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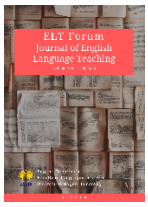

Spotify's effectiveness in improving 7th grade students' pronunciation

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Abstract

The ability to pronounce words correctly is a crucial component of learning a language for those seeking to acquire proficiency in the language. Proper pronunciation is essential for ensuring your message is clear and comprehensible to listeners. Many Indonesian students have problems pronouncing English words. It was found that the words are pronounced as they are written in the text. This is because Indonesian and English have different pronunciation systems. The objective of this study is the investigation of the effectiveness of using Spotify for the improvement of students' pronunciation by means of the teaching of receptive skills. The use of Spotify, with its features to support receptive skills, was implemented by the researchers. The features include sound for listening and lyrics for reading. The approach of this research is an experimental study, which means that it is a research study that uses an experimental design and is typically done in a laboratory setting. An experimental study is a method used to investigate the effects of treatments under controlled conditions. The mean score of the pretest was 60.81, and the mean score of the posttest rose to 78.12 after using the Spotify application. The results show a marked improvement in pronunciation.

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INTRODUCTION

Proper pronunciation is a key component of language learning. The way words or language articulated is referred to as pronunciation. Pronunciation is defined as a person's capacity to comprehend the auditory system of the language they are learning. This capacity directly impacts the meaning of words in the language (Hermansyah et al., 2018). The lexical meaning of words is a key component of effective communication. As Yusmita & Angraini (2017) said that correct pronunciation is essential for effective communication, as poor pronunciation can cause misunderstandings. When learning to speak, it is often recommended that one begin with pronunciation. This is because a strong grasp of pronunciation is fundamental for comprehending the language (Khairunisa et al., 2020). The ability to communicate and express oneself effectively is contingent upon possessing adequate vocabulary and proper pronunciation.

A significant number of Indonesian students face challenges in their English language learning. Wulandari (2021) argued that numerous challenges are often encountered in the learning of English, with a particular emphasis on pronunciation a significant number of students experience difficulties in articulating certain words correctly, often finding it challenging to pronounce the words appear challenging, individuals often experience a sense of fear regarding the pronunciation of the words. Based on observation, the researcher discovered that students tend to articulate words according to their written form rather than their spoken form. Second, some students exhibit hesitancy in speaking in English due to concerns about making errors.

To inspire young learners, it is recommended that proper media and methods be used while teaching language. Widyastuti & Saraswati (2022) define media as an instrument for efficiently conveying information and supporting English teaching and learning activities. There are a variety of methods that can be employed to encourage children to enhance their pronunciation. One such method is using music. Idris Asmaradhani et al. (2018) identified such songs – often referred to as music – as a source of enjoyment in movement and dancing, as a means of stimulating the sense, of evoking powerful memories, and of facilitating relaxation and focus. Music could enhance mood and promote relaxation for students and teachers alike (Tavadze et al., 2021). The creation of a positive vibe through the class activities may serve as a key factor in the pursuit of success and the attainment of established goals and objectives.

Spotify is an all in-one digital media streaming service offering an expansive collection of music, podcasts, and video content, providing users with unparalleled access to a vast repertoire of global artistic output. Features such as digital music, podcasts, and video streaming are offered by the Spotify application (Andriani et al., 2018). Karyono et al. (2019) stated Spotify dominates the music streaming application market in Indonesia, with 4.70% of users subscribed, and it receives more appreciation for its music collection. Using the Spotify application contributed to students' improvement in listening skills and understanding. They often use Spotify to listen to songs in between their activities and sing the songs.

Spotify has become one of the most popular music streaming applications among students (Karyono et al., 2019). The program has been designed to provide students with the opportunity to improve their English proficiency. One of the elements that the researchers will employ in this research is music lyrics from Spotify. The study employs listening and reading aptitudes of children. In this study, the researchers is using receptive skills by (Kelly, 2000). As stated by Kelly 2000), there are two primary aspects to the instruction of pronunciation: the teaching of productive skills and the teaching of receptive skills. According to Mailawati & Anita (2022), receptive skills are defined as those that do not involve language production, such as listening and reading. The concept is both embraced and comprehended by the subject. Students can repeat these exercises to master the pronunciation of words.

Moreover, in their study, Komang Sinta et al., (2021) investigated the relationship between high school students' practice of listening to English songs and their English language proficiency. The present investigation focused on 10th-grade students from a high school in Ubud during the 2020-2021 academic year. This study focuses on the subjects 35 tenth grade students from SMK SMSR Ubud who were selected through random sampling. The study employed a quantitative approach with correlation research design. Also, ex-post facto research designs are all about examining and observing things. In accordance with the findings of the calculation that was executed with the utilization of SPSS 26, a substantial correlation was identified that links the practice English song listening and the attainment of proficiency in verbal communication.

In their study, Widyastuti & Dewi Saraswati (2022) examined the perceptions of educators regarding the integration of popular music as a medium for the instruction of pronunciation, along with the challenges encountered when employing such a method with young learners. The researchers used a qualitative approach involving observations and in-depth interviews with three English teachers during learning activities and discussions. Their findings indicated that implementing pronunciation instruction for young learners of English results in several notable benefits. These benefits include the cultivation of self-confidence in learners and the attainment of positivity in learning outcomes. However, they also noted that English songs have both advantages and disadvantages. The advantages of using songs as a teaching medium are that they are more readily comprehensible and the creation of an agreeable atmosphere has been demonstrated to facilitate memorability. The weaknesses of using songs as a teaching medium were minimal sources, incorrect pronunciation, and unclear writing.

Additionally, Yanti & Harahap 2022) conducted research with the objective of researching the effectiveness of using songs in English in order to improve students' pronunciation proficiency. The present study was conducted at SMP Al Washliyah 27 in Medan with a total of 60 students, who were divided into two groups: Group VII A was designated as the experimental group, while Group VII B was assigned as the control group. The researchers employed a quantitative approach belonging to the experimental research category. The study used an oral test to collect data. The study revealed that using songs to teach pronunciation had no significant effect. The researchers also found that students had difficulty pronouncing consonants and vowels when using songs. The study also found that the utilization of English songs for the purpose of enhancing pronunciation competencies can lead to increased levels of student engagement, as well as motivation and interest.

In their research, Astutik et al. (2019) found that new students at Wijaya Putra Surabaya University often have difficulty pronouncing English words correctly. They investigated students' pronunciation achievement using the Joox application as a learning media. Fifteen new students were used as subjects in this study. The data presented herein was collected using a combination of interviews and observational tests. The researchers employed a design consisting of planning, acting, observing, and reflecting, which is commonly referred to as classroom action research. The researchers concluded their analysis of the data after comparing the results with all the instruments. The findings of this study demonstrated the efficacy of the Joox application in enhancing students' pronunciation.

In accordance with the qualitative paradigm, Sofian Hadi (2019) conducted an investigation into the utilization of songs in the context of English instruction for junior high school students at Dharma Karya UT Junior High School, with a particular focus on class VII. The researcher used action research with 25 students, starting with planning, acting, observing, and reflecting. The findings of this study showed that using songs in the learning process made the students more active, increasing their level of participation. The researcher also revealed a significant improvement in students' English language skills. The students' average score was 60 at the preliminary stage, increased to 68 in the first cycle, and increased significantly to 80 in the second cycle.

Yusmita & Angraini (2017) conducted a study to measure English pronunciation achievement based on song strategy. A research design that was quasi-experimental in nature was employed to ascertain whether English songs had a substantial impact in regard to students' pronunciation achievements. The present design utilizes a specific type of non-equivalent controlled experiment. The subject population for this study comprised seventh-grade students at SMP Srijaya Negara Palembang, which was stratified to create two groups: one experimental group as well as one control group. The researchers employed the 2004 Direktorat Pendidikan Umum, Ditjen, Dikdasmen, Depdiknas formula manual to compute the outcomes of the pronunciation test. Subsequently, the researchers employed the SPSS 12 software to ascertain the statistical outcomes. The study's findings indicated that the English songs strategy resulted in significant advancements in pronunciation achievement among the students. In the experimental group, a notable increase was observed. This phenomenon can be attributed to several factors. These elements encompass gapped text, which refers to instances of missing lyrics, homophones, which involve words that can be pronounced the same but are spelled differently, along with phonetic symbols and games.

Acquiring proficiency in the English language as a second language presents a formidable challenge for many Indonesians, particularly students. Many factors make students anxious about speaking in English (Jessica et al., 2015), and it is important to understand these factors to facilitate an increase in students' comfort and confidence in their English-speaking abilities. Therefore, this study aims to investigate the efficacy of utilizing Spotify to enhance student' pronunciation, thereby fostering greater confidence in their English communication skills.

METHODS

The experimental study approach is used in this research. The pre-experimental design was used in the experiments included in this study with one-group pretest posttest design which means that one group will be testing using pretest and posttest. A pretest is administered before treatment begins. This design measures the gains that the subjects have made rather than simply looking at how well everyone performed at the end (Hatch & Farhady 1981).

As presented by Creswell (2014), the identification of problems by quantitative research is based on trends in a domain or the necessity of something happening. It shows that quantitative research is the careful study of observable things using statistics, math, or computers. Therefore, these methods were the most suitable for the current research, which sought to explore the correlation between two variables and obtain empirical data. The quantitative methods used in this study examined the efficacy of Spotify's role in enhancing students' pronunciation proficiency.

Population & Samples

The population that was investigated as the subject of the study in this research were students who are currently studying in one of the Junior High School with three distinct class periods were delineated: Class VII, VIII, IX. The academic structure is delineated by the presence of nine classes for each grade level, ranging from A to I. The total enrolment for each class is 33 students. The samples were collected from seventh grade class 7H.

Instruments

The present research study will employ a before-after design to collect the necessary data. Prior to the experiment, a pretest is administered, while the posttest is administered after the ecperiment. The evaluation was administered at the conclusion of the lesson, designated as the posttest. The administration of assessments that satisfy the criteria for an effective measuring instrument can yield precise results in the domain of learning outcomes. Prior to the administration and use of the research instrument, researchers are obliged to undertake a series of tests and assessments in order assert the instrument's validation and the reliability of its use.

Validity and Reliability Test

Validity Test

The objective of the validity test is to ascertain the validity of the statements in the questionnaire. The present test employs what is known as the Pearson's product-moment method of correlation coefficient calculation, with the statistical software known as SPSS version 22. The assumption underlying this method is that an item is declared valid if $r_{hitung} > r_{table}$. The R table value is to be found by determining the degree of freedom $(df) = n - 2$, in which n signifies the total number of samples, which is 33. Therefore, the degree of freedom (df) is 31, and the significance level of 5% is indicated by $r_{tabel} = 0{,}3440$. The results of the validity test can be found in Table 1.

Table 1. Pretest Validity

Questions	r_{hitung}	r_{tabel}	Desc
X1.1	0,617	0,3440	Valid
X1.2	0,552	0,3440	Valid
X1.3	0,550	0,3440	Valid
X1.4	0,396	0,3440	Valid
X1.5	0,635	0,3440	Valid
X1.6	0,427	0,3440	Valid
X1.7	0,497	0,3440	Valid
X1.8	0,419	0,3440	Valid
X1.9	0,557	0,3440	Valid
X1.10	0,368	0,3440	Valid
X1.11	0,393	0,3440	Valid
X1.12	0,412	0,3440	Valid

Questions	r_{hitung}	r_{tabel}	Desc
X1.13	0,368	0,3440	Valid
X1.14	0,388	0,3440	Valid
X1.15	0,557	0,3440	Valid
X1.16	0,385	0,3440	Valid
X1.17	0,392	0,3440	Valid
X1.18	0,517	0,3440	Valid
X1.19	0,658	0,3440	Valid
X1.20	0,482	0,3440	Valid

Source: Primary Data Questionnaire processed (2024)

According to the validity test results previously outlined, the pretest comprises 20 questions. It has been determined that the value of $r_{hitung} > r_{table}$, thereby indicating the validity of all pretest questions.

Table 2. Posttest Validity

Questions	r_{hitung}	r_{tabel}	Desc
X2.1	0,529	0,3440	Valid
X2.2	0,694	0,3440	Valid
X2.3	0,529	0,3440	Valid
X2.4	0,624	0,3440	Valid
X2.5	0,647	0,3440	Valid
X2.6	0,461	0,3440	Valid
X2.7	0,517	0,3440	Valid
X2.8	0,429	0,3440	Valid
X2.9	0,376	0,3440	Valid
X2.10	0,390	0,3440	Valid
X2.11	0,436	0,3440	Valid
X2.12	0,663	0,3440	Valid
X2.13	0,434	0,3440	Valid
X2.14	0,548	0,3440	Valid
X2.15	0,638	0,3440	Valid
X2.16	0,374	0,3440	Valid
X2.17	0,572	0,3440	Valid
X2.18	0,370	0,3440	Valid
X2.19	0,614	0,3440	Valid
X2.20	0,656	0,3440	Valid

Source: Primary Data Questionnaire processed (2024)

The preceding validity test demonstrated that the 20 items comprising the posttest question are statistically valid. Specifically, this analysis revealed that $r_{hitung} > r_{table}$. This outcome indicates that the posttest questions are all statistically valid.

Reliability Test

The reliability test is a quantitative method used to assess questionnaire stability. Reliability testing of research instruments involves the calculation of *Cronbach Alpha*, a measure of internal consistency. The reliability of the questionnaire is indicated by a *Cronbach Alpha* $> 0{,}600$. The following table presents a summary of the results of the reliability test.

Table 3. Reliability Test

Variable	Cronbach Alpha	Coefficient	Desc

PRETEST	0,826	0,60	Reliable
POSTTEST	0,862	0,60	Reliable

As demonstrated in the results of the reliability calculation table above, two values are indicated. The initial value, determined by the Cronbach alpha coefficient on the pretests, was 0.826. The subsequent value, ascertained by the Cronbach alpha coefficient on the posttests, was 0.862. This finding indicates that both the Cronbach alpha value on these questions have been previously determined to be reliable and suitable for use as research instruments

Data collection procedures

Data collection can be defined as a methodical and standardized procedure that is employed to obtain the requisite data. The process of collecting data is of paramount importance in research, for it is precisely the purpose of research to obtain data. The present study employs two distinct data collection techniques: observation and test. In this study, the researchers employed a posttest question, which was administered to the students following the administration of the treatment at the conclusion of the study. The purpose of this test was to ascertain an overview of the students' final abilities or achievements in specific materials.

Data analysis

The process of data analytics can be defined as the systematic arrangement of data into a coherent structure, encompassing its organization into patterns, categories, and fundamental descriptive units. Data analysis is defined as a series of activities involving the systematic review, grouping, and interpretation of data, as well as its verification, with the objective of generating knowledge that possesses social, academic, or scientific merit. The present study employed data analysis techniques, specifically quantitative methods, to examine the data obtained from the field. The analysis of the quantitative data was executed through the utilization of the SPSS 22 for Windows program. Before conducting hypothesis testing, prerequisite tests must be conducted to ensure the adequacy of subsequent analyses. These prerequisite tests include homogeneity and normality tests.

Normality Test

An analysis of the normality test was conducted to ascertain that the pretest and posttest in this study were derived from a normally distributed population. To assess the normality of the sample, the Shapiro-Wilk test was employed, with a confidence level (α) of 0.05. This study was conducted using IBM SPSS Statistics 22, a software program that facilitates data analysis. The hypothesis employed is as follows.

H_0: The data has been sourced from a population that is distributed normally.
H_1: The data has been sourced from a population that is not distributed normally.

The statistical test employed to assess the validity of the hypothesis is the Shapiro-Wilk test, which utilizes the value of $Sig. > 0{,}05$ to determine the acceptance of H_0. The following statement provides a concise summary of the outcomes derived from the normality test.

Table 4. Normality Test

No	Pengetahuan	Sig.	Keterangan
1.	Pretest	0,613	Normal
2.	Posttest	0,609	Normal

The data has been analysed, and it has been determined that the value for the pretest data is 0.613>0.05. Similarly, the value for the posttest score data is 0.609>0.05. This finding suggests that the distribution of the pretest and posttest score data is normally distributed.

Homogeneity Test

The primary objective of the initial data homogeneity test was to ascertain whether the variability of the pretest and posttest data exhibited equivalent levels of dispersion or if there was a significant

disparity between the two datasets. The homogeneity test, conducted with the assistance of IBM SPSS Statistics 22, utilizes the Levene test with a degree of confidence (α) 0,05.

Table 5. Homogeneity Test

Levene Statistic	df1	df2	Sig.
.535	1	64	.467

The statistical criterion for determining statistical significance is the value of $Sig. > 0{,}05$, as determined by Levene's test. The results of the homogeneity test indicate that the significance value $0{,}467 > 0{,}05$, indicating that the pretest and posttest data are homogeneous.

FINDINGS AND DISCUSSION

This study utilizes a quasi-experimental design as its metodological framework. Participants in this study were seventh grade students in the 2023/2024 academic year. Specifically, the researchers employed one class of 33 students for the experimental group, utilizing Spotify as the media platform.

The research procedures entail the administration of student pronunciation tests (pretest), the implementation of learning using Spotify, the conduction of student pronunciation tests (posttest), and the subsequent analysis of the results pertaining to student pronunciation skills. The following section presents the data from the research results.

The Implementation of Spotify Application

In the introductory meeting, it was observed that the researchers initiated the session with a prayer, followed by a check of the students' attendance. Following this, to ensure the relevance and applicability of the material, the researchers connected the learning activities to the students' experiences. The researchers then provided motivation regarding the significance of the material to be learned and the competencies that students are expected to master. Then, the core activities were initiated, and the groups were formed. Each group contained six students. Following this introduction, an explanation was provided regarding the significance of proper pronunciation in the context of English language acquisition. The researchers then proceeded to introduce learning media, namely the Spotify application, which was utilized for the purpose of listening to English songs. In the experiment, the subjects listened to English-language songs on the Spotify application on three separate occasions. Thereafter, a pretest question sheet was administered to the students, who were instructed to pronounce each word on the sheet. After that, the researchers reflected on the learning and motivated those students who had not been actively participating. The session was then opened to a Q&A session, the purpose of which was to correct any potential misunderstandings. The session concluded with a summary of key learning outcomes. Then, the researchers presented the subsequent lesson plan for the following meeting, which included the task of downloading the Spotify application.

During the subsequent session, the researchers instructed students to join the groups that had been established in the previous meeting. Then, students were instructed to open the Spotify application, which had been installed beforehand. Following this, the students were presented with the English song, titled "First Love," by Nikka Costa on three separate occasions. First, the students listened to the song. Secondly, students are instructed to listen to the song with a focus on the lyrics, utilizing the Spotify application feature. Then, the song was continued with the reading of the lyrics. Following this, worksheets were distributed for the purpose of practice, and students were instructed to collect their respective tasks. The objective of this initiative is to acclimatize students to the auditory comprehension of English songs through a comprehensive understanding of their composition. Following the conclusion of the teaching-learning process, the researchers conducted a pronunciation evaluation by asking students questions related to the song. Subsequent to this, the researchers engaged in a reflective process concerning the learning experience, with a particular focus on students who demonstrated a lack of active engagement. A question-and-answer session was subsequently initiated to address any potential misunderstandings and concluded with a summary of the learning outcomes.

In the third meeting, researchers repeated the same process employed in the second meeting, wherein they had previously requested that students listen to English songs on three separate occasions, following the same steps. The experiment entailed three distinct phases. In the first phase, participants were instructed to listen to an English song devoid of lyrical content. In the second phase, they were to listen to an English song containing lyrics. In the final phase, participants were given the opportunity to sing an English song that

incorporated lyrics. After the completion of the exercises by the students, the researchers conducted a collective review of the results. Following the conclusion of the teaching-learning process, the researchers evaluated the students' pronunciation by posed questions related to the song. Thereafter, the researchers reflected on the learning and motivated non-participatory students. The session was then opened to a question-and-answer forum, the purpose of which was to rectify any potential misunderstandings. This was followed by a summary of the learning outcomes.

In the fourth meeting, a final treatment was administered by the researchers. Students were then instructed to open the Spotify application. The students then participated in a listening activity cantered on an English song entitled "First Love" by Nikka Costa. Researchers instructed students to identify and note down words that were challenging to pronounce and then to engage in targeted learning activities to improve their pronunciation. Finally, the students performed the song in group rendition, focusing on the lyrics. Following this, the researchers administered a posttest that measured the participants' comprehension of the song lyrics' vocabulary. The evaluation results indicated a consistent improvement in students' scores across each meeting. The researchers ultimately determined that the utilization of Spotify playlists designed for English language learning can enhance students' pronunciation. The implementation of English songs has been demonstrated to be an effective strategy for enhancing students' pronunciation skills. The practical and effective nature of the intervention was subsequently confirmed through the administration of a posttest to the students by the researchers.

Pretest Score Data

Before the sample group was treated, a pretest was conducted in the form of a student pronunciation test. The distribution of student pronunciation pretest scores is presented as a table below.

Table 6. Pretest Score Data

Pronunciation	**Minimum**	**Maximum**	**Mean**	**SD**
Pretest	13	98	60,81	16,56

The mean value of the students' pronunciation ability scores before the administration of treatment was 60.81, with a standard deviation of 16.56. The range of scores encompassed by the empirical data ranged from a minimum of 13 to a maximum of 98.

Posttest Score Data

Posttest data was obtained after the sample was given treatment. The subjects in the experimental group were 33 students. The distribution of posttest scores of students' pronunciation skills is illustrated in the subsequent table.

Table 7. Posttest Score Data

Pronunciation	**Minimum**	**Maximum**	**Mean**	**SD**
Posttest	45	100	78,12	13,23

According to a posttest calculation of this variable, an average posttest score of 78.12 was obtained, ranging from a minimum of 45 to a maximum of 100, with a standard deviation of 13.23.

Paired T-Test Test

To this end, an investigation was conducted using a Paired T-Test to ascertain whether there was a significant improvement in student pronunciation as a result of being taught using Spotify. The hypothesis employed is as follows.

Ha: Students' pronunciation achievement shows significant improvement after being taught using Spotify.

Ho: Students' pronunciation achievement does not show significant improvement after being taught using Spotify.

The test criteria is the Sig.>0.05 value then Ho is accepted. The ensuing discussion shall present the results derived from the Paired t test.

Table 8. Paired T-Test Test

Data	**T**	**Sig.**	**Keterangan**

Pretest-posttest	-14,731	0,000	H_0 ditolak

The results of the Wilcoxon Signed Ranks Test indicate that a sig value was obtained from the pretest-posttest data. The statistical analysis revealed a significant increase in student pronunciation after being taught using Spotify, with a p-value of less than 0.05.

N-Gain Test

The N-Gain test was administered to ascertain the extent of the students' improvement in pronunciation following the implementation of the Spotify intervention. The test was administered prior to the intervention and subsequently after its completion, with the aim of evaluating the impact of the intervention on the students' pronunciation. The following table presents the results of the N-Gain test.

Table 9. N-Gain Test

Pengetahuan	**Mean**	**Standar Deviasi**
N-Gain	0,49	0,198

The findings from this investigation substantiate the hypothesis that the mean value of the N Gain is 0.49, indicating an enhancement in student pronunciation following instruction utilizing Spotify in the medium category. Therefore, based on the evidence presented, it concludes that the utilization of Spotify in language learning to enhance students' pronunciation proficiency is sufficiently effective to be implemented.

Discussion

The findings of the research demonstrate that students' pronunciation ability in English songs when utilizing the Spotify application has been shown to enhance their proficiency in word phonemes. The enhancement is evident in the process demonstrated by examining the results of the pretests and posttest. The results of the students' pronunciation on the pretest obtained an average of 60.81. Considering these challenges, researchers have devised a treatment strategy leveraging the Spotify application, with the objective of facilitating enhancement in the posttest outcomes of students. The pretest, administered prior to the intervention, entailed an exercise designed to assess the participants' pre-existing proficiency in English songs. This preliminary assessment was conducted to determine the participants' initial level of English proficiency prior to the implementation of the Spotify application.

The researchers provided treatment using the Spotify App. Consequently, students become engaged and find enjoyment in the listening activities. The implementation of pronunciation learning activities is a straightforward process, particularly given the ubiquity of smartphones among students. The Spotify application, when installed on these devices, facilitates daily practice, thereby enhancing the students' linguistic proficiency. Most of the students exhibit proper pronunciation and require minimal time to comprehend written material. In the context of Spotify App utilization in pronunciation activities, the researchers observed that the mean achievement score of students' posttests surpassed that of the pretests. The results of the study indicated that the pretest mean score was 60.81, and following the implementation of the Spotify App, the posttest mean score increased to 78.12. Consequently, the researchers exhibited a substantial enhancement in their learning outcomes following the implementation of the Spotify App.

In his 2018 study, Bokiev et al.posited that the incorporation of song elements into listening education can enhance student engagement throughout the learning process. The utilization of music in an educational setting has been demonstrated to enhance student engagement and comprehension, thereby facilitating the learning process. This pedagogical approach utilizes music as an indirect means of training students' skills, offering a multifaceted approach to instruction that incorporates enjoyment, active participation, and improved retention. The employment of songs is selected to enhance students' competencies in comparison to alternative methods because it facilitates the acquisition of a substantial amount of new vocabulary through engaging learning activities.

As stated previously, the utilization of the Spotify application in the context of learning pronunciation through English songs has been demonstrated to facilitate student interest in participating in listening activities and to encourage the exploration of similar musical compositions.

The utilization of the Spotify App offers a valuable opportunity for students seeking enhancement their pronunciation skills and expand their vocabulary. This is due to the flexibility it provides, enabling students to access audio content on their own schedule and from any location.

Furthermore, the utilization of Spotify for the purpose of acquiring proficiency in pronunciation does not constitute an excessive expenditure of time or resources. The utilization of Spotify for the purpose of listening to English songs has the potential to indirectly enhance vocabulary and improve students' pronunciation skills. The comprehensibility and imitation of songs by students is attributable to their lack of awareness regarding the pedagogical function of these musical compositions. Consequently, students perceive songs as an entertaining component of English training (Goltz & Sadakata, 2021). The enhancement of pronunciation skills can be achieved through the utilization of songs in English, which can be used as a pedagogical medium for the study of the English language. The vocalists who perform these songs possess a native proficiency in English, thereby facilitating the acquisition of accurate pronunciation. It is recommended that students avail themselves of these English songs, the purpose of which is to assist them in improving their abilities. This finding aligns with the observations reported by Apriani et al. (2021), who noted the efficacy of music in enhancing students' speaking skills. The integration of English songs into the educational environment has been demonstrated to enhance students' sense of confidence and engagement, thereby promoting a positive attitude toward the learning process. Consequently, it is anticipated that an increasing number of English teachers will endeavor to utilize English popular music to enhance students' pronunciation skills, thereby fostering their motivation and interest.

The statistical analysis revealed a significance value of 0.000 <0.05, indicating a high degree of statistical significance. Consequently, the Ho hypothesis can be statistically rejected. Therefore, the utilization of the Spotify application in the context of English language acquisition through the medium of music has the potential to enhance one's pronunciation skills. The N-Gain analysis yielded an average result of 0.49, indicating a significant improvement in student pronunciation following the implementation of the Spotify medium category instructional approach. Therefore, it can be deduced that the utilization of Spotify in learning to enhance students' pronunciation skills is sufficiently effective to merit its implementation.

CONCLUSION

The following investigation will explore the efficacy with which the application Spotify enhances students' pronunciation abilities. The conclusion of our study indicates the potential of the Spotify application to enhance students' proficiency in enunciation, particularly in contexts related to learning English. This phenomenon can be demonstrated through the analysis of students' pronunciation test results from both the pretest and posttest. In a preliminary test, some of the students demonstrated an inability to articulate the proper pronunciation of a word. Nevertheless, students in the posttest demonstrated an improvement in their ability to pronounce words that are typically challenging following the listening of English songs.

In consideration of the research findings and the derived conclusions, the researchers also offers recommendations concerning the enhancement of students' pronunciation. The proposal further emphasizes the necessity for additional research, particularly studies that address analogous subjects. In this regard, the researchers posits several recommendations for educators, primarily suggesting that teachers enhance and implement effective pronunciation, particularly in the classroom setting, with the aim of positively influencing students. The researchers further proposes that teachers and students engage in speaking in English within the classroom, thereby providing students with additional opportunities to practice pronunciation. Additionally, the researchers calls upon future researchers to investigate the efficacy of Spotify in enhancing students' pronunciation, employing a diverse sample of students from various age groups.

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