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THE USE OF ENGLISH SONG LYRICS TO IMPROVE EFL LEARNERS' PRONUNCIATION MASTERY THROUGH THE SPOTIFY APPLICATION IN UNIVERSITAS PGRI SEMARANG

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ABSTRACT

This research is based on a study that looks at how far English song lyrics on Spotify can help the 4th semester English education students improve their pronunciation. This study aims to determine the following: 1 To find out the EFL learners' pronunciation mastery taught before using English song lyrics on Spotify 2 To find out the EFL learners' pronunciation mastery taught after using English song lyrics on Spotify 3 To know the significant difference between EFL learners' pronunciation mastery taught before and after taught using English song lyrics on Spotify. This study uses a pre-experimental design. Pre-experimental is an experimental study using one group. The two data that are compared come from student scores before and after being given treatment. In this study, the form of treatment that will be measured for its effectiveness is pronunciation learning using English songs on Spotify. The benchmark or student ability that will be measured is the students' pronunciation ability through pre-test and post-test. The research design carried out in this study was: 1) Providing a pre-test to the sample to measure pronunciation ability 2) Providing treatment by listening to the song Avalanche by Bring Me The Horizon on Spotify 3) Providing a post-test to the sample to measure pronunciation ability after the treatment. The alternative hypotheses (Ha) in this research was also accepted due to the t-count was higher than t-table with the t-count is 10.299 and the t-table is 1.740. The pre-test mean is 57,1 and the post-test mean is 68,9. It means that there is a significant difference between pronunciation ability before and after being taught by listening to English songs on Spotify.

Keywords: Spotify, English song lyrics, Pronunciation, EFL learners.

A. Introduction

This research is about the use of English song lyrics to improve EFL learners' pronunciation through Spotify application. The subject of this research is the students of English Education class batch 2023 4th semester in phonology class at the University of PGRI Semarang. Based on the observation in the

class, it is known that the student's pronunciation is low. The students feel afraid of being wrong, nervous, and lack of confidence when appointed to speak in front of their friends, it is also because the students are less able to organize the words when they speak. On the other hand, outside factors also have an impact, for example, the use of instructional media less attractive to students.

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English has turned into a thing that must be learned because today English is used as an international language since it is broadly used by various countries in this universe. Several countries such as Australia, the United States, United Kingdom use English as their dairy language. Furthermore, English can help us to connect with people from around the world. However, there are several countries that use English as a second language such as Malaysia, Singapore, and India. Students who study English as a second language develop productive language skills such as speaking and writing English. (Listianingsih, Setyaji, and Ambarini, 2023) As a result, there is a different accent, and pronunciation between each notion. Thus, it is important to learn pronunciation.

According to Frankel (1984), he suggested two stages to learn how to pronounce a word; (1) receptive list stage in which we can differentiate the significant sounds and patterns by listening to the language. It means that the first step that we should take to learn the pronunciation of a word is listening to the language. We can listen to a language through movies, talk shows, or music. In addition, according to Nivika, Kustantinah & Karima (2023), music is considered as "universal language". That means music can be used as a teaching strategy to teach pronunciation. (2) productive/speaking stage in which after we listen to the language, then

we can try to speak the words that we heard before (Rahmania & Mandasari, 2021). As stated by Pranoto and Suprayogi (2019), as we know, there are so many regional accents in Indonesia, such as Javanese, Bataknese, Sundanese, etc. Therefore, for some students, they might find difficulty in pronouncing English words (Rahmania & Mandasari, 2021).

Pratiwi and Ayu stated that Students may be struggling to pronounce English words. This is because the feature of English phonology is different from Indonesian phonology. As a result, it influences the student in learning English speaking skill. Furthermore, they are too lazy to check the correct pronunciation of the words in the dictionary and the students cannot develop speaking skills. It might happen because they are not interested in using it (Mandasari and Aminatun in Rahmania & Mandasari, 2021). Therefore, it is important to find out a learning strategy to learn pronunciation. According to Mandasari and Oktaviani (2018), they stated that by employing any kind of technique to learn a language namely listening to English sounds, memorizing vocabulary, describing images, and watching films is an effective way to learn English. Listening is one skill that also plays an important role in the process of learning pronunciation and speaking (Kuswoyo and Wahyudin, 2017; Mandasari and Aminatun, 2020; Aminatun et al., 2021; Rahmania & Mandasari, 2021). Starting from listening to the music and seeing the lyrics, students will be able to use their memory to learn English. It means memory strategy can be implemented for students to learn English such as pronunciation and vocabulary. They can memorize the English sounds and read the scripts. Furthermore, a movie may also as a way to practice listening so students can improve their vocabulary and pronunciation. While in this research, the researcher aims to demonstrate how English song lyrics on Spotify can improve pronunciation, as well as the significance and usefulness of using English songs to improve EFL learners' pronunciation (Rahmania & Mandasari, 2021).

B. Method

According to (Sugiyono, 2017) experimental research is research

that aims to test the feasibility and effectiveness of learning or treatment. Experimental research is based on a comparison of the values obtained by students based on the treatment given. This study uses a pre-experimental design. Pre-experimental is an experimental study using one group. The two data that are compared come from student scores before and after being given treatment. In this study, the form of treatment that will be measured for its effectiveness is pronunciation learning using English Song in Spotify. While the benchmark or student ability that will be measured is the student's pronunciation ability through pre-test and post-test. The population in this research are students of English Education class batch 2023 4th semester in phonology class at the University of PGRI consisting of 33 students. Instrument is a tool used to obtain data in a study. In this study, the data required is the students' pronunciation score obtained from 4th semester students of UPGRIS English Major of 2023. The tool used to measure students' pronunciation ability uses a measurement technique method using a test. The test used must be in accordance with the test structure used to measure speaking skills. In this study, speaking skills are specified in pronunciation ability. One technique for measuring pronunciation ability is using reading aloud (Lado 1961 in Muntahha, 2020). In the pre-test and post-test, students were asked to read 10 words that also appear in the lyrics of the song that the researcher used in this research. A speaking score rubric was used to assess the pupils' speaking abilities.

The technique of collecting the data consists of pre-test, treatment, and post-test. But before that, the researcher conducted a validity and reliability test of the pre-test and post-test instruments by conducting a tryout on 10 4th semester students of UPGRIS Class of 2023, English Department. After all measurement instruments have met the validity and reliability tests, they can be used to conduct a pre-test using the reading-aloud method and documented in the form of a voice recording. The next step is giving treatment by listening to the song Bring Me the Horizon - Avalanche on the Spotify application. After that, the researcher gives a post-test by reading 10 sentences

that have been given using the reading-aloud method and documented in the form of a voice recording. The last step of collecting the data is the transcription of the values obtained from the pre-test and post-test into a numeric score with the scoring rubric guidelines.

After going through several steps of collecting the data the researcher starts to analyze the data. The first step of analyzing the data is Instrument testing, a quantitative investigation always starts with measurement and verification. The validity and reliability of the study instrument were used to make these evaluations. The test serves as the study's instrument, as was previously stated. The second one is Conventional approaches to hypothesis testing. examining the normalcy. Finding out if the data has a normal distribution is the goal of normality testing. The data has been demonstrated to be representative of the population and can be calculated using parametric statistics, most often the Independent Sample T-test. Nonparametric statistics, usually the Mann Whitney U test, can be used to calculate data if they do not follow a normal distribution. Make use of SPSS 26.0. To ascertain normalcy, the researcher used the Kolmogrov-Smirnove test The Kolmogorov-Smirnove test is used to determine normality in large samples.

The last step is testing hypotheses or hypotheses testing being tested. Validating one's own assumptions is the goal of hypothesis testing. After calculating the t-test result, the writer's following step is to compare the t-test using the t-table distribution. should the t-test value be higher than the t-table value. It shows that using English song lyrics on Spotify application considerably enhances pronunciation skills. As a result, using the English song lyrics on Spotify application does not significantly increase pronunciation ability if the t-test value is less than the t-test table.

C. Findings and Discussion

The data was taken from the students' pronunciation ability score. The data was analyzed by quantitative data. The student's pronunciation ability score was taken from the result of the reading aloud test. This study was conducted in 4th semester of English Major students at the University of PGRI Semarang.

The significant difference between students' pronunciation mastery before and after taught using English song lyrics on the Spotify Application

The purpose of this study was to help the pupils pronounce words more correctly. To find out if the English song lyrics on Spotify application could help students pronounce words correctly, the researchers looked at the results of the pre-and post-tests.

1. Pre-test: Before students begin their actual learning process in a classroom, a pre-test is administered. The objective of this pre-test was to ascertain the students' comprehension level before they received any form of treatment.
2. Post-test: After the instruction was supplemented, a post-test was given to see how successfully the use of English song lyrics on the Spotify application improved the students' pronunciation skills. The students' pre-and post-test results are listed below:

Table 1. Students' Test Score

No	Name	Pre-test result	Post-test result
1	ALS	46	60
2	RDCR	56	73
3	NN	53	60
4	DRA	60	67
5	CFA	60	80
6	HS	56	67
7	SAD	30	43
8	JAR	63	73
9	TCD	60	67
10	AOSP	36	40
11	EA	76	87
12	KAWD	76	90
13	ACP	53	73
14	AFMP	63	80
15	MZS	60	67
16	MI	56	67
17	ADI	50	57
18	ASN	73	90

The pre-test's mean of this research is 57,1. The maximum score is 76, meanwhile the minimum score is 30. It can be concluded that the students had beginner criteria. It means that the students do not understand how to pronounce correctly. After applying the treatment, the post-test's mean is 68,9. The maximum score is 90, while the minimum score is 40. It can be concluded that the students had low criteria for pronunciation mastery. Most of the students received poor grades. This indicates that the students improved their pronunciation after being taught using English song lyrics on the Spotify application. Following that, the researcher used the Paired Sample T-test, Correlation test, Homogeneity test, and Normality test to examine the data.

Table 2. Result of Normality Test

	Kolmogorov-Smirnov[a]			Shapiro Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.146	18	.200*	.938	18	.265
Post-test	.167	18	.200	.943	18	.331

Based on Table the writer tested the normality data. Then, the data obtained from the pre-test normality test results was 0.265. This result was greater than 0,05, which means the pre-test results were normal. Similar to that, the result of the post-test was stated as 0.331, which was greater than 0,05, which means the post-test results were normal.

Table 3. Result of Correlation Test

		N	Correlation	Sig.
Pair 1	Post-test & Pre-test	18	.941	.000

The writer carried out a paired sample T-test. The result of paired sample correlation was used to determine the relationship between the pre-test and post-test scores. The result of test significance stated number 0.000 which was lower than level significance 0.05, thus it stated that there was any relation between post-test and pre-test scores.

Table 4. Paired Sample T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-Test - Post-Test	11.88	4.898	1.154	9.453	14.324	10.299	17	.009

After carried out a significance test, the writer obtained data that Sig. (2-tailed) has a value of 0.00. This number has a value smaller than the level of significance (0.05) thus, it can be stated that the null hypothesis is rejected so that the alternative hypothesis is accepted. To strengthen the level of rejection of the null hypothesis, it can be seen that the t-count number in table 4.8 obtained a number of 10,299 which was higher than the t-table with df 17, namely 1,740. With the decision of the hypothesis in the form of rejection of the null hypothesis, the results of this research decision state that there is a significant difference between pronunciation ability before and after being taught by using listening English songs in Spotify.

E. Conclusion and Suggestion

The sample size for this study was one classroom. Based on the findings of the paired sample t-test in SPSS 26, the alternative hypothesis

(Ha) should be accepted and the null hypothesis (H0) should be rejected. The findings are predicated on the tested premise. The data analysis results and the ensuing discussion demonstrated that using the English song lyrics in Spotify had a considerable impact on students' pronunciation skills. It is possible to derive the following conclusions: (1) There was effectiveness in using Spotify to improve students' pronunciation ability with a mean increase of 20.49% from students' pre-test scores. This increase was obtained from a mean increase of 11.7 in the post- test. The treatment cycle carried out with minimal time, namely one cycle (one meeting) with three song playbacks at the meeting obtained quite maximum results. (2) The use of Spotify provides the advantage of providing songs and lyrics simultaneously and students can listen to the lyrics while mimicking the lyrics they hear from the song. As pronunciation learning for L2, Indonesian students starting from Junior School Grade to University Grade can use Spotify to improve their pronunciation ability. (3) The main obstacle in the experiment was obtained by choosing songs with genres or music that suited each student's preferences. This is a major obstacle because musical taste is the main factor in influencing students' interest in participating in the experiment so that in this study sometimes respondents behaved less than optimally in the experiment so that the results obtained were only a mean increase of 11.7 or the final result of students getting Low Grade. The researcher would like to recommend the following in light of the study's findings: (1) Students are expected to listen to English songs more often and listen to the lyrics listed on their Spotify. (2) Students are expected to be able to expand the genres they like or be more interested in songs with different genres to increase their interest in the learning method using Spotify and get maximum impact. (3) Teachers can conduct more in-depth research related to the selection of songs that are liked by the majority of students, especially using trending songs so that they can be easily accepted by students during the treatment method. (4) Other researchers can compare the results of this study by comparing them with other song player applications such as JooX,

Youtube Music, Apple Music, or Offline Player.

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