THE EFFECTIVENESS OF USING SPOTIFY TO IMPROVE STUDENTS' VOCABULARY MASTERY AMONG ELEVENTH-GRADE STUDENTS AT SMK NASIONAL MALANG

THESIS

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THESIS

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MOTTO AND THESIS DEDICATION

MOTTO

"Trust the process and embrace the journey"

"Percayalah pada proses dan nikmati setiap perjalanan"

THESIS DEDICATION

First, I lovingly dedicate this thesis to my beloved parents and my family, whose endless love, prayers, and sacrifices. Their support has been the greatest source of strength throughout my academic and non-academic journey. Thank you for always supporting me, believing in me, and encouraging me to pursue my dreams.

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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the minister od Religion Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543 b/U/1987 as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = d	ن = n
ح = h̲	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long vocal (a) = â

Long vocal (i) = î

Long vocal (u) = û

C. Dipthong Vocal

و ا = û و ا = aw

ي ا = ay اِي = î

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ABSTRACT

Fachriyan, M. (2026). *The Effectiveness of Using Spotify to Improve Students' Vocabulary Mastery Among Eleventh-Grade Students at SMK Nasional Malang.* Undergraduate Thesis, Department of English Language Education, Faculty of Education and Teacher Training, State Islamic University (UIN) Maulana Malik Ibrahim Malang.
Supervisor: Harir Mubarok, M.Pd.

Keywords: *Spotify, Vocabulary Mastery, English Language Learning, EFL.*

Vocabulary mastery plays a crucial role in the linguistic competence of students learning English as a foreign language (EFL). However, traditional rote memorization methods often hinder students' ability to retain and apply new words. This study aims to determine the effectiveness of using the Spotify application to improve the vocabulary mastery of eleventh-grade students at SMK Nasional Malang. By utilizing lyrics and authentic audio content—such as English songs—this digital platform is expected to provide engaging and contextual input for students.

The study employs a quantitative approach with an experimental design (utilizing both experimental and control classes). The research subjects consisted of two classes: Class XI A (the experimental class, taught using Spotify) and Class XI B (the control class, taught using conventional methods), with 25 students in each class. Data were collected via test instruments comprising *a pre-test and a post-test*. Statistical data analysis involved validity testing, reliability testing (KR-20), normality testing (Shapiro-Wilk), homogeneity testing, and hypothesis testing using an *Independent-Samples T-Test* via SPSS 22.

The results indicate a significant improvement in student learning outcomes. The mean *pre-test* score for the experimental class rose from 51.00 to 81.80 in the post-test (an increase of 30.80). Meanwhile, the mean score for the control class rose from 51.00 to 71.00 (an increase of only 20.00). Based on the hypothesis testing using the *Independent-Samples T-Test*, a significance value (Sig. 2-tailed) of 0.000 was obtained, which is lower than the significance level of 0.05 ($0.000 < 0.05$). Consequently, the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted. This demonstrates that the use of the Spotify application is significantly effective in improving the vocabulary mastery of eleventh-grade students at SMK Nasional Malang. The researcher suggests that English teachers integrate Spotify as an interactive supplementary learning medium in the classroom.

ABSTRAK

Fachriyan, M. (2026). *The Effectiveness of Using Spotify to Improve Students' Vocabulary Mastery Among Eleventh-Grade Students at SMK Nasional Malang*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Harir Mubarok, M.Pd.

Kata Kunci: *Spotify, Penguasaan Kosakata, Pembelajaran Bahasa Inggris, EFL.*

Penguasaan kosakata (*vocabulary mastery*) memegang peranan krusial dalam kompetensi linguistik siswa yang belajar bahasa Inggris sebagai bahasa asing (EFL). Namun, metode hafalan tradisional sering kali membuat siswa kesulitan dalam retensi dan penerapan kata-kata baru. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan aplikasi Spotify dalam meningkatkan penguasaan kosakata siswa kelas sebelas di SMK Nasional Malang. Dengan memanfaatkan teks lirik dan konten audio autentik seperti lagu berbahasa Inggris, platform digital ini diharapkan mampu memberikan input yang menarik dan kontekstual bagi siswa.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen (menggunakan kelas eksperimen dan kelas kontrol). Subjek penelitian terdiri dari dua kelas, yaitu Kelas XI A (sebagai kelas eksperimen yang diajar menggunakan Spotify) dan Kelas XI B (sebagai kelas kontrol yang diajar menggunakan metode konvensional), dengan masing-masing kelas berjumlah 25 siswa. Data dikumpulkan melalui instrumen tes yang terdiri dari *pre-test* dan *post-test*. Analisis data statistik dilakukan dengan menggunakan uji validitas, uji reliabilitas (KR-20), uji normalitas (Shapiro-Wilk), uji homogenitas, serta pengujian hipotesis melalui *Independent-Samples T-Test* berbasis SPSS 22.

Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada hasil belajar siswa. Nilai rata-rata *pre-test* kelas eksperimen meningkat dari 51,00 menjadi 81,80 pada *post-test* (mengalami kenaikan sebesar 30,80). Sementara itu, nilai rata-rata kelas control meningkat dari 51,00 menjadi 71,00 (hanya mengalami kenaikan sebesar 20,00). Berdasarkan uji hipotesis dengan *Independent-Samples T-Test*, diperoleh nilai signifikansi (Sig. 2-tailed) sebesar 0,000, yang lebih kecil dari taraf signifikansi 0,05 (0,000 < 0,05). Dengan demikian, hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima. Hal ini membuktikan bahwa penggunaan aplikasi Spotify efektif secara signifikan dalam meningkatkan penguasaan kosakata siswa kelas sebelas di SMK Nasional Malang. Peneliti menyarankan agar guru bahasa Inggris dapat mengintegrasikan Spotify sebagai media pembelajaran suplemen yang interaktif di dalam kelas.

مُجَرَّد

فخريان، م، ، فعالية استخدام "سبوتيفاي" في تحسين إتقان المفردات لدى طلاب الصف الحادي عشر في المدرسة المهنية الوطنية
بمدينة مالانج. أطروحة جامعية، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المشرف: هارير مبارك، ماجستير في التربية

الكلمات المفتاحية :سبوتيفاي، إتقان المفردات، تعلم اللغة الإنجليزية، اللغة الإنجليزية كلغة أجنبية

يلعب إتقان المفردات (إتقان المفردات) دورًا حاسمًا في الكفاءة اللغوية للطلاب الذين يدرسون اللغة الإنجليزية كلغة أجنبية. ومع ذلك، فإن الطرق التقليدية للحفظ عن ظهر قلب غالبا ما تجعل من الصعب على الطلاب الاحتفاظ بالكلمات الجديدة في تحسين إتقان المفردات لدى طلاب الصف Spotify وتطبيقها. يهدف هذا البحث إلى تحديد مدى فعالية استخدام تطبيق الحادي عشر في مدرسة مالانج المهنية الوطنية. ومن المتوقع أن تتمكن هذه المنصة الرقمية، من خلال الاستفادة من .النصوص الغنائية الأصلية والمحتوى الصوتي مثل الأغاني الإنجليزية، من توفير مدخلات مثيرة للاهتمام وسياقية للطلاب يعتمد هذا البحث على المنهج الكمي مع التصميم التجريبي (باستخدام الفئات التجريبية وفئات التحكم). تكونت موضوعات والفصل الحادي (Spotify كفصل تجريبي يتم تدريسه باستخدام) البحث من فصلين دراسيين، وهما الفصل الحادي عشر أ عشر ب (كفصل تحكم يتم تدريسه باستخدام الطرق التقليدية)، حيث بلغ عدد طلاب كل فصل 25 طالبًا. تم جمع البيانات من خلال أداة اختبار تتكون من اختبار مسبق واختبار لاحق. تم إجراء تحليل البيانات الإحصائية باستخدام اختبارات الصلاحية، واختبارات التجانس، واختبار ،(Shapiro-Wilk) واختبارات الحالة الطبيعية ،(KR-20) واختبارات الموثوقية .SPSS 22 للعينات المستقلة القائم على T الفرضيات من خلال اختبار

وأظهرت النتائج تحسنا كبيرا في نتائج التعلم لدى الطلبة. وارتفع متوسط قيمة الاختبار المسبق للفئة التجريبية من 51.00 إلى 81.80 في الاختبار اللاحق (حيث شهد زيادة قدرها 30.80). وفي الوقت نفسه، القيمة المتوسطة لفئة التحكم للعينات T ارتفعت من 51.00 إلى 71.00 (زيادة قدرها 20.00 فقط). وبناءً على اختبارات الفرضيات باستخدام اختبار قدرها 0.000، وهي أصغر من مستوى الدلالة البالغ 0.05 (Sig. 2-tailed) المستقلة، تم الحصول على قيمة دلالة ويثبت هذا أن استخدام .(Ha) وقبول الفرضية البديلة (H0) وبذلك يتم رفض الفرضية الصفرية .(0.000 < 0.05) فعال بشكل كبير في زيادة إتقان المفردات لدى طلاب الصف الحادي عشر في مدرسة مالانج المهنية Spotify تطبيق كوسيلة تعليمية تكميلية تفاعلية في الفصل Spotify الوطنية. يقترح الباحثون أن معلمي اللغة الإنجليزية يمكنهم دمج الدراسي

CHAPTER I

INTRODUCTION

The introduction will cover the introduction of this research, which serves as knowledge before reading more deeply related to this research. This section will introduce the background of the phenomenon or information to be studied, the formulation of the problem, objectives, benefits and methods of preparing the paper.

1.1 Background of the Study

In the 21st century, digital technology has revolutionized education, offering dynamic and interactive methods to facilitate learning. The integration of multimedia tools, language apps, and online platforms has transformed traditional classrooms into engaging, student-centered environments. These advancements provide learners with instant access to authentic language materials, interactive exercises, and personalized feedback, fostering more effective vocabulary acquisition. For English as a Foreign Language (EFL) students, such innovations are particularly beneficial, as they bridge the gap between theoretical knowledge and practical application, making vocabulary learning more contextual and meaningful.

According to the different technical tools used in technology-assisted language learning (TALL), platforms are often divided into specific instructional apps (such as Duolingo or Quizlet) and entertainment-based multimedia services. Although specialized language apps provide gamified flashcards and structured vocabulary exercises, they sometimes lack the immersion of real-world speech

and can eventually become robotic. On the other hand, music streaming services, which are primarily dominated by Spotify, provide clear benefits over these conventional instruments. Spotify provides an immersive and enjoyable learning experience by exposing students to authentic language use through an extensive library of English songs, podcasts, and audiobooks. Unlike standard language apps that rely on simulated dialogues, Spotify connects students directly with contemporary culture and natural speaking rates, allowing for subconscious or "osmotic" learning where students absorb linguistic patterns without active strain.

Among the essential skills in mastering EFL, vocabulary acquisition plays a pivotal role in students' overall linguistic competence. A robust vocabulary enables learners to comprehend reading materials, articulate ideas effectively, and construct coherent written and spoken discourse. However, despite its importance, many EFL students struggle with vocabulary retention and application due to traditional rote memorization techniques, which often lead to passive rather than active word usage (Schmitt, 2018). Without meaningful exposure and repeated contextual practice, students may recognize words in isolation but fail to use them fluently in real-world communication. This gap highlights the need for more innovative and immersive learning strategies.

In Indonesia, where English is taught primarily as an academic subject rather than a communicative tool, students frequently encounter difficulties in expanding their lexical knowledge, resulting in limited proficiency (Musthafa, 2020). The emphasis on grammar translation and exam-oriented instruction often neglects the practical use of vocabulary in everyday contexts. Consequently,

many Indonesian EFL learners can decode textbook passages but struggle with spontaneous conversations or nuanced expressions. Addressing this challenge requires a shift toward more interactive and technology-enhanced learning approaches that promote active vocabulary use, such as gamification, multimedia storytelling, and collaborative online activities. By leveraging digital tools, educators can create more engaging and effective pathways for vocabulary development in EFL classrooms.

To address this challenge, educators and researchers have explored various technological tools to make vocabulary learning more engaging and effective. One such tool is Spotify, a leading digital music streaming platform that provides access to an extensive library of English songs, podcasts, audiobooks, and educational content. Unlike conventional vocabulary drills, Spotify offers an immersive and enjoyable learning experience by exposing students to authentic language use in musical and conversational contexts. Research in psycholinguistics suggests that music enhances memory retention through melody and rhythm, which aid in the subconscious absorption of new vocabulary (Medina, 2013). Additionally, repetitive exposure to lyrics and spoken language reinforces word recognition and usage, making Spotify a potentially powerful supplementary learning resource (Engh, 2018).

Despite the growing popularity of Spotify among teenagers, its application in EFL classrooms remains understudied, particularly in Indonesia. Previous research on technology-assisted language learning has predominantly focused on mobile apps (e.g., Duolingo, Quizlet), online dictionaries, and AI-based platforms, while music streaming services like Spotify have received little

academic attention (Godwin-Jones, 2018). Furthermore, existing studies on music and language learning have largely examined broad impacts rather than specific vocabulary gains. This study seeks to fill that gap by investigating how structured exposure to English audio content on Spotify influences the vocabulary development of eleventh-grade students at SMK Nasional Malang.

From a theoretical standpoint, this study aligns with Krashen's Input Hypothesis (2018), which posits that language acquisition is most effective when learners are exposed to comprehensible and compelling input. Spotify's vast collection of songs and podcasts provides such input in an accessible and entertaining format. Additionally, the Dual Coding

Theory (Paivio, 2016) supports the idea that combining auditory and linguistic information enhances memory retention, further justifying the use of music in vocabulary instruction.

From an Islamic perspective, the Quran emphasizes the pursuit of knowledge through beneficial means:

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ ۗ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ ۖ وَقُلْ رَبِّ زِدْنِي عِلْمًا

"And say: My Lord, increase me in knowledge." (Q.S. Taha: 114)

This verse encourages Muslims to utilize all available resources—including modern technology—to enhance learning. In an era where digital tools dominate education, platforms like Spotify can be harnessed as halal (permissible) and effective aids for language development, provided they are used purposefully and ethically.

While several studies have explored digital media in language learning,

few have specifically examined Spotify's role in vocabulary enhancement within a detail context. For instance, the study conducted by Azis, Jabu, and Muhayyang (2024) examined the effectiveness of the Spotify application in enhancing students' extensive listening skills among Class XI 3 students at MAN 1 Kendari. Using a pre-experimental quantitative design. That research conducted to test for listening skill and using Pre-Experimental. While Schmitt (2020) stated that Mastery of vocabulary is important for learning English because the potential for wider knowledge can be known by mastering vocabulary. Most prior research has to be vocabulary first. That is why the research found that this is important thing to research where students have greater exposure to English outside the classroom (Sylvén & Sundqvist, 2017).

In evaluating the efficacy of technology-assisted language learning, it is crucial to consider the distinct demographic and psychological profiles of the learners. In the Indonesian educational landscape, a significant distinction exists between students in General Senior High Schools (SMA) and Vocational Senior High Schools (SMK). While SMA students are academically oriented toward general sciences and humanities to prepare for higher education, SMK students are specifically trained to be industry-ready professionals upon graduation. This fundamental difference in educational goals creates a stark contrast in their motivations, learning styles, and psychological needs when acquiring English as a Foreign Language (EFL).

Therefore, understanding the distinct characteristics of SMK students—who require immediate, engaging, and practical language exposure rather than dense theoretical grammar—is essential. While previous studies have widely

explored vocabulary mastery among general high school (SMA) students, empirical research focusing on the vocational (SMK) sector remains limited. Given their unique professional trajectory and tactile learning preferences, evaluating how a dynamic multimedia platform like Spotify can accelerate vocabulary mastery at SMK Nasional Malang presents a highly compelling and distinct academic inquiry.

By examining the role of Spotify in enhancing students' vocabulary, this research contributes to the broader discussion on music app in education. The findings will provide valuable insights for English teachers, curriculum developers, and policymakers on how to effectively integrate music tools into language learning environments. If proven effective, Spotify could become a recommended supplementary tool for EFL students in Indonesia, helping them overcome writing challenges and achieve better academic results

Based on the background explanation above, this study is entitled, **"The Effectiveness of Using Spotify to Improve Vocabulary Mastery among Eleventh Grade Students at SMK Nasional Malang"**

1.2 Research Question

Given the importance of vocabulary mastery in students' academic success and future careers, educators must explore diverse and engaging strategies to enhance lexical knowledge. Music streaming platforms like Spotify offer a unique and interactive approach to vocabulary learning through exposure to authentic language use in songs, podcasts, and audio content. Based on this context, the study addresses the following research question:

1. Is the use of Spotify effective in improving vocabulary mastery of grade XI students at SMK Nasional Malang?

1.3 Research Objective

This study aims to evaluate the effectiveness of Spotify in enhancing students' vocabulary acquisition, with a focus on two key objectives:

1. To determine the effectiveness of using Spotify in improving vocabulary mastery of class XI students at SMK Nasional Malang.

1.4 Scope and Limitation of the Study

This research focuses on analyzing the effectiveness of Spotify as a tool for vocabulary enhancement in an EFL classroom setting. The study examines how regular exposure to English audio content on Spotify influences students' lexical knowledge, including word recognition, retention, and usage. The scope is defined by the following parameters:

1. The participants consist of Eleventh-grade students at SMK Nasional Malang during the 2025/2026 academic year.
2. The study specifically assesses vocabulary improvement through Spotify, rather than general language proficiency or writing skills.

1.5 Significance of the Study

This research is expected to provide valuable insights for English teachers seeking innovative methods to enhance students' vocabulary. By integrating music application like Spotify, educators can adopt more effective and engaging teaching strategies in line with modern technological advancements.

For students, this study may demonstrate how music application can simplify the vocabulary acquisition process, making it more accessible and enjoyable. Additionally, improved vocabulary can positively impact academic performance and future career opportunities.

For future researchers, this study can serve as a reference for exploring music-based listening assistance in EFL (English as a Foreign Language) contexts, particularly in Indonesian secondary education.

1.6 Definition of Key Terms

To ensure clarity, the following terms are defined:

1. **Spotify**: A digital music streaming platform that allows users to listen to millions of songs, podcasts, and other audio content.
2. **Student's Vocabulary**: The collection of words known and used by students in spoken and written communication.
3. **Vocabulary Mastery:** The ability of students to understand, recall, and use vocabulary correctly in context.

CHAPTER II
LITERATURE REVIEW

The literature review will encompass pertinent theories applicable to the research, serving as a foundation for the examination and interpretation of the collected research data. The theories discussed will specifically relate to the variables under consideration in this study, namely Spotify application and Student's vocabulary mastery. Furthermore, this section will introduce a research framework presented in the format of a concept map.

2.1 Spotify

2.1.1 Definition and Features of Spotify

Spotify is a popular music streaming application that can be easily downloaded on PlayStore for Android and AppStore for iOS. According to Wiratman (2021), Spotify is a digital music platform accessible via smartphones. This application ranks among the most favored and top-downloaded music apps in both PlayStore and AppStore, boasting over 100 million downloads. Safina and Putri (2019) describe Spotify as a widely-used application among the general public. The platform proves particularly beneficial for language learners looking to enhance their listening skills and vocabulary through music. Its user-friendly interface makes it especially effective for students seeking to improve their language proficiency.

Originally launched in 2006, Spotify receives regular updates to enhance its features. Developed by Spotify AB in Sweden, the app maintains an impressive 4.2/5 rating on PlayStore from more than 10 million reviews. This positive reception demonstrates its usefulness and popularity among users. The growing

preference for digital media reflects society's adaptation to technological trends, making Spotify an essential platform for accessible and affordable music streaming. As supported by Eady & Lockyer (2013), technology-enhanced learning can significantly support educational activities. Spotify serves as a valuable tool to help students reach their learning objectives, particularly in language acquisition through music immersion. Beyond music streaming, Spotify also offers podcast content in numerous languages, featuring content from over 30 languages worldwide.

2.1.2 The Advatages of Spotify

Spotify is not just a music streaming platform—it is also a powerful educational tool that can enhance language learning in the classroom. With its vast library of audio content, interactive features, and user-friendly accessibility, Spotify offers numerous advantages for students and educators alike. Below are the key benefits of integrating Spotify into language learning:

1. **Can Accesibility Anywhere and Anytime**

   One of Spotify's greatest strengths is its flexibility. Unlike traditional learning tools that require physical materials or specific classroom setups, Spotify can be accessed anytime and anywhere with an internet connection. Additionally, its offline mode allows users to download playlists, podcasts, and audiobooks, ensuring uninterrupted learning even without Wi-Fi. This makes it ideal for students who want to study during commutes, breaks, or while traveling.

Moreover, Spotify is compatible with multiple devices, including smartphones, tablets, laptops, and smart speakers. This cross-platform functionality ensures that learners can switch between devices seamlessly, making it a convenient tool for both in-class and at-home learning.

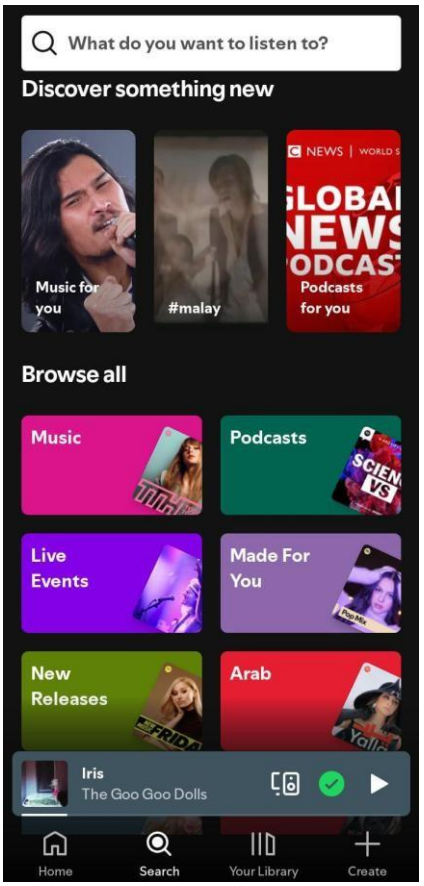


Image 2.1 Main menu of Spotify

2. Comprehensive Features for Enhanced Learning

Spotify goes beyond simple music streaming by offering a variety of features that support language acquisition:

3. Educational Podcasts & Audiobooks:

Spotify hosts thousands of podcasts dedicated to language learning, such as *"Coffee Break Languages"* and *"Duolingo Spanish Podcast."* These resources provide structured lessons, real-life conversations, and cultural insights, helping learners improve listening comprehension and pronunciation.

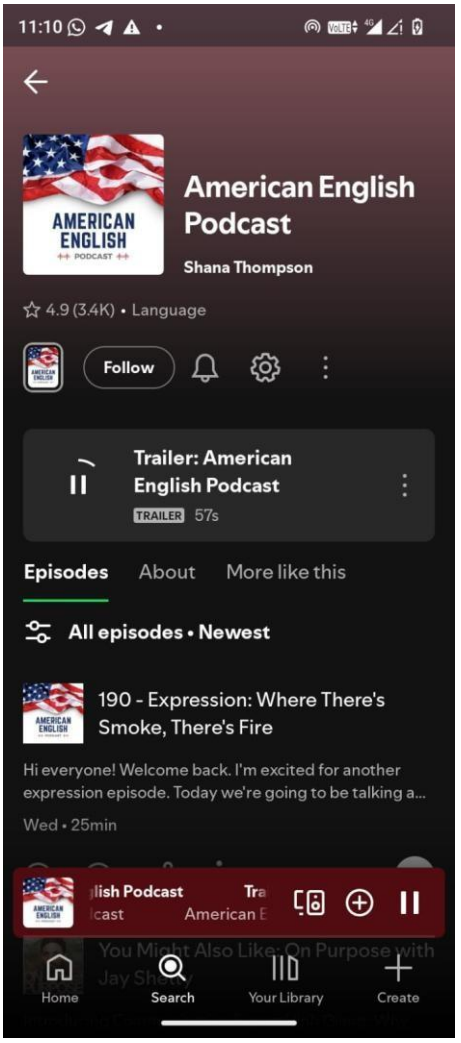


Image 2.2 Example of English Podcast

- **Lyrics Integration & Sing-Along Learning:**

Many songs on Spotify display synchronized lyrics, allowing students to read along while listening. This feature reinforces vocabulary, grammar,

and pronunciation in an engaging way. Singing along also improves fluency and intonation, making language practice enjoyable.

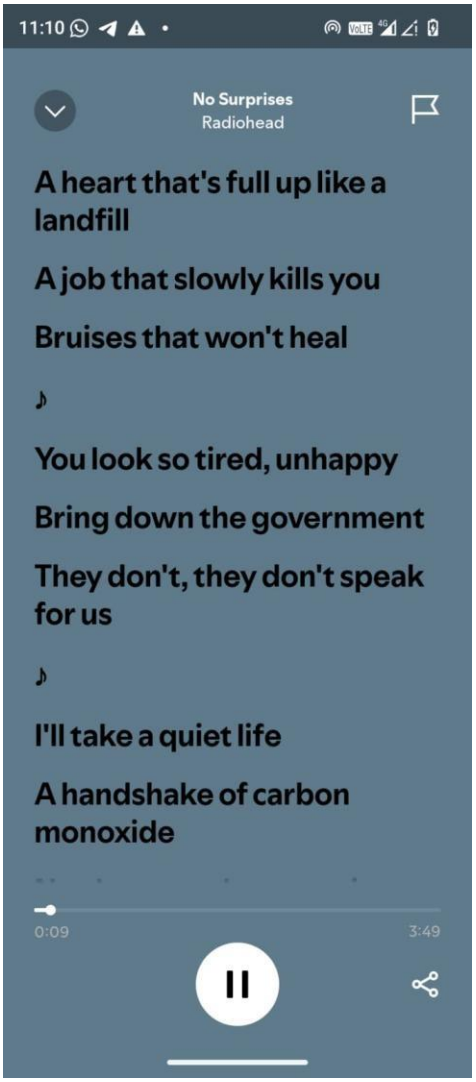


Image 2.3 Song Lyrics on Spotify

- **Curated Playlists for Different Skill Levels:**

  Educators and language experts create specialized playlists for vocabulary building, grammar exercises, and listening practice. For example,

playlists like *"Learn English with Pop Songs"* or *"French Pronunciation Drills"* cater to different proficiency levels, ensuring structured learning.

While some premium features (such as ad-free listening, unlimited skips, and high-quality audio) require a subscription, the cost is minimal—approximately **1.86 USD (or 29,000 IDR) per month**. This small investment unlocks a wealth of educational content, making it a cost-effective tool for students.

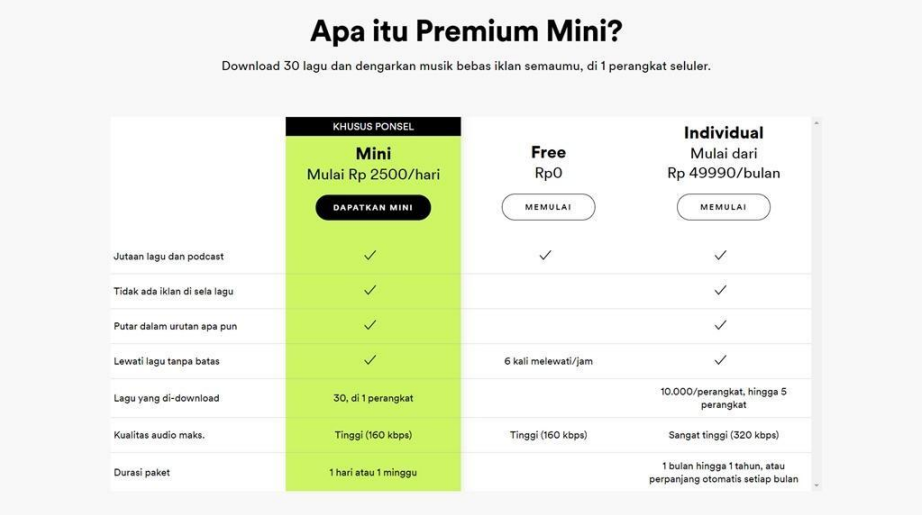


Image 2.4 Premium plan for Spotify

4. Enhancing Language skills through Music & Audio

Music is a proven method for improving language retention. Spotify's extensive music library allows learners to:

- **Expand Vocabulary:** Songs often contain repetitive and contextualized vocabulary, making it easier to memorize words.

- **Improve Pronunciation:** Mimicking singers helps learners practice natural speech patterns and accents.
- **Develop Listening Comprehension:** Exposure to different dialects, speeds, and speaking styles enhances auditory skills.

Additionally, instrumental and ambient playlists can improve focus during study sessions, creating an optimal learning environment.

One of Spotify's unique advantages is its ability to facilitate passive learning. By playing educational content in the background—such as news in the target language, vocabulary repetition tracks, or conversational dialogues—students absorb linguistic patterns subconsciously. This method, known as "osmotic learning," reinforces knowledge without requiring active effort, making it ideal for busy learners.

2.2 Vocabulary in Language Learning

2.2.1 Definition of Vocabulary

Vocabulary is a fundamental element of language, comprising words that are essential for developing students' English skills. Key language abilities—speaking, writing, listening, and reading—are interconnected, and all rely on vocabulary. Without a strong vocabulary, these skills would be ineffective, much like cooking without ingredients. McKeown & Curtis (2014) define vocabulary as understanding word meanings, while Alizadeh (2016) argues that it is more complex than traditional definitions suggest. A student's vocabulary mastery directly influences their language proficiency, making vocabulary learning the foundation of language acquisition.

Experts such as Jack C. Richards and Willy A. Renandya (2010) emphasize that vocabulary is central to language competence, significantly impacting speaking, listening, reading, and writing. This highlights its crucial role in communication, particularly for foreign language learners. Since students often have limited knowledge, expecting them to excel in all language skills at once is unrealistic. Instead, gradual vocabulary acquisition is key to progress.

In summary, vocabulary is the cornerstone of language learning—the essential "material" needed for mastery. Without it, learning a foreign language becomes ineffective. Alqahtani (2015) notes that vocabulary is especially vital for second-language learners due to their limited word knowledge. Similarly, Rozakis (2003) asserts that a robust vocabulary enhances communication. There are various methods to learn vocabulary, whether through deliberate memorization or incidental exposure, such as reading

2.2.2 Types of Vocabulary

According to Susanto (2017), vocabulary can be divided into two main types: receptive vocabulary and productive vocabulary. Receptive vocabulary refers to the ability to recognize and understand words when encountered in listening or reading, whereas productive vocabulary involves actively using words in speaking or writing. Susanto explains that learners typically first acquire vocabulary receptively before gradually developing productive usage through practice.

Additionally, Susanto distinguishes between function words and content words. Function words—such as prepositions, auxiliaries, and modals—belong to a fixed category with no additions possible. On the other hand, content words are dynamic and expandable, particularly as new terms emerge with advancements in science and technology. This highlights that mastering English requires not only grammatical knowledge but also a strong vocabulary, encompassing both function and content words.

Djalinus Syah and Azimar Enong (2006) further categorize vocabulary into general vocabulary (common words used in everyday language) and special vocabulary (technical terms specific to certain fields, professions, or disciplines). Ultimately, a thorough grasp of vocabulary—in all its forms—is crucial for effective communication and overall language competence

2.2.3 The importance of Vocabulary in EFL context

Vocabulary plays a fundamental role in learning English as a foreign language (EFL) because it serves as the foundation for all aspects of communication. Without a sufficient range of words, learners face significant challenges in expressing their ideas, understanding spoken or written texts, and engaging in meaningful interactions. A strong vocabulary enables students to comprehend reading materials, follow instructions, and participate in discussions, all of which are essential for academic and professional success. Moreover, vocabulary knowledge directly influences other language skills—listening, speaking, reading, and writing—since words are the basic units of language. For example, even with a solid grasp of grammar, limited vocabulary can lead to

unclear or incomplete communication, reducing fluency and confidence. Thus, expanding one's lexical knowledge is critical for achieving proficiency in English.

In addition to facilitating communication, a rich vocabulary helps learners grasp the nuances of the language, including idiomatic expressions, phrasal verbs, and cultural references. Understanding these elements allows EFL students to communicate more naturally and effectively, avoiding misunderstandings that may arise from literal translations. Furthermore, vocabulary acquisition enhances cognitive skills, such as critical thinking and problem-solving, as learners must constantly decode and encode meanings in different contexts. Research also shows that students with a broader vocabulary find it easier to infer the meanings of unfamiliar words through context, which improves their reading comprehension and listening skills. As a result, vocabulary development should be a continuous and intentional part of EFL instruction, incorporating strategies like contextual learning, word associations, and repetition.

Finally, vocabulary mastery boosts learners' confidence and motivation in using English. When students have a wide lexical range, they feel more comfortable participating in conversations, writing essays, and taking language exams. This confidence encourages them to engage more actively in language practice, leading to further improvement. Additionally, in today's globalized world, English is often the medium of instruction in higher education and the workplace, making vocabulary a key factor in career advancement and cross-cultural communication. Teachers, therefore, should emphasize vocabulary-building activities, such as extensive reading, word games, and multimedia

resources, to help learners expand their word knowledge systematically. By prioritizing vocabulary development, EFL learners can achieve greater fluency, accuracy, and overall success in mastering the English language.

2.3 Vocabulary Mastery

2.3.1 Definition of Vocabulary Mastery

Vocabulary mastery represents an advanced command of a language's lexical resources, encompassing the capacity to comprehend, employ, and retrieve words precisely across different situations. Alqahtani (2015) defines vocabulary mastery as comprehensive word knowledge and skill acquisition. This concept extends beyond simple word recognition to include understanding subtle meanings, proper usage contexts, and linguistic nuances. True mastery involves thorough knowledge of word forms (spelling, pronunciation) and the ability to deploy them effectively in all language domains: speaking, writing, listening, and reading. As a fundamental pillar of language proficiency, vocabulary mastery directly correlates with communicative competence.

The significance of vocabulary acquisition for students cannot be overstated, as it underpins all language skills. In reading, an extensive vocabulary facilitates text comprehension; in listening, it enhances auditory understanding. For productive skills like writing and speaking, a robust vocabulary enables learners to articulate thoughts clearly and spontaneously. When students achieve vocabulary mastery, they not only recognize words but can immediately access and utilize them appropriately in communication. This instant retrieval and application transform

passive knowledge into active language use, allowing ideas to be expressed fluidly and accurately.

2.3.2 Aspects of Vocabulary Mastery

Mastering vocabulary in English as a Foreign Language (EFL) goes far beyond simply memorizing word definitions. To achieve true proficiency, learners must develop a deep understanding of three fundamental dimensions: form, meaning, and use. Each of these aspects plays a critical role in ensuring accurate and effective communication. Without attention to these components, learners may struggle with misunderstandings, unnatural phrasing, or even unintentional offense. Therefore, a structured approach to vocabulary acquisition—one that addresses spelling, pronunciation, multiple meanings, and proper usage—is essential for EFL success.

The first aspect, form, encompasses both the spelling and pronunciation of words. These elements are crucial because even minor errors can lead to confusion or miscommunication. For example, confusing "affect" (to influence) with "effect" (a result) due to similar spelling can distort the intended meaning of a sentence. Similarly, mispronouncing words like "sheet" and "shit" or "beach" and "bitch" can result in embarrassing mistakes. To master word forms, learners should engage in activities such as dictation exercises, phonetic drills, and listening practice with native speakers. Additionally, exposure to authentic English materials—such as movies, podcasts, and books—can reinforce correct pronunciation and spelling in a natural context.

The second aspect, meaning, involves understanding both the denotative (literal) and connotative (implied or emotional) meanings of words. While the denotative meaning is the straightforward dictionary definition, the connotative meaning carries cultural, emotional, or situational associations. For instance, the word "childish" and "childlike" both relate to children, but "childish" has a negative connotation (immature), while "childlike" suggests innocence. Similarly, words like "slim" and "skinny" may describe the same physical trait, but "slim" is often positive, whereas "skinny" can sometimes carry a negative undertone. To grasp these nuances, learners should study words in context, analyze their usage in different texts, and practice distinguishing between synonyms with varying connotations. Teachers can facilitate this by providing real-world examples and encouraging discussions about word choices in different scenarios.

The third aspect, use, is perhaps the most complex, as it involves collocations (natural word combinations), grammatical rules, and appropriateness (register and context). Many learners struggle with collocations—for example, we say "make a decision" (not "do a decision") or "heavy rain" (not "strong rain"). Additionally, some words follow specific grammatical patterns; for instance, "suggest" requires a verb in the -ing form ("I suggest going") rather than an infinitive. Furthermore, learners must recognize whether a word is formal, informal, slang, or even offensive. For example, "furious" is more formal than "pissed off," and using the latter in a professional setting would be inappropriate. To master word usage, students should engage in activities such as sentence construction, role-playing different social contexts, and analyzing how native speakers use words in films, news articles, and conversations.

Ultimately, vocabulary mastery in EFL requires a balanced focus on form, meaning, and use. By systematically studying spelling and pronunciation, exploring multiple layers of meaning, and practicing words in their natural contexts, learners can move beyond rote memorization to true linguistic competence. Teachers play a vital role in guiding students through this process by incorporating varied exercises—such as contextual reading, speaking drills, and writing tasks—that reinforce all three aspects. When learners develop this comprehensive understanding, they gain not only greater fluency but also the confidence to use English accurately and appropriately in real-world situations.

2.3.3 Measuring Vocabulary Mastery

Vocabulary mastery is a crucial component of language proficiency, and assessing it accurately helps both teachers and learners identify strengths and areas for improvement. There are several effective testing methods to evaluate vocabulary knowledge, each with its own advantages. Common techniques include multiple-choice tests, matching exercises, cloze tests, fill-in-the-blank questions, and productive tasks like writing or speaking prompts. These methods assess different aspects of vocabulary, such as recognition, recall, and contextual usage. Choosing the right assessment type depends on the learning objectives—whether the goal is to test passive recognition or active application of words.

One of the most widely used methods is the multiple-choice test, which efficiently measures word recognition and meaning comprehension. In this format, learners select the correct definition, synonym, or appropriate word usage from given options. For example:

Question: What is the meaning of the word "generous"?

A) Strict and demanding

B) Willing to give or share

C) Quiet and shy

D) Quick to anger

Here, the correct answer (B) checks whether the learner understands the word's definition. Multiple-choice tests are practical for large groups, easy to score, and reduce subjectivity in grading. However, they primarily test receptive knowledge (recognizing correct answers) rather than productive skills (using words in speaking or writing).

A more advanced method is the cloze test, where learners fill in missing words in a passage, testing both vocabulary and contextual understanding. For example: "Despite the heavy rain, the team showed great ___and completed the project on time." Options: A) patience / B) determination / C) confusion / D) laziness. The correct answer (B) requires learners to infer the appropriate word based on context, making cloze tests effective for assessing applied knowledge.

While multiple-choice, matching, and cloze tests are efficient for measuring recognition and comprehension, productive assessments—such as writing sentences, short essays, or oral explanations—better evaluate a learner's ability to use vocabulary actively. For instance, asking students to write a paragraph using

"generous," "fragile," and "reliable" demonstrates their grasp of word meanings and grammatical usage.

In conclusion, a balanced combination of receptive (multiple-choice, matching) and productive (cloze tests, writing/speaking tasks) assessments provides a comprehensive evaluation of vocabulary mastery. Teachers should select methods aligned with their instructional goals, ensuring tests measure not just memorization but also practical language application.

2.4 The Teaching of Vocabulary using Spotify

Spotify can serve as an innovative solution for students who lack interest in traditional language learning methods. By incorporating engaging audio-based learning media, Spotify helps rekindle students' motivation, allowing them to learn a foreign language in an interactive and enjoyable way (Strasser & Schobersberger, 2011). While digital learning has provided students with vast amounts of information, it often neglects the dynamic aspects of language acquisition. As education evolves with technological advancements, many teachers remain stuck in outdated, conventional teaching methods, making lessons monotonous and less appealing to students.

The use of Spotify extends beyond the classroom, offering students continuous exposure to the language. For instance, when encountering unfamiliar words or phrases in English, learners can search for songs, podcasts, or audiobooks that contextualize those terms, helping them naturally expand their vocabulary. Additionally, teachers can integrate Spotify into lessons by:

- Assigning listening exercises where students analyze song lyrics or podcasts for comprehension.
- Encouraging students to explore curated playlists that focus on vocabulary-building.
- Utilizing Spotify's vast library of audiobooks and language-learning podcasts to supplement traditional materials.

Given that modern education increasingly relies on digital resources—such as e-books, QR codes, and multimedia tools—Spotify aligns well with current teaching trends. Below is a step-by-step guide on how students and teachers can use Spotify for vocabulary learning:

1. Downloading and Installing the App

   Mobile Users**:** Students should download Spotify from the Google Play Store (for Android) or the App Store (for iOS).

2. Exploring Language Learning Content

   Students can search for playlists specifically designed for vocabulary acquisition (e.g., "Learn English Through Music"). and They may also follow educational podcasts that teach pronunciation, idioms, and grammar in context.

3. Using Lyrics for Vocabulary Reinforcement

   Many songs on Spotify display synchronized lyrics, allowing students to read along while listening. and Teachers can create exercises where students identify new words, analyze meanings, and practice pronunciation.

4. Enhancing Listening and Speaking Skills

By listening to native speakers in podcasts or songs, students improve their comprehension and accent. and Teachers can assign shadowing exercises, where students repeat phrases to mimic natural speech patterns.

5. Correcting and Refining Language Use

Some Spotify podcasts include grammar tips and common mistakes, helping students self-correct. and Teachers can use song lyrics or podcast transcripts for error-spotting activities in class.

The first related study conducted by Andriani, Akib, and Ma'ruf (2018) investigated the effectiveness of using the Spotify application to improve listening skills among first-semester English students at Muhammadiyah University of Makassar through English songs. The pre-experimental research design revealed a significant improvement in students' ability to identify phoneme words, with the mean score increasing from 57.2 in the pre-test to 74.4 in the post-test, supported by a t-test value of 10.8 (>2.06). The study concluded that Spotify enhances vocabulary skills by making learning engaging and accessible. Recommendations include using Spotify as a supplementary tool for teaching listening, encouraging students to practice independently, and exploring its application in broader contexts. A key similarity between this study and the current research is the focus on technology-assisted language learning. However, this study addresses the gap in students' difficulties with listening comprehension, such as distinguishing phonemes and understanding spoken English, while also highlighting the motivational benefits of integrating music into learning. The findings suggest

that interactive and multimedia tools like Spotify can significantly enhance language acquisition.

The second related study conducted by Azis, Jabu, and Muhayyang (2024) examined the effectiveness of the Spotify application in enhancing students' extensive listening skills among Class XI 3 students at MAN 1 Kendari. Using a pre-experimental quantitative design, the researchers found a significant improvement in students' listening abilities, with the mean score rising from 55.40 in the pre-test to 90.80 in the post-test, supported by a t-test significance value of 0.000 (<0.05). The study concluded that Spotify is an effective tool for improving listening skills and was well-received by students, as evidenced by positive questionnaire responses. Recommendations include integrating Spotify into English language curricula and addressing its premium feature limitations to enhance accessibility. A key gap identified is the reliance on internet connectivity, which may hinder consistent usage in areas with poor infrastructure. While the study highlights Spotify's potential as an engaging learning tool, further research is needed to explore its long-term impact and adaptability across diverse educational settings.

Another related study was conducted by Febriana (2024) investigated the effectiveness of using Spotify to improve vocabulary mastery among EFL students at UIN Ar-Raniry. The research employed a quantitative pre-experimental design with pre- and post-tests, along with questionnaires to gauge student perceptions. The findings revealed a significant improvement in vocabulary scores, with the mean increasing from 74.40 in the pre-test to 84.80 in the post-test, supported by a paired sample t-test result ($p < 0.001$). The study

concluded that Spotify is an effective tool for vocabulary learning, as students reported positive perceptions of its use, particularly appreciating features like lyrics translation and the ability to learn at their own pace. Recommendations include integrating Spotify into English language curricula as a supplementary tool and encouraging students to use it for independent vocabulary practice. A key gap addressed was the limited exploration of Spotify's specific role in vocabulary acquisition compared to other digital tools, highlighting the need for further research on its long-term impact and adaptability across different educational contexts. The study aligns with previous research on technology-assisted language learning but focuses uniquely on vocabulary mastery through music streaming platforms.

2.5 Previous Research

The first related study conducted by Andriani, Akib, and Ma'ruf (2018) investigated the effectiveness of using the Spotify application to improve listening skills among first-semester English students at Muhammadiyah University of Makassar through English songs. The pre-experimental research design revealed a significant improvement in students' ability to identify phoneme words, with the mean score increasing from 57.2 in the pre-test to 74.4 in the post-test, supported by a t-test value of 10.8 (>2.06). The study concluded that Spotify enhances listening skills by making learning engaging and accessible. Recommendations include using Spotify as a supplementary tool for teaching listening, encouraging students to practice independently, and exploring its application in broader contexts. A key similarity between this study and the current research is the focus on technology-assisted

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The reviewed studies by Andriani et al. (2018), Azis et al. (2024), and Febriana (2024) collectively provide robust and consistent evidence that the Spotify application is an effective technological tool for enhancing specific English language skills, notably listening comprehension and vocabulary mastery. The significant improvements demonstrated in pre- and post-test scores across all studies, supported by positive student perceptions, affirm that Spotify makes language learning more engaging, accessible, and self-directed. While these findings strongly advocate for its integration into curricula as a supplementary tool, the studies also identify critical areas for future research, including the long-term impact of its use, its adaptability across diverse educational settings, and practical challenges such as internet dependency. In direct comparison to this study seeks to build upon this foundation by introducing a more rigorous quasi-experimental design with a control group, a methodological enhancement over the pre-experimental designs of the prior studies. Furthermore,

while Febriana (2024) also focused on vocabulary, this research distinguishes itself by targeting a different demographic (eleventh-grade secondary students at SMK Nasional Malang) and will provide comparative data on the effectiveness of Spotify against traditional teaching methods, thereby offering a clearer, more controlled measure of its specific impact on vocabulary acquisition in the Indonesian EFL context.

CHAPTER III
RESEARCH METHODOLOGY

This chapter provides the research method used in this study. It consists of research approach, research location, research participants, data source, research instrument, data collecting, data validity test, data analysis, and research procedure.

3.1 Research design

This study employs a quasi-experimental design using a nonequivalent control group approach to examine the effectiveness of Spotify in enhancing vocabulary acquisition among eleventh-grade students at SMK Nasional Malang. The research involves two distinct groups: an experimental group that utilizes Spotify's English songs and podcasts for vocabulary learning, and a control group that follows conventional vocabulary instruction methods without the music streaming platform. The experimental procedure consists of three phases conducted over the research period.

In the pre-test phase, both groups complete an initial vocabulary assessment to establish their baseline lexical knowledge before any intervention. This preliminary testing helps identify students' existing vocabulary levels and individual differences in word recognition and usage. The treatment phase follows, where the experimental group engages in regular vocabulary learning activities incorporating Spotify content, while the control group continues with traditional teaching methods. Finally, in the post-test phase, both groups take a comprehensive vocabulary test to measure progress and compare learning outcomes between the two approaches.

This research design enables meaningful comparison between the groups' vocabulary development. The pre-test serves to document initial proficiency levels and create a baseline for measuring improvement, while the post-test reveals any significant differences in vocabulary gains. The results will demonstrate Spotify's potential effectiveness as a learning tool and provide measurable data on specific aspects of vocabulary acquisition most influenced by music-based instruction. Following established educational research methodology (Creswell, 2014), this two-group approach allows for better control of variables, clearer establishment of cause-effect relationships, and generation of reliable data for statistical analysis.

The study specifically investigates Spotify's impact on various dimensions of vocabulary learning, including word retention and recall, contextual word recognition, pronunciation improvement, and long-term lexical development. By maintaining this rigorous experimental design, the research provides valuable insights into the practical application of digital music platforms in EFL classrooms while ensuring academic validity. The findings will contribute to our understanding of innovative vocabulary teaching methods that leverage technology familiar to today's digital-native students.

Table 3.1 Two groups of Quantitative research by using Experiment Research

Control Group	Pre-Test	No Treatment	Post-Test
Experimental Group	Pre-Test	Experimental Treatment	Post-Test

Adopted from : Creswell (2012)

3.2 Time and Location of the research

This research was carried out at SMK Nasional Malang from May to June 2026. The institution was chosen as the research site due to its progressive approach in adopting technology-supported learning methods and its excellent technological infrastructure, including well-equipped computer laboratories. Preliminary observations revealed that students exhibited considerable enthusiasm for enhancing their language skills through digital media platforms. The study specifically targeted eleventh-grade students, as this particular cohort demonstrates both substantial engagement with digital learning tools and significant potential for vocabulary development through innovative teaching approaches. The school's location in an urban educational hub of East Java ensured reliable access to necessary technological resources, while its curriculum's openness to incorporating modern teaching methodologies made it an ideal setting for investigating the effectiveness of Spotify in vocabulary instruction.

Table 3.2 Schedule of the Research

No.	Activity	Date
1.	Observation	6th, May 2026
2.	Pre-Test	13th May 2026
3.	Giving Treatment	10th June 2026
4.	Post Test	11th June 2026

3.3 Research Variables

Variables are measurable or observable elements that researchers manipulate or analyze to examine relationships and effects within a study. They are fundamental to the scientific method, enabling systematic investigation and evidence-based conclusions. According to

Sugiyono (2009), a research variable is a trait or value of objects, activities, or individuals with specific variations, studied to derive meaningful findings.

3.3.1 Identification of Variables

a. Independent Variable

The independent variable is the factor manipulated to observe its impact. Nursalam (2016) defines it as the variable that influences or triggers changes in the dependent variable. In this study, the independent variable (X) is Spotify, a technology-based tool used to enhance students' vocabulary.

b. Dependent Variable

The dependent variable is the outcome measured to assess the independent variable's effect. Nursalam (2016) describes it as the result of the independent variable's influence. Here, the dependent variable (Y) is students' vocabulary, evaluated through structured assessments.

3.4 Research Population and Sample

3.4.1 Population

Fraenkel and Wallen (1993) define a population as the group to which research findings are generalized. This study focuses on eleventh-grade students at SMK Nasional Malang, a school implementing the Merdeka Curriculum. Participants, aged 16–17, comprise both male and female students. Two classes were selected: an experimental group (exposed to Spotify) and a control group (taught conventionally).

3.4.2 Sample

A sample is a representative subset of the population (Abdullah, 2015). For this study, Class XI-A (experimental) and Class XI-B (control) were chosen to compare the effectiveness of Spotify in improving vocabulary.

3.5 Data Sources

In this study, the researcher collects information from two main-types of data sources: primary data and secondary data. These sources provide the theoretical and empirical foundations necessary for the analysis.

3.5.1 Primary Data

The meaning of "primary data" describes information obtained directly from relevant participants or research subjects especially for the current study. The quantitative scores from SMK Nasional Malang eleventh-grade students who are in both the experimental group (Class XI-A) and the control group (Class XI-B) provide the primary data in this quasi-experimental study.

The following tools are used to collect the primary data points:

- **Pre-test Scores**: The primary vocabulary knowledge of the students as measured by the baseline scores collected from both groups before any treatment was implemented.

- **Post-test Results**: The final results collected from both groups following the use of the Spotify app for teaching a vocabulary to the experimental group and control group to the control group.

3.5.2 Secondary Data

Information that has previously been collected, published, or recorded by other researchers, writers, or groups is referred to as secondary data and is used to further support and confirm the original findings. Secondary data for this study was collected from a variety of scholarly sources, such as books, authorized journals, pertinent literature on Technology-Enhanced Language Learning (TELL), and thesis materials about digital audio streaming platforms and vocabulary acquisition. These resources are used to develop the theoretical foundation, support the research design, and help analyze the statistical data collected in the field.

3.6 Research Instrument

Sugiyono (2009) emphasizes that research instruments are tools for data collection. In this study, the research instrument consists of multiple-choice test (pre-test/post-test) to measure students' vocabulary mastery. The test items are designed to assess the students' understanding of word meanings, synonyms, antonyms, and vocabulary use in context. Calculating the mean score and t-test between writing of the experimental and control group by using SPSS 17.0 program (Gay, 2006). This analysis is part of SPSS analysis that used as a tool for collecting data, processing and analyzing data, drawing conclusion, and making decision based on the result of the analysis of the data collected (Rahman, 2007:2).

Tests were validated by an English education expert (e.g., a UIN Malang lecturer) to ensure reliability. The experimental class used Spotify for writing exercises, while the control group followed traditional methods. Post-test results determined the tool's impact on writing improvement.

3.7 Validity and Realibility

3.7.1 Validity

Validity represents a crucial aspect of research quality, serving as the foundation for trustworthy findings. Without proper validity testing, research outcomes cannot be considered credible as the accuracy of measurement remains unverified. Abdullah (2015) emphasizes that validity testing determines whether the research instrument truly measures what it purports to measure, ensuring the data collected aligns with the study's objectives. Creswell (2012) further clarifies this concept by defining validity as evidence of congruence between the measurement tool and the theoretical construct being examined. In practical terms, validity establishes whether the instrument actually assesses the intended variables rather than unrelated factors. For this study, validity was carefully examined using Excel, where appropriate statistical formulas were applied to verify the measurement accuracy of the research instruments:

Rxy: $$\frac{N\sum XY-(\sum X)(\sum Y)}{\sqrt{[N\sum X2-(\sum X)2][N\sum Y2-(\sum Y)2]}}$$

RXY = Correlation coefficient between

variables X and Y N = Total number of Respondents

$\sum X$ = Total score of items

$\sum Y$ = Individual total scores

$\sum \mathbf{X2}$ = Sum of the squared scores of the items

$\sum Y2$ = Sum of the total scores for the squares of the items

3.7.2 Realibility

Reliability stands as another fundamental pillar of rigorous research methodology, reflecting the consistency and stability of measurement instruments across various applications and contexts. Creswell (2012) underscores that reliability demonstrates an instrument's capacity to yield dependable results when administered under consistent conditions. A research tool can only be deemed trustworthy if it proves reliable through systematic testing, meaning it should produce similar results when used repeatedly to measure the same phenomenon. The importance of reliability becomes particularly evident when considering the practical application of research findings - only when both validity and reliability are satisfactorily established can the results genuinely reflect the reality being studied. This dual verification process ensures that the information gathered through research instruments corresponds accurately with actual field conditions and provides a solid foundation for drawing meaningful conclusions.

3.7.2.1 Scale Realibility

To measure the reliability scale in this study, researchers used Cronbach's Alpha formula.

$$R_{tt} = \left[\frac{K}{K - 1}\right]\left[1 - \frac{\sum p \cdot q}{S_t^2}\right]$$

Description:

Rtt = Instrument reliability coefficient

K = Number of valid instruments

$\sum S_i^2$ = Number of item variants

S_t^2 = Variant of total score

Value of r count > r table 5%, then the item is accepted.

3.7.2.2 Test Realibility

To measure the reliability of the test, researchers used the Kudr-Richardson formula 20 (K-R 20).

$$R_{tt} = \frac{K}{K-1}\left(\frac{v_t - \sum pq}{v_t}\right)$$

Description:

Rtt = Test reliability

K = Number of valid items

vt = Total variance

p = Proportion of subjects who answered the questions correctly

q = Proportion of subjects who answered the questions incorrectly

$\sum$ **pq** = Number of multiplication results between p and q

Reliability	**Level of Reliabilty**
> 0.90	Very High
0.80 – 0.90	High
0.70 - 0.79	Reliable
0.60 - 0.69	Marginally / Minimally

Table 3.4 The classification of Students Score

3.8 Hypothesis

Based on assumptions, there are two hypotheses that can be outlined that can be answered with results, namely:

3.8.1 Null Hypothesis (H0)

There is no significant effect of using Spotify on the vocabulary mastery of eleventh-grade students a t SMK Nasional Malang.

3.8.2 Alternative Hypothesis (Ha)

There is a significant effect of using Spotify on the vocabulary mastery of eleventh-grade students at SMK Nasional Malang.

3.9 Technique of Collecting Data

3.9.1 Pre Test

In the preliminary phase of the research, investigators conducted a vocabulary pre-test to evaluate students' initial lexical knowledge prior to the intervention. Both the experimental and control groups participated in this assessment, which measured essential vocabulary components including word recognition, contextual usage, pronunciation accuracy, and lexical variety. Students completed a comprehensive vocabulary test designed to assess their current English language proficiency. These pre-test outcomes served as the fundamental reference point for subsequent comparison of vocabulary acquisition progress between the control group and the experimental group exposed to Spotify-based learning.

3.9.2 Treatment

From the second through fifth instructional sessions, the experimental group engaged in vocabulary learning activities incorporating Spotify's audio content. Researchers carefully introduced the platform's educational applications and demonstrated its use for vocabulary development, emphasizing: Exposure to authentic English vocabulary through songs and podcasts, Contextual word learning through lyrics and spoken content, Pronunciation practice via audio repetition, and Vocabulary reinforcement through musical repetition.

While both groups covered identical core vocabulary curriculum content, the experimental

class utilized Spotify for all vocabulary acquisition and reinforcement activities. The control group continued with conventional vocabulary instruction methods without using the music streaming platform, enabling a clear comparison of learning outcomes between traditional and technology-enhanced approaches.

Topic/Materials	Spotify Features Used	Teaching & Learning Activities	Target Vocabulary Focus
Listening song by Bruno Mars – Talking to the Moon	• Spotify audio streaming • Real-time synchronized lyrics	Students listen to the song while concurrently reading the synchronized lyrics on Spotify (applying *Dual Coding Theory*). Students identify unfamiliar words and click on lyrics to repeat specific stanzas.	Receptive vocabulary, contextual verbs, and metaphorical expressions (e.g., *light, dynamic, hopeless*).

Table 3.5 Treatment Experimental class

3.9.3 Post Test

The post-test is conducted to measure students' abilities after several treatments using the Spotify application or not. They will be given questions that are not much different from the pre-test questions, namely with 20 multiple choice questions with noun, adjective, verb, adverb definitions, and synonyms also antonyms. the results of this test will produce results whether there is a significant difference between the control class given learning without Spotify and the Experiment class given learning using Spotify.

3.10 Data Analysis

3.10.1 Normality Test

Using SPSS version 22, researchers conducted Shapiro-Wilk tests to verify normal distribution of the data. Results exceeding $p>0.05$ indicated normally distributed data suitable for parametric testing.

3.10.2 Homogeny Test

Levene's Test established variance homogeneity between groups, with $p>0.05$ confirming that the experimental and control groups demonstrated comparable variance characteristics.

3.10.3 T-Test

An independent samples t-test (two-tailed, $\alpha=0.05$) compared post-test results between groups. This analysis determined whether significant differences existed between experimental and control groups ($p<0.05$ indicating significance), The practical significance of any differences through Cohen's d effect size calculation, and the relative effectiveness of Spotify compared to traditional instruction

The comprehensive analysis provided empirical evidence regarding Spotify's impact on vocabulary acquisition development, while controlling for potential confounding variables through rigorous experimental design and statistical verification.

CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the results of the study, including the analysis of the pre-test data, normality test, homogeneity test, post-test data analysis, hypothesis testing, and discussion of the findings.

4.1 Finding

This section describes the results obtained during the research process. The data were collected through pre-tests and post-tests administered to both the experimental and control groups. The purpose of the analysis is to determine the effectiveness of using Spotify in improving students' vocabulary mastery.

4.1.1 Data Analysis of Pre-Test

The test consisted of 20 multiple-choice questions designed to measure students' initial vocabulary mastery. Each student was given 25 minutes to complete the test by selecting the correct answer from the available options.

The pre-test was administered to two eleventh-grade classes at SMK Nasional Malang, namely Class XI-A and Class XI-B, with 25 students in each class. Class XI-A was selected as the experimental class, while Class XI-B served as the control class.

Both classes received the same pre-test. However, after the pre-test, the experimental class received vocabulary instruction using Spotify as a learning medium, while the control class continued learning through conventional teaching methods without Spotify. The pre-test was conducted to identify students' initial vocabulary proficiency before the treatment and to provide a baseline for comparison with the post-test results, so that later it becomes an initial benchmark in this study.

the results of the pre-test are as follows:

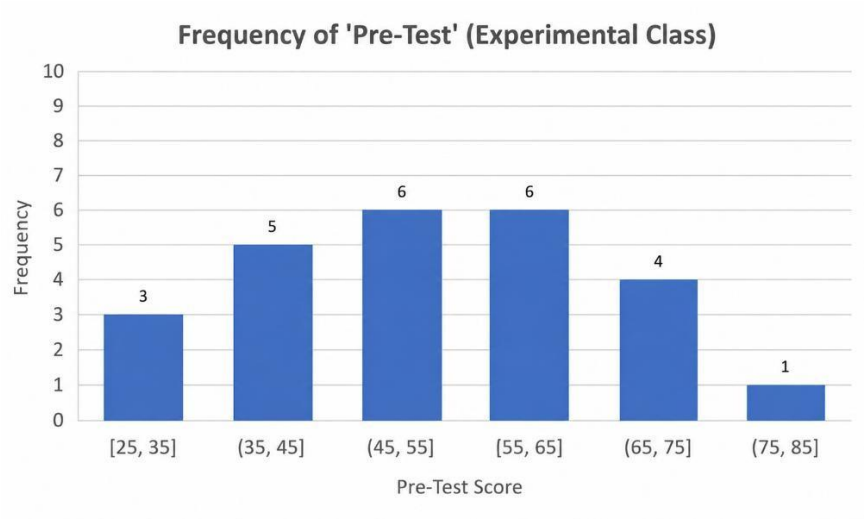
Table 4.1 Pre-test of Experimental Class Students

No.	Initials Name	Pre-Test
1	AFS	65
2	BMR	70
3	CHT	45
4	DPA	35
5	EKN	30
6	FRS	65
7	GWA	55
8	HZD	65
9	IQL	50
10	JMN	50
11	KRP	30
12	LTY	40
13	MVB	50
14	NXC	65
15	ODF	45
16	PGL	45
17	QHS	40
18	RJK	25
19	SLM	45
20	TNP	40
21	UQR	55
22	VST	75
23	WAX	60
24	YBC	80
25	ZDE	50
Total		1645
Average Score		51

From Based on Table 4.1, the pre-test results of Class XI-A as the experimental group indicate that students demonstrated varying levels of vocabulary mastery. The lowest score obtained was 25, while the highest score was 80. The total score of all students was 1,645, resulting in an average score of 53.

The distribution of students' scores is illustrated in the following histogram :

Diagram 4.1 Pre-test Experimental Class



From the histogram graph above, it has been sorted from the lowest student score to the highest. Based on the data from the histogram graphs in the 25-35 score period there are 3 students, while in the 35-45 period there are 5 students, as well as in the 45-55 period there are also 6 students, the 55-65 period there are 6 students which is the highest frequency, while in the 65-75 period there are 4 students, and there is only one student who scores in the 75-80 period. In the distribution of data in the histogram graphs above, it can be concluded that almost all 8A (Experimental class) students scored below the KKM or passing score, which is 75 There was only one student who did not score below the KKM, and only got 75 which was just right from the passing score. The descriptive statistics of the Experimental class pre-test data scores are :

Table 4.2 Descriptive Statistic of Pre-test Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pre-Test	25	55	25	80	1265	50.60	13.739	188.836	-.155	.464	-.833	.902
Valid N (listwise)	25											

Table 4.2 states that the average value of the Experimental class pre-test is 53.06, then the standard deviation value obtained for the experimental class pre-test is 13.739. From the descriptive data above we can also see that the minimum value is 25 while the maximum value is 80. From the data above it can be seen that the standard deviation is smaller than the average of the total student score, so it can be concluded that the experimental class pre-test value has good quality data.

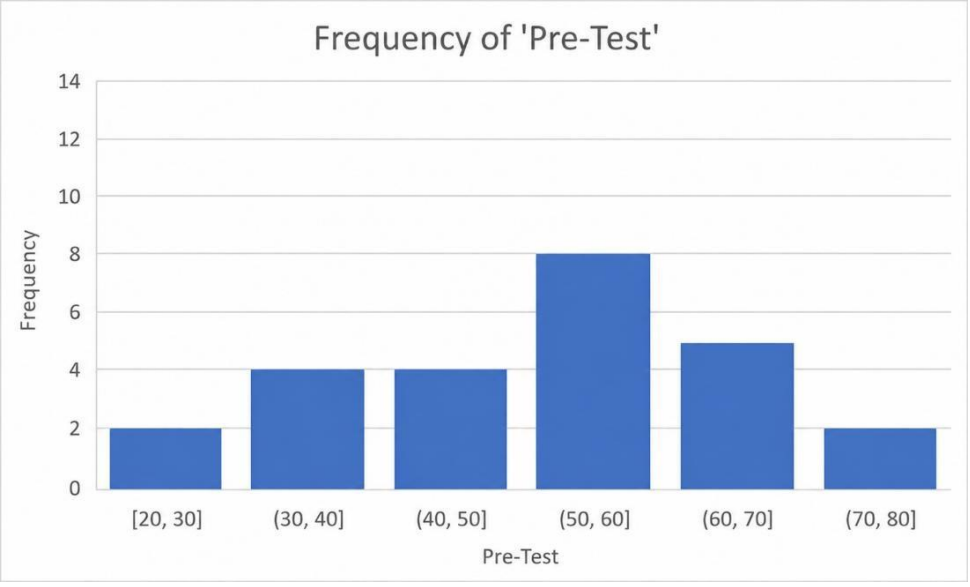
Table 4.3 Pre-test Scores of Control Class Students

No	Initials Name	Pre-Test
1	ABL	60
2	BCN	55
3	CDR	45
4	DFK	30
5	EGM	35
6	FHN	65
7	GJP	50
8	HKR	60
9	ILS	40
10	JMT	25
11	KNV	55
12	LQW	45
13	MRX	50
14	NSY	70
15	OTP	60
16	PUA	35
17	QVB	40
18	RWC	55
19	SXD	45
20	TYE	50
21	UZF	65

22	VGA	75
23	WHB	80
24	XIC	55
25	YJD	50
Total		1275
Average Score		51

From the pre-test results above in table 4.3, it can be seen from the test results from XI B SMK Nasional Malang as a control class. It can be found here that there is one student who gets the smallest score of 25, while there are three students who get the highest score of 80. From this overall score, the total score of these 25 students is 1275 with an average score of 51. The distribution of student scores can be seen from the histogram graphs below:

Diagram 4.2 Pre-test Control Class



From the histogram graph above, it has been sorted from the lowest student score to the highest. Based on the data from the histogram graphs in the 20-30 score period there are 2 students, while in the 30-40 period there are 4 students,

and in the 40-50 period there are 4 students, the 50-60 period there are 8 students which is the highest frequency than the number of other scores, while in the 60-70 period there are 5 students, and there are also 2 students who score in the 70-80 period. In the distribution of data in the histogram graphs above, it can be concluded that almost all XI B (Experimental class) students scored below the KKM or passing score, which is 75. There was only 2 student who did not score below the KKM, and only got 75 which was just right from the passing score. The descriptive statistics of the Control class pre-test data scores are :

Table 4.4 Descriptive Statistic of Pre-test Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pre-Test	25	55	25	80	1295	51.80	2.722	13.608	185.167	0.072	0.464	-0.210	0.902
Valid N (listwise)	25												

From table 4.4, it states that the average value of the control class pre-test is 51.80, then the standard deviation value obtained for the control class pre-test is 13.608. From the descriptive data above we can also see that the minimum value is 25 while the maximum value is 80. From the data above it can be seen that the standard deviation is smaller than the average of the total student score, so it can be concluded that the control class pre-test value has good quality data. After knowing the pre-test scores of the experimental class and control class, the researcher held a treatment using the Spotify application to the experimental class. After holding the treatment, the researcher held a post-test to find out the

difference in scores from before and after treatment.

4.1.2 Data Analysis of Post-Test

The post-test was conducted for the last test, following the completion of the treatment sessions. It was administered on the final day of the experiment after students had participated in three instructional meetings using the Spotify method. During the post-test, students were required to answer 20 multiple-choice questions. The format and level of difficulty of the questions were designed to be similar to those used in the pre-test in order to provide a fair basis for comparison and to accurately measure students' progress after the treatment.

The post-test consisted of 20 multiple-choice items and was completed within one lesson period of 25 minutes. Similar to the pre-test procedure, students answered the questions by selecting and marking the option they believed to be correct. The results of the post-test are presented in the following table, which illustrates the students' achievement after the treatment and allows for a comparison between their performance before and after the implementation of the Spotify method.

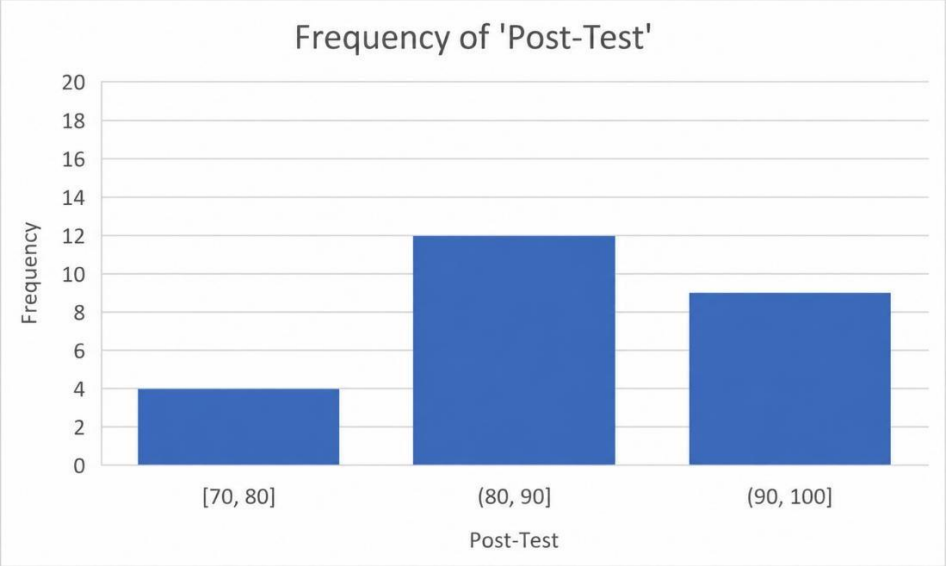
Table 4.5 Post-test Score of Experimental Class Students

No.	Initials Name	Post-Test
1	AFS	85
2	BMR	90
3	CHT	75
4	DPA	70
5	EKN	70
6	FRS	85
7	GWA	80
8	HZD	90
9	IQL	80
10	JMN	80
11	KRP	70

12	LTY	75
13	MVB	80
14	NXC	90
15	ODF	75
16	PGL	80
17	QHS	75
18	RJK	70
19	SLM	80
20	TNP	75
21	UQR	85
22	VST	95
23	WAX	90
24	YBC	100
25	ZDE	80
Total		2045
Average Score		82

From the post-test results in table 4.5, it can be seen that the score of XI A as an experimental class, it can be found that the lowest score of students is 70 and the highest score is 100. The total score was 2045 and the average score was 82. From the distribution of pre-test scores, the histogram graphs below can be seen:

Diagram 4.3 Post-Test Experimental Class



Based on the histogram graph above, we can see the distribution of student

scores from lowest to highest, along with the number of students in each score in the experimental class. Based on the histogram graph in the 70-80 range there are 4 students, while in the 80-90 range there are 12 students, and for 90-100 there are 9 students. From the sequence of results above, it can be concluded that there are 4 students whose scores are below and equal to the passing score (KKM). The descriptive statistic of the experimental class post test data is as follows:

Table 4.6 Descriptive Statistic of Post-test Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
PostTest_Eks	25	30	70	100	2045	81.80	2.722	13.608	185.167	-0.072	0.464	-0.210	0.902
Valid N (listwise)	25												

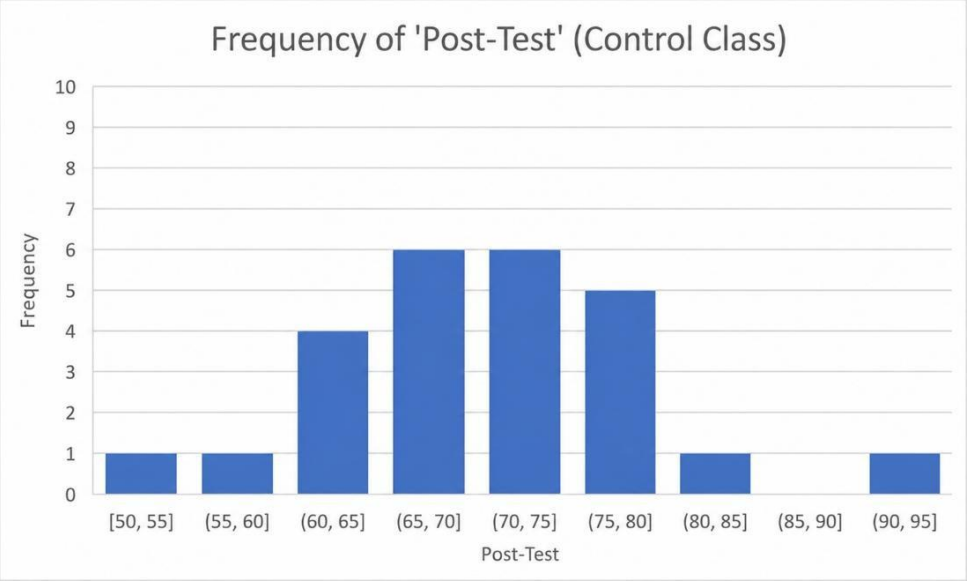
Table 4.6 states that the average value of the experimental class post-test is 81.80, while the standard deviation is 13.608. It can also be seen that the minimum value from the list of values above is 70, while the maximum value is 100. From the data, it can be seen that the standard deviation is smaller than the total average value of students, so it can be concluded that the experimental class post-test scores of students have good quality data.

Table 4.7 Post-test Score of Control Class

No	Initials Name	Post-Test
1	ABL	75
2	BCN	70
3	CDR	65
4	DFK	55
5	EGM	60
6	FHN	80
7	GJP	70
8	HKR	75
9	ILS	60
10	JMT	50
11	KNV	70
12	LQW	65
13	MRX	70
14	NSY	85
15	OTP	75
16	PUA	60
17	QVB	65
18	RWC	75
19	SXD	65
20	TYE	70
21	UZF	80
22	VGA	90
23	WHB	95
24	XIC	75
25	YJD	70
Total		1770
Average Score		71

From the display of post-test results in table 4.7, it can be seen from the test results from class XI B SMK Nasional Malang as a control class. It can be found that there is one student who gets the lowest score, namely a score of 50, and there is a students who get the highest score of 95. From the accumulation of the total score above, it was found that the total score was 1770, with an average score of 71. From the distribution above, the results can be seen in the form of histogram graphs as follows:

Diagram 4.4 Post-test Control Class



Based on the histogram graphs above, we can see the distribution of student scores from lowest to highest, parallel to the number of students (frequency) in each score in the Control class. Based on the data above in the 50-55 and 55-60 range there is a students for each one, and in the 60-65 range there are 4 students, 65-70 there are 6 students, while in the 70-75 range there are 6 students, 5 Students in range 75-80, and finally there is one students in the both 85-90 and 90-95 range. From the data above it can be defined that there are 18 students who have scores below the passing score or KKM, which is 75. The form in the descriptive statistic of the control class post-test can be seen below:

Table 4.8 Desciptive Statistic of Post-test Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
PostTest_Kontrol	25	45	50	95	1770	70.80	2.950	14.750	217.550	-0.222	0.464	-0.911	0.902
Valid N (listwise)	25												

From the data table 4.8 above, it can be seen that the average value of the Post-test control class is 70.80, and the standard deviation is 14.750. The table above also shows the minimum student value is 50, while the largest value is 95. From the data above, it can be seen that the standard deviation value is smaller than the average value of the total student score, so it can be concluded that the control class post-test has good quality data.

4.1.3 Students Achievement in Vocabulary Mastery Before and After Using Spotify

Table 4.9 Result Pre-test and Post-test of Experimental Class

No.	Initials Name	Difference		Description
		Pre - Test	Post - Test	
1	AFS	65	85	Increase
2	BMR	70	90	Increase
3	CHT	45	75	Increase
4	DPA	35	70	Increase
5	EKN	30	70	Increase
6	FRS	65	85	Increase
7	GWA	55	80	Increase
8	HZD	65	90	Increase
9	IQL	50	80	Increase
10	JMN	50	80	Increase
11	KRP	30	70	Increase
12	LTY	40	75	Increase
13	MVB	50	80	Increase
14	NXC	65	90	Increase

15	ODF	45	75	Increase
16	PGL	45	80	Increase
17	QHS	40	75	Increase
18	RJK	25	70	Increase
19	SLM	45	80	Increase
20	TNP	40	75	Increase
21	UQR	55	85	Increase
22	VST	75	95	Increase
23	WAX	60	90	Increase
24	YBC	80	100	Increase
25	ZDE	50	80	Increase
Total		1265	2045	Increase
Average Score		51	81.80	

From the table of pre-test and post-test scores of experimental class, we can see the difference in students' scores. The pre-test was given before the treatment of Spotify, while the post-test was given after the treatment in class. From both results, it can be seen that there is an increase in student scores. Not only that, the average obtained from the original experimental class pre-test score was 51, after treatment and re-conducted the post-test, the average score was 81.80 from all students, meaning that the average score of students increased by 30.80. From these results, it can be concluded that the experimental class pre-test score is lower than the experimental class post-test score.

Table 4.10 Result Pre-test and Post-test of Control Class

No.	**Initials Name**	**Difference**		**Description**
		Pre - Test	**Post - Test**	
1	ABL	60	75	Increase
2	BCN	55	70	Increase
3	CDR	45	65	Increase
4	DFK	30	55	Increase
5	EGM	35	60	Increase
6	FHN	65	80	Increase

7	GJP	50	70	Increase
8	HKR	60	75	Increase
9	ILS	40	60	Increase
10	JMT	25	50	Increase
11	KNV	55	70	Increase
12	LQW	45	65	Increase
13	MRX	50	70	Increase
14	NSY	70	85	Increase
15	OTP	60	75	Increase
16	PUA	35	60	Increase
17	QVB	40	65	Increase
18	RWC	55	75	Increase
19	SXD	45	65	Increase
20	TYE	50	70	Increase
21	UZF	65	80	Increase
22	VGA	75	90	Increase
23	WHB	80	95	Increase
24	XIC	55	75	Increase
25	YJD	50	70	Increase
Total		1275	1770	Increase
Average Score		51	71	

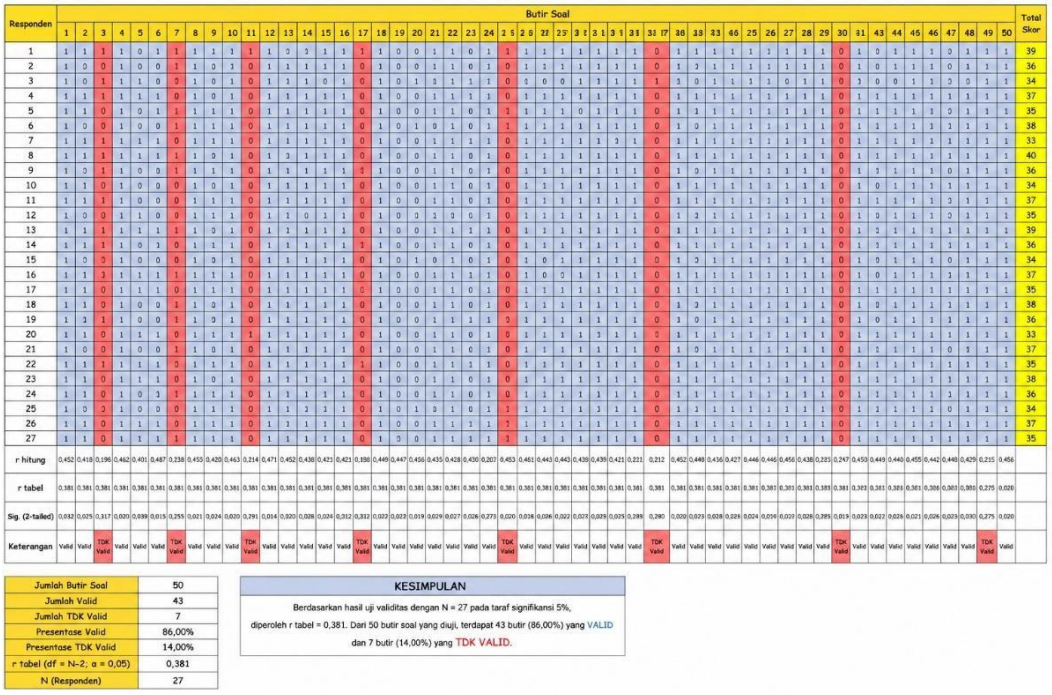
From the table of pre-test and post-test scores of the Control class, we can see the difference in students' scores. From these two results, it can be seen that there is an increase in student scores. Not only that, the average obtained from the original experimental class pre-test score was 51, after treatment and re-conducting the post-test, the average score was 71 from all students. In contrast to the experimental class, the increase in the average score of students in the control class rose by 20. From these results, it can be concluded that the experimental class pre-test score is lower than the experimental class post-test score.

4.1.4 Result of Validity Testing

Item validity testing was carried out with construct and content validity with question validators, namely lecturers and teachers. Researchers gave 50 validity

questions to XI C grade students who were not included in the control class and experimental class. For this reason, researchers conducted a validity test of questions for class XI C. The validity test was carried out twice within 2 days of 40 minutes each. This item validity test was conducted on May 4 and 5, 2026.

In this study, researchers used Microsoft Excel to conduct validity tests. By using the Corel formula in Microsoft Excel to find out the r count of each question item, the following results were obtained:



Jumlah Butir Soal	50
Jumlah Valid	43
Jumlah TDK Valid	7
Presentase Valid	86,00%
Presentase TDK Valid	14,00%
r tabel (df = N-2; α = 0,05)	0,381
N (Responden)	27

KESIMPULAN

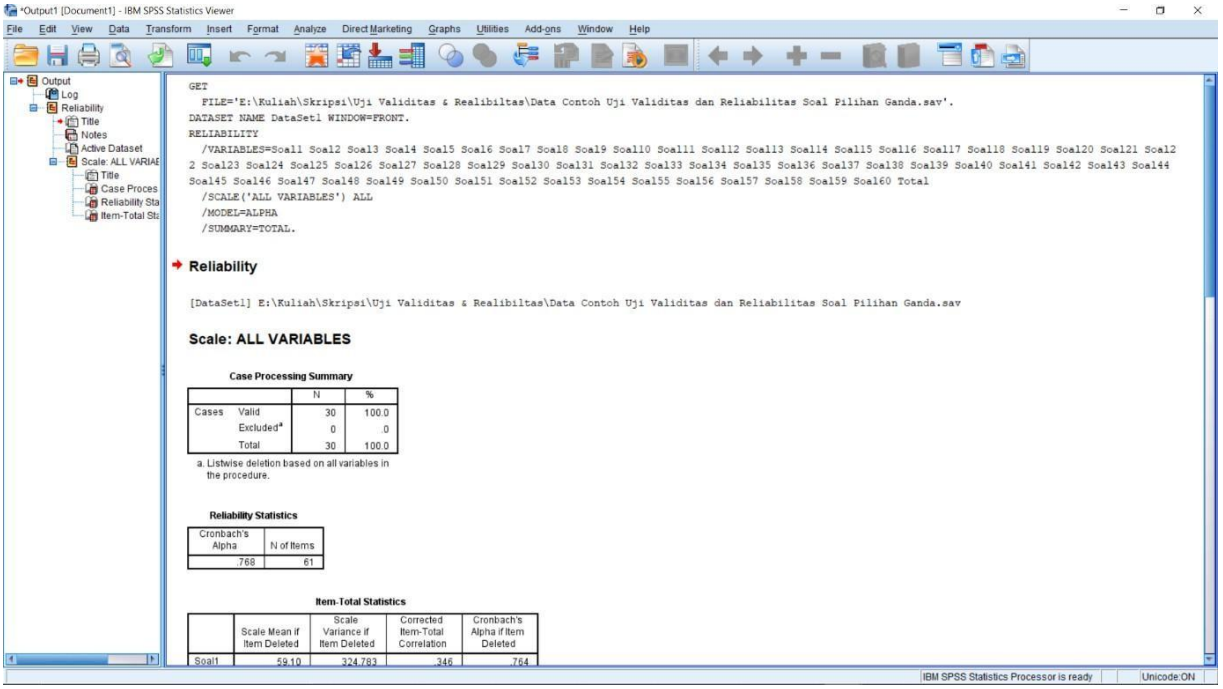
Berdasarkan hasil uji validitas dengan N = 27 pada taraf signifikansi 5%, diperoleh r tabel = 0,381. Dari 50 butir soal yang diuji, terdapat 43 butir (86,00%) yang VALID dan 7 butir (14,00%) yang TDK VALID.

From the results of the validation test above, it can be seen that a question can be said to be valid if r count> r table. Of the 50 questions above that were tested, there were 7 questions whose value r count < r table (Invalid). The invalid questions include numbers 3, 7, 11, 17, 25, 30, and 40,. It can be concluded that of the 50 questions tested, 43 of them are valid. Because the questions used were only 40 questions, the researchers only used 40 questions from 43 valid questions.

4.1.5 Result of Reliability Testing

The reliability test is conducted after the validity test of each question. The purpose of the reliability test is to measure whether this test gets relatively the same results when tested. In this study, researchers used spss 22 for the reliability test, and obtained the following results:

Picture 4.2 Reliability Test



From the reliability test results above with the formula used, namely the Kudr-Richardson 20 (KR 20) formula, the result of the reliability test is 0.768. So it can be concluded that this data is declared reliable with a correlation coefficient of "Reliable".

4.1.6 Result of Normality Testing

The normality test is held to determine whether the data received is normally distributed or not. The normality test used is the Lilliefors normality test with the condition that the data is normally distributed. If L count ≤ L table, then this data is normally distributed with a significance level of 0.05.

Picture 4.3 Normality Testing

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	KELAS	Statistic	df	Sig.	Statistic	df	Sig.
HASIL	Pre-Test Experimental	.112	31	.200*	.978	31	.747
	Post-Test Experimental	.182	31	.010	.928	31	.038
	Pre-Test Control	.187	31	.008	.940	31	.082
	Post-Test Control	.187	31	.008	.940	31	.082

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

a. Lilliefors Significance Correction

This study employed the Shapiro–Wilk test to assess the normality of the data. According to Ayuningtyas (2012), the Shapiro–Wilk test is considered more appropriate and effective for datasets consisting of fewer than 50 observations.

Based on the results of the normality test, the significance value of the Shapiro–Wilk test for the experimental class pre-test was 0.747, while the control class pre-test obtained a significance value of 0.038. Furthermore, the post-test results showed significance values of 0.082 for both the experimental and control classes. Overall, the Shapiro–Wilk test results indicated that the significance values were greater than 0.05, suggesting that the data were normally distributed and suitable for further statistical analysis.

4.1.7 Result of Homogenity Testing

After analyzing the data for the normality test and the data has been obtained, the next step is to conduct a Homogeneity analysis test. Homogeneity analysis is held to determine whether the population (sample) is taken with the same variation or not. Homogeneity test will be needed for Independent sample T-test and ANOVA analysis. In the homogeneity test, the researcher used SPSS and obtained the following results:

Picture 4.4 Homogenity Testing

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasil_belajar	Based on Mean	1.013	1	60	.275
	Based on Median	.691	1	60	.409
	Based on Median and with adjusted df	.691	1	56.287	.409
	Based on trimmed mean	1.061	1	60	.307

Based on the data from the homogeneity test above that the significance value <0.05 then the data used is not homogeneous, whereas if the significance value> 0.05 then the data used is homogeneous. From the figure above, it can be seen that the significance value obtained is 0.275, so it can be said that the significance value is greater than 0.05. Therefore, it can be concluded that the data from the two classes tested are homogeneous and can proceed to hypothesis testing.

4.1.8 Result of T-Test and Hypothesis Testing

After conducting the validity and reliability tests, the researcher identified that the research instrument met the required criteria, indicating that the test items were both valid and reliable. Following this stage, the researcher proceeded with the normality and homogeneity tests. The results showed that the collected data were normally distributed and homogeneous, making them suitable for further statistical analysis.

The final stage of the analysis involved hypothesis testing using an independent-samples t-test to determine whether there was a significant difference between students who were taught using the Spotify application (experimental class) and those who were taught without it (control class). The data were analyzed using SPSS, and the results are presented in Table 4.11:

Table 4.11 Result Gain Score Experimental Class and Control Class

Group Statistics

Kelas		N	Mean	Std. Deviation	Std. Error Mean
hasil_belajar	Post_Eksperimen	25	81.80	14.750	2.950
	Post_Control	25	70.80	12.368	2.474

Based on the table, there was a noticeable difference in students' learning outcomes between the experimental class and the control class. The mean post-test score of the experimental class was 81.80, whereas the control class achieved a mean

post-test score of 70.80. These findings indicate that students who learned using the Spotify application performed better than those who received conventional instruction.

Picture 4.5 Hypothesis Testing

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil_belajar	Equal variances assumed	1.043	.311	7.519	60	.000	15.484	2.059	11.365	19.603
	Equal variances not assumed			7.519	57.489	.000	15.484	2.059	11.361	19.607

The hypothesis testing was conducted using an independent-samples t-test in SPSS 22. The decision criteria were as follows: the null hypothesis (H_0) would be rejected and the alternative hypothesis (H_a) accepted if the significance value (Sig. 2-tailed) was less than 0.05. Conversely, H_0 would be accepted and H_a rejected if the significance value was greater than 0.05.

The analysis revealed a significance value (Sig. 2-tailed) of 0.000, which is lower than the significance level of 0.05. Therefore, H_0 was rejected and H_a was accepted. It can be concluded that the use of the Spotify application had a significant positive effect on students' vocabulary learning at SMK Nasional Malang. Furthermore, the findings demonstrate that students' achievement improved after the implementation of the treatment.

4.2 Discussion

This research was conducted at SMK Nasional Malang and involved two eleventh-grade classes as the research samples. Class XI-A was selected as the experimental class, while Class XI-B served as the control class. Both classes consisted of 25 students. The purpose of this study was to investigate the effectiveness of Spotify in improving students' vocabulary mastery. Both groups were given the same pre-test and post-test, but they received different treatments during the learning process. The experimental class learned vocabulary through Spotify, whereas the control class learned through conventional teaching methods without using Spotify.

Before conducting the research, the researcher first tested the research instrument through validity and reliability testing. The vocabulary test consisted of 50 multiple-choice items. After the validity test was conducted, 43 items were categorized as valid, while 7 items were considered invalid. Only the valid items were used as the research instrument in the pre-test and post-test. Furthermore, the reliability test indicated that the instrument was reliable and suitable for measuring students' vocabulary mastery. The validity and reliability tests were conducted to ensure that the instrument accurately measured students' vocabulary knowledge and produced consistent results.

The pre-test was administered before the treatment to determine the students' initial vocabulary mastery. The results showed that the experimental class obtained a total score of 1,265 with a mean score of 51.00, while the control class obtained a total score of 1,275 with a mean score of 51.80. These findings indicate that both groups had relatively similar vocabulary abilities before the treatment was

implemented. Most students in both classes scored below the minimum mastery criterion (KKM), suggesting that their vocabulary mastery still needed improvement.

After the pre-test, the researcher conducted three treatment sessions in the experimental class using Spotify as the learning medium. At the beginning of the treatment, the researcher introduced Spotify and explained its features that could support vocabulary learning. Students were guided to access English songs and educational podcasts available on Spotify. During the learning activities, students listened to selected English songs, identified unfamiliar words, analyzed song lyrics, and discussed the meanings of new vocabulary found in the audio materials. The researcher also encouraged students to write down new words, find their meanings, and use them in simple sentences.

The use of Spotify created a more engaging learning atmosphere. Students showed enthusiasm when learning vocabulary through songs because they were already familiar with music as part of their daily activities. The lyrics and audio content provided contextual examples of vocabulary usage, allowing students to understand word meanings more naturally. In addition, repeated exposure to words through listening activities helped students remember and retain vocabulary more effectively. This finding supports Krashen's Input Hypothesis, which emphasizes that language acquisition occurs when learners receive meaningful and comprehensible input. Through Spotify, students received authentic language input in an enjoyable and accessible format.

Meanwhile, the control class learned vocabulary through conventional instruction. The teacher explained vocabulary items using textbooks and classroom discussions without integrating Spotify into the learning process. Although students were still able to learn new vocabulary, the learning activities were less interactive

and did not provide the same level of authentic language exposure experienced by the experimental class.

Following the treatment sessions, the post-test was administered to both groups. The results revealed a substantial improvement in students' vocabulary mastery. The experimental class achieved a total score of 2,045 with a mean score of 81.80, while the control class obtained a total score of 1,770 with a mean score of 70.80. This indicates that both groups improved after instruction; however, the improvement in the experimental class was significantly greater than that of the control class. The gain score of the experimental class was 30.80 points, whereas the control class improved by 19.00 points.

The findings demonstrate that Spotify contributed positively to students' vocabulary development. Students who learned through Spotify were exposed to authentic pronunciation, contextualized vocabulary usage, and repeated language input through songs and podcasts. These factors helped students understand, remember, and use vocabulary more effectively. The findings are also consistent with Paivio's Dual Coding Theory, which states that information is retained more effectively when learners process it through multiple channels, such as auditory and verbal inputs. By listening to songs while reading lyrics and discussing meanings, students processed vocabulary through different cognitive pathways, resulting in better retention.

The statistical analysis further confirmed the effectiveness of Spotify. The independent samples t-test showed that the significance value (Sig. 2-tailed) was lower than 0.05, indicating a significant difference between the post-test scores of the experimental and control groups. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This means that Spotify had a

significant effect on students' vocabulary mastery.

The findings of this study are in line with previous studies conducted by Andriani, Akib, and Ma'ruf (2018), Azis, Jabu, and Muhayyang (2024), and Febriana (2024), which reported that Spotify is an effective learning medium for improving English language skills. While previous studies focused primarily on listening comprehension and vocabulary acquisition among different educational levels, the present study confirms that Spotify is also effective in improving vocabulary mastery among eleventh-grade students at SMK Nasional Malang.

In conclusion, Spotify proved to be an effective learning medium for vocabulary instruction. Its ability to provide authentic language exposure, contextual vocabulary learning, and engaging learning experiences contributed significantly to students' vocabulary improvement. Therefore, Spotify can be recommended as an alternative and supplementary learning tool for English teachers who wish to enhance students' vocabulary mastery through technology-based learning.

CHAPTER V
CONCLUSION

This chapter presents the conclusions drawn from the findings and discussion of the study. It also provides suggestions for English teachers and future researchers regarding the use of Spotify as a learning medium to improve students' vocabulary mastery.

5.1 Conclusion

Based on the findings of this study, it can be concluded that Spotify is an effective learning medium for improving students' vocabulary mastery. Through exposure to English songs and audio content available on Spotify, students were able to learn new vocabulary in meaningful and enjoyable contexts. The use of Spotify encouraged students to become more engaged in the learning process and helped them acquire vocabulary through authentic language input.

The effectiveness of Spotify can be seen from the comparison of students' pre-test and post-test scores. Before the treatment, the experimental class obtained an average pre-test score of 50.60, while the control class obtained an average pre-test score of 51.00. These results indicate that both groups had relatively similar levels of vocabulary mastery before the treatment was conducted.

After the implementation of Spotify-based learning, the experimental class showed a considerable improvement in vocabulary achievement. The average post-test score of the experimental class increased to 81.80, whereas the control class, which was taught using conventional methods, obtained an average post-test score of 70.80. This difference demonstrates that students who learned through Spotify achieved better vocabulary mastery than those who learned through traditional instruction.

Furthermore, the results of the hypothesis testing showed that the significance value (Sig. 2-tailed) was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and

the alternative hypothesis (H_a) was accepted. This indicates that there was a significant effect of using Spotify on students' vocabulary mastery among eleventh-grade students.

In conclusion, Spotify can be considered an effective and innovative learning medium for vocabulary instruction. Its combination of music, lyrics, and authentic language exposure provides students with opportunities to learn vocabulary in a more interesting, enjoyable, and meaningful way.

5.2 Suggestion

Based on the findings and conclusions of this study, several suggestions are proposed for English teachers and future researchers:

5.2.1 The English Teacher

English teachers are encouraged to utilize Spotify as an alternative learning medium in vocabulary instruction. Spotify provides authentic English materials through songs and podcasts that can increase students' motivation and participation during classroom activities. By integrating Spotify into vocabulary learning, teachers can create a more interactive and student-centered learning environment.

Teachers should also carefully select songs and audio materials that match students' proficiency levels and learning objectives. Activities such as lyric analysis, vocabulary identification, pronunciation practice, and discussion of song meanings can maximize students' vocabulary acquisition.

5.2.1 The Future Researcher

Future researchers are recommended to conduct similar studies involving larger samples, different educational levels, or longer treatment periods to obtain more comprehensive results regarding the effectiveness of Spotify in language learning.

In addition, future studies may explore the effectiveness of Spotify in improving other English language skills, such as listening, speaking, pronunciation, reading

comprehension, or writing. Researchers may also compare Spotify with other digital learning platforms to determine the most effective technology-based learning media for English language teaching and learning.

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APPENDICES

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Nomor :
Lampiran : -
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Harir Mubarok, M.Pd
di-
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Mohammad Fachriyan
NIM	:	200107110026
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi/Tesis	:	The Effectiveness of Using Spotify To Improve Students' Vocabulary Mastery Among Eleventh-Grade Students at SMK Nasional Malang
Dosen Pembimbing	:	Harir Mubarok, M.Pd,

Maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.
Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

Dekan,
Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

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Nomor : 4489/Un.03.1/TL.00.1/11/2025 20 November 2025
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

Kepada

Yth. Kepala SMK Nasional Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Mohammad Fachriyan
NIM	:	200107110026
Tahun Akademik	:	Ganjil - 2025/2026
Judul Proposal	:	**The Effectiveness Of Using Spotify To Improve Students' Vocabulary Mastery Among Eleventh-Grade Students At SMK Nasional Malang**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Prof. Dr. Muhammad Walid, MA
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Tembusan :
1. Ketua Program Studi TBI
2. Arsip

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Nomor : 1159/Un.03.1/TL.01.04/05/2026 25 Mei 2026
Lampiran : -
Hal : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala SMK Nasional Malang
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Mohammad Fachriyan
NIM	:	200107110026
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2025/2026
Judul Skripsi	:	The Effectiveness of Using Spotify to Improve Students' Vocabulary Mastery Among Eleventh-Grade Students at SMK Nasional Malang
Lama Penelitian	:	**Mei 2026** sampai dengan **Juli 2026** **(3 bulan)**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Research Instrument (Multiple-choice Test)

1. If you are happy and smiling, you are feeling...

A) joyful

B) angry

C) tired

D) sick

2. In the lyrics, Bruno Mars sings, 'I'm feeling like I'm famous.' What is the closest synonym for the word 'famous'?

A) Wealthy

B) Well-known

C) Mysterious

D) Poor

3. What is another word for a present you get on your birthday?

A) toy

B) gift

C) cake

D) friend

4. The lyrics say, 'They say I've gone mad.' In this context, what does the word 'mad' most likely mean?

A) sleepy

B) happy

C) angry

D) crazy

5. Choose the correct word to complete the sentence based on the song's theme: 'He is _____to get to her.'

A) Forgetting

B) Avoiding

C) Trying

D) Fearing

6. What do you call the place where you borrow books?

A) grocery store

B) library

C) playground

D) restaurant

7. “Something that is very old,” very old is called...

A) new

B) ancient

C) pretty

D) lost

8. What does the phrase 'light up' mean in the lyric 'when the stars light up my room'?

A) To make something bright

B) To set something on fire

C) To decorate with pain

D) To turn off the electricity

9. What do you call the season with snow and cold weather?

A) summer

B) spring

C) winter

D) fall

10. When you finish your race, you...

A) begin

B) complete

C) start

D) trip

11. A person who draws pictures for a book is called an...

A) author

B) illustrator

C) teacher

D) astronaut

12. What is the opposite of 'alone' in the sentence 'I sit by myself, talking to the moon'?

A) Single

B) Quietly

C) Lonely

D) Accompanied

13. What is the opposite of never?

A) sometimes

B) always

C) maybe

D) later

14. To glance at something means to...

A) eat it quickly

B) look at it quickly

C) throw it far

D) listen to it carefully

15. In the song, 'the other side' refers to a distant location. What is another way to say 'distant'?

A) inside

B) below

C) far away

D) nearby

16. A habitat is an animal's...

A) favorite food

B) home

C) baby

D) toy

17. If you create a painting, you...

A) look at it

B) hang it up

C) make it

D) buy it

18. The singer says he's 'talking to the moon.' Which word best describes this behavior?

A) Singing

B) Ignoring

C) Celebrating

D) Longing

19. What does it mean to respect someone?

A) to be afraid of them

B) to be kind to them and value them

C) to follow them everywhere

D) to ignore them

20. To gather your toys means to...

A) play with them

B) break them

C) put them together in one place

D) put them away forever

Answer Key:

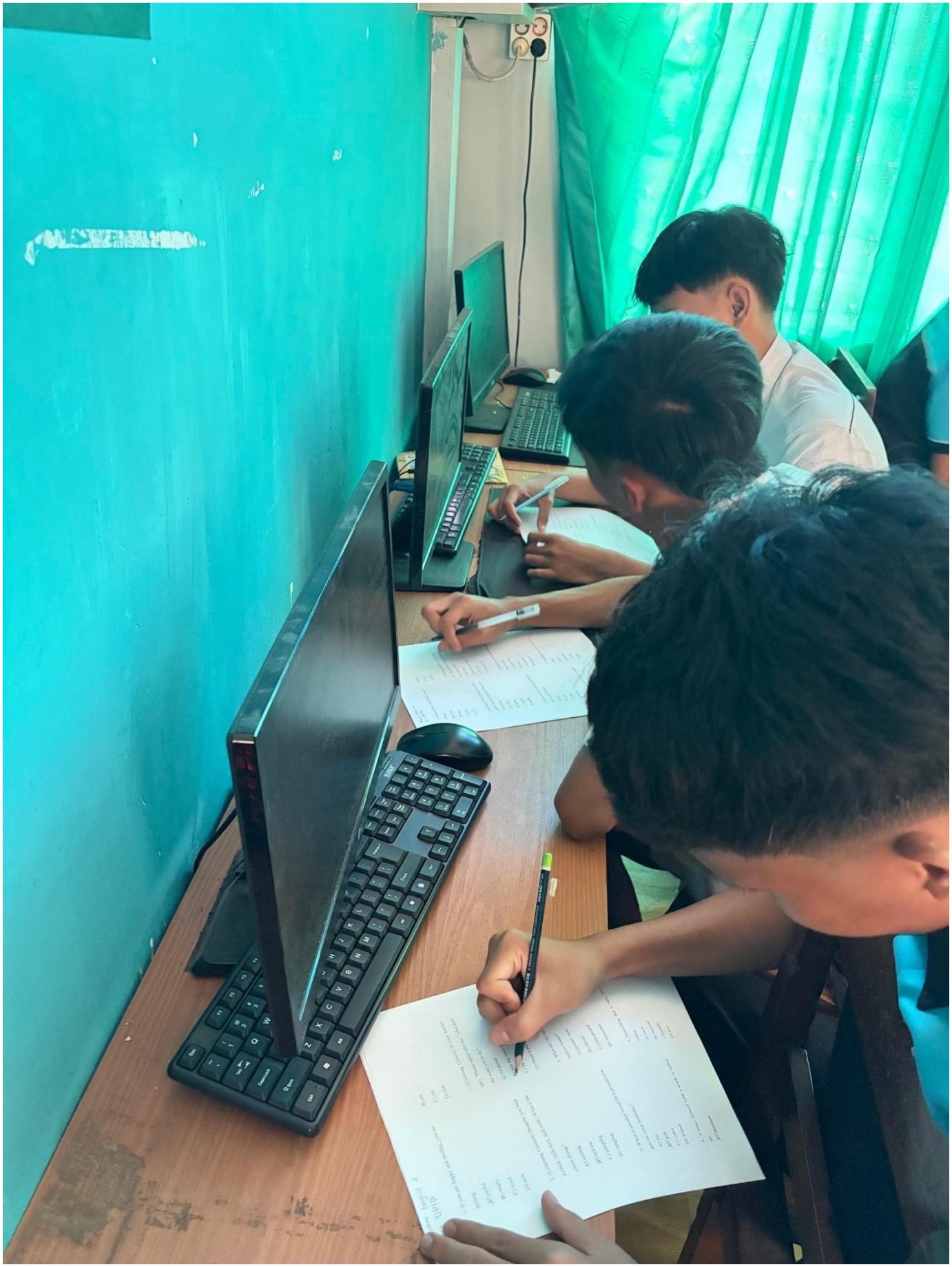
1. A) joyful
2. B) Well-known
3. B) Gift
4. C) angry
5. C) Trying
6. B) Library
7. B) ancient
8. A) To make something bright
9. C) winter
10. B) complete
11. B) Illustrator
12. D) Accompanied
13. B) Always
14. A) look at it quickly
15. C) far away
16. B) home
17. C) make it
18. D) Longing
19. B) To be kind to them and value them
20. C) put them together in one place


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