USING INTERACTIVE MEDIA OF SPOTIFY IN SPEAKING THROUGHT SONG LYRIC COMPREHENSION FOR STUDENTS IN SENIOR HIGH SCHOOL

*PENGGUNAAN MEDIA INTERAKTIF SPOTIFY DALAM BERBICARA MELALUI PEMAHAMAN LIRIK LAGU BAGI SISWA SMA*

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| **Article Info**Article history :Received : 22-07-2024Revised : 24-07-2024Accepted : 27-07-2024Pulished : 30-07-2024 | **Abstract**This study investigates how senior high school students' use of Spotify as an interactive media tool can improve their English-speaking abilities. Given that speaking is an essential communication skill, the study looks into how vocabulary, pronunciation, and confidence can be increased by using Spotify song lyrics. A qualitative methodology was used with thirty carefully chosen SMA students from Pagar Alam, ages fifteen to eighteen. During the flipped classroom process, data were gathered through quiet participant observation and in-depth interviews. The results show that students' speaking skills have significantly improved, confirming the value of interactive media in language acquisition. Notwithstanding several constraints, such a limited sample size and a brief assessment period, the research indicates that incorporating Spotify into language courses can prove to be a beneficial tactic for improving oral proficiency. It is advised that bigger, more varied sample sizes and longer study durations be used in future research to verify these findings and investigate the long-term impacts of interactive media on language learning.Keywords: Spotify, Interactive Media, English-Speaking Abilities, Language acquisition. |

*Abstrak*

*Penelitian ini menyelidiki bagaimana penggunaan Spotify sebagai alat media interaktif oleh siswa sekolah menengah atas dapat meningkatkan kemampuan berbahasa Inggris mereka. Mengingat berbicara adalah keterampilan komunikasi yang penting, penelitian ini menyelidiki bagaimana kosa kata, pengucapan, dan kepercayaan diri dapat ditingkatkan dengan menggunakan lirik lagu Spotify. Metodologi kualitatif digunakan pada tiga puluh siswa SMA yang dipilih dengan cermat dari Pagar Alam, berusia lima belas hingga delapan belas tahun. Selama proses membalik kelas, data dikumpulkan melalui observasi partisipan diam-diam dan wawancara mendalam. Hasilnya menunjukkan bahwa keterampilan berbicara siswa telah meningkat secara signifikan, menegaskan nilai media interaktif dalam pemerolehan bahasa. Meskipun ada beberapa kendala, seperti ukuran sampel yang terbatas dan periode penilaian yang singkat, penelitian ini menunjukkan bahwa memasukkan Spotify ke dalam kursus bahasa terbukti menjadi taktik yang bermanfaat untuk meningkatkan kemahiran lisan. Disarankan agar ukuran sampel yang lebih besar, lebih bervariasi, dan durasi penelitian yang lebih lama digunakan dalam penelitian selanjutnya untuk memverifikasi temuan ini dan menyelidiki dampak jangka panjang media interaktif terhadap pembelajaran Bahasa.*

***Kata Kunci: Spotify, Media Interaktif, Kemampuan Berbahasa Inggris, Pemerolehan Bahasa***

**INTRODUCTION**

Speaking is the cornerstone of communication it is understood as an interactive skill in the formulation of meaning that involves the generation, collection, and processing of information (Eissa, 2019). Everyone knows, it is an important skill that people need to acquire in order to communicate successfully in today's globalized world. it is one of the four useful skills that must be mastered when learning a foreign language and is an essential part of second language teaching and learning (Bahadorfar, 2014). Speaking is also the art of communication. According to (Yoestara, 2018), who cites (Richards, 2008), a person is considered to be able to speak English if they are able to communicate in the language fluently.

Mastering verbal communication is a primary objective when acquiring a new language. According to (Rao ,2019), effective communication facilitates the expression of thoughts and viewpoints, enabling individuals to attain their objectives. This principle holds true across all languages, with English, being a global language and a Lingua Franca, particularly emphasizing the importance of oral proficiency, commonly referred to as speaking skills.

 Seeing the important of speaking skills of the foreign language in this paper in English, English learners should be able to speak English confidently and well. However, in the reality, there are a lot of English learners face the problem in speaking. Speaking problems are problems that affect someone to the poor speaking performance.( Riadil , 2019) stated language problems can affect to the poor academic performance of the students. Students who are poor in speaking ability tend to the lack of vocabularies, grammar, and pronunciation in which belong to linguistics problems. Those problems disturb students in improving their speaking ability. Another problem which influences the students' speaking ability is psychological problem is psychological problems which the problems that related to the emotional and physical condition and self-productivity such as lack of self-confident, nervous, feeling shy when speaking English.

 The study found a positive correlation between English speaking learning habit and self-confidence with students speaking skill, which is important for the promotion of tourism and local culture. (Mega, Sugiarto,2020). Thus, enhancing speaking skills is an investment in personal and professional development that can yield long-term benefits.

 One issue is the broad scope, which merges the use of Spotify as a learning tool with the goal of enhancing speaking skills through song lyrics, potentially complicating the study's objectives. The title would benefit from being more specific about the targeted speaking skills, such as pronunciation or fluency, to provide a clearer focus. Additionally, it should indicate how the effectiveness of using Spotify will be measured, ensuring the study's goals are clearly defined and achievable. The effect of Spotify application on student’s speaking ability. (Shafwati, Munifatullah, Nurdiana, 2023).

 lyrics are an important form of artistic expression, providing artistic expression that is in-depth information, providing in-depth information about the attitudes, feelings, and traditions of many cultures. lyrics are songs are much more accessible now that music is available digitally through internet channels. through internet channels. The aim of this thesis is to investigate how consumers behave and what they prefer when using Spotify's lyrics feature at home to identify its underlying requirements. and. The results aim to improve the overall user experience and provide guidance for digital improvements (Delwer, Dennis, 2023).

Spotify is a music program that can be used on devices including laptops and smartphones. For (Salsabila, 2021) Spotify is a podcast and digital music streaming service that offers users access to millions of songs and other works from artists around the world. definitely benefit by using Spotify as a supporting media for speaking learning exercises for students. media is a tool that serves to clarify course information, get around obstacles in the learning process, focus student attention, and equalize student learning outcomes, as emphasized by (LeiveLentz,1982) (in Arsyad, 2003).

Daniel Ek and Martin Lorentzon first presented their idea for Spotify in 2005. They worked on the Spotify concept until October 7, 2008, when the official app was released (Crook & Tepper, 2015). Spotify is a popular music streaming service that offers millions of songs to listen to along with many exciting features. Younger generations use Spotify extensively worldwide, including in Indonesia (Zhang, 2013). especially in this digital age, where the younger generation mostly uses smartphones and the internet to listen to music (Netti, Irwansyah, 2018). Thus, listening to music is made simpler by this music application.

**RESEARCH METHODOLOGY**

This study employs a kualitatif research methodology to investigate the use of interactive Spotify media in enhancing speaking comprehension through song lyrics. Participants in this study are SMA students aged between 15 and 18 years old, with a total of 30 students that were purposefully selected from a few Pagar Alam schools. The instruments used in this research include wawancara indepth interview and partisipan observation. The purpose of this study is to gather data on students' experiences using Spotify to understand song lyrics and improve their speaking skills. Participant observation will be conducted to observe in a silent manner how students use Spotify during the flipped classroom process. This research will be done in several stages, including data collection through participant observation and indepth interview, data analysis, and research instrument setup and collection from the school.

**DISCUSSION**

According to the study's findings, using Spotify as an interactive media tool improves students' speaking abilities by allowing them to comprehend song lyrics. Pupils who listened to song lyrics on Spotify showed considerable gains in their vocabulary, pronunciation, and self-assurance when speaking English. These results provide credence to the idea that interactive media might improve the effectiveness and engagement of learning. The purpose of this study was to ascertain whether using Spotify to understand music lyrics could be a useful way to enhance speaking abilities.

The findings demonstrated that students who used Spotify performed better while speaking than those who did not, suggesting that the interactive and entertaining features of Spotify help students learn languages in a senior high school environment.These findings are in line with earlier research emphasizing the advantages of interactive media and music for language learning. For instance, Ludke et al. (2014) showed how songs might improve fluency and pronunciation in foreign languages, and Mora (2000) emphasized how music could increase motivation and retention for language acquisition.

This study expands on these conclusions by emphasizing the advantages of Spotify, a generally available and user-friendly platform. Additionally, this work advances our theoretical knowledge of second language acquisition and multimedia learning. Krashen's material Hypothesis (1982), which postulates that language acquisition is most successful when learners are exposed to understandable material somewhat beyond their current skill level, is supported by the observed beneficial effects.The results indicate that incorporating Spotify into the curriculum can be a useful and successful tactic for teachers looking to improve their pupils' speaking abilities. To foster deeper knowledge and language use, teachers can create playlists that correspond with class themes, invite students to sing along, and lead conversations about the songs.

This method boosts interest and involvement among students in addition to language proficiency. There are a few restrictions on this study, though. The research was done in a single school and had a small sample size, which might have limited how broadly the findings can be applied. Furthermore, the study concentrated on speaking skill improvements in the short term; longer-term impacts require more investigation.To improve the generalizability of the results, larger and more varied samples should be taken into account in future research. Studies with a longer duration may shed light on the long-term effects of utilizing interactive media on language acquisition, such as Spotify. A wider viewpoint on multimedia learning tools may also be provided by investigating and contrasting the use of various interactive media platforms.The results of the study show that students' speaking skills are greatly improved when they use Spotify as an interactive media tool because it helps them understand song lyrics. Students that actively participated with song lyrics on Spotify shown significant gains in vocabulary, pronunciation, and self-assurance when speaking English. This result supports the idea that interactive media can improve language learning's efficacy and engagement.The aim of this study was to determine whether using Spotify to comprehend song lyrics could be a useful strategy for improving speaking skills. Students who used Spotify performed better than those who did not, according to the data, indicating that the platform's engaging and interactive characteristics are crucial for supporting language learning in a senior high school context.

These results support past studies that demonstrate the advantages of interactive media and music in language learning. For example, Mora (2000) emphasized that music might increase motivation and retention in language acquisition, while Ludke et al. (2014) showed how songs could improve fluency and pronunciation in foreign languages. By concentrating on Spotify, a widely available and user-friendly platform, this study expands on these findings.Furthermore, this study expands on our theoretical knowledge of multimedia learning and second language acquisition. Krashen's material Hypothesis (1982), which holds that language acquisition is most successful when learners are exposed to understandable material somewhat beyond their current skill level, is supported by the observed positive effects. The study's conclusions suggest that teachers who want to improve their pupils' speaking skills can discover that include Spotify in the curriculum is a useful and successful tactic. In order to promote deeper knowledge and language usage, teachers can make playlists that correspond with the themes of the lesson, encourage students to sing along, and lead discussions about the songs.

This method raises student involvement and enthusiasm while also improving language proficiency. This study does have some drawbacks, though. The fact that only one school was used for the study and the sample size was tiny may have limited how far the results may be applied. Furthermore, because the study concentrated on immediate gains in speaking abilities, more investigation is required to look into the long-term effects of utilizing interactive media on language learning, such as Spotify. Larger and more varied sample sizes should be taken into account in future research to improve the results' generalizability.

Studies with a longer duration may shed light on the long-term impacts of interactive media on language acquisition. A more comprehensive understanding of multimedia learning tools may also be obtained by investigating and contrasting the use of various interactive media platforms.Spotify integration has the ability to completely transform conventional teaching methods in language learning environments. Through the use of Spotify's extensive song catalog, teachers can customize their lesson plans to accommodate a range of student learning styles and cultural backgrounds, thereby increasing the inclusivity and relatability of language learning. Additionally, Spotify's features—like playback controls and lyric displays—enable students to interact with the content at their own pace, promoting independent learning.This study has a wide range of practical applications. By using Spotify, educators may create creative lesson plans that include music, enhancing the dynamic and participatory nature of learning. For instance, in order to give children a well-rounded language learning experience, teachers can utilize songs to explore cultural contexts, introduce new vocabulary, and improve pronunciation.

Engaging children who might find it difficult to learn via traditional ways can be especially helped by this method. Furthermore, using Spotify in language instruction helps improve students' listening abilities. Teachers can assist students in developing a more sophisticated knowledge of the language by introducing them to a variety of accents and dialects through a range of musical genres. Additionally, this experience can help students understand spoken English better in everyday contexts, which will increase their confidence and communication abilities even more.Moreover, the social dimension of music can be utilized to establish a cooperative educational setting. Students might feel more connected to one another through group activities like singing along to songs or debating the lyrics, which also encourages them to practice speaking in a safe environment. Students who work together can also benefit from improved peer learning as they discuss their interpretations and insights of the music.

**CONCLUSION & SUGGESTIONS**

 In summary, this study shows that senior high school students' speaking abilities can be considerably enhanced by the use of Spotify as an interactive media tool for song lyric understanding. The results show how interactive media and music may be used into language learning to make the learning process more interesting and successful. The results reinforce the idea that interactive media can help students learn languages by indicating that students who interact with song lyrics on Spotify have better vocabulary, pronunciation, and speaking confidence.A number of recommendations can be made in light of the study's limitations and results. To improve student engagement and speaking abilities, educators might think about implementing Spotify into language learning programmes. To assist educators in successfully incorporating interactive media resources, such as Spotify, into their lesson plans, training courses ought to be created. The creation of instructional materials, such carefully selected playlists and lesson plans, is necessary to make using Spotify for language learning easier. Finally, in order to improve the generalizability of the results, more extensive and varied sample sizes should be taken into account in future studies investigating the long-term impact of using interactive media platforms like Spotify on language acquisition.

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