

**THE USE OF OLIVIA RODRIGO'S SONGS ON THE SPOTIFY APPLICATION
TO IMPROVE VOCABULARY MASTERY FOR NINTH-GRADE STUDENTS AT
SMP N 1 ROWOSARI**

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ABSTRACT

This research motivated by problem about the students at SMP N 1 Rowosari still lack an understanding of English. For example, when students are asked to read English sentences, their pronunciation is still wrong, it is difficult to translate, and they do not understand English vocabulary because according to them there are too many and confusing. This research aimed to (1) To find out the implication of the use Olivia Rodrigo's songs in improving the vocabulary learning skills of ninth-grade students at SMP N 1 Rowosari. (2) To describe the benefits obtained by ninth-grade students at SMP N 1 Rowosari regarding the use Olivia Rodrigo's songs on the Spotify Application to improve vocabulary skills. In this research, the researcher used a qualitative method to find out the increase in students' vocabulary mastery by using songs that are heard through the Spotify application. The object of the research is ninth-grade students of SMP N 1 Rowosari which each class consists of 32 students. Researchers took one class among five classes to be used as a sample. The class taken is class IX-A. The method of collect the data are the pre-test, post-test, and questionnaire. The results obtained show that the average pre-test score is 56.87 and the post-test average is 81.40. It means that there is any significances difference between the students who are taught by using songs on the Spotify application and those taught without songs on the Spotify application. So, it can be concluded that there is an increase in students' vocabulary mastery.

Keywords: Vocabulary, Song, Spotify.

ABSTRAK

Penelitian ini dilatarbelakangi oleh permasalahan siswa di SMP N 1 Rowosari yang masih kurang dalam pemahaman bahasa Inggris. Misalnya ketika siswa diminta membaca kalimat bahasa Inggris, pengucapannya masih salah, sulit diterjemahkan, dan mereka kurang memahami kosakata bahasa Inggris karena menurut mereka terlalu banyak dan membingungkan. Penelitian ini bertujuan untuk (1) Untuk mengetahui implikasi penggunaan lagu Olivia Rodrigo dalam meningkatkan keterampilan belajar kosakata siswa kelas sembilan di SMP N 1 Rowosari. (2) Untuk mendeskripsikan manfaat yang diperoleh siswa kelas IX SMP N 1 Rowosari mengenai penggunaan lagu-lagu Olivia Rodrigo di Aplikasi Spotify untuk meningkatkan kemampuan kosakata. Dalam penelitian ini peneliti menggunakan metode kualitatif untuk mengetahui peningkatan penguasaan kosakata siswa dengan menggunakan lagu yang didengarkan melalui aplikasi Spotify. Objek penelitiannya adalah siswa kelas IX SMP N 1 Rowosari yang setiap kelasnya berjumlah 32 siswa. Peneliti mengambil satu kelas diantara lima kelas untuk dijadikan sampel. Kelas yang diambil adalah kelas IX-A. Metode

pengumpulan data adalah pre-test, post-test, dan angket. Hasil yang diperoleh menunjukkan rata-rata skor pre-test sebesar 56,87 dan rata-rata post-test sebesar 81,40. Artinya ada perbedaan yang signifikan antara siswa yang diajar menggunakan lagu di aplikasi Spotify dengan siswa yang diajar tanpa lagu di aplikasi Spotify. Jadi, dapat disimpulkan bahwa terjadi peningkatan penguasaan kosakata siswa.

Kata Kunci: Vocabulary, Song, Spotify

A. Introduction

Language is one thing that has an important role in life. Because language is a tool of human communication in everyday life. With language, one can convey ideas, thoughts, and feelings to others orally or in writing. Individuals converse with one another using language. Without language, people cannot relate to one another or communicate with one another. Besides Indonesian, the language that must be mastered is English. The most widely used language on earth is English. Therefore, studying English is crucial for us since it facilitates communication with individuals around the globe (Nasution, 2019:1).

Students need to acquire four fundamental language abilities to speak English well. They are listening, speaking, reading, and writing (Ismiyati & Saputri, 2020:121). Therefore, to be able to speak or write a language, a person needs a good knowledge of grammar and vocabulary. Vocabulary and grammar are very important for someone to master. Because both vocabulary and grammar are needed to be able to compose effective and efficient English sentences. By mastering vocabulary, it will be easier to find the right word according to the context.

Meanwhile, mastering grammar can help make sentences that are correct according to grammar.

Vocabulary is a collection of words that are in something that can be heard, spoken, read, and written that is known by someone. Vocabulary is one of the key language components in learning English because of this. One of the language abilities is vocabulary. Vocabulary is one of the language components that play a significant part in the development of language abilities because the ultimate goal of learning for the vast majority of students is to be able to communicate. The value of vocabulary is illustrated every day in and out of the classroom. In the classroom, the most capable students have the most extensive vocabulary. For example, pupils cannot read successfully if they lack vocabulary since it is difficult to translate (Nurfitri & Abdul Haris Sunubi, 2018:2).

In this research, the method used to improve vocabulary skills is by listening to songs because songs can be one of the media used by students to learn English vocabulary. The song is a means of conveying feelings and thoughts that are poured into the form of poetry. According to

(Septiara & Hamzah, 2023:15), Nurkhaeni explained that students can easily understand and remember new vocabulary when it is taught to them through English songs. The songs chosen by the researcher to improve the vocabulary skills of ninth-grade students at SMP N 1 Rowosari in this study were three (3) songs by Olivia Rodrigo entitled Traitor, Happier, and Driver License.

One of the technologies for listening to songs that can be used to learn English is Spotify. Spotify is an application that can be downloaded on a handphone or laptop. Spotify is an application that facilitates its users a variety of songs, podcasts, and streaming videos from various kinds of worlds. As a result, music player apps like Spotify can be utilized as unique learning tools. In addition to being used as a form of enjoyment, the Spotify app can be used to learn English vocabulary. Because the Spotify app offers a variety of music in English that can be accessed anywhere and at any time (Septiara & Hamzah, 2023:15).

The researcher makes research by discussing the following problems:

1. How can listening to Olivia Rodrigo's songs through the Spotify application improve the vocabulary learning abilities of ninth-grade students at SMP N 1 Rowosari?
2. What are the benefits that can be obtained by ninth-grade students

at SMP N 1 Rowosari from using Olivia Rodrigo's songs in the Spotify Application to improve vocabulary skills?

B. Method

In this research, the researcher uses a qualitative method to find out the increase in students' vocabulary mastery by using songs that are heard through the Spotify application. The aim of this research is to find out whether using songs in the Spotify application can help improve students' vocabulary mastery. Students in class 9A of SMP N 1 Rowosari were the research subjects and respondents in this research.

The technique of data collection consists of the pre-test, post-test and questionnaire. The first is pre-test, the researcher gives a test in order can see students' progress in learning vocabulary before using songs through the Spotify application. The type of pre-test that will be used in this research was a written essay test that asks students to write down the vocabulary found in the songs they listen to. The second is post-test is to see whether students make progress in learning English vocabulary using songs through the Spotify application

or not. The researcher applied the English songs in teaching-learning process. The types of post-test that will be used in the post-test are still the same as the test in the pre-test, namely in the form of a written essay test that asks students to write down the vocabulary found in the songs heard through the Spotify application. The last is questionnaire contains several questions regarding vocabulary learning through songs on Spotify which is given to the students. This questionnaire is used to see students' responses regarding learning vocabulary using English songs on the Spotify application. And then there is documentation regarding several things in conducting the research.

After collecting the data, the researcher analyzes the data by using qualitative research. Technique of data analysis, the researcher was to classify the data based on the results of the research obtained. The researcher arranged the description of the data from pre-test, post-test, and questionnaire. The researcher described and discussed the findings of the research in the form of systematic classification. The researcher analyzed the results of the

pre-test and post-test using the proposed formula by Octaviany, according to (Bawawa, 2020:4). The formula is as follows:

The percentage

$$= \frac{\text{the number of right answer}}{\text{the number of item}} \times 100$$

While the average of the students' results was counted by using formulated the following:

The average of students' test result

$$= \frac{\text{the total of the percentage}}{\text{the number of student}}$$

C. Finding and Discussion

Finding

The researcher used three processes in this research; there are pre-test, post-test, and questionnaire. At the beginning of this research, the researcher gives a pre-test to students before listening to songs through the Spotify application. The goal of the test was to know the students' vocabulary mastery before listening to songs through the Spotify application.

Next, the researcher gives a post-test. The purpose was to find out the students' vocabulary

mastery after listening to songs through the Spotify application. Thus, we can show the difference results between pre-test scores and post-test scores.

In this pre-test process, students listen to the songs without using the Spotify application. And on the second day, students were given post-test questions to work on. The post-test questions are the same as the pre-test question, but in the post-test process, the students listen to the song through the Spotify application. After the process was done, the researcher got the data and analyzed the data starting from pre-test, post-test, and questionnaire. The findings are explained as follows.

1. Listening to Olivia Rodrigo's songs through the Spotify application can improve the vocabulary learning abilities

a. The Students' Vocabulary Mastery before They are Taught Using Songs in the Spotify Application

The purpose of this test is to determine students' assessment of vocabulary mastery before listening to English songs through the

Spotify application. The pre-test was carried out on 32 students and they had to answer 10 questions. The result of mean score student's pre-test is 56,87. From this result, the researcher concluded that the students' vocabulary mastery was still low. This condition means that students need to develop their vocabulary mastery. To develop students' vocabulary mastery, the researcher need to give post-tests for students with listen to English songs through the Spotify application.

b. The Students' Vocabulary Mastery before They are Taught Using Songs in the Spotify Application

The result of the post-test proved that songs on the Spotify application can develop the students' vocabulary mastery. This can be seen from the mean score students of post-test is 81,40%, and the result is higher than the result of a pre-test. It means that learning English vocabulary through songs is an effective way to improve English skills because using songs can make students more easily understand and lessons are fun, and also increase students' vocabulary mastery.

c. Students' responses after being taught vocabulary

using songs on the Spotify application

To find out students' responses to the use of songs in vocabulary learning, researchers used a questionnaire. The researcher gave 5 questions to answer and students answered "yes or no". The results were as follows:

Table 4.4
The Result of the
Questionnaire

No	Item Number	Responses	
		Yes	No
1.	1	31	1
2.	2	27	5
3.	3	32	0
4.	4	31	1
5.	5	32	0

From the result of the questionnaire above, it can be explained as follow:

Question number 1. Whether students feel happy when follow learning vocabulary by listening to songs through the Spotify application provided or not. There are 31 students who answered "yes" and 1 student who answered "no".

Question number 2. Whether the students have difficulty in learning vocabulary by listening to songs through the Spotify application or not.

There are 5 students who answered "yes" and 27 students who answered "no".

Question number 3. Whether learning vocabulary by listening to songs through the Spotify application is useful or not. There are 32 students who answered "yes" and there are 0 students who answered "no".

Question number 4. By listening to English songs through Spotify, students are motivated to learn vocabulary or not. There are 31 students who answered "yes" and 1 student who answered "no".

Question number 5. Whether Spotify is appropriate for vocabulary learning or not. There are 32 students who answered "yes" and 0 students who answered "no".

Discussion

1. How can listening to Olivia Rodrigo's songs through the Spotify application improve the vocabulary learning abilities of ninth-grade students at SMP N 1 Rowosari?

As previously stated, using English songs succeeded in improving students' vocabulary mastery. Students' test scores before and after the use of English songs in the Spotify application are provided to support the findings. The research results show the pre-test results obtained mean score of 56.87. Meanwhile, the post-test results obtained mean score of

81.40. It can be said that the post test results are higher than the pre-test results.

In this case, the use of songs in the Spotify application was necessary needed in teaching vocabulary. Because songs were interesting and motivating students to be learns. The students enjoys the learning process. So that, teaching vocabulary have been more effective.

2. What are the benefits that can be obtained by ninth-grade students at SMP N 1 Rowosari from using Olivia Rodrigo's songs in the Spotify Application to improve vocabulary skills?

As explained by researchers, the use of English songs can help improve students' vocabulary mastery. This can be seen from the results of the increasing post-test scores. In the pre-test, students had not used the Spotify application and the results of the pre-test were still lacking. Meanwhile, during the post-test, students used the Spotify application which contained song lyrics that the students listened to and it was proven that the students' post-test scores had increased.

The Spotify application is a very effective tool for helping students learn vocabulary. Having the lyrics of the song can help students know and discover several new words for students. After students find these new words, students become curious

about the meaning of these words. So students are motivated to look for the meaning of the words they find by looking for translations in dictionaries or on the internet. That way, students' vocabulary will increase.

Increasing vocabulary through songs will also not feel boring, because songs are entertainment that will not make you bored. By listening to songs, learning vocabulary becomes more fun and makes you interested in continuing to learn. According to (Septiara & Hamzah, 2023:17), spotify is an easy-to-use learning medium that students can access at any time and from any location, and they feel comfortable studying English through the program. They also agree that Spotify's features are simple to utilize in learning and discussion, and that it is a good approach to expand one's vocabulary.

So, it can be concluded that using English songs in the Spotify application is very useful for improving vocabulary mastery. Mastery of vocabulary is very important because it is the main capital for learning sentence construction and other skills in language. Mastering a lot of vocabulary will make it easier for someone to read, write, listen, and speak English. Increasing the ability to master vocabulary can show a person's quality in language. If vocabulary mastery is insufficient, this will make it difficult

for a person to communicate and interact with other people.

E. Conclusion and suggestion

Conclusion

Firstly, the mean score of pre-test was 56.87 before using songs on the Spotify application. From the result, we know that the students' vocabulary mastery before using songs on the Spotify application was still low.

Secondly, the mean score of post-test was 81.40 after the students using songs on the Spotify application. From the result, we know that there was difference result of pre-test and post-test. It can be said that the Spotify application can helped the students improve their vocabulary mastery. The post-test score was higher than pre-test score. Therefore, the Spotify application is appropriate for learning vocabulary.

Thirdly, using the Spotify application in vocabulary learning can improve students' vocabulary mastery. Because, there are differences between students' pre-test and post-test scores on learning outcomes. The average post-test score was higher than the average pre-test.

Suggestion

1. For the teacher

The teacher should be able to provide new innovations during the teaching and learning process. By using methods or media that match the material

can create a new and interesting learning atmosphere. Using interesting method make the students are not bored quickly and learn vocabulary easily. For example is using songs. Songs can be used by English teachers to help them in teaching and learning process. It supports learners in enriching their vocabulary and helps learning activities become more interesting and enjoyable.

2. For the students

Students must learn vocabulary because good vocabulary mastery can make it easier to interact and communicate. In addition, students must also be focused and active during learning activities in class. This can have a good impact on the grades students will get.

3. For the readers

After reading the final project, the readers get information about media that can be used to learn vocabulary. Therefore, readers can use it as a reference and look for other new innovations.

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