

CHAPTER IV

FINDINGS AND DISCUSSION

This research was conducted at English Education Department of Tarbiyah and Teachers' Training Faculty of Antasari State Islamic University Studies located on Jl. A. Yani Km 4,5 Banjarmasin, where the subject of this research are students from the fifth Semester who have passed Vocabulary Course. The object of this research is the usage of Spotify Application and the way learners' utilize Spotify as a learning media in individual language settings. This research aims to investigate how learners use the Spotify Application in an independent setting to learn vocabulary and what types of vocabulary the learners retrieve after using the Spotify Application. In this chapter, the researcher will present the finding of datas that were collected from the documentation and interview. This chapter also provides the discussion of the findings.

In order to collect the data related on how learners use the Spotify Application in an independent setting to learn vocabulary and what types of vocabulary the learners retrieve after using the Spotify Application, the researcher were doing interview with the learners through an online interview and then collecting the screenshots of the conversation as the documentation. The interview was held between November 30th – December 11th 2023 where the researcher interviewed 10 people through WhatsApp Chat.

A. Findings

1. The Use of Spotify Application in Independent Learning Setting to Learn Vocabulary

Based on the data obtained through the interview on November 30th – December 10th 2023, the researcher found out that there are several ways for learners to use Spotify Application in independent learning to learn vocabulary. The result could be seen below.

a. Learn vocabulary in a small word chunk

The second point that was being investigated was whether the learners learn using small word chunks when they are learning using Spotify. The researcher also want to find out if they think this method will help them to learn better and make the learning become more easier to understand. To found how learners doing so, the researcher asked the participant the question: “Do you think learning words in a smaller chunks when using Spotify in independent learning settings will help you to memorize the vocabulary better? Can you tell me about it in a more detail?”

Then, L2 answered, “I think it will helps since I love repeating the songs I like. It will help me getting more familiar with the foreign words and I usually looking for the words meaning which helps me to remember the vocabulary.”

The result of the interview showed that most of the learners were learning vocabulary using small word chunks. They also think that

learning vocabulary using small chunks help them to understand the context within a song faster.

Another participant also stated something similar as L2. She said, "I think learning in chunks really help me as a casual English song listener. Like, for example Taylor Swift, her song lyrics contains a lot of poetic element and I could learn many new expressions from her songs.". She thought learning using small word chunks helps her a lot, especially when the singer of her choice usually write a lot of poetical lyric in her songs.

While most of the participants stated they found that learning vocabulary with smaller word chunks helped them to understand more and better about vocabulary, L9 have another answer that was a bit contradicting with the other opinion. He said:

"I think it depends on the vocabulary being used in the song. I will search the information about the words if I feel like the word is unfamiliar. However, in my opinion, the possibility to actually learning and acquiring vocabulary is not that big if I only listen and reading song lyrics. So, I ended using podcasts more often."

He also added that it might be more helpful for him to learn using podcasts since he think it provides a wider information rather than just listening to the music and reading its lyrics.

From the result of interview above, it can be concluded that the majority of the participants learning words or vocabulary in smaller

chunks. They stated that learning vocabulary in smaller chunks helped them to learn better.

b. Saying out loud some new vocabulary

The next point to be investigated was whether the learners using saying aloud technique when they learn new vocabulary while they were using Spotify. To find out whether the learners the method or not, the researcher asked, "Have you ever tried saying out loud a new vocabulary and then recording them to check how you produce the sounds? What do you think about doing so in context of independent learning settings?"

L10 answered, "Yes, at first it was difficult because my English pronunciation was not good, but because I listened often, I was finally able to pronounce the vocabulary correctly.". L8 also stated similar answer, "I think so, because the song can be used as a medium for learning which makes it easier to remember and understand the vocabulary."

The researcher found that most of the participants saying they have tried this technique while learning vocabulary or when they are using Spotify. However, some of the other participants stated they did not really saying out loud some words when they were learning vocabulary.

c. Visualizing vocabulary

The next point that the researcher want to explore was whether the participants in this research using visual imagery when they encounter certain set of words. The researcher asked, “Have you ever tried to turn the vocabulary you learnt into a visualized imagery? What do you think about doing so?”

L6 answered, “Yes, I have. Take an example of My Tears – Ricochet. When I looked for what Ricochet means, the actual meaning was ‘bounced’. After knowing what it means, I found it easier to understand the context of the song.” L8 also stated similiar answer. He said, “I have, and imagined it indirectly. For example, I once found the word 'awkward' in a song, then I imagined the situation of the character described in the song. In my imagination, the character's body language changed to become stiff.”

It turns out that the majority of the participants were imagining the vocabulary with their own imagination while they learnt vocabulary. However, L9 stated another opinion. He said, “I never tried that yet. Maybe I did it unconsciously, but never do it intentionally. I think it's a good method.”

d. Creating and using mnemonics

The next point that the researcher want to find out in this research was whether the learners using mnemonics when they learn. To found out how the participants doing so, the researcher asked, “Have you ever

encounter a new vocabulary that is hard to spell while using Spotify in independent learning settings? What technique do you use to remember those hard-to-spell vocabularies?"

L6 answered:

“Yes, I have. For example, the word ‘*randesvouz*’ on One Direction’s song titled Perfect. I knew the song when I was in my Junior Highschool, and I know nothing about how it spelled. But since I listened to it regularly, I became familiar with how the word is spelled and pronounced.”

L5 also stated similar opinion. She said, “Yes, I have. Usually I listen to the pronunciation provided by U-dictionary or from Youtube that provide me how to demonstrate how to spell /pronounce difficult words.”

It turns out the majority of the participants’ answer toward the question were not leading to mnemonics technique. Most of them using another technique, that is repetitive technique to remember those foreign and difficult vocabulary.

e. Using spaced repetition

The next thing that is going to be investigated is learners’ preference between learning with spaced repetition or learning everything all at once. To found the participants’ preference, the researcher asked, “What do you prefer between learning continuously without any break in one time and learning the same thing repetitively in different time? Can you tell me about that in a more detail?”

L4 answered, “Repetitively. I like learning repetitively until I fully or somehow understand well about the subject. If without any break, I will forget about what I have learnt soon enough.”

Some learners stated they would be more focused when they learned using repetitive space. Just like how L5 statement, she said, “I prefer to learn repetitively since it helps me to focus.”. L7 also stated similar opinion. She said, “I found difficulty on focusing to cramming at one sit, so I prefer to learn repetitively on different time while having regular break.”

The interview result showed that most of the learners prefer to learn repetitively with regular break rather than cramming everything at one period of time of learning.

f. Root meaning of the words

The next point that the researcher want to investigate was whether participants ever looking for the root of the words when they were learning vocabulary. The researcher asked, “Have you ever tried looking for the root meaning of the vocabulary learnt from Spotify while learning independently? Please elaborate your answer.”

L1 answered, “Yes. I looked up any word’s meaning because I wanted to comprehend the song better.”. While L7 stated similar opinion, but with different view. She said, “I have actually done it, but I don’t do it so often. I only doing that if I found new, unique vocabulary that I’ve never encountered before.”

However, L9 said that he never done it. He said, "Seems like I've never actively looked for the root of a word. Maybe I'll try to learn about it more in the future."

Some other learners stated that she have never done that activity while she using Spotify as a learning tool. She said, "I usually just connecting the lyric to the meaning of the song. But, I never done it intentionally." (L6). There was also some participants that stated, "I think I have never doing that." (L2).

The result of the interview showed that most of the participants have tried diving deeper into the root meaning of some words. However, there was also learner who have not tried that method, and maybe he is interested to give it a try in the future.

g. Educational games in learning vocabulary

The next point to be investigated was whether the learner have tried playing educational game to learn vocabulary. The researcher asked, "Have you ever tried play an educational game? What is your opinion about playing game while learning vocabulary in independent settings?".

L6 answered, "Yes, I have. It was when I'm using Duolingo Application to learn English. It usually provide the user some word games like filling in the blank, matching the words, etc., so it feel more enjoyable and fun to learn.". L4 gave similiar answer. She said, "Yes, I have. It is fun even for almost adult like me. I think learning through

games always a good method for learning no matter what ages.”. L7 also gave similar answer. She said, “Yes, I have. I like playing games, and I think playing games is great to stimulate your brain to keep engaged within the learning.”

While most of the participants stated that they have played games or educational games, there were some participants that stated they did not use game for educational purposes. L2 said, “I haven’t done this either. I think this method will only work toward people who love playing game. For me, I don’t really like playing game.”. L9 also said, “I’ve never played educational games. But I learned new vocab from non-educational games and was influenced by new vocab indirectly.”. L10 also stated similar answer. She said, “I never play games to improve my English vocabulary”.

The result of the interview showed that the majority of the participants said that they have tried playing educational game to learn vocabulary. They stated that playing game while learning helps them to make their learning experience better and makes learning more enjoyable.

However there were some participants that stated they do not play game so often, or even did not like playing games. The participants also said it did not matter what type of game used to learn, they just did not go into playing games for learning purposes.

h. Note taking while learning vocabulary

The next point that the researcher want to investigate is whether the participants taking notes or not when they learning vocabulary. The question asked to the participants to found out about this matter was, “Do you like taking notes when learning, whether it is individually or in a class? What do you usually write on your notes?”

L7 answered, “Yes, I like to take notes. If it is in a class, I only write the important point, and when I’m reviewing what I learnt at home, I will make my own notes with my own explanation that is easier to understand.”. L4 answered, “Yes. Usually I do take notes to rewrite what I have learnt about a subject in my own words. I write about the definition, concept and how it connects to other term or subject.”. L2 answered, “Yes. I like writing down things that I’ve just discovered, for example if I found a new vocabulary, I’ll write it down along with its definition and deeper explanation with my own way which I understand.”

The participants stated that they will have deeper understanding towards some sets of vocabulary after they wrote some notes. The researcher also found that beside writing the essential information about certain vocabulary, they also write some important notes about what they have just learnt.

However, there were several participants that stated they did not like taking notes. While some participants might still writing on their

notebooks, another of them stated that they prefer to take a picture of the lectures. L9 stated, "I rarely taking notes. Even if I need to take notes, what I usually write on my notebook is the essence of the discussion.". L3 stated, "I prefer to take a picture of the material rather than taking notes."

The result showed that most of the participants like to taking notes while they were learning. Most of them stated that they usually write down some vocabulary that they found when they using lyric features on Spotify, and then they were also writing down the meaning and how the word can be used in another context outside of the song lyrics.

i. Speaking the words out loud

The next point that the researcher want to investigate in this research was how the participants correcting themselves while they were learning individually. The researcher asked a question to found out the participants' view. The question was, "Do you record the way you speak in English and then correcting the way you spelled some vocabulary? What do you think about that method?"

L1 answered, "I haven't done that within Spotify context. However, I have tried that using another language learning apps that ask the learners to record the words. I do that because learners were obligated to follow the instructions within that application.". L3 answered, "I usually just write them down on Google Voice and tried to follow how it sounds."

While L1 did not explicitly stated that she was using Duolingo, the researcher then asked further question to L1 what application did she mean when she answered the interview.

L1 answered, “The application that I was inferred to was Duolingo. This application is usually used by non-native language learners to learn the desired language to learn. It is happen to be that I interested to learn English using this application, hence I gave you that answer earlier.”

The researcher was asking the participants whether they recording themselves speaking some English words or expression and then tried to correct the way they spelled the words or pronouncing the words afterwards.

Most of the participants were not really into recording themselves and then correcting their pronunciation afterwards. Some other participants even stated that they usually got help to check their pronunciation through other application, for example Google Voice and Duolingo.

2. Types of Vocabulary Learnt by Learners after Using Spotify

There are some types of vocabulary that can be categorized into two broad spectrum, whereas the same writer added that types of vocabulary can also be differentiated into another two categories, that is academic vocabulary and technical vocabulary, where it can be found in the Chapter II of this research paper.

The researcher wanted to explore more about the types of vocabulary that might be acquirable while learners using Spotify to learn individually. These data were also collected from the interview.

a. Passive Vocabulary

The first point is whether it is possible for the learners to learn passive vocabulary while they using Spotify to learn individually. The question that was asked to the participant was, “Can you use Spotify to learn passive vocabulary? Have you encounter any examples of passive vocabulary?”

L4 answered, “I think so. It is highly potential to use the platform for such purposes. However, I don't remember ever found any example of it.”. L2 also stated, “I don't think I ever encounter song that using passive vocabulary.”. While L10 answered, “I don't really pay attention to the passive and active words, because if I think it's foreign, then I'll look for the meaning of the word.”

Most of the participants stated that it is possible to learn Spotify and then finding those passive vocabulary in the process. While some of them say that it is possible to learn passive vocabulary using spotify, some of the participants said that they have not encountered any example of passive vocabulary while they were using Spotify.

Some participants were not aware of song lyrics that might contain passive vocabulary. They will only tried to search for some

words that seems interesting for them, or when they were curious about some of the words.

b. Active Vocabulary

The second point that the researcher want to investigate through the interview was whether it is possible for the learners to learn active vocabulary while they using Spotify to learn individually. The question asked to the participants was, “Can you use Spotify to learn active vocabulary? Have you encounter any examples of active vocabulary?”

L5 answered, “Yes, I can. I have encountered some example on Bruno Mars’ song titled ‘Count on Me’ and Pink!’s song titled ‘Just Give Me A Reason’.”

One of the participants even said that it is one of the most common types of vocabulary in her opinion. She said that she often found them while she reading the song lyrics in Spotify’s feature. L1 answered, “Yes, I can learn active vocabulary on Spotify. I think it’s quite common in song lyrics.”

However, some of the participants stated that they have not encountered any example of active vocabulary while they were using Spotify. L10 answered, “I don't really pay attention to the passive and active words, because if I think it's foreign, then I'll look for the meaning of the word.”

Most of the participants stated that it is possible to learn Spotify and then finding those active vocabulary in the process. Some

participants were not aware of song lyrics that might contain active vocabulary. They will only tried to search for some words that seems interesting for them, or when they were curious about some of the words.

c. Academic Vocabulary

The third point that the researcher want to investigate through the interview was whether it is possible for the learners to learn academic vocabulary while they using Spotify to learn individually. The question asked to the participants was, “Can you use Spotify to learn academic vocabulary? Have you encounter any examples of academic vocabulary?” L6 answered, “Yes, I can. And I have found some of them. For example argue, process, etc.”

There was another opinion from the participant where she stated that Spotify can be used to learn academic vocabulary. However, she could not recall if she had found some of the example of academic vocabulary while she was using Spotify. L4 answered, “I think so. It is highly potential to use the platform for such purposes. However, I don't remember ever finding any example of it.”

While the majority of the participants stated that it is possible to learn academic vocabulary using Spotify, there were also some of them who opposed with the statement. There was two opposing opinion from the participant who were stating that it might be challenging for them to find any academic vocabulary by using Spotify.

L1 answered, “No, it seems challenging to find that vocabulary in the songs usually listen to.”. Another answer from the participant said that she usually go to another resources if she want to learn about academic vocabulary. L5 answered, “I actually never tried that, yet. Usually, if I need or want to look for academic vocabulary, I’d use journal article or books as my resource.”. Most of the participants stated that it is possible to learn Spotify and then finding those academic vocabulary in the process.

Then, it can be concluded that it is possible to learn academic vocabulary in Spotify. However, the participants could not point out any examples since they think that these kind of vocabulary is bit challenging to be found.

d. Technical Vocabulary

The last point that the researcher investigated through the interview was whether it is possible for the learners to learn technical vocabulary while they were using Spotify to learn individually. The question was, “Can you use Spotify to learn technical vocabulary? Have you encounter any examples of technical vocabulary?”

For example, L6 could point out one of the example of technical vocabulary she found while using Spotify. L6 answered, “I think I can learn some technical vocabulary here. For example in Taylor Swift – Maroon, I can found some vocabulary that related to medical term. It

was 'bruise' and when I look for it, I'm sure it belong to medical vocabulary.”

Some participants also stated about how it is possible to learn technical vocabulary, but they think it might be a bit challenging for her to found it. She also stated that she might found it unintentionally. L7 answered, “I think I can. Maybe I've encountered some technical vocabulary in a song, but I think it's a bit rarer to find it because as far as I know, songs more often contain more casual vocabulary and contain a lot of slang.”

Another participants also said that while it is possible to found technical vocabulary, she thinks it was a bit hard to find specific topic in the song lyrics if ones does not really familiar with a lot of genre of musics in the Spotify. Another participants, L9, also stated the same thing as L4. He said that it is possible to learn technical vocabulary in Spotify, but it depends on what kind of content that the user consume. He added that it was all depends on what the learner wanted their learning content to be. If the learner intended to found more technical vocabulary as their output of the study, they might as well choose learning material that suitable for their output.

L4 answered, “Yes you can, but it may quite hard to find specific topics about technical vocabulary if you don't keep on track about all types of music in the apps.”. L9 answered, “Yes, I think anyone who use

Spotify could find it. I think it also depends on what content that the learners consume within the Spotify.”

While half of the participants agree that Spotify could be used as a tool to learn technical vocabulary, the other half of the participants did not agree with that and stated another opinion. L5, for example, she thought that Spotify cannot be used as the primary media to learn technical vocabulary. She stated that she prefer another resources that she thought were more relieable rather than using Spotify. She mentioned some resources like article journal or books that she would use if she wanted to learn and find about technical vocabulary.

L5 answered, “I think I can’t use it to found any technical vocabulary. I think if I want to learn about this type of vocabulary, I’d defiinitily using some literal resources like books, articles, etc. Also, I just found out about this technical vocabulary, so I never found any as far as I’m using Spotify.” Another participants stated that she never found any technical vocabulary while she were using Spotify since her preference of music is romance songs.

L2 answered, “I think I never found song lyrics that contain this type of vocabulary when I use Spotify, since all I listen to are romance songs.”

Half of the participants stated that it is possible to learn Spotify and then finding those technical vocabulary in the process, while the

other half stated that they could not find or learn about technical vocabulary in Spotify.

B. Discussion

After analyzing the data found in the interview that was conducted to the participants, the researcher then will discuss about the finding in this section of the chapter. The researcher will interpret the results of the research by comparing the findings with the theory that was already been in the theoretical review. This section will also discuss about the limitation of the research that existed during the process of the research.

1. The Use of Spotify Application in Independent Learning Setting to Learn Vocabulary

Based on the findings, the researcher pointed out that students could utilize spotify as a tool for them learning vocabulary. It was corresponded with theory by Thornbury (2002) where it can categorized into:

a. Learn English in specific topics

Based on the findings, researcher found that the learners did not choose specific topic when they were learning vocabulary using Spotify. They usually just learn based on what they want to learn, according to their own mood and preference of the music. The researcher found that it does not align with Kandybovich's theory (2017) that stated it is better for learner to learn words in a specific topic.

b. Learn vocabulary in a small word chunk

Based on the findings, researcher found that the learner like to learn vocabulary using small word chunks. They found it easier to understand the lesson when they break the word down into smaller chunks, where this finding is aligned with the statement of Kandybovich (2017) that stated it is better for learner to learn using word chunks since it helps learners to have deeper understanding towards the vocabulary they learnt.

c. Saying out loud some new vocabulary

Based on the findings, researcher found that the learners like to learn vocabulary while saying out loud the words and then recording them. They found it easier to check how they sounded when they learned a new word. This is corresponding with Kandybovich's (2017) statement that said learners who were using their inner voice as the internal process of learning could help them to learn better and improve their vocabulary retention.

d. Visualizing vocabulary

Based on the findings, researcher found that the learner like to visualize what they have learned into visualized imagery. Most of the learners found it easier to understand the information they learn in the process. This finding aligned with Kandybovich's (2017) statement that said associating learning material or specific words with images can aid in learning vocabulary and help them to learn effectively.

e. Creating and using mnemonics

Based on the findings, researcher found that the learners tend to use repetitive technique when they found foreign words or expression. They found it easier to understand the words when they kept repeating it. It does not align with Kandybovich's (2017) theory where they said learners could use mnemonics as an effective technique to learn vocabulary or idioms.

f. Using spaced repetition

Based on the findings, researcher found that the learner like to learn in different time repetitively rather than learning in a single block. They found it easier to understand the lesson when they learn with spaced repetition as it helps them to focus. It aligns with Thornbury's (2002) statement that learning with spaced repetition help learners to store the information longer in their long-term memory system.

g. Root meaning of the words

Based on the findings, researcher found that the learner tend to look for the root meaning when they learnt vocabulary. They found it easier to understand the lesson when they know the original root of the vocabulary they learnt, and it aligns with Kandybovich's (2017) statement that stated learning the root of words while learning vocabulary could help the to learn it better.

h. Educational games in learning vocabulary

Based on the findings, researcher found that the learner like to learn vocabulary while playing games, the educational ones or even the conventional games. The learners said that learning became more fun when they learning while playing games, where it aligned with Kandybovich's (2017) theory that stated learners could store the learned words into their long-term memory when the learning process is fun and enjoyable. It helped their brain to be more engaged in the learning.

i. Note taking while learning vocabulary

Based on the findings, researcher found that the learner like to take notes of the vocabulary they learnt. They stated that they could reviewing what they have learnt if they taking notes. The researcher found that this aligned with Kandybovich's (2017) theory, which they stated that when learners taking notes in between of the learning activity, the memory would last longer and helped the learners to learn vocabulary better.

j. Speaking the words out loud

Based on the findings, researcher found that the learner does not tend to correct their own words spelling or pronunciation by themselves. They usually prefer to check it while having someone correct them or using certain application to check their pronunciation. This finding did not align with Kandybovich's (2017) theory who stated that language

learners could learn better when they try to speak the words they learnt out loud.

2. Types of Vocabulary Learnt by Learners after Using Spotify

Based on the findings, the researcher pointed out that there were four types of vocabulary that can be learnt by the learners while they were using Spotify. It was corresponded with theory by Nation (2001) where it can be categorized into:

a. Passive Vocabulary

Based on the findings, the researcher indicated that the learners in the fifth semester of English Education Department of UIN Antasari found it difficult to find passive vocabulary while they were learning vocabulary using Spotify. It did not align with Nation's (2001) theory who stated that this type of vocabulary contains the majority of the . However, the learners stated that it might be possible to find passive vocabulary when they are using the lyric feature in Spotify Application. Yet, they could not point out the examples of passive vocabulary they have encountered since they think the words that belong into this type are really subtle and often went unnoticed by the learners.

b. Active Vocabulary

According to the results, the researcher noted that students in the fifth semester of the English Education Department at UIN Antasari encountered challenges in locating active vocabulary when utilizing Spotify as a tool for vocabulary learning. However, it is still possible for

them to find some examples from this type of vocabulary, where it aligned with Nation's (2001) theory about active vocabulary.

c. Academic Vocabulary

Based on the findings, the researcher indicated that the learners in the fifth semester of English Education Department of UIN Antasari found it difficult to find academic vocabulary while they were learning vocabulary using Spotify. While it is difficult to be found, the learners said that it is still possible and they have found some examples of academic vocabulary within Spotify usage. It is aligned with Nation's (2001) theory about academic vocabulary.

d. Technical Vocabulary

Based on the findings, the researcher indicated that the learners in the fifth semester of English Education Department of UIN Antasari found it difficult to find technical vocabulary while they were learning vocabulary using Spotify. While it is difficult to be found, the learners said that it is still possible and they have found some examples of technical vocabulary within Spotify usage. It is aligned with Nation's (2001) theory about technical vocabulary.