THE EFFECTIVENESS OF USING SPOTIFY IN IMPROVING STUDENTS' VOCABULARY MASTERY

THESIS

Submitted by:

INTAN BALQIS FEBRIANA
NIM. 190203120

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

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by:

INTAN BALQIS FEBRIANA

NIM. 190203120

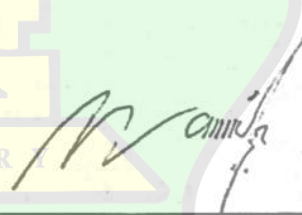Student of *Fakultas Tarbiyah dan keguruan*

Department of English Education

Approved by:

Main Supervisor,   Co- Supervisor,

Khairiah Syahabuddin,   Nidawati, S.Ag., M.Ag.

MHSc.ESL., M.TESOL., Ph.D.

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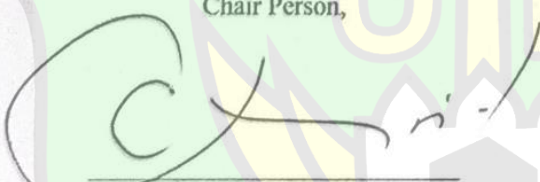for the Bachelor Degree of Education in English Language teaching
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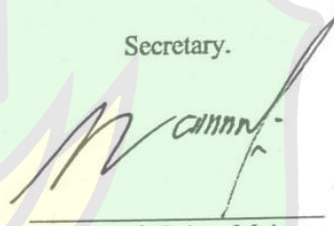Tuesday, $\frac{\text{July } 09^{\text{th}}, \ 2024 \text{ M}}{03 \text{ Muharram } 1446 \text{ H}}$

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Khairiah Syahabuddin,
MHSc.ESL., M.TESOL., Ph.D.

Nidawati, S.Ag., M.Ag.
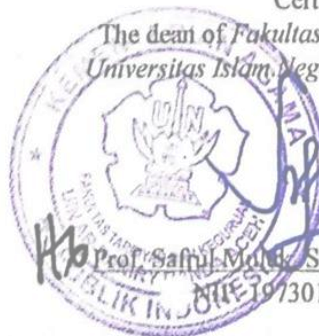
Member,

Member,

Dr. Maskur,S. Ag., M.A.

Drs. Amiruddin, M.Pd

Certified by:
The dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M. Ed., Ph.D
197301021997031003

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(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama	: Intan Balqis Febriana
NIM	: 190203120
Tempat/tanggal lahir	: Banda Aceh, 20 Februari 2002
Alamat	: Gampong Meunasah Papeun, Lamreung, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Effectiveness of Using Spotify in Improving
Students' Vocabulary Mastery

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

Intan Balqis Febriana

NIM. 190203120

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirabil'alamin in the name of Allah, the most gracious and merciful. All praise be to Allah (SWT), the Lord of the Worlds, who created mankind with all His power. Allah (SWT) the greatest who gives health, strength, and happiness, so that I can complete this thesis. *Shalawat and salaam* are accompanied by the prophet Muhammad (PBUH), who has brought humanity to the age of glory, to the prophet's family, friends, and followers until the day of judgment.

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Last but not least, the author believes that this thesis is far from perfect, but the author hopes that this thesis can be useful for all circles and can be used as well as possible. Therefore, suggestions and input are highly expected for better development. Finally, the author hopes that this thesis can be useful for the readers.

Banda Aceh, June 06th 2024
The Writer,

Intan Balqis Febriana

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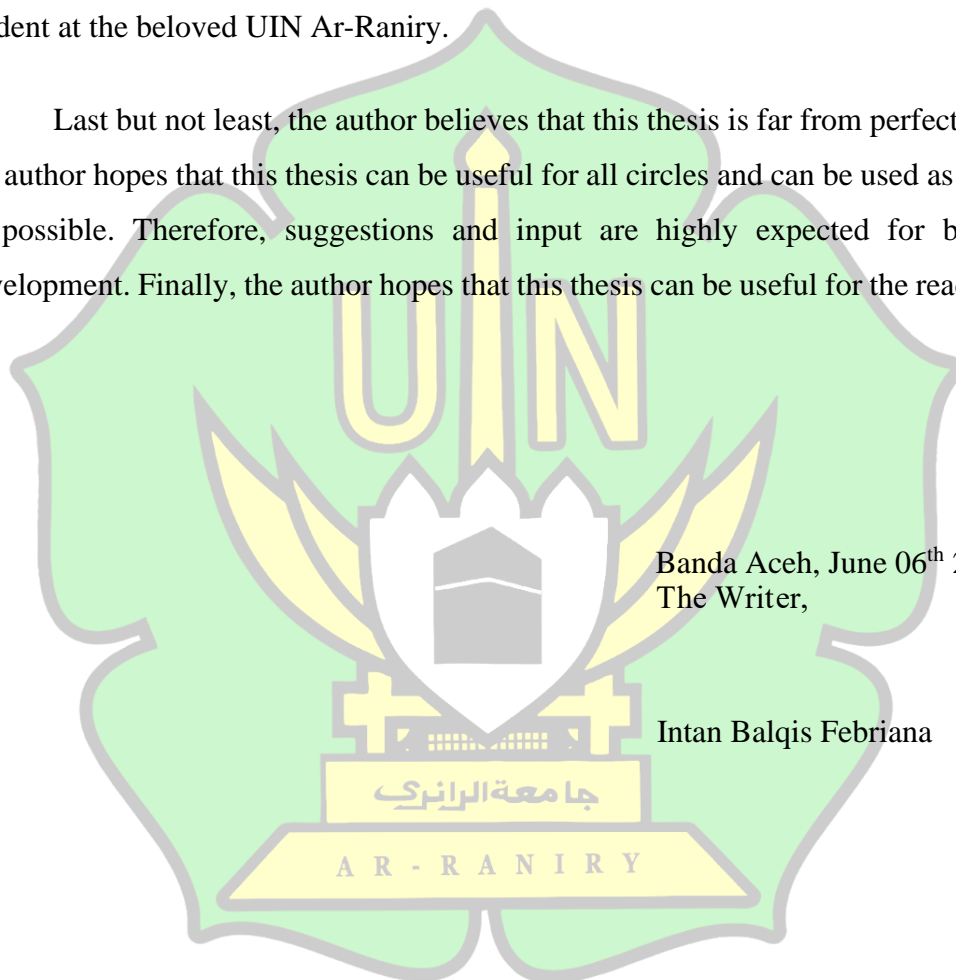
ABSTRACT

Name	: Intan Balqis Febriana
NIM	: 190203120
Faculty	: Fakultas Tarbiyah dan Keguruan
Major	: Department of English Language Education
Thesis working title	: The Effectiveness of Using Spotify in Improving Students' Vocabulary Mastery
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This research aims to determine the effectiveness of using Spotify in improving students' vocabulary mastery. Vocabulary is one language component that is essential for speaking, listening, writing, and reading. However, students often have problems with vocabulary when speaking, reading, writing, or listening to English words. This can be caused by several factors. This research employed the effectivity of using Spotify by using a quantitative approach. This research was investigated by using a pre- and post-test to get students abilities and a questionnaire to know what students perceived. The sample in this research used a purposive sampling with students of EFL Batch 2021 students. The finding of this research found that the mean score of the students on the pre-test was 74.40, whereas the average score on the post-test, or exam taken following treatment, was 84.80. Following the period of treatment, scores significantly improved, as indicated by the researcher above. From the results of the hypothesis carried out also shows based on the Paired Sample t-test criteria. H0 is rejected and HA is approved because there is a significant difference in the vocabulary mastery scores between the pre- and post-test. However, the findings of the second study question indicate that the majority of students agree with the claims made on Spotify's effectiveness. This shows how well Spotify helps in vocabulary learning for students.

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CHAPTER I

INTRODUCTION

This chapter contains of backgrounds of the study, research questions, research aims, significance of the study, and limitation of study.

A. BACKGROUND OF STUDY

The ability to communicate in English is highly related to students' vocabulary size. The purpose of studying English as a language is to enable students to communicate both orally and in writing in English. Learning is a long process that involves many different methods and procedures. In Indonesian curriculum, EFL students must proficient the four basic English skills. The four basic English skills must be mastered by students if they want to improve their proficiency with the language, which are listening, speaking, reading, and writing. Students will become proficient readers, writers, listeners, and speakers as a result of the integration of speaking and listening with reading and writing, helping students to communicate effectively. Four language skills are made up of these interconnected and integrated skills. Speaking comes from listening, reading comes from listening, speaking helps with writing and reading, and nice verse. But in addition to the four main skills above, other supporting language component are also needed to effectively communicate in both oral and written English, that is vocabulary. Students need to be proficient in vocabulary. Vocabulary is one language component that is essential

for speaking, listening, writing, and reading (Richards, 2002). Vocabulary is a key factor in communicating.

Vocabulary is an important key factor for students to have to be able to convey information and the purpose of the conversation. As said by McCarthy (1990) vocabulary is the most essential component in learning a language. Vocabulary is additionally the stock of words used by a person. Developing proficiency in English requires a lot of vocabulary. According to Alqahtani (2015) vocabulary is a crucial component of learning a foreign language, as it is often emphasized in books and in the classroom. Students will find it challenging to communicate with and understand others if they do not have a large enough vocabulary (Lessard-Clouston, 2013). Language learners aim to ensure that they can effectively convey what they think they need to understand when they say the word. In this case, the vocabulary of a word is very important. When communicating in English, the speaker and listener have a good communication relationship. In other words, the speaker and the listener influence each other in communication. They must communicate with the correct English vocabulary. Students cannot learn a language without a rich vocabulary. Learning vocabulary is the most significant component of language learning and is an instrument used to find out how well students can master the language spoken properly and correctly.

However, students often have problems with vocabulary when speaking, reading, writing, or listening to English words. This can be caused by several factors. Both internal and external factors exist. Students' motivation, interests,

attitudes, and intelligence are examples of internal influences. While external factors, including environmental and social situations, educational resources, or independence of the students themselves in learning vocabulary. Hermayati (2010) found that there are five types of student difficulties in learning vocabulary, namely: (1) feeling forced, (2) lack of understanding of basic concepts, (3) unsupportive environment, (4) easy to forget (less intensive in learning), and (5) no interest in practicing. Although students have learned a lot in class, the results are still not satisfactory. It was found that many students in the English Studies program in a certain semester lacked confidence in their English language skills. Sometimes many students have a lot of difficulty listening, speaking, reading, and even writing, so they cannot understand and express what they want to say. They were weighed down by their inability to utter the words because of their lack of vocabulary, though they really wanted to say what was on their minds.

Research has shown that students can learn vocabulary in a fun way. Therefore, most of them use fun ways or techniques from their daily activities. There are many ways that can be done to improve vocabulary size. Especially in this age, students can enhance their vocabulary in a variety of ways that is currently accessible. One of them is by using songs. According to Griffee (1992), Since songs are a part of all aspects of human existence, songs can be easily found everywhere. songs are certainly not a foreign thing anymore. Almost all students must like songs. Listening to songs is something fun, so it can make the mind more relaxed. Furthermore, songs are a significant part of the learning tools required to acquire a foreign language from native speakers. Songs have expressions and cultures of

English so that students may acquire and deepen their understanding by not only knowing the written words but also memorizing the vocabulary, especially after listening to the songs and singing with the lyrics. According to Lolong (2009), when you listen to a song continuously, it sticks in your head and repeats itself unconsciously. The process helps understanding of new vocabulary to be learned in English. Students can naturally increase their vocabulary by listening to and understanding English songs, which will help them understand the meaning of the song's words. Listening to songs while reading the lyrics helps improve vocabulary. By using the lyrics, students will know how to form, write, and pronounce them correctly and can practice them and apply them in everyday conversation.

There are many ways to get songs, one of which is using music media. With current technological developments, listening to music no longer requires using cassettes or CDs. Now someone just needs to download a music player application on their smartphone. The development of smartphones has made life simpler. Everywhere they go, people can bring their music with them and listen to thousands of songs every day. Now many music applications are circulating on the internet, ranging from free to paid; even those that are free can be paid to get additional benefits. Also, many applications provide several additional features, like lyrics, to make it easier for their users. Many music applications circulate on the internet, such as JOOX, Resso, YouTube Music, Soundcloud, Spotify, and many more. One that the researcher will use is Spotify.

Spotify is one of the most widely downloaded music player applications in the world. Spotify is one of the most popular applications among students today because it provides not only songs but also podcasts. The Spotify app was released on October 7, 2009, and was created by Daniel Ek and Martin Lorenzon in Sweden on April 1, 2006. On Spotify, users can play their favorite songs, with 70 million songs available. There are many reasons why researcher chose Spotify as a research platform. The biggest factor is that Spotify is the most popular music player application. Besides that, the appearance is simple and easy to access, creating playlists is very easy, and we can share them with other users, the number of songs being large and diverse is also an important point, and lyrics can be translated. In addition to songs, there is also podcast content with various topics of discussion. Because songs is available on Spotify with a lyrics feature, students can look up the words in alongside listening to the song and also it can even be translated. The students have a great opportunity to use an application to improve their vocabulary. The Spotify Song Lyrics feature can simplify and enhance learning.

There have been a limited number of studies conducted on the topic. The study conducted by Adiyana (2023) was about the implementation of English songs on Spotify in improving students' vocabulary mastery. According to the results, Spotify could increase students' vocabulary mastery by 3-7 words. The other studies by Septiara (2023) was about students' perception of the use of Spotify application to improve students' vocabulary mastery. The results indicate that students generally have a positive perception of using Spotify as a vocabulary learning tool. Furthermore, the research by Hamzah (2023) investigated on the use

of Spotify application to improve students' vocabulary mastery. The result shows that most students thought Spotify was a helpful and efficient way to study English. Students thought it was a great way to interact with others, become better at vocabulary, and get insightful feedback from teachers. Besides that, the research by Butar Butar (2023) conducted on EFL students' perceptions toward vocabulary learning by listening to English songs on Spotify. The results showed that most EFL students agreed and had positive attitudes, feelings, and perspectives toward using Spotify to listen to English songs while learning vocabulary.

It can be seen from previous studies that using the Spotify application is quite successful in improving students' abilities. So, researcher want to emphasize from another angle the effect of using Spotify. This study was carried out to find out Spotify's efficiency in improving English vocabulary. The differences between this research and previous research lie in another method and types of participants and the way of analyzing the data and using supporting media, that is Spotify. This research only focuses on vocabulary mastery. This study is interested in exploring how vocabulary is affected by the use of supporting media, specifically Spotify. The reason for choosing Spotify is due to the popularity of this platform and the fact that it provides many songs that are used as a method of improving vocabulary. Therefore, this study was conducted to find out the effectiveness of using the Spotify application in improving the vocabulary mastery of students at UIN Ar-Raniry.

B. RESEARCH QUESTIONS

From the above background of study, the research questions are formulated as bellows:

1. How effective is Spotify in improving students' vocabulary?
2. What do students perceive of the use of Spotify?

C. RESEARCH AIMS

Based on the research question, the aims of this research are intended to:

1. To find out the effectiveness of using Spotify in improving vocabulary.
2. To find out what the students perceive of the use of Spotify.

D. SIGNIFICANCE OF STUDY

This research is expected to provide benefits for various parties, including for university teachers, and students.

1. *For Student*

   Researcher hopes that Spotify can be used as an additional media in learning English, especially in memorizing vocabulary. This medium can also increase students' comfort in learning English. Students become more engrossed in learning by doing what they like by listening to music, without having to study in boring classes.

2. *For Teacher*

    For teachers, this media can be used as additional media, so that students are more enthusiastic and do not feel bored by only learning through the existing curriculum and syllabus.

3. *For other Researchers*

    The benefit for other researchers is the researchers gets some information related to the effectiveness of using Spotify in improving their vocab ability and also adding the researcher about vocab by using Spotify Application.

E. LIMITATION OF STUDY

This research deals with the effectiveness of using Spotify in improving students' vocabulary in learning English. To find out what the effectiveness of using Spotify, and whether Spotify is helping the students improve their vocabulary. This study focuses on EFL students of UIN Ar-Raniry Batch 2021.

F. HYPOTHESIS

HA: There is the effectiveness of using Spotify in improving students' vocabulary.

H0: There is no the effectiveness of using Spotify in improving students' vocabulary.

HA is accepted that if the result received is higher (>), it means the effectiveness is proven. However, H0 is accepted if the result obtained is lower (<) it means the effectiveness not proven (Muhid, 2010).

G. RESEARCH TERMINOLOGIES

To avoid misunderstandings regarding this research, the researcher provided the following definitions:

1. Effectiveness

Effectiveness is the capacity to produce the desired outcome or result. Effectiveness is stated as achieving the intended or expected outcome or creating a strong and lasting impact. Effectiveness, according to Saksono (1984) is the extent to which an output is attached to the expected result of a number of inputs.

2. Spotify

Spotify is one of the most popular music player applications in the world. Spotify is one of the most popular applications among students today that provides lyrics services for their songs. Spotify provides not only songs but also podcasts. The Spotify app was released on October 7, 2009, and was created by Daniel Ek and Martin Lorenzon in Sweden on April 1, 2006. On Spotify, users can play their favorites song on it and sing along with the lyrics or not.

3. Vocabulary

Vocabulary means the words used in the target language, the use of which is combined to form a sentence. According to Neuman (2009), Vocabulary is the list of words someone needs to know in order to speak well. This statement shows that vocabulary is very crucial part in mastering language skills. The terms vocabulary is used interchangeably in this research and refer to the terms' general meanings. The researcher makes no mention of a specific use of vocabulary banks. This thesis focuses on improving EFL students' vocabulary of UIN Ar-Raniry by using Spotify.
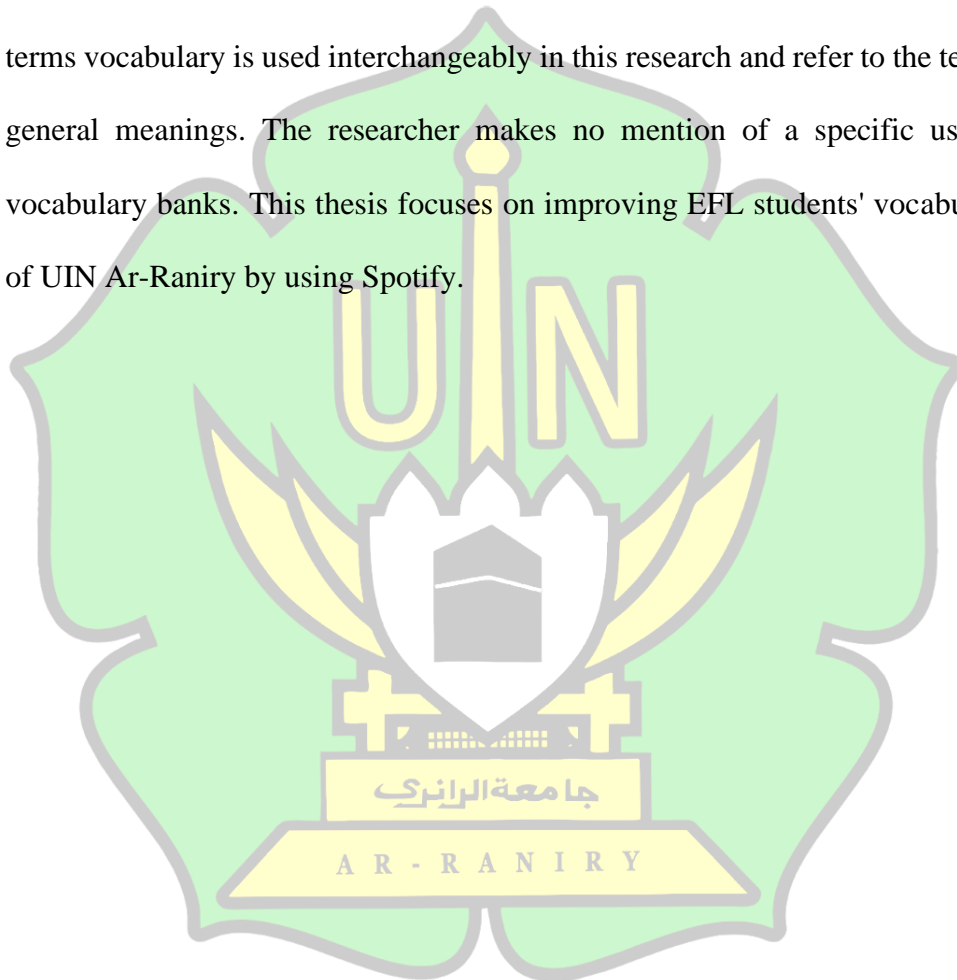
CHAPTER II

LITERATURE REVIEW

This chapter informs the literature review of the study including some of the theories related and the previous studies.

A. VOCABULARY

1. Vocabulary Concepts

Vocabulary is a key component in learning a language. Being able to master a lot of vocabulary helps students speak and convey information. Having a large vocabulary also helps students to write and understand information heard and seen around them. There are several definitions of language given by experts. As said by Hornby (1984), vocabulary is a list of words that a person uses to convey the expression of his thoughts. This shows that vocabulary is the number of words needed by a person for communication. Siregar (2013) says that vocabulary is not only a group of individual language learners with vocabulary and the ability to obtain information for communication, but vocabulary also used to know language materials while learning. In line with Harmer (2007), vocabulary is the part of language that contains all of the knowledge about the meanings and uses of words. In other words, vocabulary is an important component of language; without it, language cannot hold all of the knowledge.

Vocabulary is essential knowledge while teaching and learning English to students who are learning the language as a foreign language, especially in Indonesia. Good (1973) defined vocabulary as the content and function words of language that are learned in such a way that they develop in a student's speaking, understanding, and later reading and writing vocabulary. Students need to understand word meanings and what is written in the text or spoke by someone else. Thus, it is clear that vocabulary is an essential component of knowledge that can help students develop their English. The words that a person is familiar with and likely to use to form new phrases are all referred to as their vocabulary. In overall, vocabulary is a set of words with meanings that allow language use for interaction and understanding of English-language content. Without improving vocabulary, learning a language seems to be very difficult.

2. **The Importance of Vocabulary**

Vocabulary learning is an important aspect to understanding, analyzing, and conveying information. According to Alqahtani (2015) vocabulary is very important for learning, understanding and communicating in language. According to Tozcu (2004), vocabulary comprehension is closely related to literacy and academic performance. In addition, Huebener (1965) states that vocabulary learning is based on the formation of certain habits that are often repeated and often used in conversation, because they involve the relationship between sign and meaning. The vocabulary is necessary for understanding, learning, and using it for communication. Acquiring knowledge of language is important since it may be

used inside and outside of the classroom on a daily basis. Vocabulary acts as a bridge between teachers and students in the classroom. In the meantime, vocabulary comprehension is crucial since it helps students in understanding spoken language. The final step is communication, which is crucial since vocabulary engagement serves as the first bridge in the communication process. Furthermore, Griffee (1992) finds that vocabulary is an important component of the four language skills. Vocabulary is a key language element that encourages speaking, listening, reading, and writing skills. It is important for students to understand the significance that vocabulary provides in effective communication.

Furthermore, Grauberg (1997) claims that there are several stages in acquiring new vocabulary, as follow:

a. *Understanding Meaning*

This requires understanding the concepts of phrases and foreign languages. This is due to the word's direct association with the reference point or the fact that the English language has a word that corresponds to it.

b. *Remembering*

After introducing and explaining new material, the next step is to make sure it is remembered. Once students have learned the meaning of a word, they no longer need to focus on it, and the word will be forgotten.

c. *Consolidation and extension of meaning*

Acquiring new vocabulary is a long process. Therefore, if the presentation is the only factor that matters, the word will need to be learned

again. But as things stand, words are gradually assimilated over time and gradually fully incorporated into the speaker's vocabulary, as the speaker can access them with the same fluency as the words used in their native language.

d. *Discrimination*

This is the basic step. To differentiate sounds and letters from those of another word and from the sounds and letters of words that are similar, a person must be able to hear and read these combinations. must maintain their separation during writing and speaking. As we will find out later, a lack of differentiation often causes errors.

An example of the vocabulary learning process, according to Grauberg (1997), is recognizing the meaning of the word "day" in English. To acquire the word "day," students must pay attention to the meaning and phrase of the word. Then, when the meaning is known, the word must be remembered, so that word do not need to be noticed anymore and will be forgotten. Then the word "day" will be inserted slowly into the understanding in order to expand the meaning. Then the word "day" must mean understanding and recognizing adjacent sounds, pronounced sounds, and letters, as well as letters and sounds of similar words when speaking and reading; the ability to keep them separate when speaking and writing. This approach refers to the basic sense of the word, which can be further expanded and explained through the use of the word in the context of communication.

3. Types of Vocabulary

Understanding the different types of vocabulary is crucial since people may have differing levels of comprehension and usage. According to Hiebert (2005) vocabulary has two types, namely: (1) Oral vocabulary which is a set of words whose meaning is known when we speak and read orally. (2) Print vocabulary which consists of words whose meaning is known when we write and read silently.

Besides that, Hiebert (2005) also define knowledge of words in the following form as follows:

1. Productive vocabulary

A productive vocabulary is a set of words a person can use when writing or speaking. These are well-known and frequently used words. According to Grauberg (1997), vocabulary items are important for learning to communicate successfully when speaking, listening, reading, and writing. Items in the vocabulary can be categorized based on their types, meanings, and functions. Four categories: meaning/oral, literate/written, receptive, and productive are shown in the following figure that classifies vocabulary. But all language elements have meanings and purposes that often overlap.
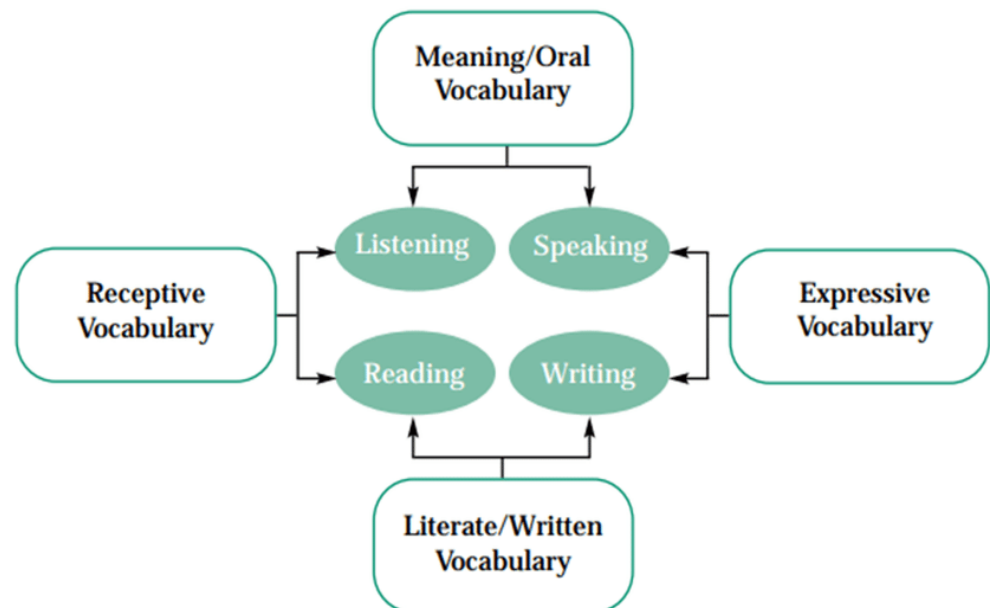
Figure 2.1 Types of vocabulary

2. *Receptive or recognition vocabulary*

When reading or listening, someone can give meaning to a collection of words that make up their receptive or cognitive vocabulary. These are unfamiliar and rarely used words among students. People might be able to give themselves significance even if they are unaware of the entire complexity of the distinction. These are typically wording that people do not voluntarily use. But when individuals come upon these words, they do, albeit imperfectly, recognize them.

4. Teaching Vocabulary

Teaching languages is affected by a variety of factors, especially when it comes to teaching English vocabulary. Teachers are expected to know how to teach

vocabulary effectively in addition to selecting appropriate media to use in their lessons. As stated, by Wallace (2010) having effective strategies for instructing English vocabulary, there are three submission options available. (1) the entire lesson: It is not necessary to spend the whole lesson time focusing on vocabulary in order to make vocabulary the main focus of the class. (2) discrete slots: Some teachers include brief, independent vocabulary practice in between lessons. (3) the integrated phase, in which many teachers advise their students to focus on vocabulary problems as a crucial component of the lesson. Therefore, the teacher makes the decision regarding which alternative to choose. They can create strategies based on these options to achieve the best results by recognizing the options they use when teaching English vocabulary. The students' understanding of the lesson is another crucial component of the teaching and learning process. It is crucial that teachers take responsibility for ensuring that their students understand the language used and the purpose of the activity. In this situation, the teacher should explain to the class that they are studying vocabulary and that they must correctly pronounce the word in English.

5. **Vocabulary in Foreign Language Learning**

Learning a foreign language is usually related to increasing someone's ability to construct clear, coherent sentences for communication. Many people belief that they should be able to speak the foreign language they are learning fluently right away. However, actually rarely does anyone consider that mastering the language's vocabulary is more crucial. By becoming fluent in a foreign language's vocabulary, it will be easier to apply the four language skills. As stated by Griffee (1992)

vocabulary is an essential aspect of learning foreign languages. It is simpler to translate difficult words in a foreign language first, than to translate the entire document. All sentences in a text can be translated accurately once challenging words have been translated. One text cannot be accurately translated if there is a word that is unintelligible. Even still, a lot of people believed that memorizing a large amount of language was unnecessary because they were too lazy to study it, even though they were aware of its significance. One strategy for helping students learn vocabulary in the classroom is to make the material engaging, different, and repeatable until the students have mastered it (Wallace, 2010). This will help the students comprehend, remember, and use the language effectively in everyday life. Additionally, students are able to speak the vocabulary they have learned with the proper intonation in accordance with the language's culture.

6. **How to Improve Vocabulary**

There are many ways to improve vocabulary. Three main categories of vocabulary acquisition strategies are listed (Neuman, 2009). These include word memorization techniques, semantic techniques, and vocabulary learning and practice techniques. In order to retain the words that kids are learning, they can strive to remember them one at a time. The term semantic strategy describes a method for students to examine the vocabulary they have learned and comprehend the connections between the words. Students' comprehension of the vocabulary and their use of each word to generate new words are covered in vocabulary approach exercise. According to Cook (2001) vocabulary is classified the word into two

broad categories: Using dictionaries, inferring meaning from word shapes, inferring meaning from situations and contexts, and connecting vocabulary words to cognate words are some methods for decoding meaning. And word techniques include memorization and repetition, word organization in the learner's head, and connecting vocabulary words to previously learned information.

The advance of technology has a positive impact on many aspects of education, including teaching, learning, and research. It provides teachers and students with a variety of resources that support independent learning. This proves that increasing technology motivate students to learn independently and collaboratively. Additionally, if the students want to work on their vocabulary, they can use modern technology to do it alone. Wallace (2010) claims that memorizing vocabulary can be presented in a variety of formats, including books and guided tours of zoological parks, museums, malls, and other locations. This particular branch of the education world is also extremely profitable way because they incorporate all the language skills as follows: (1) Singing the song while you speak, (2) Listening while figuring out the song's word, (3) Reading by figuring out the song's lyrics, (4) Composing by adding lyrics.

7. **Learning Vocabulary through Song**

To learn vocabulary, interesting methods are needed so that students can understand, imitate, and apply them until they are familiar with and have memorized them. Many vocabulary learning strategies can affect vocab ability. One of them is songs. English song has the intrinsic ability to enhance students'

speaking, listening, and writing abilities, and also for the supporting element that is vocabulary We all know, songs, through their rhythm and melody, contribute to learning and memorizing linguistic structures. It would seem sense that a student with strong auditory preferences would benefit from studying song. But melodic learners will be those who use kinesthetic, visual, reading/writing, or all four learning modalities. Singing in the classroom has many benefits, the most obvious of which is that it is fun. Even though students in general like singing and usually react favorably to songs in the classroom, using songs in the classroom has significant benefits outside being just entertaining. Songs can give daily activities in a classroom some variation. There may be an opportunity to increase vocabulary through songs. Songs also frequently have a theme or subject that might serve as the basis for learning vocabulary.

A song is a piece of music or voice that is created for singing. Peake (1980) states a song is a piece of music for accompanied or unaccompanied voice or sounds or, the act or art of singing. However, the term is sometimes omitted when referring to significant vocal genres like opera and oratorio. Songs are a fantastic choice for classes with young learners because of their flexibility. Songs can potentially help students become more fluent in another language by improving their listening and vocab ability (Murphey, 1992). The teacher in the classroom can teach structure, pronounce, or vocabulary by using various techniques that can attract students to learn from the media, that is by using the Spotify application. By using the Spotify application, teachers can give students the opportunity to get used to the language they are learning. For example, teachers can use media that are close to students'

lives, such as the Spotify application, to listen to songs and practice the vocabulary of the songs they hear to resemble native speakers.

B. SPOTIFY

1. The Feature of Spotify

In this study, researcher would use one of the media, namely Spotify. Spotify is an application that can be downloaded on hardware such as; smartphones and PCs. This application facilitates its users a wide variety of songs, podcasts, and streaming videos from around the world. Spotify is an application that was launched on October 7, 2009, this application was founded by Daniel Ek and Martin Lorentzon in Sweden on April 1, 2006. Spotify has over 433 million monthly active users. With Spotify, users may stream millions of songs and other works from musicians worldwide. It is a digital music, podcast, and video platform. Its main areas of attention its support function in the music industry, its changes to the digital music economy, and its impact on putting a stop to music piracy. Many interesting features are available on Spotify, including millions of free songs from national to international, also access to Spotify podcast, which has multiple channels, user-recommended playlists, chat features, video streaming, moving lyrics, and paid premium features. Podcasts themselves have many digital stories that are fun for users to hear and streaming videos can also be used as learning media by watching. Using the Spotify application can help students learn vocabulary. Either by listening to songs, singing, or reading song lyrics. Because Spotify is very popular among teenagers because of its effectiveness and flexibility, this

application is also easy to use. Students only need to download it to their smartphones.

Spotify is an interesting application that allows users to access content for free by just setting up an email account or setting up a Facebook connection. Spotify has millions of English songs that can be accessed for free or premium by subscribing. It is simple to use and there's no commitment if the users want to try it instead of paying the monthly subscription charge for Spotify Premium. But there are several differences between Spotify premium and Spotify free. For example, if Spotify is still free, there will be ads every 30 minutes. If Spotify is premium, however, there won't be any and every song can be played endlessly. The researcher suggested the Spotify application as an alternative learning media for learning vocabulary in a casual and enjoyable setting based on the definition of the music streaming platform. Putriani (2023) said that is a method, instrument, or media that teachers employ to guide students' activities toward the objectives to be met. Learning techniques can be defined as a person's approach to applying a specific approach to learning. The researcher believes that by learning vocabulary through songs from the Spotify application, students would be encouraged to learn vocabulary in a relaxed and enjoyable environment.

2. How to Use Spotify

To use Spotify, simply install the Spotify app from the Apple Store (iOS) or Play Store (Android) on your smartphone, or download the Spotify app for Mac directly from the Spotify homepage. If you want to listen to songs through the web

player (browser), just visit the Spotify Web Player on the official website. After that you just need to register and log in and then you can immediately enjoy every song in it. In addition to the free one there is also Spotify Premium, which has the advantage of listening to songs without ads and can download songs to listen to offline. But a subscription fee is charged according to the package chosen. It is also easy to use. Once you have registered and logged in, just search for the song title or artist whose song you want to listen to. After that, select and play. Spotify Premium can only be listened to on 1 device at a time. So, if you are accessing it on your MacBook, then when you open it on your iPhone, your MacBook access will be stopped and moved to your iPhone. To be able to use it on more than one device, you can subscribe to the family package so that you can share with other families up to 6 accounts. For the better explanation, it can be sorted as follows:

1. Open the app store, download the free Spotify application, and install it. iOS, Android, and Desktop versions are available.

2. Open the Spotify app and signup for an account in the app. We highly recommend making a Facebook account if you don't already have one.

3. Next, use the "search" function to look for a song by typing the name of the artist or a specific song title. You can do any kind of podcast search right here.

4. Songs can be played, and students can view the vocabulary in the song more easily because the lyrics are instantly available.

3. Advantages and Disadvantages of Spotify

Spotify is now known as one of the top platforms in the world of music streaming, which has grown in popularity in recent years. Using Spotify is more fun especially with the many advantages it offers. Spotify provides users with unique music experience due to its vast music list, simple user interface, and various features. Here are some of the advantages of Spotify application:

1. **Extensive Music Catalog:** Spotify offers access to a vast music catalog, with millions of songs from different genres, artists, and music labels around the world.

2. **Choice of Free and Paid Versions:** Spotify provides a choice between a free version with ads or a paid version that gives access without ads, offline playback, and better audio quality.

3. **Personalized Playlist and Recommendation Features:** Spotify provides playlist features that are customized according to user preferences, such as Discover Weekly, Daily Mix, and Release Radar.

4. **Podcasts and Other Audio Content:** Apart from music, Spotify also provides various podcasts, audio livestreams, and other audio content.

5. **Offline Playback Feature:** Spotify Premium users have the ability to download songs to their devices and play them offline without an internet connection.

6. **Translatable lyrics:** lyrics in the Spotify app can be translated into the user's native language. So, it can be easy for users to know the meaning of songs from other languages to their native language.

However, beside advantages, there are also disadvantages. While Spotify is one of the most popular music streaming platforms with some advantages, there are some disadvantages of Spotify which are:

1. **Unavailable Content:** While Spotify has a huge catalog of songs, there are some artists or labels that choose not to include their music on the platform.

2. **Ads and Restrictions in the Free Version:** Users of the free version of Spotify will often hear ads between songs.

3. **Internet Connection Required:** Spotify requires a stable internet connection to play songs in streaming.

4. **Limited Audio Quality in the Free Version:** Users of the free version of Spotify can only enjoy standard audio quality, while premium users have access to higher audio quality.

5. **Feature Availability Depends on Region:** Some Spotify features may not be available in all regions.

Nonetheless, Spotify remains one of the world's leading music streaming platforms with many advantages. The decision to use or not use Spotify depends on the user's preferences and needs.

4. Implementing Spotify in Learning Vocabulary

The teaching and learning process is affected by effective learning media in addition to the skills of teachers and students, which makes media learning important in the process. Cook (2001) defined learning media as physical media

that are used to convey information and educational content. Examples of this type of media include movies, videos, books, audio players and various other types of media. There are various ways of implementing media in vocabulary learning, one of which is the use of Spotify. According by Putriani (2023) due to its ease of use on computers and smartphones, Spotify is a very engaging media for teaching vocabulary in English classes. Spotify can be used as one of the platforms for vocabulary learning. In addition, the Spotify app also have many important features such as the availability such as lyrics that can help students learn vocabulary. Spotify features include synchronized lyrics, music reviews, and song recommendations. Due to user demand, Spotify's lyrics feature has been replaced with automatically generated lyrics in real time. Due to the song's lyric feature being available on Spotify, students are able to view the lyrics in addition to listening to the song. This is a great opportunity for the teacher to use an app to help students learn English, especially in terms of improving their vocabulary.
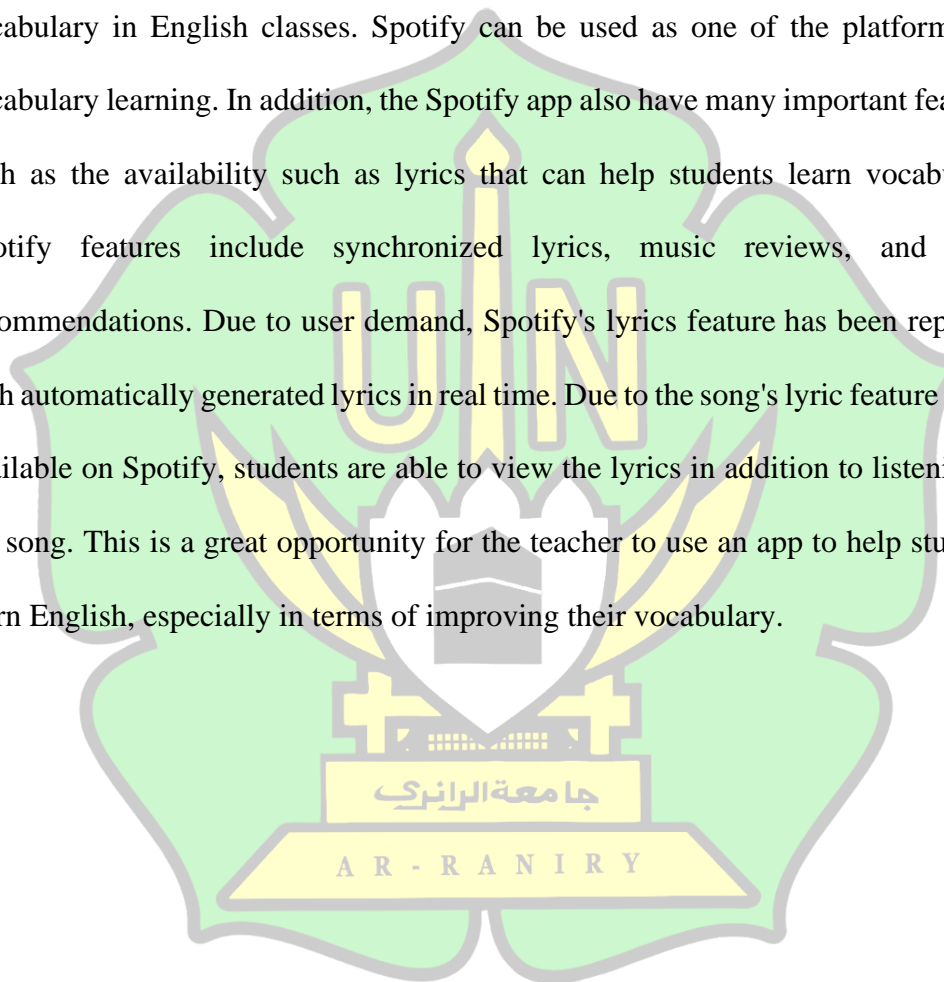
C. RELATED STUDIES

Some studies have been conducted to find out the use of Spotify for improving students' vocabulary size. The study by Maulidia (2023) conducted a study on the effectiveness of Spotify through English song towards students' vocabulary mastery in senior high school 9 Jambi city. The results of this research indicate that students' vocabulary learning using Spotify is greater than that of the conventional approach. The research by Adiyana (2023) conducted study on the thesis discussed the implementation of English songs on Spotify in improving students' vocabulary mastery at 9th-grade students of Mts Nurul Islam Kriyan. The implementation of English Songs on the Spotify application could improve students' vocabulary mastery amount 3-7 words. And, in the process of implementation, the students feel comfortable, happy, interested, and relaxed during the song played. The other studies by Septiara (2023) The aim of this research was to determine the effect of Spotify in improving students' vocabulary mastery at Universitas Teknokrat Indonesia. The results of the research show that listening to Spotify helps English Education Department students improve their vocabulary. The research investigated by Putriani (2023) conducted on the effectiveness of Spotify application in improving tenth-grade students' vocabulary mastery in SMA YP Unila Bandar Lampung. The results indicate that vocabulary improvement happens when students use English songs from the Spotify application as a tool for learning. According to research, English songs that are available through the Spotify app can be a fun and innovative way to teach vocabulary and create a positive learning environment. The next research conducted by Rizqi (2023) on the effectiveness of

Spotify song lyric feature on students' vocabulary mastery on fourth semester English Education Department students at Universitas Bhinneka PGRI. The result is the fourth semester English Education Department students at Universitas Bhinneka PGRI have shown significant improvements in their vocabulary mastery due to the Spotify Song Lyric Feature. Furthermore, research conducted by Hayatunnisa (2021) on using online music player applications (JOOX & Spotify) to improve students English vocabulary in SMAS Permata Insani Banten. The result shows that almost half of the population always use these apps in their independent learning and none of them never use them at all. This means that all students use JOOX and Spotify apps in their daily lives and make them practice learning vocabulary. The research was conducted by Simamora (2023) with the title the effect of using Spotify playlist application into student's vocabulary mastery at SMPN 10 Medan. The result shows that Spotify Playlist Application had a significant effect on students' vocabulary mastery. The last research by Oktaviana (2023) on the use of Olivia Rodrigo's songs on the Spotify application to improve vocabulary mastery for ninth-grade students at SMPN 1 Rowosari. The result indicates that there are significant differences in the learning results between students who use songs from the Spotify application during their lessons and those who do not. Therefore, it can be concluded that there is an improvement in students' vocabulary mastery.

From previous studies, it was found that the used of Spotify can improve vocabulary. In the first study, it was said that the use of Spotify application could be used as a learning strategy for improving students' vocabulary proved effective. While the other study showed that the implementation of English Songs on the Spotify Application could improve students' vocabulary mastery amount 3 – 7 words. And the other showed that it proved effective in improving vocab from the participants perception. And various other results from the use of lyrics, playlists and the use of songs they like. This shows the effectiveness of using the Spotify app as an effective and popular application.

So, the purpose of this study is to make research from other angles on the effectiveness of the Spotify application as evidenced by previous studies.
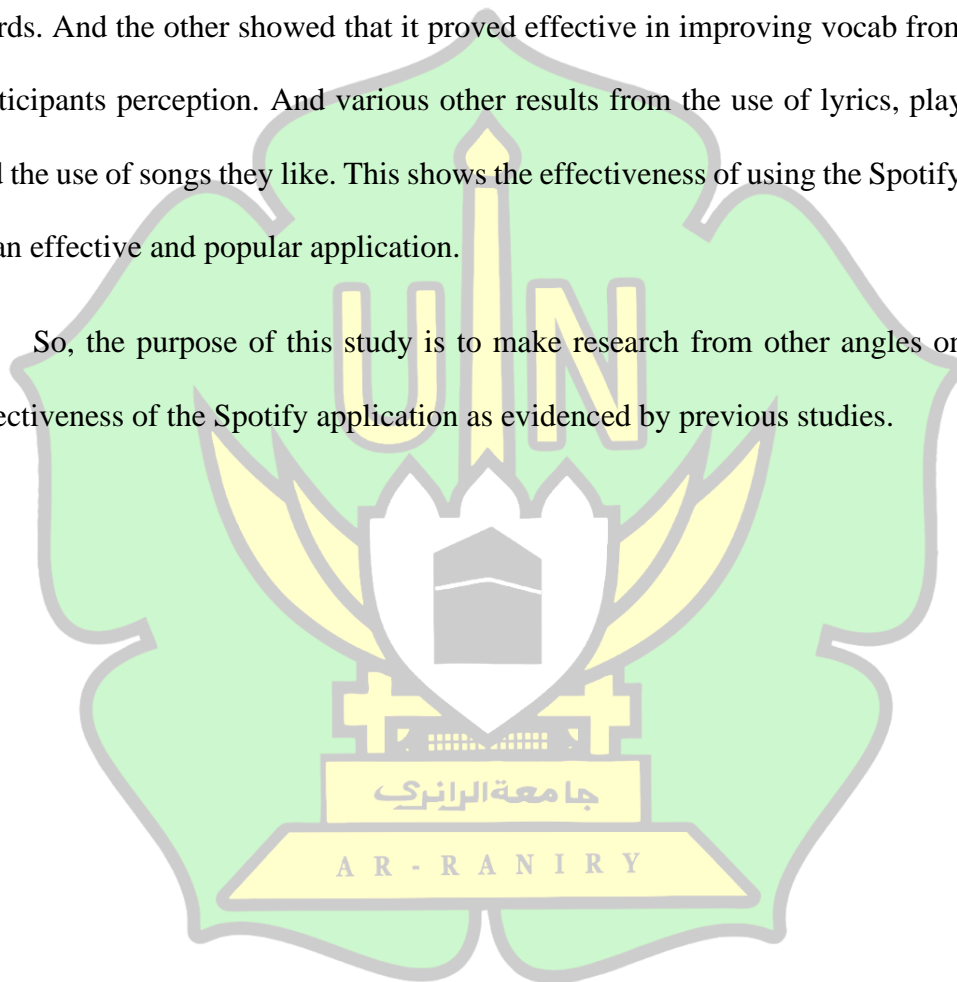
CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the procedures that would be carried out in this study to find answers to the questions posed earlier in the first chapter. The methodological aspects used include research design, research participants, data collection techniques, and data analysis techniques.

A. RESEARCH DESIGN

Research design is a strategy used to integrating various components of a research project. Research design is the process used in the gathering, analyzing, interpretation, and reporting of data in research studies. As stated by Creswell (2014), research design describes a variety of methods and processes used in research, from general assumptions to specific techniques for collecting and analyzing data. The researcher used quantitative methods based on experimental approach. The researcher wanted to know the effectivity of using Spotify in improving vocabulary.

Quantitative research is a type of educational research in which the researcher selects the topic to be studied, collects quantitative data from participants, uses statistics to analyze the data, and performs the investigation in an unbiased, objective way. However, according to Arikunto (2006), quantitative research is a study that uses numerical methods for data collection, data analysis, and result collection. In other words, quantitative research is an approach to research where

the researcher chooses what to study and uses statistical techniques to comprehend and clarify occurrences.

The researcher divided the data into two: first research question data using experimental techniques involving pretest and posttests, and the secondary research question data using questionnaire to explore students perceived. Experimental technique was used in the research to find out the differences between before and after using lyrics on the English song from the Spotify app to improve vocabulary. Experiment is a type of research which only uses one experimental group or one group pretest-posttest method.

Table 3.1 Design of Pre-test and Post-test

Pre-test	Treatment	Post-test
O_1	X	O_2

(Arikunto, 2006)

The quantitative method was chosen by the researcher because the researcher tried to find out the effectiveness of using Spotify that students can use to improve their vocabulary with specific data. The researcher wanted to use the Spotify application as a learning medium to improve vocabulary by using the lyrics, with a desire that it could improve the students' vocabulary so that the results would be higher than before. The result of the study would show if there is an improvement in students' vocabulary as well as how students perceive it after using the Spotify

app. This study would be focused on the effectiveness of using Spotify in improving student vocabulary mastery.

B. RESEARCH PARTICIPANT

a. Population

The populations in this study were EFL students at UIN Ar-Raniry Batch 2021. Populations in this research were obtained using a purposive sampling technique, where the purposive sampling technique was selected based on the criteria of the population needed by researcher for this research.

b. Sample

For the samples of this study, purposive sampling was used in selecting the participants. Populations in this study were obtained using a purposive sampling technique, where the purposive sampling technique was selected based on the criteria of the population needed by researcher. The purposive sampling technique is taken based on the idea that finding the best case for a study that produces concrete data and the sampled cases directly affects the results (Patton, 2015). The criteria in this study are the students of Batch 2021 who have already finished vocabulary and pronunciation class and already used the Spotify application. For the sample, researcher would take 25 students that suitable the criteria. To strengthen this research, researcher also would distribute questionnaires to EFL students of UIN Ar-Raniry Batch 2021 that suitable the criteria.

C. TECHNIQUE OF DATA COLLECTION

Information is collected from a variety of sources using the data collection technique. This research data collection was done by pretest-posttest and distributing questionnaires. The purpose of the data collection was to collect complete information related to research questions.

1. Test

This research used written pre-test and post-test to find out the result of the treatment.

a. Pre-test

Before starting treatment, students completed a pre-test given by the researcher. Students are given a chance to evaluate their level of competency in basic vocabulary before starting treatment. Each student got directions on how to complete the given assignment. There was a written cloze test for the students to complete. Students was allowed to listen to a song, and then they are asked to fill in the blanks in the lyrics. The song would be repeated three times. After that, the researcher determined the pre-test results.

b. Treatment

In the treatment, the researcher used the Spotify app and introduced it to the students. The researcher played English songs and used the moving lyrics to help

students understand the meaning of the songs and memorize the lyrics. Students were given three chances to understand the lyrics.

c. Post-test

The researcher gave a post-test after the students were given the treatment. For the experimental class, the researcher gave a written test by perfecting the empty lyrics. There was a written cloze test for the students to complete. After the treatment and understanding the lyrics, students did the post-test. The test was perfecting the blank lyric. Students are allowed to listen to a song, and then they are asked to fill in the blanks in the lyrics. The song would be repeated three times. In the post-test, the song given was not the same as the pre-test.

2. Questionnaire

A questionnaire is a series of statements or questions written on a piece of paper or filled out on a Google form that is presented to the respondent so that it can be filled out without the intervention of the author or other parties. Creswell (2014) states that descriptive analysis is used to characterize data using words such as interquartile range, mean, median, quartiles, standard deviation, frequencies, and proportions. How these data are measured depends on the kind of variable. This method was used to obtain information from respondents regarding their experiences and students perceived on the effectiveness of using Spotify in improve vocabulary.

To measure respondents perceived in this study, a Likert scale was used. The Likert scale is a psychometric scale that is frequently used in studies that use questionnaires to examine social attitudes. According to Sugiyono (2018) The Likert scale is a tool used to assess an individual's or a group's attitudes, beliefs, and perceptions on social issues. The variables to be measured are converted into variable indicators using a Likert scale. Then, the indicator served as a basis for gathering instrument items, which might take the kind of questions or statements. Likert (1932) explains two important things in compiling the Likert Scale, namely: 1). Compile a statement, and 2). Developing a scale. The following is an explanation of the 4-point Likert scale (Sugiyono, 2018): (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

In this research, the author used a closed questionnaire in which students only need to choose five categories of opinions, starting from Strongly Agree, Agree, Disagree and Strongly Disagree. The answer form only needs to click on the column according to the desired answer. The target group who would be given a questionnaire were EFL students at UIN Ar-Raniry. This questionnaire technique was to obtain data on students perceived of English education students at UIN Ar-Raniry about the effectiveness of using the Spotify application in improve their vocabulary.

D. DATA ANALYSIS

Data analysis, according to Patton (2015) is the process of collecting and categorizing data into patterns, categories, and basic descriptions. Below would be described the analysis data from each method.

1. Pretest-posttest

The experimental technique is one of the quantitative methods for gathering data. Through a data analysis, the advantages of using the Spotify app is to gauge vocabulary usage among students through the songs within the app was examined. The researcher analyzed the data by comparing the test results from the two assignments that were sampled for the study. The data in this study were analyzed using a descriptive statistical method. Data were analyzed using a Paired Sample T-test in the IBM SPSS 23. Researcher used the Paired Sample T-test because to determine whether the mean score was higher or less than 0.05. Researcher want to examined significant improvement using the paired sample T-test to determine whether the data normality and homogeneity after the experiment. Researcher used the following formula to score the student's correct response on the pre-test and post-test:

$$Score = \frac{students\ correct\ answer}{Total\ number\ of\ item} \times 100$$

Using the following classifications to group the vocabulary test results of the students, the researcher used criteria:

Table 3.2 Scoring System

Score	Classification
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Less
0-20	Poor

(Arikunto, 2013)

a. Normality Test

The normality test was used to determine whether the data sample comes from populations with a normal distribution. The normality test was carried out using the IBM SPSS 23 program and the Shapiro-Wilk test. The normality test decision criteria are as follows:

1. Data is normally distributed if there is a significant value > 0.05. This shows that H0 is accepted and HA is rejected.
2. Data is not normally distributed if the significance value is < 0.05. H0 is rejected and HA is accepted.

b. Paired Sample T-Test

According to Sugiyono (2018) the paired sample t-test is a testing method used to evaluate the effectiveness of treatment, which was indicated by the difference in averages after treatment is completed. This research uses the IBM SPSS 23 to

simplify data analysis. It was important to ensure that the data shows a homogeneous and normal distribution before testing a hypothesis. This statistical method was used to assess the average difference between two tests.

Ho: $\mu1 = \mu2$

Ha: $\mu1 \neq \mu2$

2. Questionnaire

The researcher in this study analyzed the data used descriptive statistics. This research used Likert scale for analysis data. According to Riduwan (2010), Likert scale is used to measure attitudes, opinions and perceptions of a person or group about social events or symptoms. This research used percentage formula to find out the students perceived in using Spotify application. The scale range used is strongly agree, agree, disagree, and strongly disagree. There was also a neutral option in the liker scale, but the researcher did not include it because it does not give a definite answer whether it is yes or no.

Table 3. 3 The Categories of students perceived in used Spotify

No.	Rating Scale	Score
1.	Strongly Agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly Disagree	1

CHAPTER IV
FINDING AND DISCUSSION

This chapter covers the findings obtained after the data analysis. This finding aims to respond to the research questions mentioned in chapter one, which is concerned with investigating the effectiveness of using Spotify in improving vocabulary and to find out the students perceive of the use of Spotify.

A. FINDINGS

The results were explained based on the research questions. The research questions were "How effective is Spotify in improving students' vocabulary?" and "What do students perceive of the use of Spotify?" In this section, the researcher described the findings from the tests and questionnaire. This research aimed to determine how the effectiveness of using Spotify in improving students' vocabulary mastery.

1. Test on The Effectivity of Using Spotify in Improving Vocabulary

In this section, the researcher presented the research findings during the implementation of using Spotify in improving students' vocabulary. This research was conducted in three sections which are used pre-test and post-test to find out the result of the treatment. The data collected in this research was from the students' vocabulary mastery. The data collected varied between samples using the Spotify app before and after treatment. The researcher conducted research using 25 students who used the Spotify application. In this study aimed to determine the effectiveness

of using the Spotify Application as a vocabulary learning media for EFL students' Batch 2021 of UIN Ar-Raniry.

On Tuesday, May 14, 2024, a test was conducted with EFL students in Batch 2021 as the experimental group for this research. Pre-test, treatment, and post-test activities are three components of this research. The pre-test component involved the experimental class. Before the treatment was given, the pre-test activity was doing the pretest worksheet, in which the students had to fill in the blank lyrics while listening to the song played through the Spotify app. The pre-test consisted of 20 blank lyrics from the song, and students were given the repeated song twice. The song played was "One Direction—Story of My Life." After that, the treatment activity was given by playing and displaying the lyrics of the song "Taylor Swift-Love Story" through the Spotify application and displaying them on a projector screen in front of the class. Students then sang along with the song and were asked to try to understand the lyrics. The treatment was given about 15 minutes. The post-test activity was carried out after the treatment with the same type test as the pre-test. The post-test consisted of 20 blank lyrics from the song, and students were given the repeated song twice. The song played was "Taylor Swift-Love Story".

The reason why researcher used that two song because of the song is very popular and widely known by many people, including students. This popularity can increase students' interest and motivation to learn new vocabulary because they may already be familiar with the song. The catchy rhythm and melody can make the learning process more fun and effective. And the lyrics of this song use a fairly simple but effective language structure, which can help students understand the use

of vocabulary in everyday sentences. It also makes it easier for students to identify key words and important phrases. And also, the melody of this song is easy to remember, which can help students memorize new vocabulary more easily. Interesting rhythms and melodies can make the learning process more fun and effective. And now days, most students like pop music (Adiyana, 2023).

Tabel 4.1 The Result of Pre-test and Post-test

No.	Students	Pre-test	Post-test	GAP
1.	AW	80	100	20
2.	WSR	80	100	20
3.	RY	75	100	25
4.	LH	85	100	15
5.	CDA	80	90	10
6.	AU	70	95	15
7.	NW	80	95	15
8.	RAA	65	95	30
9.	MRA	80	95	15
10.	SHA	55	95	40
11.	ARH	55	90	35
12.	FZ	85	100	15
13.	LF	85	100	15
14.	NS	70	100	30
15.	CHH	80	100	20
16.	PH	80	85	5
17.	NA	65	100	25
18.	P	80	90	10
19.	L	75	90	15
20.	FZA	80	95	15
21.	MRA	70	85	15
22.	NN	70	100	30
23.	RAZ	65	95	30
24.	JN	80	95	15
25.	AS	70	80	10
Total		1.860	2.370	
Lowest Score		55	85	
Highest Score		80	100	
Mean		74,40	84,80	

From the data table 4.1 above was the result of pre-test and post-test produced by 25 students of English education Batch 2021. It could be seen that the lowest pre-test value produced is 55 with a total of 2 students, and the highest value is 85 with a total of 5 students. After the researcher gave the treatment, the researcher gave a post-test which had the lowest score of 80 with a total of 11 students, and the highest score was 100 with a total of 10 students. The difference in the highest score between the pre-test and post-test is 15. This provided the fact that there was a significant increase after treatment. To process and found the results, researcher used the IBM SPSS 23.

Table 4.2 Descriptive Statistics of Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	25	55	85	74,40	8,578
Post-test Experimental	25	80	100	84,80	5,679
Valid N (listwise)	25				

The results of the pre-test and post-test for the experimental class were presented in the table. The pre-test results indicated scores ranging from 55 to 85, with an average of 74,40. Meanwhile, the post-test scores show a significant improvement, ranging from 80 to 100, with an increased average of 84,80.

a. **Result of the Normality Test**

The normality test was used to determine whether the data sample comes from a population with a normal distribution. The normality test was carried out using the IBM SPSS 23 program. The normality test decision criteria are as follows:

1. Data is normally distributed if there is a significant value >0.05. This shows that H0 is accepted and HA is rejected.

2. Data is not normally distributed if the significance value is <0.05. H0 is rejected and HA is accepted.

Because the researcher used a sample size of 30 or less than 100, the normality test employed was the Shapiro-Wilk test. According to (Sugiyono, 2018) the Shapiro - Wilk normality test is a test conducted to determine the distribution of random data of a small sample used to simulate data that is not more than 50 samples. The result showed that the population was normal. If the probability <0.05 then the population was not normally distributed.

Table 4.3 Result of Normality tests

Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test Experimental	,911	25	,133
Post-test Experimental	,925	25	,168

*. This is a lowest bound of the true significance.

a. Lilliefors Significance Correction

The significant value for the normality test using the Shapiro-Wilk test for the pre-test is 0.133, which is more than 0.05 (0.133>0.05). Additionally, the significant value for the post-test is 0.168, indicated that was similarly higher than 0.05 (0.168 > 0.05). It was therefore possible to concluded that the data tends to follow a normal distribution because the significance values for the pre-test and post-tests are both higher than 0.05. This suggests that the study's sample could be considered as representative of the entire population.

b. Result of The Paired Sample T-Test

This research employed the IBM SPSS 23 program to test hypotheses. In addition, the paired sample t-test was used. The research questions, which are still in the form of hypotheses, it could be addressed through this testing. This research looks at two hypotheses: the alternative hypothesis (HA) and the null hypothesis (H0). The null hypothesis (H0) generally suggests that there is no significant difference, while the alternative hypothesis (HA) suggests there is a significant difference. Thus, the aim of this research was to determine whether there was a significant difference between the students' results in the pre-test and their results after the post-test.

HA: There is the effectiveness of using Spotify in improving students' vocabulary.

H0: There is no the effectiveness of using Spotify in improving students' vocabulary.

Table 4.4 The Result of Paired Sample T-Test

Paired Samples Test

					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest Experimental – Posttest Experimental	-12,800	6,934	1,387	-15,662	-9,938	-9,230	29	<,001

Table 4.4 above indicated that the pre-test and post-test significant values are less than 0.001. Given that there was a significant difference between the vocabulary mastery scores in the pre-test and post-test, H0 was rejected and HA was approved based on the Paired Sample t-test criteria if the significance value was <0.05 or 0.001<0.05. So, it could be concluded that there was a significant increase in the vocabulary mastery of EFL Students Batch 2021 of UIN Ar-Raniry after being taught through songs from the Spotify application.

2. The Questionnaire on The Perception of the Use of Spotify.

The researcher presented the results from the questionnaire on students perceived of the used of Spotify by showing the frequency and percentage depending on the answers of each statement. Data from this research was taken used google form. The graphic results are a copy of the answers from the google form. The data was shown in the following graphics:
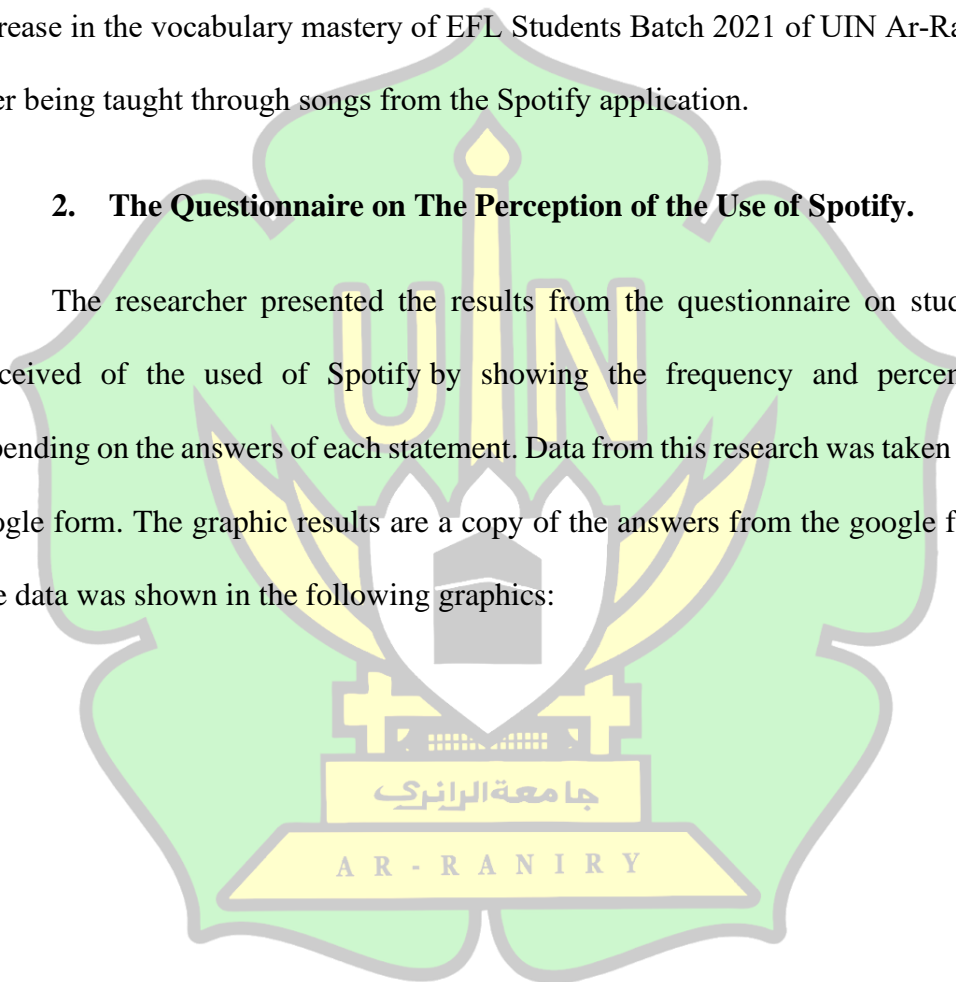
Graphic 4.1

"Learning vocabulary with song is interesting."

Learning vocabulary with songs is interesting.
100 jawaban

Strongly agree	53 (53%)
Agree	45 (45%)
Disagree	2 (2%)
Strongly Disagree	0 (0%)
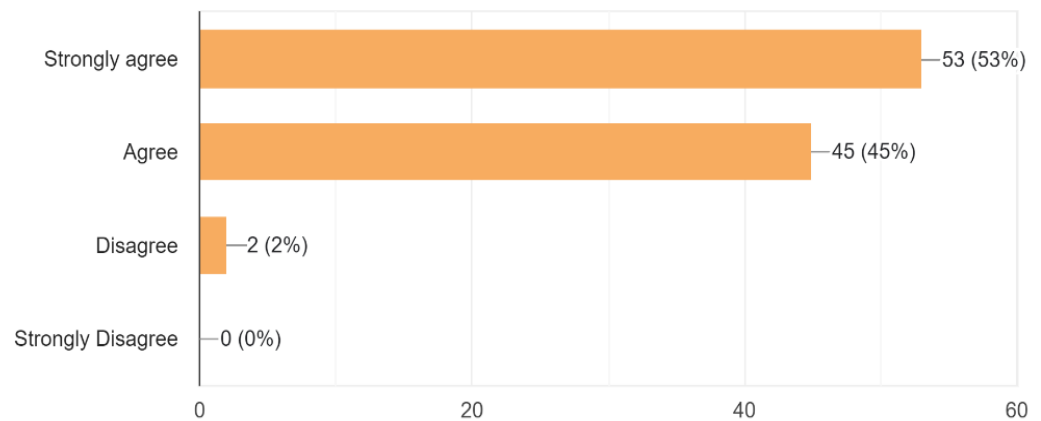
As can be seen from the following graphic, 53% of students chose "Strongly Agree". However, no student chose the "Strongly Disagree" option. It shows that almost all students t agrees that learning vocabulary with songs is interesting.
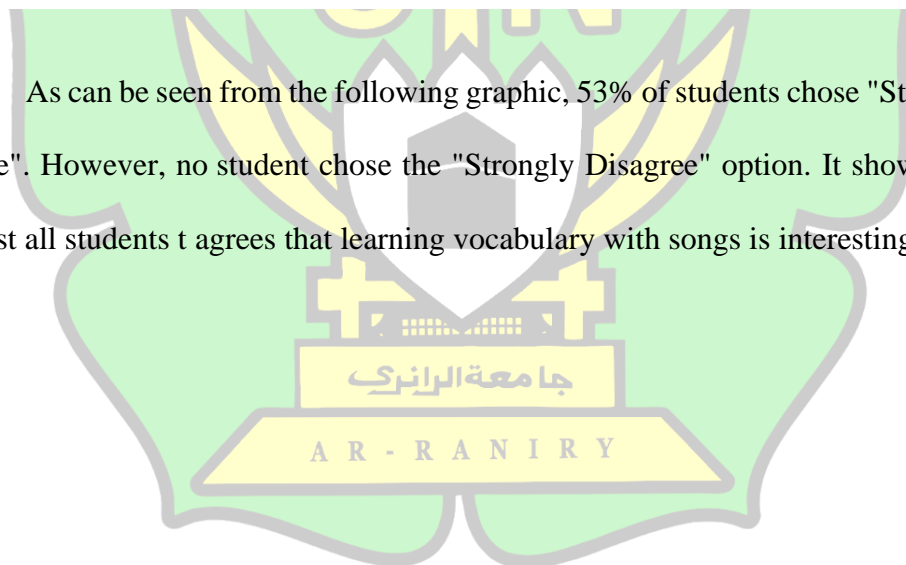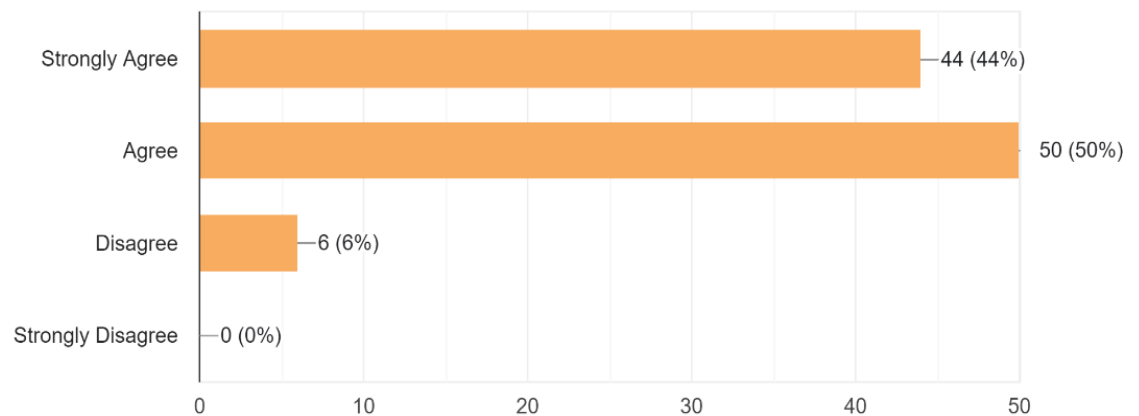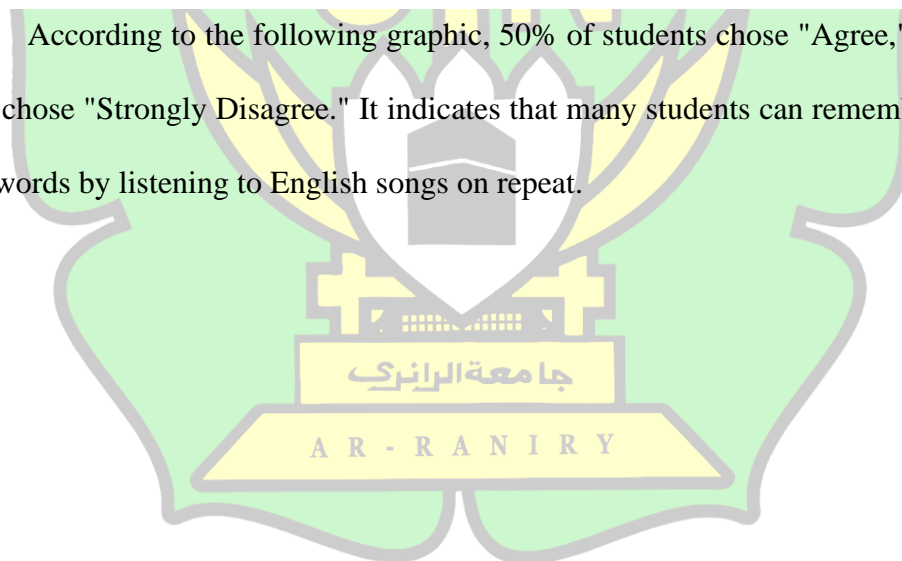
Graphics 4.2

"I can remember the new words by listening to English songs on repeat."

I can remember the new words by listening to English songs on repeat
100 jawaban

According to the following graphic, 50% of students chose "Agree," while none chose "Strongly Disagree." It indicates that many students can remember the new words by listening to English songs on repeat.
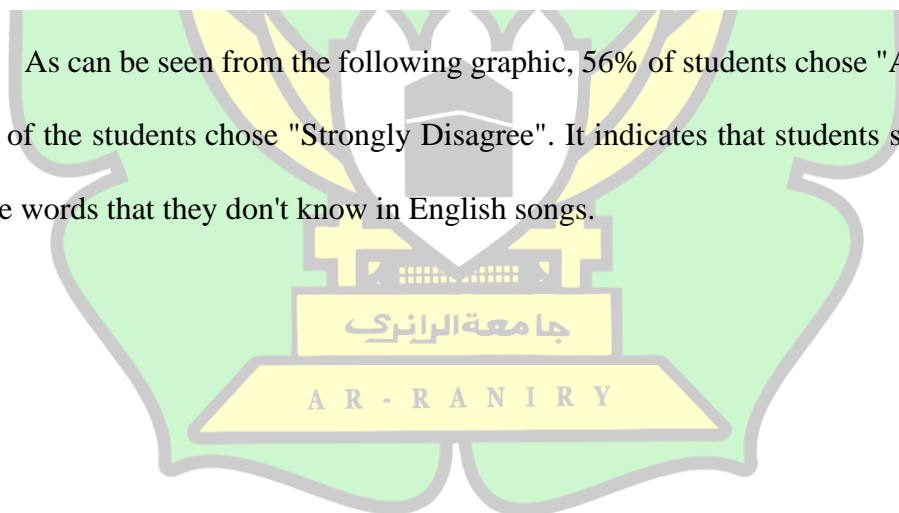
Graphic 4.3

"I'm seeking for the words that I don't know in English songs."

I'm seeking for the words that I don't know in English songs
100 jawaban
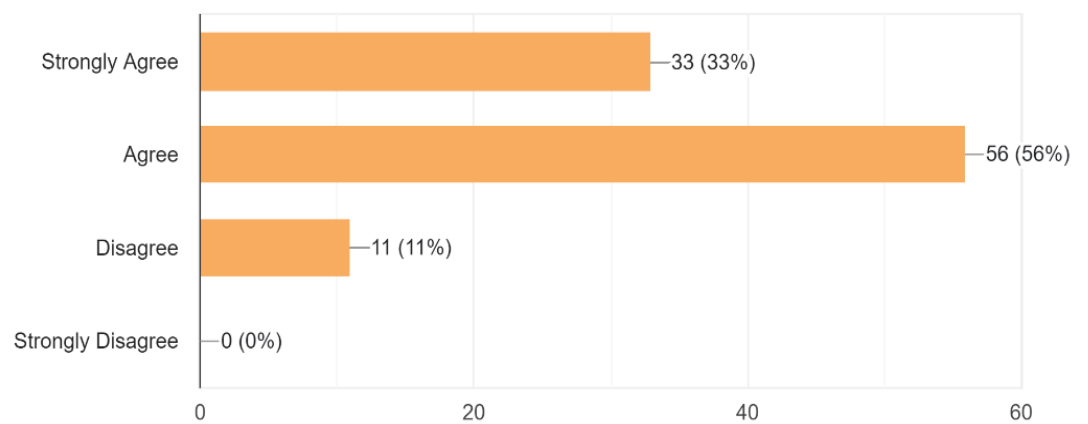
As can be seen from the following graphic, 56% of students chose "Agree". None of the students chose "Strongly Disagree". It indicates that students seeking for the words that they don't know in English songs.
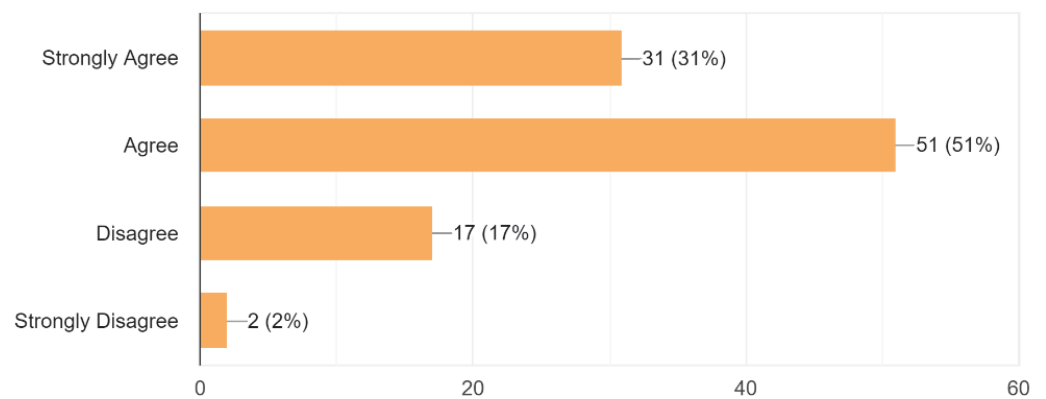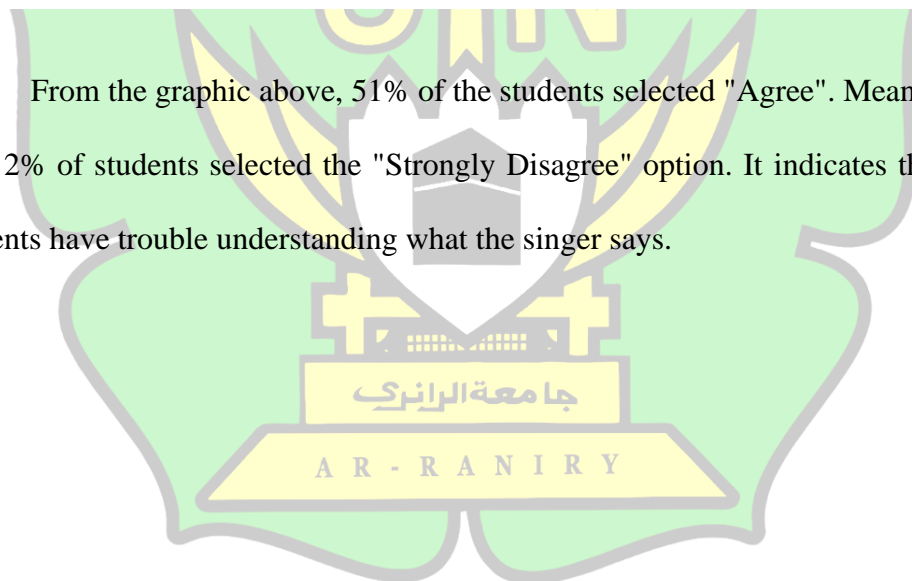
Graphic 4.4

"I have trouble understanding what the singer says."

I have trouble understanding what the singer says
100 jawaban

From the graphic above, 51% of the students selected "Agree". Meanwhile, only 2% of students selected the "Strongly Disagree" option. It indicates that the students have trouble understanding what the singer says.
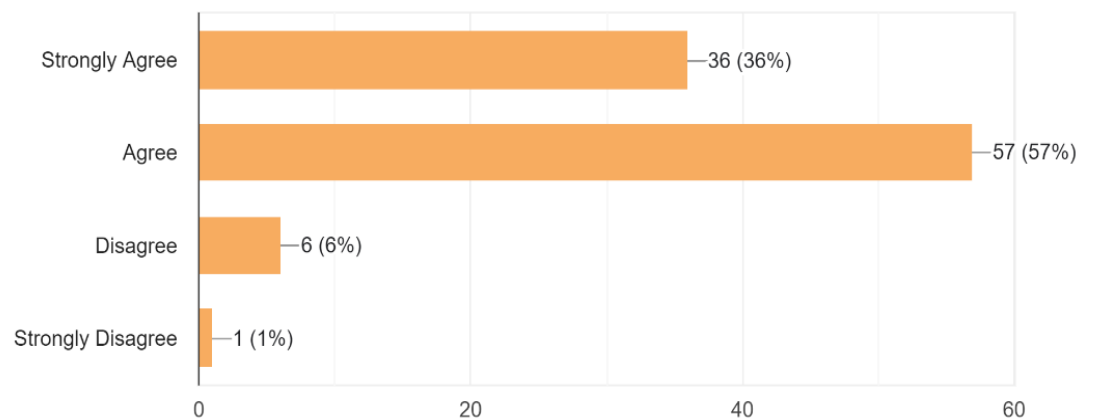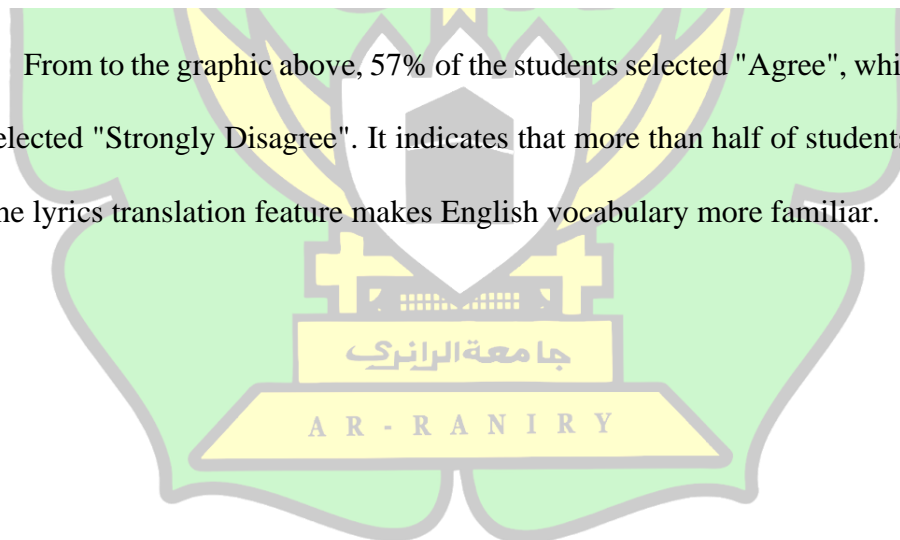
Graphic 4.5

"The lyrics translation feature makes English vocabulary more familiar."

The lyrics translation feature makes English vocabulary more familiar
100 jawaban

From to the graphic above, 57% of the students selected "Agree", while only 1% selected "Strongly Disagree". It indicates that more than half of students agree that the lyrics translation feature makes English vocabulary more familiar.
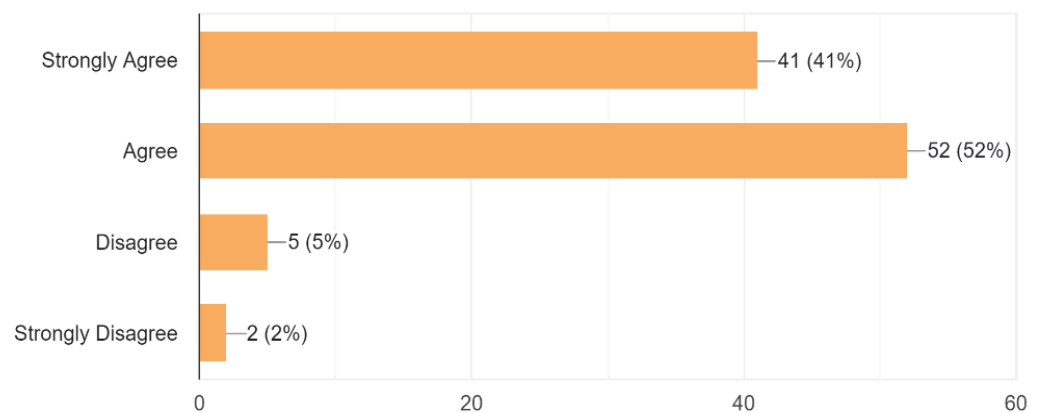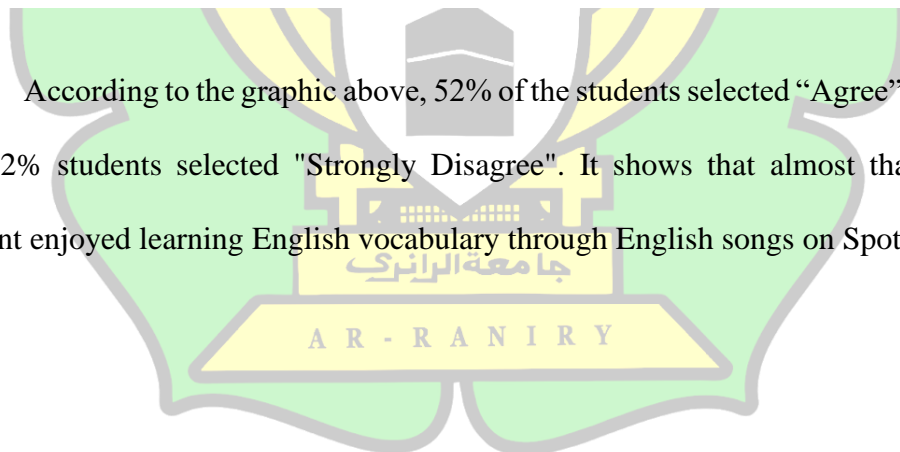
Graphic 4.6

"I enjoy learning English vocabulary on my own through English songs

on Spotify."

I enjoy learning English vocabulary on my own through English songs on Spotify
100 jawaban

Response	Value
Strongly Agree	41 (41%)
Agree	52 (52%)
Disagree	5 (5%)
Strongly Disagree	2 (2%)

According to the graphic above, 52% of the students selected "Agree", while only 2% students selected "Strongly Disagree". It shows that almost than half student enjoyed learning English vocabulary through English songs on Spotify.
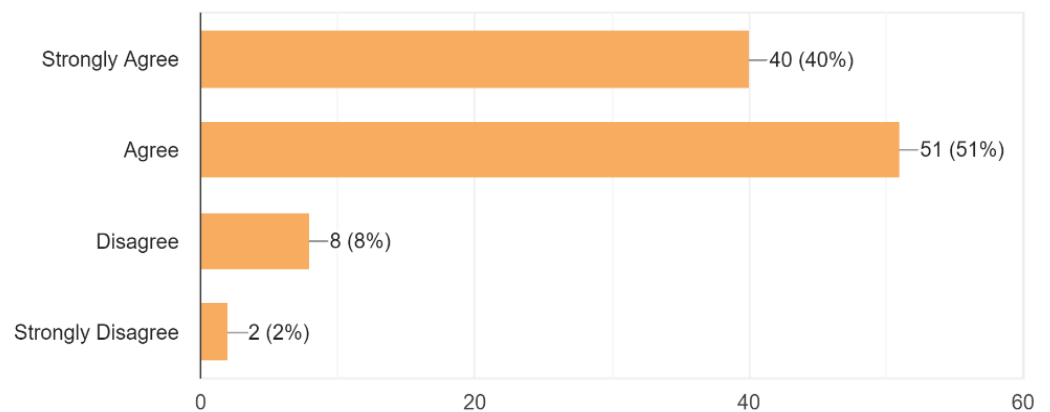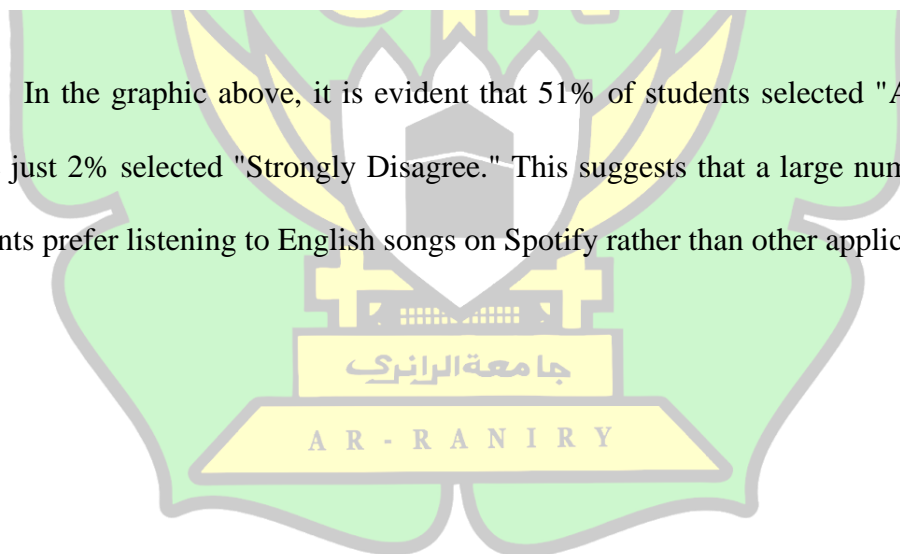
Graphic 4.7

"I prefer listening to English songs on Spotify rather than other application."

I prefer listening to English songs on Spotify rather than other applications
100 jawaban

|	
Strongly Agree	40 (40%)
Agree	51 (51%)
Disagree	8 (8%)
Strongly Disagree	2 (2%)

In the graphic above, it is evident that 51% of students selected "Agree", while just 2% selected "Strongly Disagree." This suggests that a large number of students prefer listening to English songs on Spotify rather than other applications.
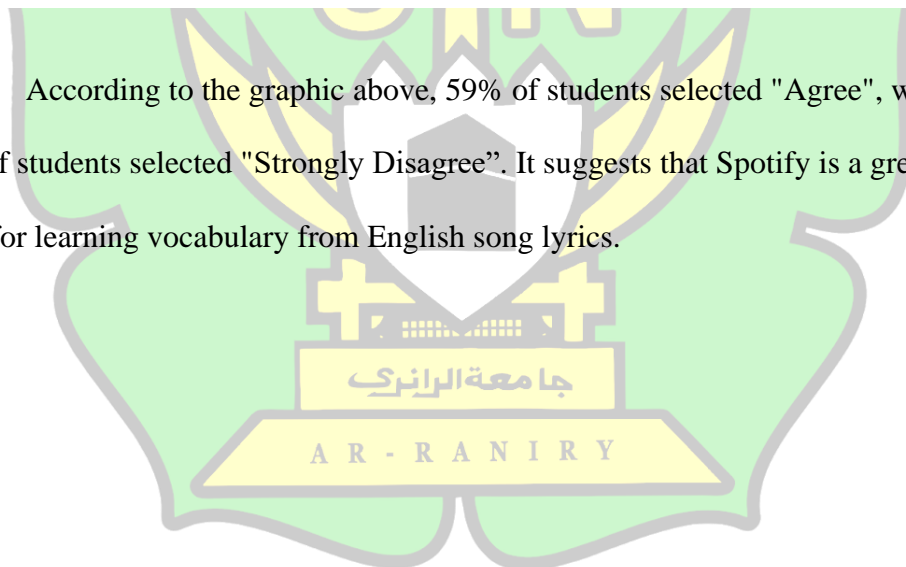
Graphic 4.8

"Spotify is a great tool for learning vocabulary from English song lyrics."

Spotify is a great tool for learning vocabulary from English song lyrics
100 jawaban
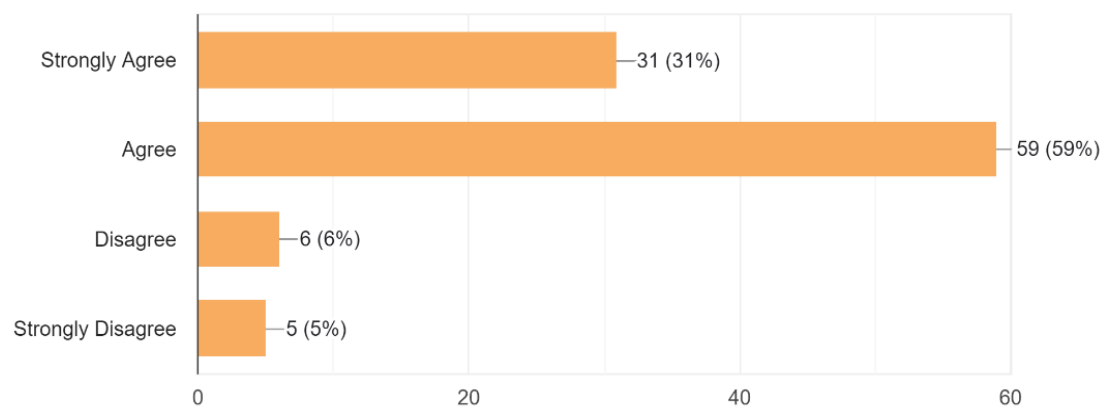
According to the graphic above, 59% of students selected "Agree", while 5% of students selected "Strongly Disagree". It suggests that Spotify is a great tool for learning vocabulary from English song lyrics.
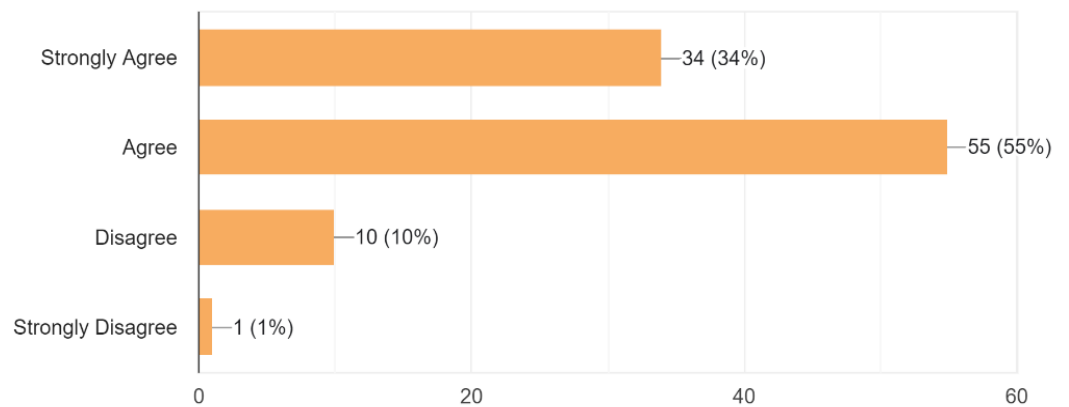
Graphic 4.9

"My vocabulary enriches after listening to English songs on Spotify."

My vocabulary enriches after listening to English songs on Spotify
100 jawaban

According to the graphic above, 55% of students selected "Agree", whereas only 1% of students selected "Strongly Disagree". It shows that many students have vocabulary enriches after listening to English songs on Spotify.

Graphic 4.10

"Using Spotify enhance my motivation in learning vocabulary English."

Using Spotify enhance my motivation in learning vocabulary English
100 jawaban
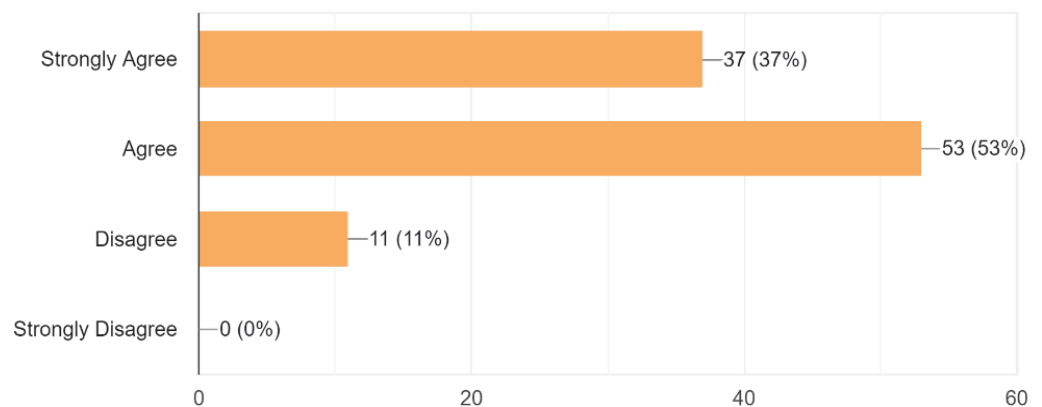
According to the graphic above, 53% of the students selected "Agree", and 0% selected "Strongly Disagree". It suggests that almost all students had enhanced their motivation while using Spotify in learning vocabulary English.

Graphic 4.11

"I like to look at the lyrics of English song while learning vocabulary on Spotify."

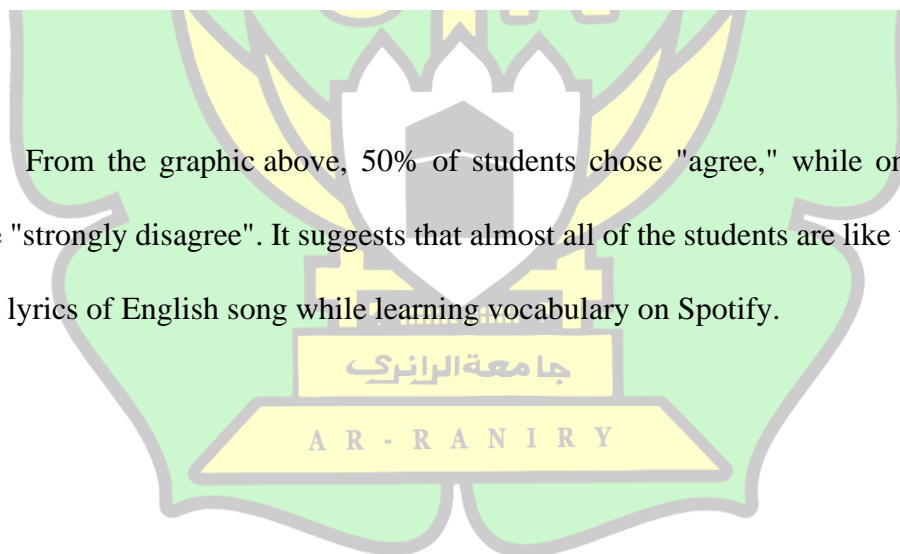I like to look at the lyrics of English song while learning vocabulary on Spotify
100 jawaban
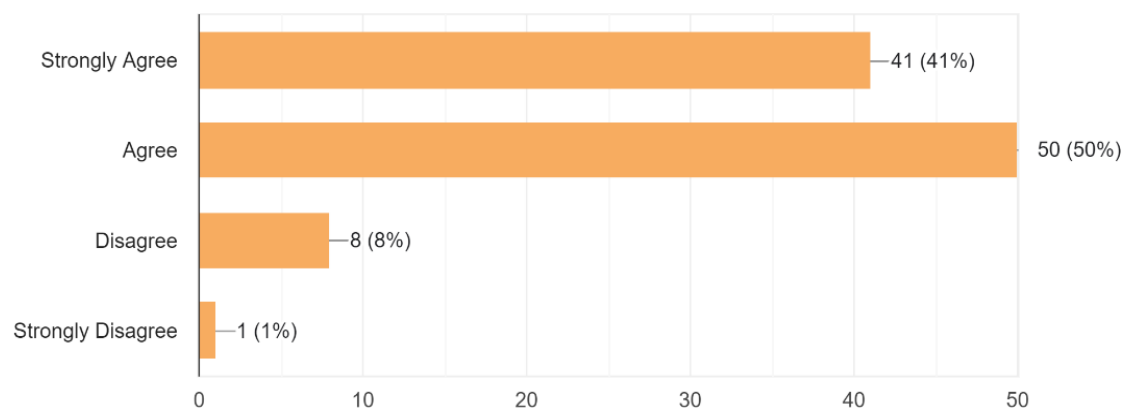
From the graphic above, 50% of students chose "agree," while only 1% chose "strongly disagree". It suggests that almost all of the students are like to look at the lyrics of English song while learning vocabulary on Spotify.

Graphic 4.12

"I can write new vocabs after using lyrics on Spotify."

I can write new vocabs after using lyrics on Spotify
100 jawaban

Strongly Agree	38 (38%)
Agree	54 (54%)
Disagree	7 (7%)
Strongly Disagree	1 (1%)
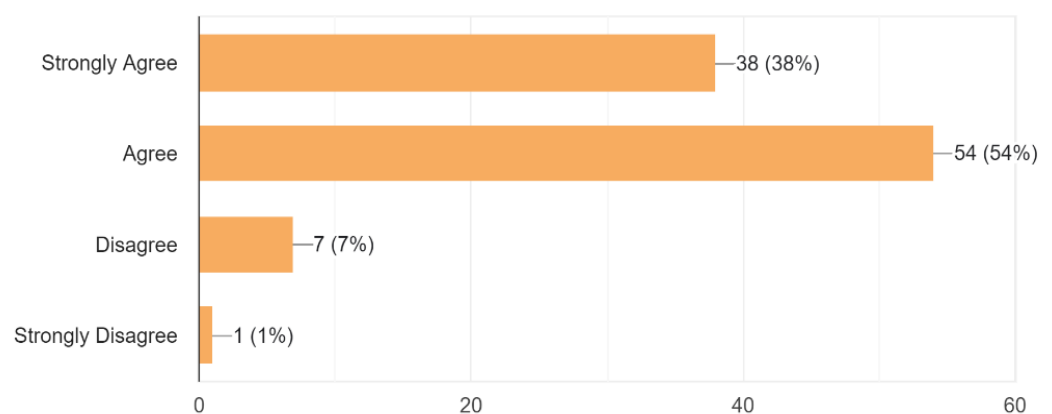
From the above graphic that 54% of students chose "Agree," while only 1% chose "Strongly Disagree." It suggests nearly all students can write new vocabs after using lyrics on Spotify.

B. **DISCUSSION**

Based on data analysis gathered used experimental design one group pre-test and post-test method, it was seen that there was an increase in vocabulary mastery of EFL students' Batch 2021 after carrying out learning vocabulary through the Spotify application. The average student score on the pre-test implementation was 74,40, while the results of the post-test or test after being given treatment showed an average of 84,80. As the researcher showed above, there was a

significant improvement in scores following the course of treatment. This indicated that using songs as a teaching tool was more effective than using different strategies.

The results of this research state that the applying this strategy makes students more engaged and active in the learning process. This is supported by Adiyana (2023), who mention that the implementation of English Songs on the Spotify application could improve students' vocabulary mastery amount 3-7 words. And, in the process of implementation, the students feel comfortable, happy, interested, and relaxed during the song played. Another research by Hamzah (2023), also mention that most students thought Spotify was a helpful and efficient way to study English. Students thought it was a great way to interact with others, become better at vocabulary, and get insightful feedback from teachers. Adiyana (2023), also said that vocabulary is the basis for acquiring a second language. Without learning vocabulary, communication in a second language becomes difficult. Vocabulary is a language element that connects four language skills in learning a foreign language: listening, speaking, reading, and writing.

Furthermore, from the second research question used questionnaire, the results also showed that most students agreed with the statements related to the effectiveness of Spotify. It was evident from the students' answers to each statement that almost all students chose agree which proved that they also agreed with the statement. This proved that Spotify was very effective in helping students learn vocabulary. According to the results of the questionnaire, almost all students perceived Spotify to be a practical and efficient tool for learning English. It was

thought to be an effective tool for increasing social interaction, improving language proficiency, and getting insightful teacher feedback. Spotify was simple for students to used and available anywhere. Although some students found it difficult to use the system and seek assistance from teachers, students generally have positive opinions of using Spotify to learn English especially vocabulary. The results were supported by Butar Butar (2023), who mentions that the majority of the EFL students who used Spotify agreed and expressed positive attitudes, feelings, and perspectives regarding vocabulary learning using Spotify in listening song when the English language.

It was clear that using the Spotify app to learn has a significant impact on students' knowledge of vocabulary. Singing along to songs while learning a language could be motivate students to actively engaged in the process of learning. This makes it possible for every student to improve their vocabulary together. Cook (2001) states that a number of studies have discovered that mastering grammar principles is not the same as mastering the appropriate and sufficient vocabulary for successful communication. Because vocabulary is a crucial part of English phrases, knowing it is essential for learning the language. Vocabulary, is about words and we use hundreds of words in our language every day. It takes longer to pick up new vocabulary while learning a foreign language with a small vocabulary. So, Spotify has several potential advantages for improving vocabulary mastery EFL students' Batch 2021 at UIN Ar-Raniry.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusions and suggestion that can be recommended to further researchers.

A. CONCLUSIONS

Based on the results of the analysis described in the previous chapter, and from the research questions "How effective is Spotify in improving students' vocabulary?" it can be concluded that there was a significant difference in vocabulary scores by students before the test and after the test using songs on the Spotify application for EFL students in Batch 2021 of UIN Ar-Raniry. Based on data analysis gathered used experimental design one group pre- test and post-test method, it was seen that there was an increase in vocabulary mastery of EFL students' Batch 2021 after carrying out learning vocabulary through the Spotify application. The mean score of the students on the pre-test was 74.40, whereas the average score on the post-test, or exam taken following treatment, was 84.80. Following the period of treatment, scores significantly improved, as indicated by the researcher above. This suggests that employing songs instead of other teaching strategies was a more successful method. Students that used this method become more engaged and active learners. From the results of the hypothesis carried out also shows based on the Paired Sample t-test criteria, if the significance value is

<0.05 or 0.001<0.05, H0 is rejected and HA is approved. Thus, EFL Students Batch 2021 of UIN Ar-Raniry showed significant improvements in vocabulary mastering.

Furthermore, the findings of the second research question on "What do students perceive of the use of Spotify?" that used the questionnaire also indicated that the majority of students agreed with the claims made on Spotify's effectiveness. Nearly almost all of the students who answered each statement selected "agree," indicated that they also agreed with the statement. This shows how well Spotify helped in vocabulary learning for students. The questionnaire's results shows that almost all students' thought Spotify was a useful and effective tool for learning English. It was clear students can find another method of acquiring vocabulary through the Spotify app. Using this application, students can learn vocabulary through songs in an interesting, creative, and enjoyable way. Furthermore, because the songs offered in this application are more complete and provide songs in a variety of genres based on students' interests, it may stimulate their interest in learning it. Spotify is simple to use by students and accessible from any location. Due to the fact that students may listen to songs while learning new vocabulary and identifying it from the lyrics, this method can create enjoyable learning experiences for students.

B. SUGGESTIONS

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

1. For Students

   By using English songs on Spotify, students can potentially improve their vocabulary understanding. Through these songs, students enjoy learning English without disregarding the teacher's contribution to the process, and their perception on how tough English is changes to one of positivity.

2. For Teachers

   English teachers can use English songs by using the Spotify app, which offers a variety of resources for learning English, especially for vocabulary improvement. Teachers must inspire students to succeed in learning English vocabulary and to take an interest in their studies.

3. For other Researchers

   By listening to English songs on Spotify, anyone can find useful musical vocabulary teaching strategies. This includes information on innovative teaching strategies as well, especially in regard to vocabulary acquisition. It is highly recommended that future researchers go at this area more. Furthermore, it has been shown that using the Spotify app to listen to English songs can improve someone's speaking, listening, and pronunciation skills on a variety of levels.

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APPENDICES

APPENDIX A: APPOINTMENT LETTER OF SUPERVISOR

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-3425/Un.08/FTK/Kp.07.6/05/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
		b.	bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
		c.	bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan	:	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
KESATU	:	Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-11433/Un.08/FTK/Kp.07.6/10/2023
KEDUA	:	Menunjuk Saudara :

1. Khairiah Syahabuddin, MHSc.Esl., M.Tesol., Ph.D — Sebagai Pembimbing pertama
2. Nidawati, S.Ag., M.Ag — Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama	:	Intan Balqis Febriana
NIM	:	190203120
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effectiveness of Using Spotify in Improving Students' Vocabulary Mastery

KETIGA	:	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KEEMPAT	:	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
KELIMA	:	Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
KEENAM	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 Mei 2024
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

APPENDIX B: RESEARCH LETTER

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-3437/Un.08/FTK.1/TL.00/5/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **Intan Balqis Febriana / 190203120**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang   : Gampong Meunasah papeun, Lamreung, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Effectiveness of Using Spotify In Improving Students' Vocabulary Mastery***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 02 Mei 2024
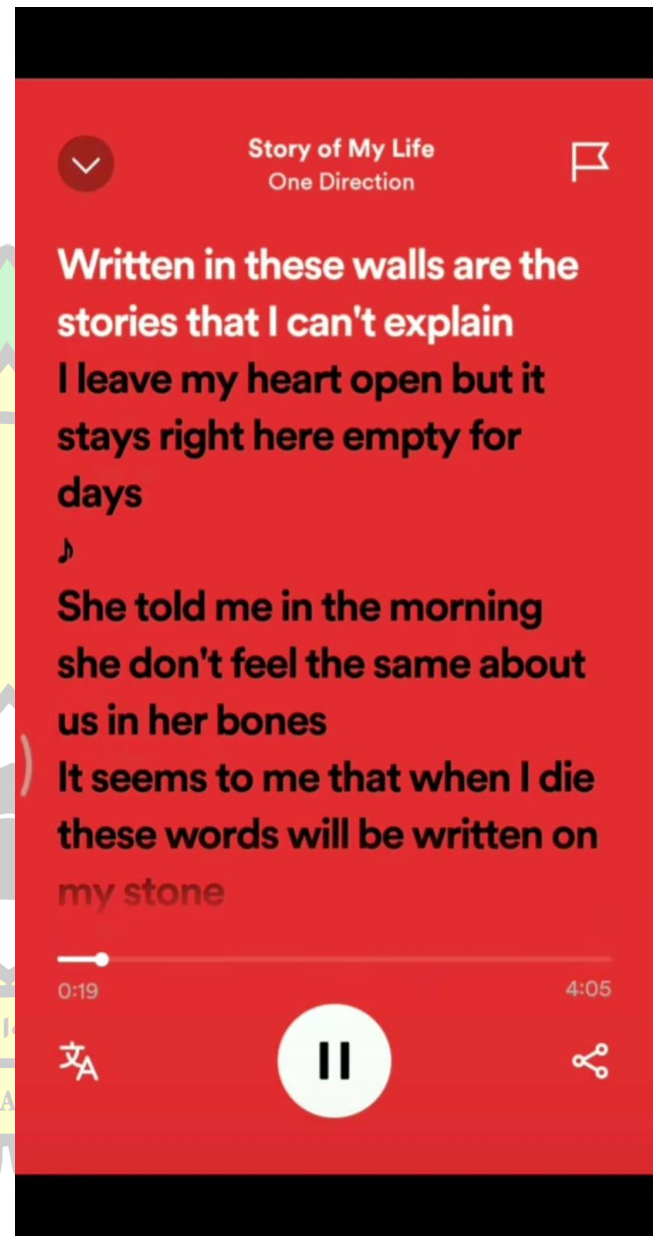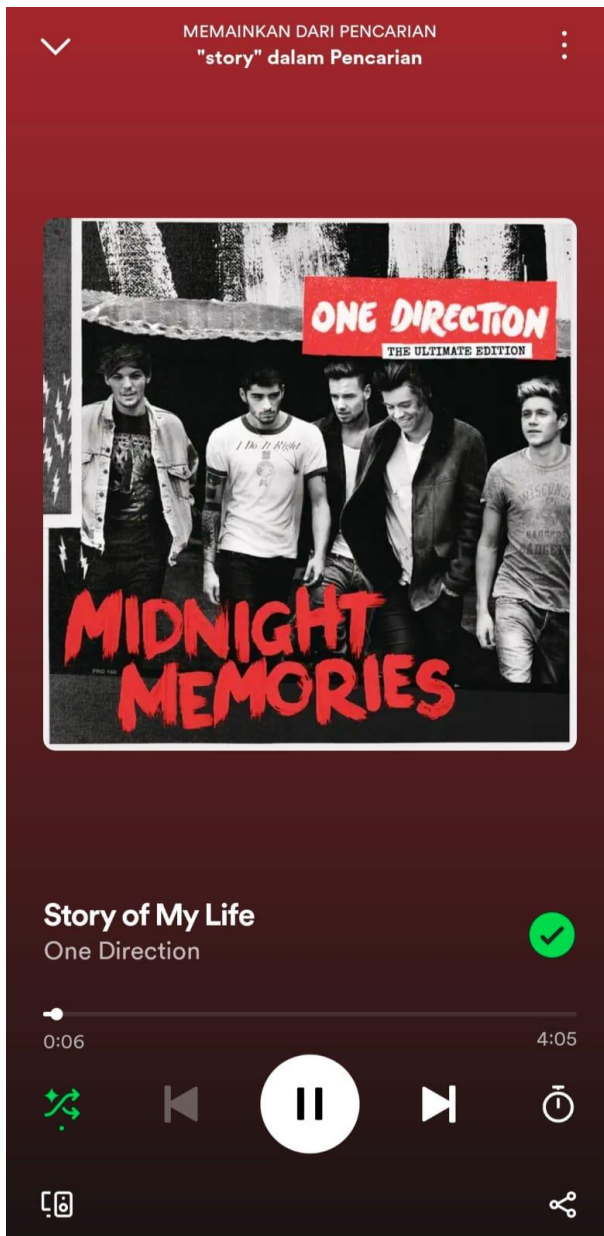an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 04 Juni 2024   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C: RESEARCH INSTRUMENT (TESTS)

PRE-TEST (SPOTIFY APPERENCES)

WORKSHEET PRE-TEST

Name : Lis Habibah

Nim : 210203058

Pretest Instruction: Please fill in the blanks in the song lyrics below!

Story of My Life

One Direction

Written in these ___walls___ are the stories that I can't explain
I leave my heart open but it stays right here empty for days

She told me in the morning she don't feel the ___same___ about us in her bones
It seems to me that when I die, these words will be ___written___ on my stone

And I'll be gone, gone tonight

The ground beneath my feet is open wide
The way that I been holdin' on too ___tight___
With nothin' in between

The story of my life, I take her home
I drive all ___night___ to keep her warm
And time is frozen (the story of, the story of)
The story of my life, I give her ~~late home~~ hope
I spend her love until she's broke inside
The story of my life (the story of, the story of)

Written on these walls are the colors that I can't ___explain___
Leave my heart open, but it stays right here in its cage
I know that in the ___morning___, I'll see us in the light up on the hill
Although I am broken, my heart is untamed ___still___

And I'll be gone, ___run___ tonight
The fire beneath my feet is burnin' bright
The way that I've ___been___ holdin' on so tight
With nothin' in between

The story of my life, I take her ___home___
I drive all night to keep her warm
And time is ___frozen___ (the story of, the story of)
The story of my life, I give her hope
I spend her ___love___ until she's broke inside
The ___story___ of my life (the story of, the story of)

And I've been waiting for this time to come around
But, baby, runnin' after you is like chasin' the clouds

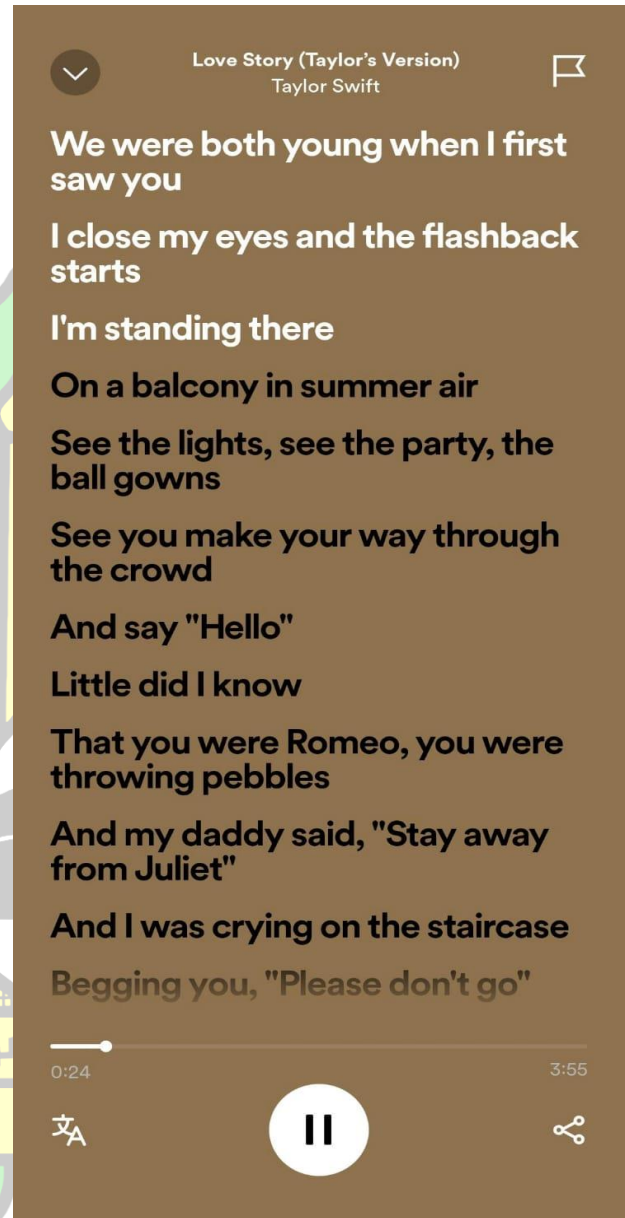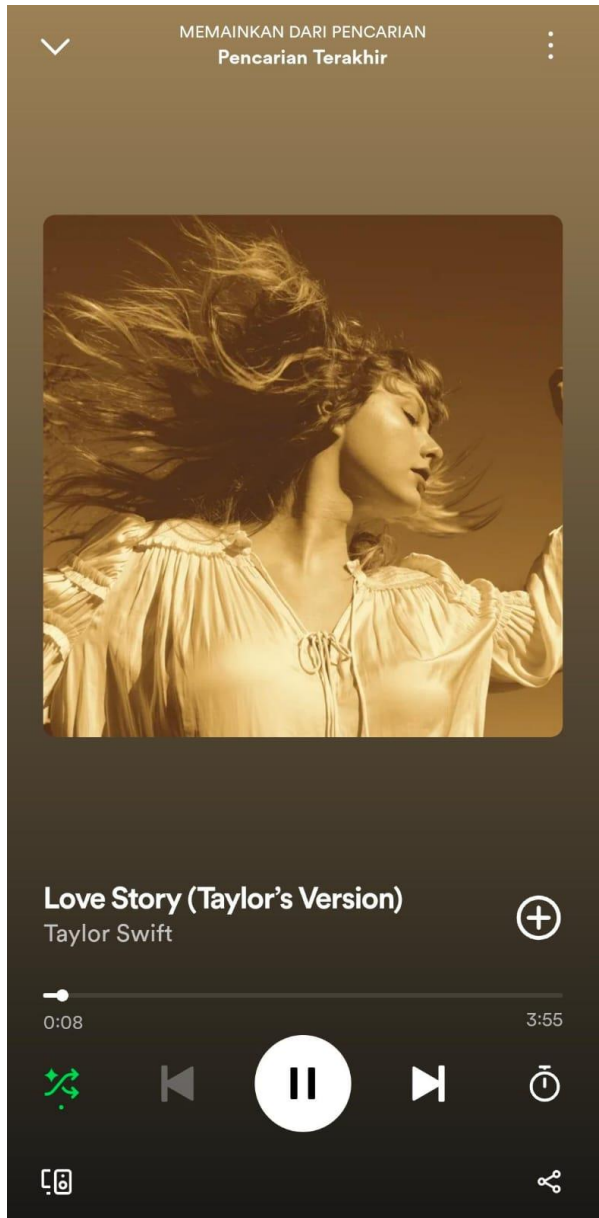The story of my life, I take her ___home___
I ___drive___ all night to keep her warm
And time is frozen

The ___story___ of my life, I give her hope (give her hope)
I spend her love until she's broke inside

The ___story___ of my life (the story of)

The story of my life
The story of my ___life___ (the story of, the story of)
The story of my life

B = 17
S = 2

POST-TEST (SPOTIFY APPERENCES)

WORKSHEET POST-TEST

Name : Lis Habibah

Nim : 210203058

Post-test Instruction: Please fill in the blanks in the song lyrics below!

Love Story

Taylor Swift

We were __both__ young when I first saw you
I close my eyes and the __flashback__ starts
I'm standin' there
On a balcony in summer __air__
See the __light__, see the party, the ball gowns
See you make your way __through__ the crowd
And say, "Hello"
Little did I know

That you were Romeo, you were throwin' pebbles
And my daddy said, "Stay away from Juliet"
And I was cryin' __on__ the staircase
Beggin' you, "Please don't go, " and I said

Romeo, take me somewhere we can be alone
I'll be waiting, all there's __left__ to do is run
You'll be the prince and I'll be the __princess__
It's a love story, baby, just say, "Yes"

So I sneak out to the __garden__ to see you
We keep quiet, 'cause we're dead if they knew
So close your eyes
Escape this town for a little while, oh oh

'Cause you were Romeo, I was a scarlet letter
And my daddy said, "Stay away from __Juliet__"
But you were everything to me
I was __begging__ you, "Please don't go, " and I said

Romeo, take me somewhere we can be alone
I'll be waiting, all there's __left__ to do is

run
You'll be the prince and I'll be the princess
It's a love story, baby, just say, "__yes__"
Romeo, save me, they're tryna tell me how to feel

This love is difficult, but it's real

Don't be afraid, we'll make it out of this mess

It's a love story, baby, just say, "Yes"
Oh, oh

I got tired of waiting
Wonderin' if you were ever comin' around

My __faith__ in you was fading
When I met you on the outskirts of town, and I said

Romeo, save me, I've been __feeling__ so alone
I keep waiting for you, but you never come
Is this in my __head__? I don't know what to think
He knelt to the ground and pulled out a __ring__
And said, "__marry__ me, Juliet
You'll never have to be __alone__
I love you and that's all I really know
I talked to your __dad__, go pick out a white dress
It's a love story, baby, just say, "Yes"
Oh, oh, oh
Oh, oh, oh, oh
Cause we were both young when I first saw you

B = 20
S = 0

APPENDIX D: RESEARCH INSTRUMENT (QUESTIONNARE)

NAME:

NIM :

Instructions: Read the statements below! Then choose the answer that suits you by putting a check list (✓) in the answer column!

Description:

SA   : Strongly Agree
A   : Agree
D   : Disagree
SD   : Strongly Disagree

No.	Statements	SA	A	D	SD
1.	Learning vocabulary with songs is interesting.				
2.	I can remember the new words by listening to English songs on repeat.				
3.	I'm seeking for the words that I don't know in English songs				
4.	I have trouble understanding what the singer says.				
5.	The lyrics translation feature makes English vocabulary more familiar.				

No.	Statements	SA	A	D	SD
6.	I enjoy learning English vocabulary on my own through English songs on Spotify				
7.	I prefer listening to English songs on Spotify rather than other applications				
8.	Spotify is a great tool for learning vocabulary from English song lyrics				
9.	My vocabulary enriches after listening to English songs on Spotify				
10.	Using Spotify enhance my motivation in learning vocabulary English				
11.	I like to look at the lyrics of English song while learning vocabulary on Spotify				
12.	I can write new vocabs after using lyrics on Spotify				

APPENDIX E: DOCUMENTATIONS

APPENDIX F: AUTOBIOGRAPHY

1. Name   : Intan Balqis Febriana

2. Place/Date of Birth   : Banda Aceh, 20 Februari 2002

3. Nationality/Ethnic   : Indonesia/Aceh

4. Religion   : Islam

5. Sex   : Female

6. Marital Status   : Single

7. Occupation   : Student

8. Address   : Meunasah Papeun, Lamreung, Aceh Besar

9. Email   : intanbalqisfebriana@gmail.com

10. Parents' name

    a. Father   : Ismuha

    b. Mother   : Dewi Noviana

11. Hometown Address   : Kramat Luar, Kota Sigli, Pidie

12. Educational Background

    a. TK Aisyiyah Bustanul Athfal Pidie

    b. MIN 17 Pidie

    c. MTsN 5 Pidie

    d. MAN 1 Pidie

    e. UIN Ar-Raniry Banda Aceh