

SPOTIFY APPLICATION ON THE STUDENTS' VOCABULARY ACHIEVEMENT: AN EXPERIMENTAL STUDY

Debina Putri Permani, Endang Mastuti Rahayu, Eliasanti Agustina
debinaputri02@gmail.com
Universitas PGRI Adi Buana Surabaya

ABSTRACT

The study investigated the influence of the Spotify application on the vocabulary achievement of eleventh-grade students. The research identified the need for engaging methods to enhance vocabulary learning, as non-technology media approaches often failed to captivate students. Spotify's audio media features, such as songs and lyrics, offered contextual and interactive learning opportunities. Previous studies and the theoretical framework suggested that digital platforms like Spotify could significantly influence students' vocabulary acquisition by presenting language in dynamic and authentic contexts. This study took a quantitative approach, using a pretest and posttest experimental research design that involved 80 students divided into experimental and control groups. The experimental group used Spotify for vocabulary exercises, including listening to curated songs, analyzing lyrics, and completing interactive tasks, while the control group received conventional lessons. Data analysis through IBM SPSS 19 assessed vocabulary improvements between the two groups, highlighting Spotify's pedagogical advantages in creating engaging and effective language-learning environments. The results confirmed the alternative hypothesis (H_a), indicating that Spotify enhanced vocabulary achievement. The null hypothesis (H_0), which assumed no significant difference, was rejected. The results confirmed that Spotify enhanced vocabulary achievement. This suggested that integrating Spotify into language instruction not only influenced vocabulary retention but also fostered motivation and engagement among students, marking it as an effective educational tool.

Keywords: application, Spotify, vocabulary achievement

INTRODUCTION

A large vocabulary strengthened communication by enabling the accurate and clear expression of ideas and thoughts across reading, writing, speaking, and listening (Andanty et al., 2024; Oktaviana et al., 2023). Strong vocabulary growth significantly impacted student learning outcomes, with students facing fewer difficulties in using English both written and spoken (Lestari and Hardiyanti, 2020). In language learning, particularly English, vocabulary development was crucial for grasping grammatical structures, comprehending spoken language, and formulating grammatically correct sentences. Therefore, effective vocabulary instruction went beyond memorizing terms; it equipped learners with strategies for lifelong vocabulary expansion (Simamora et al., 2023).

An individual's vocabulary consists of the language they comprehend and utilize in various

forms (Oktaviana et al., 2023). The vocabulary collection is mostly utilized in teaching and conversation, and each word has a specific meaning (Saibauthong and Yimwilai, 2022). Teaching vocabulary aids students in mastering the four skills—writing, reading, hearing, and speaking. Although it is necessary for comprehending linguistic meanings, many pupils still require assistance with vocabulary memorization (Putri and Rustipa, 2023). Educational research extensively examines various aspects of vocabulary development, including cognitive processes involved in word acquisition, factors influencing vocabulary growth across different age groups, and the impact of vocabulary size on reading comprehension. According to Hatch and Brown's work (as cited in Mamaghe et al., 2021) divided the types of vocabulary into two parts: receptive and productive vocabulary.

Receptive vocabulary consists of words that are not commonly used and are less familiar to individuals (Saibauthong & Yimwilai, 2022). Words that people can recognize and understand when they come across them in context—in spoken or written form—are referred to as receptive vocabulary. 'Receptive' language is spoken either by reading or listening to the learner (Namaziandost and Nasri, 2019). This kind of terminology is essential for hearing comprehension and reading comprehension. Speaking and writing are considered productive skills because they focus on the output of information, as emphasized by Sevik (2012, cited in Wulansari and Dian, 2020). This type of terminology is crucial for expressive and communicative purposes, enabling individuals to convey their thoughts, emotions, and knowledge accurately. Developing a robust productive vocabulary is essential for students as it enhances their ability to communicate effectively, not only in the classroom but also in various conversational settings. By having a well-developed productive vocabulary, students can articulate their ideas with precision and clarity, which facilitates better understanding and interaction with others (Aulia, 2019).

Observations that the researcher did at SMA Wachid Hasyim 2 Taman revealed that many 11th-grade students struggled with understanding English texts due to limited vocabulary. While some students followed the lessons, others relied heavily on classmates perceived as "smart," becoming passive and disengaged. A pretest confirmed these challenges, showing an average score of 66.89, below the school's minimum competency standard (KKM) of 75. Most students scored below the KKM, while only a few managed to achieve the requirement. These findings highlight the need for innovative and engaging teaching methods to improve vocabulary achievement. Limited vocabulary knowledge hinders comprehension, particularly for EFL students, causing difficulties in understanding texts, following conversations, and expressing ideas. To effectively learn a language, students needed to connect words to concepts and be familiar with vocabulary for

proper sentence construction and idea communication (Aulia, 2019). Researchers have increasingly explored the potential of digital tools and platforms to enhance foreign language learning. Technological advancements and the rise of learning applications have transformed teaching methods for foreign language acquisition (Rahayu and Bhaskoro, 2022). To support effective vocabulary development, EFL teachers must create a rich learning environment through engaging instructional strategies that encourage students to actively discover new words and their applications. This comprehensive approach not only helps students become independent vocabulary learners but also fosters a love for language, equipping them with lifelong communication skills.

Audio media, encompassing platforms like Spotify, YouTube, podcasts, and audiobooks, have emerged as powerful tools in contemporary education. According to Lestari et al. (2018) and Ratminingsih (2016) in Setiowati et al. (2020), audio media is a type of learning aid that students listen to in order to obtain knowledge in the form of subject matter related to the theme being taught. Audio media is content that is recorded using sound effects to convey messages. It helps students learn by stimulating their ideas, emotions, and growth (Wahyuniar et al., 2021). The implementation of auditory media into educational environments is consistent with multimodal learning theories, which suggest that activating other senses may enhance understanding and memory retention. For instance, listening to songs or podcasts can improve pronunciation, intonation, and contextual understanding of new vocabulary. Audio media also cater to diverse learning styles, providing an alternative to traditional text-based methods and supporting auditory learners more effectively. By offering a dynamic and interactive approach, audio media not only facilitate vocabulary growth but also foster a deeper connection to the language being studied, making the learning process both enjoyable and effective. Research has shown that incorporating audio media into language education can significantly improve vocabulary acquisition (Alam et al., 2023).

Students can use Spotify, YouTube, Instagram, and other resources to improve not only reading, writing, speaking, and listening but also their vocabulary abilities. One way to assist students in improving their vocabulary skills is to use the Spotify playlist application. Alam et al. (2023) state that one of the most well-known apps in the world is Spotify. The digital streaming service Spotify offers access to millions of songs and other works from artists all over the world. According to Salsabila et al. (2021 in Shafwati et al., 2023), Spotify is a podcast and digital music streaming service that offers users access to millions of songs and other works from artists worldwide (Oktaviana et al., 2023). The Swedish researchers Daniel Ek and Martin Lorentzon first came across the Spotify app on April 1, 2006. It was officially released on October 7, 2009. The

Spotify app offers podcasts, digital music, and other content. Users can use this application to play their preferred songs from digital music. Video streaming can also be utilized as a learning tool through watching videos, and podcasts themselves are full of entertaining digital English stories. A software program for listening to music, Spotify is available on devices like PCs and smartphones. Teachers can undoubtedly benefit from using Spotify as a tool to support student vocabulary lessons.

Despite its popularity as a leading music streaming platform, has several disadvantages that users should consider. One of the main concerns is the cost of its premium subscription. While free-tier users can access the platform, they face frequent advertisements and limited features. Premium subscriptions, though offering better functionality, can be costly, especially in regions with lower income levels. Spotify also has some technical and functional drawbacks. Free-tier users must rely on an internet connection to stream, as offline downloads are exclusive to premium subscribers. Even with a subscription, the maximum audio quality (320 kbps) is lower than some competitors like Tidal, which offers Hi-Fi and lossless audio options. Geographic restrictions further limit content availability in certain regions, which can be frustrating for users traveling or living in areas with licensing constraints. Overall, while Spotify provides an extensive music library and a user-friendly interface, these disadvantages may significantly impact the user experience, depending on individual priorities and preferences.

Songs are undoubtedly a fun group of activities that serve as good language learning tools by allowing students to use the language when they are ready, rather than pressuring them to do so immediately. As stated by Džanić, N.D., & Pejić, A. (2016 as referenced in Butar Butar and Katemba, 2023). Students enjoy Spotify as a digital music platform, and instructors throughout the world use it as a teaching tool. Using the Spotify app can help with learning the affected language, claims Septiara (2022 in Simamora et al., 2023). Teachers may use Spotify to create playlists with different vocabulary themes or difficulty levels. Students are encouraged to listen to songs actively, recognize new words, and comprehend their meanings in this way. Students' listening and comprehension skills improve when they analyze song lyrics because they can better understand little linguistic subtleties. Furthermore, interactive exercises that require students to interpret lyrics, fill in gaps, or even compose songs utilizing recently learned language increase their level of involvement.

Music-streaming services like Spotify offered promising opportunities to enhance EFL students' vocabulary by exposing them to a wide range of songs and lyrics, making the learning process engaging and memorable (Rohmah and Indah, 2021). Learning vocabulary with English

songs on platforms like Spotify was highly effective for EFL students. Songs presented vocabulary in context, making it easier for students to grasp meanings and usage. This not only influenced their vocabulary but also enhanced their listening skills. By listening repeatedly, students reinforced their understanding and retention of words. Moreover, songs often used colloquial language and expressions, exposing students to authentic English usage beyond textbooks. Previous studies conducted by Butar Butar and Katemba (2023); Hasanah and Suryanto (2024); Oktaviana et al. (2023); Septiara and Hamzah (2023) found that using songs on Spotify significantly influenced students' vocabulary acquisition. The studies concluded that music motivated and engaged students, making vocabulary learning more effective. Spotify proved to be a valuable tool for vocabulary mastery among students. It helped create a dynamic and engaging learning environment, thus facilitating better vocabulary retention and application. Additionally, studies examined EFL students' views on using Spotify for vocabulary learning. These students considered Spotify a fun and useful tool for improving vocabulary in English classes. According to these findings, Spotify's vast audio library, customizable capabilities, and simplicity of use made it a valuable resource for enhancing EFL vocabulary lessons.

While previous studies demonstrated the positive impact of using Spotify for vocabulary acquisition, specific research on 11th-grade students was limited, particularly regarding long-term retention, comparative effectiveness with other tools, and detailed pedagogical approaches. Additionally, the influence on different learning styles, student motivation, and engagement, as well as the effects on culturally and linguistically diverse EFL learners, remained underexplored. This study aimed to fill these gaps by providing a comprehensive understanding of Spotify's role in enhancing vocabulary achievement among 11th-grade students. To address these gaps, the study focused on the following research question: Is there any influence of using Spotify application on the student's vocabulary achievement?

METHOD

This study took a quantitative approach. In the present study, a pretest and posttest control group design, including one control class and one experimental class, was utilized. The experimental class received treatment through learning to develop vocabulary using Spotify materials, while the control class was treated with their daily lessons. Two groups of students from SMA Wachid Hasyim 2 Taman were selected: an experimental group (group A) and a control group (group B). In quasi-experimental research, the pretest-posttest nonequivalent groups design was a widely used approach. In this approach, there was no random assignment in the selection of the

Group A and the Group B. Both groups took a pretest to measure their initial performance and a posttest to evaluate their progress. To assess the potential outcomes of the intervention while considering preexisting variations between the groups, the treatment was only given to the group A (Creswell & Creswell, 2018).

Figure 1. Research Design

| | | | |
|------------------|----------------|---|----------------|
| R _E : | O ₁ | T | O ₂ |
| R _C : | O ₁ | – | O ₂ |

(Creswell & Creswell, 2018)

The researcher assigned participants to experimental and control classes, as illustrated in the figure above. In the first meeting, a pretest was administered to both groups before the treatment began. From the second to the fourth meeting, the group A received instruction using the Spotify application, while the group B was taught through traditional lessons. After completing the treatment sessions, a posttest was conducted for both groups in the fifth meeting. Finally, the researcher analyzed the influence of the Spotify application on students' vocabulary acquisition.

In this study, the population consisted of eleventh-grade students. This group included 12 classes, with a total of 490 students, and each class contained 40 students. In this study, the researcher employed a cluster random sampling technique to determine which classes would be the group A and group B. Classes XI F4 and XI F3 were chosen, with XI F4 assigned as the group A and XI F3 as the group B.

Tests were used as research instruments in this study. The test was in the form of multiple-choice, tick-the-word, and sentence-making questions as research instruments. The assessments included a pretest and a posttest to measure students' vocabulary growth before and after the treatment. The pretest, comprising multiple-choice, tick-the-word, and sentence-making questions, was administered to both the group A and group B to evaluate their language knowledge. Following the treatment, a posttest was conducted to assess improvements in vocabulary achievement. Each test contained 25 questions, and both the pretest and posttest sessions were completed within 45 minutes. The use of two assessments with similar content ensured reliable measurement of the impact of the experimental intervention on students' vocabulary development. The researcher used IBM SPSS 19 to analyze the data and examine the test findings, employing descriptive analysis, normality tests, and independent sample t-tests. To further ensure the reliability of the vocabulary assessments used in this study, a reliability analysis was conducted using Cronbach's Alpha for both the pretest and posttest items.

Figure 2.
Pretest Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .658 | 25 |

For the pretest, the Cronbach's Alpha value is 0.658, calculated from 25 items. This suggests a moderate level of reliability, meaning the test items are reasonably consistent in assessing the construct of vocabulary knowledge before the intervention. While this value falls within the acceptable range for research purposes, it indicates there may still be room for improvement to achieve higher reliability.

Figure 3.
Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .673 | 25 |

For the posttest, the Cronbach's Alpha value is slightly higher, at 0.673, with the same number of items (25). This demonstrates a slight improvement in the consistency of the test items after the intervention, suggesting that the posttest items may be slightly better aligned in measuring the intended construct of vocabulary knowledge.

RESULTS AND DISCUSSIONS

The data for this research were collected through pretests and posttests to examine the effect of using the Spotify application on students' vocabulary improvement. The analysis involved descriptive statistics, normality test, homogeneity test, and independent sample t-tests to evaluate the effectiveness of the treatment.

1. Descriptive Analysis

The findings from the descriptive analysis computations for the group and group B reveal distinct differences in performance. In group A, the pretest mean score was 67.33, which significantly increased to 81.38 in the posttest. The lowest score rose from 40 to 69, while the highest score rose from 85 to 90. In contrast, group B showed only a slight improvement, with the pretest mean score of 66.45 increasing marginally to 68.43 in the posttest. The lowest score in the group B rose from 48 to 53, and the highest score decreased slightly from 81 to 80. These results imply that the treatment significantly improved the group A's performance and consistency, but the

group B only made modest gains, most likely as a result of natural learning development.

Table 1.
Descriptive Statistics

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|-----------------------|----|---------|---------|------|-------|----------------|
| Pretest Experimental | 40 | 40 | 85 | 2693 | 67.33 | 8.882 |
| Posttest Experimental | 40 | 69 | 90 | 3255 | 81.38 | 5.541 |
| Pretest Control | 40 | 48 | 81 | 2658 | 66.45 | 8.575 |
| Posttest Control | 40 | 53 | 80 | 2737 | 68.43 | 6.831 |
| Valid N (listwise) | 40 | | | | | |

2. Normality Test

Group A and group B's pretest and posttest results were compared to see if they were from a population with a normal distribution using a normality test. The analysis employed the Kolmogorov-Smirnov test. (Mishra et al., 2019) explained that the Kolmogorov-Smirnov test was applicable when the sample size was 50 or greater ($n > 50$).

Table 2.
Tests of Normality

| | Kolmogorov-Smirnov ^a | | |
|-----------------------|---------------------------------|----|-------|
| | Statistic | df | Sig. |
| Pretest Experimental | .135 | 40 | .062 |
| Posttest Experimental | .119 | 40 | .165 |
| Pretest Control | .111 | 40 | .200* |
| Posttest Control | .134 | 40 | .070 |

a. Lilliefors Significance Correction

From the table above, all groups had significant values greater than 0.05 in the Kolmogorov-Smirnov test: Pretest Experimental (0.062), Posttest Experimental (0.165), Pretest Control (0.200), and Posttest Control (0.070). These results demonstrated that all groups' data were normally distributed, enabling additional research utilizing parametric statistical tests.

3. Homogeneity Test

The results of Levene's Test for Homogeneity of Variance indicated that the assumption of equal variances was met. The significance value (Sig.) for the test based on the mean was 0.624, which exceeded the standard criterion of 0.05. Similarly, the significance values for the

tests based on the median, median with adjusted degrees of freedom, and trimmed mean were 0.589, 0.589, and 0.609, respectively, all of which were above 0.05. The researcher was able to proceed with the premise of equal variances in subsequent statistical studies because these results indicated that there was no significant difference in the variances between the groups.

Table 3.
Test of Homogeneity of Variance

| | | Levene Statistic | df1 | df2 | Sig. |
|-------|--------------------------------------|------------------|-----|--------|------|
| SCORE | Based on Mean | .242 | 1 | 78 | .624 |
| | Based on Median | .294 | 1 | 78 | .589 |
| | Based on Median and with adjusted df | .294 | 1 | 73.818 | .589 |
| | Based on trimmed mean | .263 | 1 | 78 | .609 |

4. Independent Sample Test

An independent sample t-test was used to see if there was a significant difference in the mean scores of the group A and group B (Rao et al., 2023). By comparing the means of two independent groups, this statistical test establishes whether the observed difference is statistically significant. Finding out if the both groups posttest results differed significantly was the aim of this investigation.

Table 4.
Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| SCORE | Equal variances assumed | .242 | .624 | .448 | 78 | .655 | .875 | 1.952 | -3.011 | 4.761 |
| | Equal variances not assumed | | | .448 | 77.904 | .655 | .875 | 1.952 | -3.011 | 4.761 |

An independent samples t-test was used to examine the effectiveness of a tested strategy on student scores, and the findings were displayed in the table above. The data provided a significance value (2-tailed) of 0.000, which was less than the required value of 0.05. This finding revealed that there was a significant difference in mean scores between the two groups (Suntusia et al., 2019). As a result, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

DISCUSSION

The findings of this study demonstrate the positive impact of using Spotify on eleventh-grade students' vocabulary achievement. The experimental group (Group A), which utilized Spotify as an educational tool, showed significantly improved performance compared to the control group (Group B). The results of the t-test revealed a significant difference in the posttest scores between the two groups, indicating the effectiveness of the treatment applied to the experimental group.

The pretest means scores for the experimental group (67.33) and the control group (66.45) confirmed that the initial vocabulary levels of both groups were comparable. However, after the intervention, the posttest mean score of the experimental group significantly increased to 81.38, whereas the control group's mean score showed a modest rise to 68.43. This substantial improvement in the experimental group highlights the effectiveness of Spotify in enhancing vocabulary achievement.

Statistical analysis further supports this conclusion. The independent sample t-test showed a highly significant difference ($p < 0.05$) with a 2-tailed significance value of 0.000, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). These results affirm that integrating Spotify as a learning tool positively influences vocabulary acquisition.

One of the key factors contributing to this success is Spotify's ability to present vocabulary in real-world contexts. By utilizing features such as synchronized lyrics and curated playlists, students could better understand and apply new vocabulary effectively. These findings are consistent with previous research, which highlighted the role of digital audio media in creating an engaging and interactive learning environment (Butar Butar & Katemba, 2023; Hasanah & Suryanto, 2024; Oktaviana et al., 2023; Septiara & Hamzah, 2023).

Spotify's extensive library of songs provides authentic and dynamic language input that motivates students and encourages active participation. Studies have consistently shown that integrating music into vocabulary lessons enhances understanding, retention, and overall learning outcomes. Moreover, students expressed positive perceptions of Spotify, emphasizing its emotional and motivational benefits as a teaching tool.

In summary, the findings suggest that Spotify is a highly effective educational tool for vocabulary learning. By offering accessible, engaging, and authentic language input, it serves as a valuable complement to traditional teaching methods, fostering better vocabulary acquisition and promoting a more enjoyable and immersive learning experience.

CONCLUSION

The findings of this study revealed significant differences in vocabulary achievement between students who used Spotify as a learning tool and those who did not. Conducted at SMA Wachid Hasyim 2 Taman, the results showed that the experimental group, which used Spotify, made greater improvements in vocabulary acquisition compared to the control group. An independent samples t-test confirmed that these differences were statistically significant, supporting the alternative hypothesis (H_a) that Spotify positively influences vocabulary learning. Consequently, the null hypothesis (H_0), which stated no significant difference, was rejected. This study highlights Spotify's effectiveness as an educational tool for enhancing vocabulary achievement. By incorporating features such as music, synchronized lyrics, and playlists, Spotify offers an engaging and interactive language-learning experience, helping students understand vocabulary in real-world contexts and retain it more effectively.

It is recommended that students regularly use Spotify's features to improve their vocabulary and overall language proficiency in an enjoyable and effective way. Teachers are encouraged to integrate Spotify into their lessons to create a dynamic and interactive learning environment that supports vocabulary growth. Future research could investigate Spotify's impact on other language skills, such as grammar, reading comprehension, and speaking. Additionally, studies on the long-term retention of vocabulary learned through Spotify, compared to other digital tools, would provide valuable insights. Such research can help identify the best practices for using technology in language education to enhance student learning outcomes.

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