ABSTRACT

Qibtiah, Mariatul (2025): The Influence of Using Lyrics Feature on Spotify Songs to Improve the Adjective Vocabulary Mastery of High School Students

In this digital age, technology has reshaped the way language is taught and learned. Music, for instance, has been widely acknowledged as a powerful medium for language learning. Gardner and Lambert (1972) suggest that music can stimulate emotional and cognitive engagement, which enhances language retention and acquisition. The lyrics in songs provide learners with authentic language input, including idiomatic expressions, slang, and colloquial terms that are rarely found in textbooks.

This study investigated the effect of the lyrics feature on Spotify on students' mastery of adjective vocabulary. This study purposes to find out some aspects: to find out students' adjective vocabulary achievement before and after using lyrics feature on Spotify, and to examine whether there is a significant difference in achievement between those who used the feature and those who did not. The research involved 33 tenth-grade students at MA Ar-Rasyidiyah, with class X.1 as the experimental group and class X.2 as the control group.

This study investigates the influence of Spotify's lyrics feature on students' adjective vocabulary mastery. It involves pre-test (input), treatment using Spotify lyrics for the experimental group and conventional teaching for the control group (process), and post-test (output). This study tests the null hypothesis (H_0) that there is no significant difference in students' adjective vocabulary mastery before and after using the lyrics feature on Spotify. Conversely, the alternative hypothesis (H_a) proposes that there is a significant difference in students' adjective vocabulary mastery following the use of the Spotify lyrics feature.

This study applied a quantitative method using a quasi-experimental pretest-posttest design to investigate the effect of the lyrics feature on Spotify on students' adjective vocabulary mastery. Students' vocabulary skills were assessed before and after the treatment to measure any significant improvements resulting from the use of this digital tool in the learning process.

The experimental class's mean score improved from 82.00 to 88.00, while the control class's score mean from 69.64 to 72.71. The Wilcoxon test for the experimental group showed no significant change ($p = 0.130 < 0.05$), whereas the control group showed no significant change ($p = 0.379 > 0.05$).

Keywords: Lyrics Feature on Spotify Songs, Adjective Vocabulary, Quasi Experimental Study, 10th Grade Students.