



Effectiveness of using Spotify music Application to Improve English Vocabulary at Junior High School Students

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Article Info	Abstract
Received: 2026-08-11 Revised: 2026-08-19 Accepted: 2026-09-20 Keywords: <i>English Songs; Junior High School Students; Spotify Lyrics; Vocabulary Learning; Vocabulary Mastery.</i> DOI: 10.24256/ideas.v14i1.12306 Corresponding Author: Miftahul Jannah 2202020022@uinpalopo.ac.id Universitas Islam Negeri Palopo	<i>This study analyzes the implementation of the SQ3R strategy via the Padlet platform to facilitate English vocabulary mastery among eighth-grade students. Employing a qualitative approach through classroom observation, the findings reveal that the integration of the five SQ3R stages Survey, Question, Read, Recite, Review within the Padlet environment creates a systematic, interactive, and collaborative learning workflow. Observations demonstrate that each SQ3R stage effectively supports students in contextualizing word meanings, fostering independent inquiry, and facilitating the transition of vocabulary from passive to productive knowledge. This research concludes that the synergy between active reading strategies and Padlet serves as an innovative pedagogical solution that significantly enhances student engagement and optimizes long-term vocabulary retention in secondary education.</i>

1. Introduction

English has an important role in communication and education. To communicate effectively in English, learners need sufficient vocabulary because vocabulary supports their ability to understand and express ideas. Vocabulary is closely related to the four language skills, namely listening, speaking, reading, and writing. According to Santosa, et.al (2020) vocabulary is the basic knowledge that students must master. Without sufficient vocabulary, students may experience difficulties in understanding information and expressing their thoughts in English. Without vocabulary, students will have difficulty developing and mastering 4 English language skills (Nurnaningsih, 2022). Therefore, vocabulary mastery is one of the important aspects that should be developed in English language learning. Vocabulary is one of the components of language and there is no language that exists without words.

Vocabulary learning, however, can be challenging for junior high school students. Students may have difficulties remembering new words, understanding their meanings, pronouncing them correctly, and using them in appropriate contexts. Vocabulary learning can also become less interesting when students are repeatedly exposed to conventional activities without sufficient opportunities to encounter English in meaningful situations. According to Agazzi (2022) without enough vocabulary the students will have difficulties understanding the ideas. Therefore, teachers need learning media that can provide students with meaningful language input while also creating an enjoyable learning environment.

One medium that can be used to support English vocabulary learning is music. English songs provide authentic language input because students can encounter vocabulary as it is used in meaningful expressions and contexts. Through songs, students can hear English words repeatedly and become familiar with their pronunciation, spelling, and meaning. Song lyrics can also expose students to various vocabulary items in a context that is more enjoyable than isolated vocabulary memorization.

Songs can also be viewed as a form of literary work because their lyrics may communicate ideas, messages, emotions, experiences, and stories through language. Therefore, songs are not only entertainment but can also provide meaningful material for language learning. Andayani, 2022; Hadi, 2019, Songs especially English songs are now used by teachers and students to improve their English skills. Through song lyrics, students can identify unfamiliar words and understand their meanings by relating the words to the context and message of the song. According to Sitorus and Herman (2019), song is one of the ways for humans to communicate through sounds, and a song may also express a feeling, sense, idea, emotions or thought.

The development of digital technology has also provided opportunities to integrate music into English language learning. One application that can be used for this purpose is Spotify. Spotify is primarily a music and audio streaming platform, and one of its features is synchronized lyrics. The lyrics feature allows learners to listen to a song while following its written lyrics in real time. This creates an opportunity for students to connect the sound of a word with its written form while paying attention to the meaning of the word in context.

Spotify was selected in this study because the main focus was not the visual content of music videos but the interaction between English audio and written lyrics. The synchronized lyrics allow students to listen to pronunciation while simultaneously seeing the spelling of the words. This feature is relevant to vocabulary learning because students can identify unfamiliar words, follow their pronunciation, and understand how the words are used in the context of a song. Fitri, Zoelvi, and Hadriana (2024) reported positive perceptions of Spotify as a medium for English learning, including vocabulary development.

The selection of songs in this study was based on the students' English level, vocabulary needs, and learning context. The selected songs contained relatively understandable vocabulary, clear lyrics, meaningful themes, and the four vocabulary categories examined in this study, namely nouns, verbs, adjectives, and adverbs. The songs were selected not merely because they were entertaining, but because they could provide vocabulary relevant to the learning objectives.

Several previous studies have examined the use of Spotify or English songs in language learning. Jannah, Zahra, and Yusnida (2026) reported an increase in students' vocabulary scores after learning through Spotify song lyrics. Maulidia (2023) also found that students who learned vocabulary through Spotify obtained higher vocabulary scores than students in the comparison group. Butar Butar and Katemba (2023) reported that students. Generally had positive perceptions of learning vocabulary by listening to English songs on Spotify.

Previous studies have therefore shown the potential of Spotify and English songs in language learning. However, many studies have focused on Spotify as a general learning medium, students' perceptions, or other English skills. The present study specifically focuses on the lyrics feature of Spotify as a medium for improving vocabulary mastery among junior high school students. The study also emphasizes four-word classes: nouns, verbs, adjectives, and adverbs.

This study is supported by Nation's theory of vocabulary learning, which emphasizes the importance of repeated and meaningful encounters with vocabulary. The use of songs allows students to encounter target words repeatedly while listening and following the lyrics. The study is also related to the Audio-Lingual theory associated with Fries and Skinner, which emphasizes listening, repetition, imitation, and language practice. Through songs, students repeatedly listen to English words and expressions in context.

Based on the background above, this study aimed to determine the effectiveness of using the Spotify lyrics feature to improve the English vocabulary mastery of ninth-grade students at SMPN 7 Palopo.

2. Method

Research Design

This study employed a quantitative approach using a pre-experimental research design. Specifically, a one-group pre-test and post-test design was used. The study consisted of three stages: a pre-test, treatment, and post-test. The pre-test was administered to identify students' initial vocabulary mastery. The treatment was then conducted using selected English songs through the Spotify lyrics feature. Finally, the post-test was administered to determine students' vocabulary mastery after the treatment.

T1 - X - T2

T1 = pre-test; X = treatment using Spotify lyrics; T2 = post-test

Participants

The population consisted of all ninth-grade students at SMPN 7 Palopo. The sample consisted of 22 students from class IX-A. The participants were selected through purposive sampling. The study was conducted at SMPN 7 Palopo.

Instrument

The research instrument was a vocabulary test administered as a pre-test and post-test. The test measured students' vocabulary mastery before and after the treatment. The

vocabulary learning activities focused on four categories of vocabulary: nouns, verbs, adjectives, and adverbs.

Treatment Procedure

The treatment was conducted through English songs using Spotify's synchronized lyrics feature. Students listened to selected songs while simultaneously following the lyrics displayed on the screen. During the activities, students identified unfamiliar vocabulary, discussed word meanings, paid attention to pronunciation, and completed vocabulary-related activities. The treatment was conducted in eight meetings using the songs Somebody's Pleasure, Perfect, You'll Be in My Heart, Slipping Through My Fingers, Count on Me, For the Rest of My Life, Number One for Me, and Love So Beautiful.

The focus of the treatment was specifically on the lyrics rather than the musical elements such as melody or instrumental accompaniment. Students were directed to pay attention to the written lyrics, identify vocabulary, and understand the meaning of words from their context. Music functioned as a supporting medium, while the lyrics were the primary source of vocabulary input.

Data Analysis

The data were analyzed using descriptive and inferential statistics through SPSS. Descriptive statistics were used to calculate the total score, mean, minimum and maximum scores, and standard deviation. The Wilcoxon Signed-Rank Test was used to examine the difference between the related pre-test and post-test scores because the study compared two measurements from the same participants.

3. Result

Students' Vocabulary Scores

The results showed an increase in students' vocabulary scores after the treatment. The total score obtained in the pre-test was 1,570, while the total score in the post-test increased to 1,952. The mean score increased from 71.36 in the pre-test to 88.73 in the post-test. Therefore, the mean score increased by 17.37 points.

The standard deviation decreased from 16.20 in the pre-test to 8.34 in the post-test. The pre-test scores ranged from 48 to 100, whereas the post-test scores ranged from 72 to 100. These results indicate that students generally demonstrated higher vocabulary achievement after learning through Spotify lyrics.

Measurement	Pre-test	Post-test
N	22	22
Total score	1,570	1,952
Mean	71.36	88.73
Minimum	48	72
Maximum	100	100
Std. Deviation	16.20	8.34
Mean improvement		17.37

Vocabulary Classification

Score	Classification	Pre-test	Post-test
86–100	Excellent	4	14
76–85	Good	8	7
56–75	Fair	5	1
36–55	Poor	5	0
<35	Very poor	0	0
Total		22	22

Wilcoxon Signed-Rank Test

The Wilcoxon Signed-Rank Test showed that 19 students obtained higher scores in the post-test than in the pre-test. One student obtained a lower score, while two students obtained the same scores in both tests. The significance value was 0.000. Since 0.000 was lower than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted. Thus, there was a statistically significant difference between students' vocabulary mastery before and after the treatment. This test is applied when the data are not normally distributed and serves as an alternative to the paired sample t-test.

3. Discussion

The findings demonstrate that the use of Spotify's lyrics feature was effective in improving students' English vocabulary mastery. The increase in the mean score from 71.36 to 88.73 and the significant Wilcoxon result indicate that students performed better after the treatment. Most students also showed individual improvement, as 19 out of 22 students obtained higher post-test scores.

The improvement can be related to the simultaneous presentation of audio and written language input. During the treatment, students listened to English words while seeing the corresponding written lyrics. This allowed them to connect pronunciation with spelling and identify how vocabulary was used in meaningful contexts. Such simultaneous exposure can help students notice unfamiliar vocabulary more easily because they hear and see the words at the same time.

Another factor that may explain the improvement is repeated exposure. Students encountered target vocabulary several times while listening to the songs and following the lyrics. Repetition provided additional opportunities to notice, recognize, and remember vocabulary. This finding is consistent with the vocabulary learning principle that repeated encounters can support vocabulary development.

The learning process was also consistent with the Audio-Lingual theory. Students repeatedly listened to English words and expressions through songs and became familiar with their pronunciation and use. The repeated listening and exposure provided opportunities to recognize and imitate English vocabulary in context. Therefore, the learning process did not depend only on memorizing definitions but also involved listening to vocabulary as part of authentic language input.

The meaningful themes of the selected songs may also have supported vocabulary learning. The songs contained themes related to friendship, feelings, family, love, memories, and personal experiences. Because vocabulary appeared within meaningful contexts, students could relate unfamiliar words to the overall message of the song. This contextual

learning may have made the vocabulary easier to understand and remember than learning isolated words.

The findings are consistent with previous studies cited in the thesis. Jannah, Zahra, and Yusnida (2026) reported an increase in vocabulary scores after learning through Spotify song lyrics. Maulidia (2023) also found higher vocabulary achievement among students who learned through Spotify. Butar Butar and Katemba (2023) found that students had positive perceptions toward learning vocabulary by listening to English songs on Spotify.

Although the statistical result was significant, the improvement should be interpreted carefully. Several students already obtained relatively high scores in the pre-test, including scores of 96 and 100. This left limited room for substantial improvement for those students. This condition can be related to the ceiling effect, in which participants who begin with relatively high scores have less opportunity to demonstrate large gains on a measurement instrument.

The results therefore do not mean that every student benefited to exactly the same degree. The data show that most students improved, while one student's score decreased and two students' scores remained unchanged. The relatively high initial vocabulary level of some students may have limited the amount of measurable improvement for those students.

An important point is that the effectiveness found in this study was specifically related to the use of Spotify lyrics as vocabulary input, not simply to listening to music. Students were directed to pay attention to the written lyrics, identify vocabulary, understand meanings, and connect written forms with pronunciation. Therefore, the lyrics feature was the main instructional component, while the music created a supportive learning environment.

Overall, the findings suggest that Spotify lyrics can be integrated into English vocabulary instruction because the feature provides an accessible way for students to encounter vocabulary repeatedly and contextually. However, teachers should provide guidance and vocabulary activities rather than simply asking students to listen to songs. The effectiveness of the medium depends on how the lyrics are integrated into instructional activities.

4. Conclusion

Based on the findings, it can be concluded that the use of the Spotify lyrics feature was effective in improving the English vocabulary mastery of ninth-grade students at SMPN 7 Palopo. The students' mean score increased from 71.36 in the pre-test to 88.73 in the post-test, resulting in an improvement of 17.37 points. The Wilcoxon Signed-Rank Test also showed a significance value of 0.000, which was lower than 0.05. Furthermore, 19 students demonstrated improvement, one student showed a decrease, and two students obtained the same scores.

The findings indicate that Spotify lyrics can provide meaningful English vocabulary input through synchronized listening and reading activities. Repeated exposure to vocabulary, the connection between pronunciation and spelling, and the meaningful contexts provided by the songs contributed to students' vocabulary learning. Therefore, Spotify lyrics can be considered an alternative digital medium for supporting English vocabulary instruction at the junior high school level.

The findings should, however, be interpreted within the limitations of the study. The research involved one class consisting of 22 students and used a pre-experimental design without a control group. In addition, students were not permitted to bring mobile phones to school, so they could not interact individually with the Spotify application during the treatment. Future research is recommended to use a larger sample, include a control or comparison group, and conduct a longer treatment period.

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