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THE UTILITIZATION OF VIRAL ENGLISH SONGS THROUGH SPOTIFY TO IMPROVE STUDENTS LISTENING SKILL : STUDENTS' EXPERIENCE

Abstract

This research aims to determine the potential benefits of viral English songs on Spotify in improving skills based on students' experiences. Using a quantitative approach, this study used a questionnaire through statements of the advantages and disadvantages of viral English songs on Spotify in improving English listening skills with 5th semester English education students from the University of Muhammadiyah Riau using purposive sampling with a sample size of 30 students. The results of the study showed 20 valid questions and a Cronbach alpha value of 0.889 which showed high reliability and produced positive responses from students who concluded that utilizing viral English songs could improve their English listening skills. Based on the findings of the study, it shows that viral English songs on Spotify are very important in improving students' English listening skills. Because viral English songs on Spotify have high-level vocabulary and various pronunciations that are equivalent to native English speakers which can help students face exams and the future that require English in a fun way.

Keywords: Listening, Viral english songs, Spotify

INTRODUCTION

In the era of globalization, English language proficiency has become an important skill for students, especially in the listening aspect. In an EFL context, listening is generally considered one of most difficult language skills to master. Many Indonesian learners face challenges in listening to English due to factors like unfamiliar vocabulary, varying speech rates, and unclear pronunciation. Additionally, anxiety and lack of real-life practice further hinder their listening comprehension skills (Ramadhianti & Somba, 2021). Some academics argue that listening is not an easy language skill to learn and perform because it requires strong listening competence.

According to Darti & Asmawati, learners who speak English as a Foreign Language (EFL) need to listen to the English language daily if they want to communicate appropriately (Alzamil, 2021). Listening is the ability to hear other people's voices or words, and then understand the meaning contained in them. Listening has many benefits, include improving students ability to speak and understand words contained in English, then it can also help students familiarize yourself with English patterns and intonation, so that students can understand some conversations, instructions, and learning materials presented in the language. There are numerous listening processes that go through five steps, they are hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013). Students must hear in order to listen, however they do not need to listen in order to hear, as the perception needed for listening depends on attention. It is known as the physical response brought on by sound waves stimulating the ear's sensory receptors. The students should first consider the significance of the symbols they have seen and heard before trying to understand them. Symbolic stimuli can be words, sounds like applause, as well as images. For interpersonal communication to be effective, the listener must be able to understand both the sender's assumed context and the intended meaning. A key component of listening is remembering since it demonstrates that a person has not only heard and absorbed a

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message but also retained it in their memory. When we listen, our memory is selective, and what is remembered may change greatly from what was initially seen or heard. The conversation has reached the evaluating stage when listeners can understand and interpret or interpret the conversation's contents and start to assess or evaluate the speaker's opinions and ideas about the speaker's strengths and weaknesses as well as the speaker's good and shortcomings. The responding stage, is the final stage in listening activities, the listener welcomes, memorizes, absorbs and accepts the ideas or ideas put forward by the speaker.

One popular indirect way to improve listening skills is through music, especially English songs that are now very easy to access through streaming platforms such as Spotify. Spotify is a digital music, podcast and video streaming service that allows users to listen to a variety of audio content online. Founded in 2006 by Daniel Ek and Martin Lorentzon in Sweden. Spotify is one of the world's largest platforms for streaming music. Spotify offers a very wide catalog of music from various genres, artists and countries. Users can search, create playlists, share music, or listen to recommendations based on their preferences. Spotify as a music streaming platform allows students to access thousands of English songs that can help them learn the language indirectly. Spotify is available on a variety of platforms, including mobile phones, tablets, computers, and other devices that support an app or web player.

Music is a work of art in the form of sounds in the form of songs or compositions that express the thoughts and feelings of the creator through the main elements of music, namely rhythm, melody, harmony, and the form or structure of the song and expression as one unit. Viral song is a song or musical composition that quickly spreads widely and gains popularity through various digital platforms, especially social media such as TikTok, Instagram, and YouTube. This music usually becomes popular because it is used in trends, challenges, or videos created by users on the platform. Viral song often has unique elements, such as catchy melodies, memorable lyrics, or ties to trending popular culture. Factors that cause viral music is digital platforms, social media and streaming services like TikTok and Spotify make it easier to distribute music to a wider audience. Then songs used in challenges or creative videos encourage other users to follow along and algorithms push certain songs to more users based on trends.Listening to foreign language music can improve language skills because music often contains everyday vocabulary, clear pronunciation, and repetitive intonation and rhythm. Popular viral songs on Spotify, such as English pop songs, further add to the appeal for students to practice listening to English in a fun way and do not seem like a formal learning burden. Although Spotify has become part of students' daily lives and many English songs are popular, studies that specifically discuss the ultilization of viral songs on students' listening skills are still limited. Most studies focus on the general use of songs in language learning, but have not yet deeply highlighted how viral English songs through Spotify affect students' listening skills. Most studies on the use of music in language learning focus on certain genres or types of songs, without specifically assessing the impact of viral and trending songs on streaming platforms such as Spotify. This research highlights the phenomenon of viral songs that are not only popular among students, but also quickly gain global attention, which can affect the way students listen and understand English.

Sindy (2023) with the research at Vocational High School Taruna Pekanbaru showed that the use of the Spotify application significantly improved students' listening skills. Before using Spotify, the average score of students in the listening test was 52.80, which increased to 84.40 after using Spotify. The research he conducted was a pre-test and post-test experimental research aimed at determining students' listening skills before being taught using the Spotify application, students' listening skills after being taught using the Spotify application and whether there was a significant influence of using the Spotify application on students' listening skills or not. Fatma (2024) With research aimed to evaluate the effectiveness of using podcasts on Spotify in improving listening comprehension of students at Senior High School 1 Sekampung. This research used Classroom Action Research with two cycles, each consisting of planning, implementing actions, observing, and reflecting and showed a significant increase in students' listening comprehension. The average score of students in the pre-test was 57.64, increasing to 82.64 in the post-test after using podcasts on Spotify. Fiani & Taufiq, (2024) this study analyzed the perceptions of vocational high school students towards the use of Spotify in learning English listening. The method used in the study was descriptive qualitative research

with in-depth interviews. The results of the study were that students felt helped and more interested in learning listening skills through the use of Spotify. They stated that the features on Spotify made them comfortable and motivated to improve their listening skills. However, this study only focuses on the utilization of the viral songs through spotify to improve English listening skills based the students' experience. This study was conducted with the aim of analyzing the potential of utilizing viral English songs via Spotify in improving students' English listening skills.

METHOD
Research Design
In conducting this research, researchers used quantitative research. Quantitative research is an objective theory testing approach by testing the relationship between variable (Chih-Pei & Chang, 2017). Sugiyono (2013) argues that quantitative research methods can be interpreted as a research method based on the philosophy of positivism, used to examine populations and certain samples, sampling techniques are generally carried out randomly, data collection using research instruments, quantitative data analysis/statistics with the aim to test the hypothesis that has been set, quantitative research focuses on testing data where the discussion in the research depends on the results obtained by evaluating the data used. This research design uses a cross-sectional survey design. This research design is effective in showing a picture of current attitudes, behaviors, perceptions, and beliefs in a population. Cross-sectional studies collect data at one point in time, with the aim of finding out the Utilization of Viral English Songs via Spotify to Improve English Listening Skills: Students' Experiences.
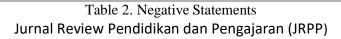
Population and Sample
This research was conducted at UMRI. The object of this research was fifth semester English education students at UMRI with a population of 30 people. The sampling technique used in This Research is purposive sampling. The reason for using purposive sampling is because this method can select samples that are in accordance with the criteria that can support the success of the research, and the reason researchers chose fifth semester English education students is because the sample has a high interest in English songs. Researchers argue that purposive sampling is very appropriate because it can find out the Utilization of Viral English Songs Through Spotify to Improve Students' Listening Skills

Instruments
Research instruments are tools used to obtain and collect research data. In this case the researcher used a questionnaire to take responses from students. Questionnaires are a number of written statements used to obtain information from respondents in the sense of reports about their personality or things they know (Suharsimi, 2006). This Research can produce valid data and can answer the researcher's questions about This Research. The questionnaire was used to obtain because This Research was to determine students' experiences while listening to viral English songs via Spotify, so the appropriate instrument was a Likert scale questionnaire. A procedure that shows whether someone Strongly agrees (SA), agrees (A), disagrees (D), or strongly disagrees (SD) with each statement. The questionnaire used consisted of 20 statements, 10 positive statements, and 10 negative statements. The questionnaire was used to test the Utilization of Viral English Songs via Spotify to Improve English Listening Skills: Student Experiences. The questionnaire given by the researcher to the sample was fillable and given a time limit so that they could think about the answers they would fill in themselves.

Table 1. Positive Statements

Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Table 2. Negative Statements

Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Data Analysis

In the data collection process, the researcher distributed questionnaires to fifth semester English Education students at the University of Muhammadiyah Riau, both directly distributed in physical form (hardcopy) and online via Google Form. Then the researcher conducted a validity test on the questionnaire. The validity test is carried out to determine the accuracy of an instrument whether the instrument can measure what should be measured. And the researcher used the CORREL formula to calculate the r count for each questionnaire item and then compared it with the r table based on the number of respondents with a tolerance level of error (10%) of (0.361). If the r count for each item is greater than the r count, then the item is valid. Then the researcher conducted a reliability test to test the level of confidence in the questionnaire. Reliability refers to the extent to which a research instrument can produce consistent and reliable results when used at different times and under similar conditions. He also emphasized the importance of internal consistency tests, which measure consistency between items in a research instrument(Wicaksono, 2022). The researcher used the Cornbach alpha formula to find the reliability of the instrument. If the alpha value is higher than 0.7 it is considered to indicate a good level of reliability(Tavakol & Dennick, 2011). Then the researcher investigated students' experiences in utilizing viral English songs through the Spotify application in improving listening skills based on the responses to each question from the students. To analyze the percentage, the researcher used the following formula in calculating the percentage :

P = F: N x 100%
P = Percentage of problem items
F = Frequency
N = Number of Respondents

RESEARCH FINDINGS AND DISCUSSION
Research Findings
1. **Validity and Reliability Test**

Validity test is a test to determine the accuracy of the research instrument, then the reliability test is a test conducted to determine the level of trust and consistency of the research instrument if it is retested. Researchers use the Microsoft Excel application to test validity and use SPSS to test reliability. The following are the results of validity and reliability test on the these following tables.

Table 3. Validity Test

R count	R Table	Status
0.425694	0.361	Valid
0.552692	0.361	Valid
0.643566	0.361	Valid
0.475738	0.361	Valid
0.386927	0.361	Valid
0.519845	0.361	Valid
0.638157	0.361	Valid
0.502874	0.361	Valid
0.444671	0.361	Valid
0.640487	0.361	Valid
0.601657	0.361	Valid

0.493215	0.361	Valid
0.573657	0.361	Valid
0.662648	0.361	Valid
0.606495	0.361	Valid
0.594032	0.361	Valid
0.605076	0.361	Valid
0.647976	0.361	Valid
0.646461	0.361	Valid
0.671515	0.361	Valid

Table 4. Reliability Test
Reliability Statistics

Cronbach's Alpha	N of Items
.889	20

Based on table 3 which shows the validity test that all items (20 statements) have a calculated r value exceeding the r table value, if the calculated r value is higher than the r table, then the instrument is declared valid. Then based on table 4 which shows the reliability test that the Cronbach alpha value is 0.889, if the value exceeds 0.6 then the instrument is declared reliable.

Questionnaire statement results

The purpose of this research was to determine how the potential of viral English songs through Spotify can improve English listening skills based on students' experiences. The researcher used a questionnaire designed based on the advantages and disadvantages of the Spotify application and viral English songs in improving listening skills. Then the questionnaire was given to the sample then the researcher found a discussion of what was found through the questionnaire announced to the sample. Students were given 20 statements about the use of viral English songs through the Spotify application to improve English listening skills. The results of the questionnaire are shown in the table below.

Table 5. Positive Statement

No	Statement	Response			
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1.	I Listen to Viral English Songs on Spotify and I Feel They Help My Listening Skills.	36.63%	56.61%	6.66%	0.0%
2.	I find it easier to understand the meaning of English song lyrics after listening to viral English song lyrics from Spotify	23.31%	56.61%	16.65%	3.33%
3.	I feel helped by Spotify English songs in my listening skills music on Spotify.	29.97%	66.6%	3.33%	0.0%
4.	Spotify provides many types of music so I can choose music as a level to learn English listening skills.	53.28%	46.62%	0.0%	0.0%

5.	In addition to improving my listening skills, viral english songs from Spotify helps me improve my vocabulary.	26.64%	63.27%	9.99%	0.0%
6.	Listening to viral English songs on Spotify helps me understand the pronunciation of words so it also helps improve my English listening skills.	39.96%	56.61%	3.33%	0.0%
7.	I feel my English vocabulary has increased after listening to viral songs on Spotify to thicken my listening skills.	39.96%	46.62%	13.32%	0.0%
8.	Viral English songs on Spotify attract my attention to learn English listening.	36.63%	53.28%	9.99%	0.0%
9.	Viral English songs on Spotify helps me practice my listening skills in a fun way.	36.63%	53.28%	9.99%	0.0%
10.	I feel more confident to have an English conversations after listening viral english songs from Spotify.	23.31%	66.66%	9.99%	0.0%

Table 6. Negative Statement

No	Statement	Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
11.	The tempo of viral english songs on Spotify is too fast, making it difficult for me to practice my listening skills.	3.33%	39.96%	49.95%	6.66%
12.	Listening to viral english songs on Spotify confuses me because the pronunciation are difficult to understand.	3.33%	33.33%	56.61%	6.66%
13.	Listening to viral english songs on Spotify makes me less confident because i think the pronunciation looks unfamiliar.	0.0%	19.98%	59.94%	19.98%
14.	I am not interested in practicing listening through viral english songs on Spotify.	0.0%	13.32%	59.94%	26.64%
15.	After listening to viral english songs, i feel inferior about my listening skills.	0.0%	29.97%	36.63%	33.33%

16.	Listening to viral english songs on Spotify does not benefit my english listening comprehension.	0.0%	16.65%	46.62%	36.63%
17.	There are not many english songs recommended by Spotify for learning a foreign language.	0.0%	19.98%	63.27%	16.65%
18.	I can't understand the lyrics of viral english songs every time i listen to music on Spotify.	0.0%	13.32%	59.94%	26.64%
19.	The viral english songs i listen to on Spotify distract me more often than learning my listening skills.	13.32%	36.63%	33.33%	16.65%
20.	Viral english songs on Spotify only help me understand the songs, but do not expand my vocabulary or sentences to improve my english listening.	3.33%	26.64%	56.61%	3.33%

The percentage results of the distributed questionnaires can be seen in table 5 and table 6 above. The statements have positive and negative statements. There are 10 positive statements and 10 negative statements. Statements Number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 are positive statements. Statements number 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 are negative statements. To calculate the results obtained from the distributed questionnaires, the researcher poured them into a percentage form to get the value of the statements.

The percentage results on the questionnaire have different percentages in each sample. Positive statements are seen in questions 1,2,3,4,5,6,7,8,9,10. Related to the first statement is "I Listen to Viral English Songs on Spotify and I Feel They Help My Listening Skills.". Based on this question, 36.63% of students strongly agree with this statement. Then there were 56.61% of students who agree with this statement, then 6.66% of students disagree with this statement and no students choose strongly disagree. Based on the results obtained from the statement, it shows that listening to viral English songs via Spotify can make students feel helped in their English listening skills. The second statement shows 23.31% of students strongly agree, 56.61 students agree, 16.63% of students disagree and 3.33% of students who choose strongly disagree. The statement contains "I find it easier to understand the meaning of English song lyrics after listening to viral English song lyrics from Spotify" Based on this statement, it can be proven that viral English song lyrics can help understand the meaning of English song lyrics after listening to viral English songs on Spotify.

In the third statement called "I feel helped by Spotify English songs in my listening skills music on Spotify" There are 29.97% of students who strongly agree with this statement. As many as 66.6% of students agree with this statement, there are 3.33% of students who disagree and no students who choose strongly disagree with this statement. Based on this percentage, it shows that Spotify English songs have benefits to help students' listening skills. Then in the fourth statement, "Spotify provides many types of music so I can choose music as a level to learn English listening skills" as many as 53.28% of students choose strongly agree, 46.62% of students choose agree and no students choose disagree or strongly disagree. This means that Spotify has a wide variety of English song genres so that students can choose English songs that suit their English listening skills.

In the fifth statement written, "In addition to improving my listening skills, viral English songs from Spotify helps me improve my vocabulary" shows that 26.64% of students strongly agree with this statement, there are 63.27% of students who agree with this statement, there are 10.8% of students who choose to disagree and no students choose to strongly disagree with this statement. So based on the percentage of the statement, it shows that viral English songs in

addition to being able to improve English listening skills can also improve students' English vocabulary listening skills. Then in the sixth statement written "Listening to viral English songs on Spotify helps me understand the pronunciation of words so it also helps improve my English listening skills" 39.96% of students choose to strongly agree, 56.61% of students choose to agree, 3.33% of students choose to disagree and no students strongly disagree with this statement. From the percentage results in the sixth statement, it has been shown that viral English songs can understand English pronunciation easily which can help students' English listening skills.

In the seventh statement which is written "I feel my English vocabulary has increased after listening to viral songs on Spotify to thicken my listening skills." There are 39.96% of students who strongly agree and 46.62% of students agree with this statement. Then there are 13.32% of students who disagree and no students who strongly disagree with this statement. So based on the percentage results in the statement, students have a rich vocabulary that can improve students' listening skills from listening to viral English songs. Then in the eighth statement, "Viral English songs on Spotify attract my attention to learn English listening" received 36.63% of students who strongly agree and 53.28% of students who agree with this statement. There are 9.99% of students who disagree and no students who strongly disagree with this statement. Based on the percentage results in the statement, it shows that viral English songs can attract students' attention to learn to listen to English.

In the ninth statement entitled "Viral English songs on Spotify helps me practice my listening skills in a fun way." As many as 36.63% of students strongly agree and 53.28% of students agree with the statement. Then there are 9.99% of students disagree and no students strongly disagree with the statement. Based on the percentage results of the statement, it can be proven that viral English songs on Spotify can help students learn to listen to English in a fun way. In the tenth statement containing "I feel more confident to have an English conversation after listening to viral English songs from Spotify" there are 23.31% of students who choose strongly agree and 66.66% of students who choose agree. There are 9.99% of students who disagree and no one chooses strongly disagree with this statement. These results prove that viral English songs via Spotify can make students feel confident to have English conversations.

Meanwhile negative statements are shown in numbers 11,12,13,14,15,16,17,18,19,20. In the eleventh statement, "The tempo of viral English songs on Spotify is too fast, making it difficult for me to practice my listening skills" Based on the percentage results of the statement, there are 3.33% of students who choose to strongly agree and 39.96% of students choose to agree with this statement. There are 49.95% of students who choose to disagree and 6.66% choose to strongly disagree with this question. This shows that students do not agree if viral English songs have a tempo that is too fast, making it difficult to practice English listening skills. Then in the twelfth statement which is written "Listening to viral English songs on Spotify makes me confused because the accent and pronunciation are difficult to understand" there are 3.33% of students who choose to strongly agree and 33.33% of students who choose to agree, but there are 56.61% of students who choose to disagree and 6.66% of students who choose to strongly disagree. This percentage shows that students do not agree that listening to viral English songs on Spotify is confusing because of the accent and difficult pronunciation.

In the thirteenth statement, "Listening to viral English songs on Spotify makes me less confident because I think the pronunciation sounds foreign" There are no students who strongly agree and there are 19.98% of students who agree with this statement. However there are 59.94% of students who disagree and 19.98% of students who strongly disagree with this statement. This means that listening to viral English songs still makes students confident even though there are various pronunciations that are less familiar to students. Then in the fourteenth statement written "I am not interested in practicing listening through viral English songs on Spotify" no students chose to strongly agree but there were 13.32% of students who agreed with this statement. There were 59.94% of students who chose to disagree and 26.64% of students strongly disagreed with this statement. Based on the percentage of the statement, it shows that students have high enthusiasm for learning English listening skills through viral English songs on Spotify.

In the fifteenth statement written "After listening to viral English songs, I feel inferior about my listening skills" No students strongly agreed with this statement but there were 29.97% of students who agreed with this statement. Then there were 36.63% of students who disagreed and 26.64% of students strongly disagreed with this statement. This proves that after listening to viral English songs on Spotify, students are confident in their listening skills. In the sixteenth statement "Listening to viral English songs on Spotify is not beneficial for my English listening comprehension" No students chose to strongly agree but there were 16.65% of students who chose to agree with this statement. There are 46.62% of students disagree and 33.33% of students strongly disagree with this statement. Based on the percentage above, it shows that listening to viral English songs on Spotify has benefits for English listening skills.

In the seventeenth statement containing "There are not many English songs recommended by Spotify for learning a foreign language" No students chose to strongly agree but there were 19.98% of students who chose to agree with this statement. Then there were 63.27% of students who disagreed and 16.65% of students who strongly disagreed with the statement. This shows that Spotify is recommended for learning a foreign language through English songs. In the eighteenth statement containing "I can't understand the lyrics of viral English songs every time I listen to music on Spotify" No students strongly agreed but there were 13.32% of students who agreed with this statement. There were 59.94% of students who disagreed and 26.64% of students who strongly disagreed with this statement. This proves that students can understand the meaning of the lyrics of viral English songs every time they listen to music on Spotify.

In the nineteenth statement containing "The viral English songs I listen to on Spotify distract me more often than learning my listening skills" There were 13.32% of students who strongly agreed and 36.63% of students who agreed with this statement. Then there are 33.33% of students who disagree and 16.65% of students strongly disagree with this statement. This shows that English songs sometimes have more influence on other things than learning English songs, but depending on how students use the song, the song can be a learning medium for them to learn English listening skills. Then in the last statement written "Viral English songs on Spotify only help me understand the songs, but do not expand my vocabulary or sentences to improve my English listening" shows 3.33% of students strongly agree and 26.64% of students agree with the statement. However there are 56.61% of students who disagree and 3.33% of students strongly agree with this statement. Based on the percentage in this last statement, it has been shown that viral English songs on Spotify can improve vocabulary skills to improve students' English listening skills.

Discussion

The purpose of this study was to determine the potential benefits of viral English songs through Spotify in improving students' English listening skills for 5th semester English education students at the University of Muhammadiyah Riau. The results of the study showed that viral English songs on Spotify have various benefits that students can obtain for English education students, considering that students' future career requirements require English listening skills such as TOEFL and IELTS which require a lot of vocabulary to be understood and knowledge of how to pronounce English which greatly affects students' English listening skills. Thus, learning through viral English songs on Spotify is more emphasized on practicing English listening skills in a fun way.

Based on the results of the study, there were most positive responses to viral English songs on Spotify in improving students' English skills. This is because every student generally has an interest in things that are being widely discussed, including viral English songs on Spotify, so students have an interest in listening to the song and often use it as a learning medium for learning English listening.

This quantitative nature involves objectivity, especially in seeing the percentage of respondents through questionnaires. The sample size of the study, which was 30, focused on individual opinions, thus showing a percentage value that could prove the opinions of these students. Although objective, it is likely not to capture all of the students' true abilities because structured interviews are needed to see the students' abilities directly. Despite these limitations and weaknesses, this questionnaire has contributed to finding out the potential benefits of viral English songs through Spotify which will be useful for the future of students, especially

students who are taking exams, and this is the main implication of the study to emphasize the importance of listening comprehension in a fun way for students.

CONCLUSION

Based on the research findings and discussions above, the data shows that using viral English songs on Spotify can improve English listening skills, researchers concluded that most students agree to use viral English songs through the Spotify application to improve their listening skills. This can be seen from the results of their questionnaire. And they can use viral English songs as well as possible to improve their listening skills. They become smart in knowing vocabulary and pronunciation that can help their listening skills. In addition, students can learn English many times by listening to viral English songs from this application. Then they can give the viral English songs to friends and can be applied to teachers to be used as a fun learning media to improve students' English listening skills.

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