Improving English Listening Skill Trough by Spotify Songs

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Abstract: In terms of global distribution, English is the most frequently spoken language. Therefore, in order to communicate at an international level, the student's communication abilities are required. There are numerous approaches to improve language skills, each with its own distinct set of characteristics. The development of music streaming apps such as Spotify ushered in a new way of listening to music. Daniel Ek and Martin Lorentzon founded Spotify in 2008. Spotify was called after a sentence that Ek and Lorentzon randomly blurted. Ek misheard the phrase "Spotify," and they assume the name is a play on "spot" and "identify". Spotify is a music and audio streaming service that offers copyrighted songs and podcasts. Spotify, as well as other English courses, were extremely effective in enhancing students' listening skills. This study can be used with other multimedia to enhance students' listening abilities. The goal of this research was to investigate students' perceptions of Spotify. This study employed a qualitative descriptive method, with data obtained via semi-structured interviews with ten respondents.
Keywords: *Spotify, Song, English Listening Skill.*

INTRODUCTION

Listening is one of the most important abilities in language learning, and music has long been acknowledged as an excellent aid for increasing it. English songs can assist learners enhance their listening comprehension, pronunciation, and vocabulary. Repetition in songs helps students recall vocabulary and grammar patterns, and an emotional connection to music might boost motivation to study. As a result, we chose to do study on listening learning utilizing the Spotify app or platform, which has elements such as lyrics that assist learners follow and comprehend song lyrics more fully. However, employing music as a learning tool has its drawbacks. Not all songs utilize English that conforms to strict grammatical standards, and some songs may have lyrics that are difficult to comprehend because of speed or slang usage. However, Spotify with its personalisation and lyrics feature gives learners the opportunity to tailor learning to their abilities.

For students who are disinterested in conventional teaching approaches, the use of songs in language instruction provides a more engaging and dynamic learning environment. Learners can focus on the specifics of correct pronunciation and intonation by repeating certain portions of the songs in addition to listening to them. Additionally, songs introduce students to a range of dialects, idioms, and accents that are sometimes hard to locate in official resources like textbooks. This enhances listening comprehension overall by assisting students in comprehending English use in a more casual and daily setting.

However, students should use caution while selecting songs that correspond to their comprehension level. Certain songs could utilize terminology that is rarely used in casual discourse or have extremely complicated linguistic patterns. Thus, using tools like Spotify's personalized playlists or listening to advice from linguists and instructors might assist students in selecting the best content to advance their knowledge. Platforms like Spotify may be an effective tool for helping students improve their English listening comprehension if used properly.

Nation and Newton (2009):
"Listening is the beginning of the ability to speak." They emphasize that listening comes first in the development and learning of languages, setting the groundwork for subsequent skills like speaking.

Brown (2006):
"Listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing." He underscores the active nature of listening, requiring learners to think critically while engaging with audio inputs.

Vishwanath Bite:
Defines listening as "the key to receiving messages effectively," combining hearing with psychological involvement with the speaker. This definition highlights the dual aspects of listening—both auditory reception and emotional connection.

Herbert J. Walberg:
Views listening as essential for learning, enabling students to acquire insights and information, thereby facilitating successful communication with others.

Devito (2000):
Describes the process of listening as consisting of five stages:
Receiving: The initial act of hearing.
Understanding: Figuring out what the speaker intends to convey.
Remembering: Retaining key points and details. These stages underscore the dynamic and interactive nature of listening.

Schmitt (2010):
Defines listening as an ability that involves understanding spoken language, characterized by recognizing voices, perceiving intonations, and interpreting messages based on contextual clues

Spotify is a prominent audio streaming and media service provider founded in 2006 by Daniel Ek and Martin Lorentzon in Sweden. As of June 2024, it boasts over 626 million monthly active users, including 246 million paying subscribers, making it one of the largest music streaming services globally.

The definition of teaching is very complex. As stated by (Rosalinah et al., 2020) "Teaching is an attempt to create conditions or environmental system that support and allow for the ongoing learning process". It means environmental conditions and systems will create good learning, so that the classroom atmosphere becomes conducive. This can support the success of learning so that the learning process will run well.

Another statement by (Kurniawan 2017), "Teaching means the process of transferring knowledge in the classroom through instructing the students to do some activities which enrich their knowledge and skill". It can be defined that teaching is an interaction with students to assist students in acquiring knowledge.

According to Brown in his book Principles of Language Learning and Teaching (2012, p. 19), "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning". It can be defined that teaching is an interaction with students that makes it possible to understand, apply knowledge, and their learning process. Which teaching activity is a process of activity that aims to assist students in gaining knowledge from a teacher.

This study focuses on exploring how songs on Spotify can be used to improve English listening skills among intermediate learners. The research limits its scope to English learners at the intermediate level, popular song genres such as pop, rock, and folk, and Spotify as the sole platform due to its accessibility and learning features like lyrics display and playlists. The study will last 3–5 days to observe short-term improvements in listening comprehension, focusing on understanding lyrics and recognizing vocabulary rather than grammar or pronunciation.

The research examines how Spotify's song library, lyrics features, and playlist functions can enhance learners' listening comprehension, vocabulary retention, and exposure to real-world English. It emphasizes repetition, variety, and engagement with authentic language to help learners understand colloquial expressions and informal speech. The study addresses three main research questions: (1) how using songs on Spotify improves intermediate learners' listening skills; (2) what challenges learners face when understanding English lyrics; and (3) how song frequency and type influence listening improvement.

Listening is highlighted as a crucial communication skill that fosters understanding, empathy, and respect. According to previous studies (Izchakov & Kluger, 2018; Jalongo, 2010; Umphrey & Sherblom, 2017), active listening improves communication, enhances learning, strengthens relationships, and benefits mental health.

LITERATURE REVIEW
Definition of Language

Language is a mode of communication structured into components such as words, word groups, phrases, and sentences that may be communicated vocally and in writing. There are various definitions of language, and this is only one of them. This concept can be compared to the following: "the system of human communication by means of a structured arrangement of sounds (or written representations) to form larger units, e.g. morphemes, words, sentences" (Richards, Platt & Weber, 1985:153).

There are hundreds of languages in the world, and each has its unique system known as grammar. Grammar is available in Indonesian, English, Japanese, and other languages. Although various tools can be used to facilitate communication, people communicate primarily through language. In this case, the language employed is human, not animal language. In certain circumstances, animals can communicate with one another using animal language. The subject topic here is not animal language, but human language, and all references to "language" in this book are to "human language".

Language, as defined by Systemic Functional Linguistics (LSF), is a type of social semiotics that operates within a situational and cultural context and is utilized verbally as well as in writing. Language, according to this viewpoint, is a construct that emerges from

both function and system. There are two critical points that must be addressed. First, language is a discourse or text that consists of a number.

systems of linguistic units that function in a hierarchical manner from the lower system (phonology/graphology) to the upper system (lexicogrammar, text structure, and discourse semantics). Each level cannot be separated since it is an organism with an interconnected function in realizing the meaning of a discourse holistically (Halliday, 1985; Halliday, 1994). Second, language is employed to represent the goal or function of social processes in circumstances and cultural settings (Halliday, 1994; Butt, Fahey, Feez, Spinks, & Yalop, 2000). As a result, in social semiotics, language is a collection of social semions that invoke the realities of experience and logic, social reality, and semiotic/symbolic reality. Language, according to this idea, is the world of expression and potential meaning. Meanwhile, the situational setting and culture

Language serves three primary functions: conceptual function, interpersonal function, and textual function. These three functions are known as metafunctional functions, and they represent multiple realities. Language serves the ideational function by expressing physical-biological reality and interpreting and representing experience. Language serves the interpersonal function by expressing social reality and facilitating interaction between the speaker/writer and the listener/reader. Language is employed to communicate semiotic reality or the reality of symbols in the textual function, which is concerned with how texts are formed in context.

Language serves as a structured instrument to express thoughts or emotions through agreed upon symbols, sounds, movements, or cues that possess comprehensible interpretations (Zadeh, 1975; Tseng, 2018). By this definition, language encompasses various means of communication, encompassing both spoken and unspoken signals. Unspoken signals encompass audial cues like a ringing bell or car horn, as well as visual cues such as Morse code or gestures utilizing body parts. The concept of language revolves around the utilization of pre-established symbols that are inherent in a given culture, functioning as a powerful tool for communication. One of the disciplines that identify a language is linguistics.

Definition of Listening

English is becoming more important globally, especially in Indonesia, where it's a crucial learning tool. Learning English involves four key aspects: listening, speaking, writing, and reading. These aspects are often connected, like listening and speaking. Listening is a vital skill for understanding and responding to messages. In language learning, it's key to understanding words, phrases, intonation, and how native speakers use the language. The listening method exposes us to different accents and pronunciations, helping us understand real-world language variations for better accents and pronunciation. Listening also helps us understand information in a broader context, identify the main points in a story, and see how everything connects. The listening method is valuable for improving speaking skills. By regularly listening to native speakers, students can adopt a more natural way of speaking and learn appropriate language patterns."

Definition of Spotify

One of the most well-known applications worldwide is SPOTIFY. A digital music, podcast, and video streaming service called SPOTIFY allows users to access millions of songs and other works from artists worldwide. The SPOTIFY app was first released on October 7, 2009; Daniel Ek and Martin Lorentzon discovered it in Swedia on April 1, 2006. The SPOTIFY app offers features including podcasts, streaming videos, and digital music.

Users can play their favorite song within the program when it comes to digital music. Podcast itself have much digital English story that interesting to hear and video streaming also can use as a learning media by watching video in. By that features, The researcher decided to choose SPOTIFY application as the way to improve students ability in listening. Because the researcher feel that SPOTIFY application is interested enough to use in learning cause easy to use, also can use in gadget and computer easily.

According to SPOTIFY's website, Spotify is accessible on a variety of gadgets, such as PCs, phones, tablets, speakers, TVs, and automobiles. You can effortlessly switch between them using Spotify Connect, a feature of SPOTIFY. This indicates that SPOTIFY is simple to use anywhere at any time because it is an application that is readily available. Furthermore, modern students own their own devices, such as laptops, phones, tablets, speakers, etc.

Listening proficiency is related to the independent variable in this study, SPOTIFY. application, particularly while using it to listen to music. Due to the song's brief duration, there are three different ways to listen to it. Based on her research, Adawia (2017) identified three types of people: sensual, expressive, and utterly musical. the kinds that renowned American composer Aaron Copland described on The Understanding of Music by Hoffer. These are the explanation:

a. The sensuous type means the music of the song-affecting listeners' physical and make listener pleasure on what they hear.
b. The expressive type is the agreement that when somebody listens to the music it can stimulate the listener's feeling. It could be sad, happy, angry, etc.
c. Sheerly type. It requires the listener to be trained and to be having more knowledge to listen. Usually this type is having by people who pay a lot of attention in music world.

Relevant Study

Numerous studies have looked at how music and online resources like Spotify may help people learn a language, especially when it comes to enhancing their listening comprehension of English. In her study "Using Music in the Adult ESL Classroom," Lems (2016) discovered that songs can enhance vocabulary, pronunciation, and listening comprehension, particularly if they include repeated and unambiguous lyrics. Because of their emotional resonance, these songs aid language learners in better assimilation. Similar to this, Lynch (2018) highlights the use of real materials like songs in language acquisition in "Listening to Learn: How Listening Activities Enhance Language Acquisition." Learners can become used to various accents, speech speeds, and commonly used colloquial terms by listening to English music.

In her study "Using Songs Effectively to Teach English to Young Learners," Millington (2011) notes that songs are a useful tool for enhancing speaking and listening abilities, particularly in young students. While the recurrence of lyrics gives students the chance to hear language in context, the melody and rhythm of songs help them retain vocabulary and grammar rules. The usefulness of music in enhancing listening abilities is further supported by Mohammad and Rahman's (2021) study, "Music as a Medium for Improving Listening Skills in Second Language Learning." They discovered that students' listening comprehension improved when they were exposed to English music on a regular basis.

The use of Spotify to enhance listening abilities in the context of studying English as a foreign language was especially examined in Putra and Wardani's (2020) study, "The Use of Spotify for Enhancing Students' Listening Skills in an EFL Context." According to their

findings, students who often listened to English-language music on Spotify saw notable gains in vocabulary recall and listening comprehension when compared to those who did not. In summary, these studies provide evidence that listening to English-language music on websites like Spotify may greatly enhance listening comprehension when learning the language.

METHODS

This research will use a qualitative method with a case study design to explore how intermediate English learners improve their listening skills through the use of songs on Spotify. This research aims to explore the experiences, perceptions, and challenges faced by learners in the process of listening to and understanding English song lyrics. The number of participants we will research is around 10 - 15 people with 3 criteria:

a. Selection Criteria
   Intermediate English learners who actively use Spotify, aged 12 - 30 years old, and willing to participate in in-depth interviews.
b. Sampling Technique
   Purposive sampling will be used to select participants who fulfil certain criteria and can provide in-depth insights into their experiences of learning through songs. Interview
c. Semi-Structured
   Semi-structured interviews will be used to collect data about participants' experiences. These interviews will explore participants' perceptions of using songs on Spotify to learn English, the challenges faced, and how they use lyrics and repetition in listening to songs. Interviews will be conducted face-to-face or online, and each interview will last approximately 15 - 30 minutes.

The researcher will ask participants to survey their listening activities during the study, including listening times, types of songs listened to, and how they use the lyrics feature in Spotify. These observations will help us understand their listening behaviour in more depth.

Participants will be selected based on set criteria and willing to participate in interviews and observations. They will be asked to give consent for the interview and tracking of their listening activities. The study will be analysed over 7-10 days to determine the extent of the participants' progress in improving their listening skills to English songs.

RESULT AND DISCUSSION
Listening Analysis

A key component of language acquisition, particularly when learning English as a second or foreign language, is listening. The utilization of music, especially on websites such as Spotify, may greatly enhance listening abilities. A number of elements, including exposure to real language, emotional attachment to music, and song repetition, are taken into consideration when analyzing how songs on Spotify enhance English listening abilities. These elements all benefit language learners in various ways.

1. Experiencing Real Language

Spotify gives users access to a large selection of English music, giving language learners a chance to interact with real, daily English. This covers accents, colloquial phrases, intonation, and natural pronunciation. Songs frequently depict how English is used in

casual conversations, in contrast to organized language learning resources. Students can better adjust to real-world English conversation by routinely listening to songs on Spotify, which increases their familiarity with various speaking speeds and accents.

2. Motivation and Involvement

The listener is inherently engaged by music, which elicits feelings and interpersonal bonds. Despite the difficulties of learning a new language, this involvement helps students maintain their motivation. Songs lessen the tension that frequently accompanies language listening assignments by fostering a joyful and upbeat learning atmosphere. Students' ability to remember words and phrases from lyrics might be enhanced by the emotional connection they have with songs.

3. Recognition of Patterns and Repetition

Repetitive phrases are common in songs, which is crucial for language development. By allowing students to hear specific words, phrases, or grammatical patterns again, repetitive structures help them improve their comprehension and pronunciation. Through repeated Spotify listening to the same song, students' listening abilities steadily improve as they unconsciously take up phrase patterns, idioms, and pronunciation subtleties. Without the need for forced memorization, this organic repetition aids students in internalizing linguistic patterns.

4. Multimodal Education via Lyrics

Spotify frequently offers lyrics for students to follow along with when they listen to music. This blend of visual and aural learning helps students comprehend words' written form in addition to their sound. Reading the words while listening to the song improves understanding, particularly for students who have trouble telling some sounds apart when they hear them. Additionally, it enhances their comprehension of English grammar and use by assisting students in recognizing the relationship between spoken and written language.

5. Diversity in Language and Context

Learners can be exposed to a wide range of vocabulary and language used in different circumstances thanks to Spotify's variety of genres and subjects. Listening to jazz, pop, rock, or hip-hop music exposes students to a variety of topics, idioms, and cultural allusions. This diversity is advantageous because it gives students the chance to encounter language in a range of settings, enhancing their comprehension of English in formal and casual settings alike.

6. Spotify's Drawbacks for Language Learning

Even while songs are a useful tool, there are obstacles to overcome. Learners may become confused by songs with complicated lyrics, a lot of slang, or language that doesn't always follow grammatical standards. Furthermore, songs with a quick pace or difficult pronunciation might annoy beginning students. In order to prevent learners from feeling overloaded with challenging material, it is crucial to select songs that are suitable for their language proficiency.

Analysis Of the Problems

Name	Songs Title	Vocabulary	Meaning
Nisa	*I Like You So Much, You'll Know It*	Second, Minute, Dimples, Love	Detik, Menit, Lesung pipi, Cinta
Gendis	*Enchanted*	Don't, Somebody, Dancing, This Night	Jangan, Seseorang, Menari, Malam ini
Gilang	*Fearless*	Smile, Chance	Senyum, Kesempatan
Lea	*Fearless*	Eyes, Dance, Rain	Mata, Menari, Hujan
Zain	*Fearless*	Perfectly, Drive, First, Heart	Sempurna, Mengemudi, Pertama, Hati
Nayla	*Fearless*	Heart, Word, Eyes	Hati, Kata-kata, Mata
Halisa	*Fearless*	Time, Dream, Afraid	Waktu, Mimpi, Takut

The use of songs on Spotify to improve English listening skills presents a number of challenges that need to be analysed in more depth. The first problem found was the difficulty in understanding vocabulary. Most participants were unfamiliar with new words that appeared in song lyrics, such as dimples, perfectly, and enchanted. These words often required additional explanation to help participants relate them to the context of the song. This unfamiliarity with vocabulary hindered them in understanding the overall content of the song.

The second issue was the speed and accent in the lyrics. Many of the songs used had a fast tempo or a different accent from the British accent they were used to. This made it difficult for participants to catch certain words, even after listening to the song several times. The speed of the lyrics was also challenging for participants who were just starting to learn English.

The third problem is the difficulty of connecting lyrics with their contextual meaning. For example, words like heart and smile may be easy to understand literally, but their use in lyrics requires a deeper understanding to interpret the emotional message conveyed.

The final issue was the lack of focus on the listening aspect. Some participants enjoy the melody and rhythm of the song too much to pay attention to the words in the lyrics. As a result, the learning objective of improving listening skills was not maximised.

Analysis Of the Solving Problems

To address the identified problems, various strategies have been systematically implemented. The first step was the selection of relevant songs. Songs such as I Like Your Eyes and Fearless were chosen because they have simple lyrics that are easily understood by novice participants, while songs such as Enchanted provide an additional challenge for those who want to improve vocabulary comprehension.

The second step is a vocabulary-based approach. Before participants listen to the songs, important vocabulary from the lyrics is introduced first. Words such as time and dream are explained, and participants are invited to make simple sentences using these words. This helps participants recognise the words when listening to the song.

The third step is to listen to the song repeatedly. Participants are encouraged to listen to the song several times to familiarise themselves with the pronunciation patterns and rhythm of the lyrics. This process strengthens participants' memory of the learnt vocabulary.

In addition, a discussion on the meaning of the lyrics was held after listening to the song. In this session, participants were invited to analyse the content of the lyrics, connect the vocabulary they learned with the context of the song, and interpret the message that the singer wanted to convey.

To enhance creativity, additional activities such as creating short stories or poems based on the learnt vocabulary were conducted. This activity helps participants apply the vocabulary in different contexts, while enhancing their creative thinking skills.

CONCLUSION AND SUGESTION
Conclusion

Based on the analysis, the learning method using Spotify songs proved effective in improving English listening skills. Participants showed an increase in vocabulary comprehension, the ability to follow the lyrics even with different accents or tempo, and the skill of connecting vocabulary with the context and meaning of the lyrics.

This method also provides a fun learning atmosphere, making participants more motivated to learn. However, the success of this method is highly dependent on the selection of songs that are suitable for the participants' ability level, as well as guidance from the teacher to explain the meaning of the words and the context of the song in depth.

Sugestion

To improve the effectiveness of this method in the future, the following suggestions may be considered:

1. Appropriate Song Selection.
   Use songs with simple and clear lyrics for beginners, then gradually introduce more complex songs for participants with better listening skills.
2. Targeted Listening Practice
   Add activities such as fill-in-the-blank on the lyrics or a simple quiz on the content of the song. This can help participants focus on the lyrics while listening.
3. Maximum Use of Technology
   Utilise Spotify's real-time lyrics feature to help participants follow the words in the song. Using other apps such as karaoke apps can also be an interesting alternative.
4. Additional Creative Activities
   Engage participants in projects such as creating a short video or presentation based on the theme of the song. These activities not only deepen vocabulary understanding but also hone their speaking skills.
5. Periodic Evaluation.
   Conduct regular evaluations to gauge the progress of participants' listening skills. Provide constructive feedback and discuss additional strategies to overcome any difficulties they face.

With the right methodology and ongoing development, Spotify song learning has great potential to improve English listening skills in a fun and effective way.

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