for vocabulary mastery. In this research, the researcher used the qualitative descriptive method. The main instruments used in the data collection were observation and a semi-structured interview. The subjects of this research were eleventh-grade students of MA Al-Husna Dawuhan, Krejengan. The findings of the research reveal that students' positive views and using Spotify regularly can help them with English vocabulary mastery as well as other skills. Thus, it can be concluded that students' views on using the Spotify application can help them master their vocabulary.

Keywords: Spotify Application, Students' View, Vocabulary Mastery,

INTRODUCTION

The swift assimilation of information technology into diverse facets of everyday existence has brought about revolutionary shifts, which are especially noticeable in the domain of music consumption. The emergence of music-streaming apps, such as Spotify, has fundamentally changed how people interact with and find music. Since its founding in 2006, Spotify has developed into a well-known worldwide digital music platform with a sizable user base and a wide range of content options, such as podcasts, live events, radio, and streaming videos. Its centrality in modern digital culture is highlighted by its popularity, particularly among millennials and teenagers (Cummings, 2016).

Spotify is now a widely used entertainment platform, and its impact goes beyond leisure time to the educational sphere. Scholars like Hamzah (2023) are intrigued by this phenomenon because they see Spotify as a useful tool for fostering social engagement in learning environments. The platform is a flexible tool for customized learning experiences because of its unique features, which include playlist building, artist following, and algorithm-driven personalized playlists (Richardson, 2014).

Although Spotify has been used in a variety of educational settings, its use in language acquisition has received particular attention. Researchers like Salsabila et al. (2021) and Abdulrahman et al. (2018) have found that the platform is a useful tool for teaching languages, especially when it comes to podcasts. Spotify is a great tool for language learning since it provides fascinating activities and real resources, which encourage students to study on their own.

It is impossible to overestimate the significance of vocabulary mastering in relation to language learning in general. According to Nurgiyantoro (2014), vocabulary is the abundance of words that one is able to use and is essential for both communication and learning. Vocabulary knowledge has a direct impact on understanding, verbal communication, and literacy abilities when learning a foreign language, such as English (Yuliawati, 2013). Despite its importance, teaching vocabulary presents difficulties for teachers; some have expressed doubts about practical approaches, leading them to underinvest in vocabulary training in the classroom.

Innovative strategies using multimedia apps like Spotify have surfaced to address this issue. According to Fitria (2021), students find vocabulary acquisition to be more interesting and pleasurable when they utilize Spotify's interactive features and diversified content. Multimedia resources, such as visual and aural components, improve education and make it easier to pick up new language (Bona, 2017). According to earlier research, using Spotify in language classes can help students become more proficient in pronouncing words correctly, recognizing words, and general vocabulary (Anjani, 2022).

But even with the increasing amount of studies on Spotify's application in language learning, little is known about how students view the app's value in helping them learn vocabulary. In order to close this gap, the study "Students' View on Using Spotify Application to Vocabulary Mastery" examines and evaluates students' perceptions of the app's contribution to vocabulary development. This study attempts to provide important insights into the effectiveness of Spotify as a teaching tool by addressing the question, "What are the students' views on using the Spotify application for vocabulary mastery?" By means of an extensive analysis of students' perspectives, the research aims to augment our comprehension of novel pedagogical strategies and their influence on language learning.

RESEARCH METHOD

The clear and methodical technique used in the qualitative descriptive method of this study demonstrates the reliability of the research design. The decision to conduct qualitative research is consistent with Nayak and Singh's (2021) definition of its holistic nature, which aims to gain a thorough understanding of phenomena in their natural environments. This methodological decision points to a dedication to investigating the breadth and depth of students' viewpoints regarding the use of Spotify for vocabulary learning.

Although grounded theory is incorporated into the research design, the theory driving the data analysis is not stated overtly. According to researchers like Peredaryenko & Krauss (2013), grounded theory is a methodical approach to data gathering and analysis that lets themes surface naturally from the data. Although not mentioned specifically, grounded theory concepts can be linked to the data analysis methodology Miles & Huberman (1994) developed. This paradigm is consistent with the iterative and inductive character of grounded theory, emphasizing data reduction, data display, and conclusion or verification.

The research objectives were effectively satisfied by the application of qualitative descriptive methodologies and in-depth interviews, which were supervised by an iterative data analysis methodology. A comprehensive comprehension of the research context and participants was guaranteed by the researcher's involvement as the major instrument. Two devoted Spotify users (ST 1 and ST 2) were chosen for in-depth interviews, which allowed for a concentrated examination of their experiences and added richness to the qualitative data.

Face-to-face interviews followed by classroom observations showed that the data gathering procedure was well-thought-out and methodical. With open-ended questions and follow-up questions, the semi-structured interview method allowed participants to freely express their viewpoints and captured the depth of their experiences (Adams, 2015).

The data analysis stage, which employed the Miles & Huberman (1994) model, demonstrated a careful management of the gathered data. The study's credibility is increased by the clear explanation of the data reduction, data display, and conclusion or verification processes. In line with the study goal, the thematic analysis concentrated on how students perceived Spotify's music and podcast features for vocabulary learning.

The study is made even more credible by the researcher's dedication to scrutinizing stories for authenticity and avoiding prejudices throughout the investigation. Finding recurring themes in the participant testimonies suggests a thorough analytical approach, which adds to the overall validity and trustworthiness of the research findings.

The well-justified qualitative approach, the methodical data collection, and the open data analysis process, in summation, show the reliability of the research design. The methodological decisions supported by grounded theory, which emphasize an iterative and inductive approach to understanding students' perspectives on utilizing Spotify for vocabulary development, are in line with the specific theoretical framework that guides the study, even though it is not expressed explicitly.

FINDINGS

The research delves into the views of two students, referred to as Student 1 (ST 1) and Student 2 (ST 2), regarding their use of the Spotify application for vocabulary mastery. The interview was aimed at understanding how Spotify aids their English learning process.

Enthusiasm and Motivation

STs 1 and 2 both show a strong desire to learn English, which is reinforced by outside influences such as their fascination with K-pop vlogs, content with English subtitles, and their desire to study overseas.

Importance of Vocabulary

Speaking and vocabulary mastery are crucial, as practice is the key to retention, according to ST 1. According to ST 2, vocabulary acquisition is crucial for speaking as well as for subtly improving other language abilities.

Spotify's Contribution

ST 1 enjoys using Spotify's features, particularly the podcasts, to improve their speech, grammar, and vocabulary. ST 2 makes use of Spotify to set up a supportive learning environment where students may hone their listening comprehension, work on their pronunciation, and learn more about song lyrics.

Alignment with Schacter's Concept

The viewpoints of both students are consistent with Schacter's (2011) theory of evaluating sensory data and absorbing aural cues from Spotify in order to comprehend and represent words.

Spotify as an Invaluable Tool

ST 1 appreciates Spotify's features and variety of instructional resources and acknowledges it as a useful tool for language acquisition. Because of Spotify's adaptability and ability to make English study fun and engaging, ST 2 views it as a priceless tool.

Positive Impact of Spotify

The benefits of Spotify for language learning are substantiated by the experiences of both students.

Versatility and Engagement

Through a variety of content and interactive features, Spotify caters to the unique learning preferences of both pupils, making it both versatile and entertaining.

DISCUSSION

The discussion presented in this section revolves around the diverse perspectives of students, specifically Student 1 (ST 1) and Student 2 (ST 2), regarding the use of the Spotify application for vocabulary mastery. The analysis follows the stages of perception as outlined by Green et al. (2018) and DeVito (2022) to provide a comprehensive understanding of the students' experiences and perceptions during their interactions with the Spotify app.

Sensory Stimulation and Selection

At this stage, students engage with sensory stimuli provided by the Spotify application, leading to various types of perception. ST 1 primarily utilizes auditory perception by listening to podcasts, enhancing her vocabulary and language skills. On the other hand, ST 2 engages in both auditory and visual perception, listening to music and podcasts and watching K-Pop vlogs with English subtitles. These sensory experiences stimulate their neural receptors and contribute to their vocabulary mastery process.

Organization

In the organization stage, the information received is structured and categorized. ST 1 organizes her learning experiences by exploring specific podcast channels like Espresso English Podcast and Speak Better English with Harry. These channels assist her in enhancing her vocabulary and other language skills. This stage involves visual perception, as ST 1 interprets visual information to support her language learning.

Interpretation and Evaluation

Interpretation and evaluation are intertwined stages where students comprehend their experiences and assign meaning to them. ST 1 interprets the information from podcasts and evaluates it as a valuable resource for learning English vocabulary and language skills. ST 2 interprets explanations from PDF documents linked to Spotify podcasts, enhancing her

pronunciation skills. Both students' interpretations are based on auditory and visual stimuli, highlighting the multi-sensory nature of their learning experiences.

Memory

Memories associated with learning experiences play a crucial role in shaping students' attitudes toward the learning process. Positive experiences, such as using Spotify to learn vocabulary, create favorable memories. ST 1's positive memory is evident when she recalls the new vocabulary learned from songs, while ST 2 appreciates the engaging and interactive nature of Spotify, making her more interested in learning English. These memories influence their perceptions and motivation to continue using the app for language learning.

Recall

The recall stage involves accessing stored information from memory. ST 1 recalls the ease of use and benefits of Spotify, emphasizing the convenience of short podcasts for learning vocabulary. Additionally, she recalls her positive experiences with English lessons, reinforcing her motivation to continue using Spotify. ST 2 recalls Spotify's effectiveness as an alternative learning medium, expressing her willingness to engage with the platform without a premium subscription.

In summary, students' perceptions of the Spotify application for vocabulary mastery encompass various sensory experiences, including auditory and visual stimuli. These experiences are organized, interpreted, and evaluated, leading to the formation of positive memories and facilitating recall. Both students highlight the app's effectiveness in enhancing their language skills, making the learning process engaging and enjoyable. Their positive attitudes and experiences underscore the potential of technology, particularly applications like Spotify, to revolutionize language education by offering immersive and interactive learning experiences for students.

CONCLUSION AND SUGGESTION

Conclusion

In conclusion, this research delved into the perspectives of students regarding the utilization of the Spotify application for vocabulary mastery. The findings reveal a positive inclination among students toward using Spotify as an alternative medium for learning English vocabulary. The regular use of Spotify has demonstrated its potential to enhance students' vocabulary mastery and supplement their overall English language learning experience. The study also shed light on the inadvertent engagement of students in self-paced e-learning facilitated by their love for English songs and podcasts available on the Spotify platform.

Furthermore, the research identified two distinct approaches among students. Student 1 (ST 1) displayed a proactive approach, actively engaging with various vocabulary words, understanding their meanings, and effectively utilizing them in both speech and writing. On the other hand, Student 2 (ST 2) showcased a receptive approach, recognizing and comprehending words through reading and listening, which further enriched her vocabulary skills.

Suggestions

Building on the insights gained, several recommendations are offered for students, teachers, schools, and future researchers to optimize the potential of Spotify in enhancing vocabulary mastery. The students are suggested to be encouraged to integrate English vocabulary learning into their daily routines. Utilizing class and leisure time to engage with vocabulary enhances retention and application. The context in which vocabulary is applied is crucial for effective learning. On the othe side, schools can consider adopting Spotify as an official learning tool, encouraging teachers to incorporate its features in the classroom. Interaction between educators and students can be elevated through creative usage of Spotify. Futhermore, teachers are advised to infuse creativity into their teaching methods. Employing diverse approaches tailored to students' preferences and needs ensures an engaging vocabulary learning experience. Regular use of the target language within and outside the classroom environment facilitates language acquisition.

Then what can be recommended for future researchers is to be encouraged to carry out extensive research on vocabulary mastery using Spotify. Exploring a broader range of vocabulary topics can enrich existing knowledge about Spotify's effectiveness as a learning tool. Emphasizing vocabulary as the fundamental building block of language learning, future research could also investigate the application of Spotify in enhancing other English language skills, providing comprehensive insights for educators and learners alike.

In summary, the positive reception and potential benefits identified in this study highlight the promising role of Spotify in language education. By implementing these recommendations, students, teachers, and researchers can harness the power of innovative digital platforms like Spotify to create dynamic and effective language learning environments, enriching the educational landscape for all stakeholders involved.

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