

Tertiary Students' Perceptions On Spotify Application In Improving English Pronunciation

Putri Anjani

putrianjani@umnaw.ac.id

Nazriani Lubis (corresponding author)

nazriani lubis@umnaaw.ac.id

English Education Study Program, Faculty of Teacher Training and Education,
Universitas Muslim Nusantara Al Washliyah

Abstract

Listening music through music streaming has become part of tertiary students' activities. Music streaming is one of the media that can improve students' English pronunciation. The purpose of this research was to investigate three students' perceptions from different Universities in Indonesia on the use Spotify application in improving English pronunciation. A qualitative research method with thematic analysis was applied in this research and the subjects of this research were three students; one English student and two non-English students, based on the parameter of the feature of Spotify, namely; the students' interest and the students' motivation (Andriani et al, 2018; Rahmania & Mandasari, 2021). Three themes were found on the interview, namely; Accessible and Flexible Feature, Interesting Media for Learning and Practicing English Pronunciation. The results of this research revealed that the use of Spotify feature on the English pronunciation of all participants increased the students' pronunciation, particularly in terms of word and meaning. Two non-English students did not pay attention to the elements of English pronunciation; vowel, stress, rhythm, pitch and intonation. However, only English students pay more attention and more comprehensive elements of English pronunciation. It proves that educational background had an effect on improving students' pronunciation.

Keywords: *English Pronunciation, English Student, Non-English Student, Spotify, Thematic Analysis*

Abstrak

Mendengarkan musik melalui music streaming sudah menjadi bagian dari aktivitas mahasiswa tersier. Music streaming menjadi salah satu media yang dapat meningkatkan pengucapan bahasa Inggris mahasiswa. Tujuan dari penelitian ini adalah untuk mengetahui persepsi tiga mahasiswa dari kampus berbeda di Indonesia terhadap penggunaan aplikasi Spotify dalam meningkatkan pengucapan bahasa Inggris. Metode penelitian kualitatif dengan analisis tematik diterapkan dalam penelitian ini dan subjek penelitian ini adalah tiga mahasiswa; satu mahasiswa bahasa Inggris dan dua mahasiswa non-Inggris, berdasarkan parameter terhadap fitur Spotify seperti ketertarikan mahasiswa dan motivasi mahasiswa (Andriani et al, 2018; Rahmania & Mandasari, 2021). Ditemukan tiga tema dari hasil wawancara yaitu; Fitur yang mudah diakses dan fleksibel, Media menarik untuk belajar dan Melatih Pengucapan Bahasa Inggris. Hasil dari penelitian ini mengungkap bahwa penggunaan fitur Spotify terhadap pengucapan bahasa Inggris peserta meningkatkan pengucapan siswa, khususnya dalam hal word dan meaning. Dua mahasiswa non-Inggris tidak memperhatikan unsur dari pengucapan bahasa Inggris; vowel, stress, rhythm, pitch dan intonation. Namun, hanya mahasiswa bahasa Inggris yang lebih memperhatikan unsur pengucapan bahasa Inggris yang lebih komprehensif. Hal tersebut membuktikan bahwa latar pendidikan berpengaruh terhadap peningkatan pengucapan mahasiswa.

Kata kunci: *Pengucapan Bahasa Inggris, Mahasiswa Bahasa Inggris, Mahasiswa Non- Inggris, Spotify, Tematik Analisis.*

1. Introduction

Pronunciation is an inseparable part of speaking and undeniably important to understand the meaning exchange in the communication process (Pranoto & Suprayogi, 2019). Learning pronunciation is not easy, especially for English education students. They are required to be able to master the pronunciation course. Teaching pronunciation has changed year to year (Xodabande, 2017). In Vietnam's formal education system teaching English pronunciation has been neglected due to barriers to their goals and careers (Nguyen & Newton, 2020). Lack of ability is an obstacle for them to play an active role in communicating. Factors that can affect a person's English pronunciation are internal factors such as ears. Ears have a bigger role in understanding sounds more accurately by imitating sounds which can make pronunciation more similar to EFL learners; this has a positive impact but is often overlooked by EFL students (Fadillah, 2020).

The influence of technology such as is a benchmark for EFL student learning media in order to achieve the learning process. There are many music streaming applications that students can use, namely Spotify, JOOX, Youtube Music, etc. However, in this study only focuses on using the Spotify application. Spotify app launched on October 7, 2008; it is discovered by Daniel Ek and Martin Lorentzon in Sweden. Spotify users are predominantly millennial with 29% of users aged 25 to 34 years and 26% between 18 and 24 years old (Aisy, 2021) Spotify application can significantly improve students' listening skills through English songs (Andriani et al, 2018). Almost all students believe that Spotify can improve five elements of listening English skills, namely listening to English is predicting content, core, general meaning, understanding the topic, finding specific information, and inferring meaning. Each range from 70% to 90% confirm in each skill statement (Bona, 2017).

According to the points had been explained above, the research interested to investigating the perceptions students of three different universities in Indonesia on Spotify, for the question here is how are students' perceptions of the use of the Spotify application in improving English pronunciation?

2. Literature Review

2.1 Music Streaming in ELT Context

In the industrial era on 2013 more than 28 million paid subscribers and many more members of the free service are considered active users of streaming music. Music streaming are becoming popular among students faster Internet and cellular technology speeds (Borja et al, 2015; Whittle & Eaves, 2016). Listening to music has been always an emotional experience for every listener (Wadley et al, 2019). The class is being fun and joyful learning. It needs do not too much time or meeting to do (Agustina, 2016).

In Polytechnic of Ubaya active used music streaming Spotify application every day in a week (Bona, 2017). JOOX App makes a positive impression to get better pronunciation (Rahmania & Mandasari, 2021) and it uses give the pronunciation class at University of Wijaya Putra has achievement and most students are motivated (Astutik et al, 2019). English songs automatically could benefit listening skills, speaking skills and provided support to improve students' writing skills (Fauzan, 2021).

2.2 Spotify in Learning English

Spotify dominate the music streaming application market in Indonesia with 47.70% subscribed users and get more appreciation in a music collection (Karyono et al, 2019; Netti & Irwansyah, 2018). Spotify has a more effective and innovative impact than traditional methods (Putri, 2022). Feature Podcast Spotify is an alternative media in improving English class skills, motivating the learning process in the classroom (Alfa, 2020; Efendi, 2021; Kuriniawan, 2017; Samad et al, 2017; Tanjung & Silvyani, 2021). The use of Spotify could help students to manage time efficiently in the distance learning process (Susilowati et al, 2020).

2.3 English Pronunciation

Pronunciation English has a rhythm in the mother tongue of English student is an unattainable difficulty and good pronunciation provide add value to give confidence, admiration and interest in speaking (Alsadae & Sase, 2022; Laide, 2018). Pronunciation is one of the most difficult skills to acquire. The most significant problem generates by the factors concerns language speech (Vallauri, 2020).

According of (Ahmad, 2018) found out of English students Unsika that various errors and difficulties occur in English pronunciation are vowel sounds. Students do not realize the importance of pronunciation accuracy in English phonetics and phonology (Simon et al, 2015). Problems and causes in pronunciation difficulties in phonological system that occurs relates to the segmental and supra segmental sound aspects of the English language (Umaternate, 2018).

As a means of improving English pronunciation, students chosen the music streaming application, because it has lyrics features, easy to use, free access that could be used anytime especially for every student who has their smart phone to be able to do it every day. Hence, that the application of music streaming applications in their daily live increased students' interest motivation, confident because the learning environment/situation is being more relaxing through student learning activity (Andriani et al, 2018; Rahmania & Mandasari, 2021).

3. Method

This research used a qualitative approach with thematic analysis. Thematic analysis is the process of identifying and analyzing patterns or themes in qualitative data. The participant of this study is 1 English student and 2 non-English students of 3 different universities in Indonesia. This research conducted as a data collection technique. Interview is a data collection technique by interviewing selected individuals as respondents. In-depth interviewing was a process to obtain information for research by asking questions between the interviewer and the interviewee, with or without using an interview guide. And semi-structure interview is chosen as an interview method. The researcher chose this type of interview because the questions could be develop based on the participants' answers and the situation they were currently experiencing.

Table 3.1 Participants' Criteria

No	Participant	Status	Universities	English Learning Experience	Experience Using Spotify
1.	RS	English Student	UMN Al-Washliyah Medan	She had taught students an English course for 1 year.	More than 1 year
2.	MFL	Non-English Student	Polytechnic of TEDC Bandung	He often communicated foreigner through online applications such as Lemo, Hago and OME-TV.	More than 2 years
3.	IS	Non-English Student	STTKD Yogyakarta	He had a TOEFL score of 519 and taken the IELTS and TOEIC tests.	More than 3 years

4. Result and Discussion

The result of the research showed that were found three themes, namely; accessible and flexible features, interesting media for learning and practicing English pronunciation.

- Accessible and Flexible Features

“What is your basis that you choose Spotify application as a media for learning English?”

IS : I chose this application because Spotify music is high quality and I can get the latest songs thus I don't miss the newly released music. Spotify provides a lyric feature that's make me understand what kind of English song I'm listening to.

MFL : Previously, I didn't know how to use Spotify. But apparently after I searched this app can help me in terms of pronunciation. It only uses a data package, the application is not difficult to use and I can use it anywhere. If I study a pronunciation course I have no money and I am ashamed of my age.

Based on the two participants, the researcher summarize that participants in this research get many benefits from the Spotify music streaming application. This was in line with what (Andriani et al, 2018), said that learning English through music streaming was helped because of the lyrics feature, easy to use, access data and used anytime (*it only uses a data package, not difficult to use, can be done anytime at anywhere*). The existence of the Spotify feature had a positive impact on their English learning such as increasing vocabulary, practicing listening, and understanding pronunciation. The researcher found that with the lyric feature (*provide lyric make me understand what kind of English song I'm listening to*).

- Interesting Media for Learning

“Do you feel your interest, motivation, confidence in pronunciation is getting better after using the Spotify application?”

RS: Yes, I do. I feel there is an increase in the courage to speak up and express my ideas. I must be active and able to master English pronunciation with my daily listening to podcasts and music. It's true that Spotify improve after I use. That's why I always use the app to keep practicing my hearing as well as my pronunciation.

IS: Yes, I do. I'm so comfortable using it. I became more active in understanding pronunciation with the help of lyrics. I always repeat songs that are difficult to understand the more I seek to continue to understand the pronunciation.

Based on the two EFL students, the researcher summarize that they found interest and motivation to increase in terms of pronunciation (*Yes, I do*). They encouraged continuing learning pronunciation by repeating songs (*I always repeat songs and to keep practicing my hearing as well as my pronunciation*). Research found that by listening to songs RS became more courageous in speaking and expressing ideas (*I feel there is an increase in being brave to speak and express my ideas*). The use of the Spotify lyrics feature really helped IS participant pronunciation thus that there was comfort in using Spotify (*I'm so comfortable using it*).

- Practicing English Pronunciation

"How does Spotify improve your pronunciation?"

MFL: The difference between the pronunciation of love and laugh. It's almost the same pronunciation then I tried to replay and imitate it until I really knew the difference between the two words. For intonation, pause or rhythm I don't pay attention.

IS: Listening to music was helps my English a lot including pronunciation, but I don't understand pauses or rhythms. However, from this Spotify music, I know the difference between words such as leave and life, light and like, and many more.

RS: RS: Listening to music and podcasts that are repeated and deepening them e.g. in podcasts on the word blood, the pronunciation is on /bɫʌd/, not /blɔt/. In Intonation in sentences e.g. but the point I think there are up and down, not flat or low. Then the stress is on important - im'portant thus I know how to stress and how many stress the syllable is.

Based on the answer all of participants above, the researcher summarize that Spotify improved the participants' pronunciation of correctly pronouncing words (*I tried to replay and imitate it until I really knew and I know the difference between words leave and life, light and like*). However, **RS** really knew and experienced an increase in theory English pronunciation such as vowels, intonation, stress, word and meaning. The other participant only focused on looking at the lyrics and their word meaning.

Discussion

Based on the interview, the researcher summarize that, the three themes of this research were accessible and flexible features, interesting media for learning and practicing English pronunciation. It was supported by previous research (Afriyuninda & Oktaviani, 2021; Alsadae & Sase, 2022; Alsadae & Sase, 2022; Rahmania & Mandasari, 2021). English learners experience difficulties in emphasizing which proved that the difficulties faced by learners were due to a lack of understanding of emphasis and intonation in English words. That was clearly reinforced by the statement of (Kelly, 2001; Alsadae & Sase, 2022).

5. Conclusion

There are some conclusions drawn based on the data above :

The researcher concluded after interviewing tertiary students', the researcher found three theme namely accessible and flexible features, interesting media for learning and practicing English pronunciation. The three of themes, there was only one participant who really mastered and paid attention theory of English pronunciation such as vowels, intonation, stress, word and meaning, namely RS. The participant RS has a background knowledge of English pronunciation, she was an English student. While, the other participant MFL and IS did not pay attention to theory pronunciation. They only focused on the differences of word in lyric and word meaning they heard. They were non-English students, their lack of mastery of learning made them not too focused on theory pronunciation.

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