

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Description of Research Object

1. The History of MTs Nurul Islam Kriyan

MTs Nurul Islam Kriyan was built by some figures of Kriyan village with the society around. Exactly, the building was realized on August 17th, 1965 and namely Madrasah Muallimin – Muallimat (PGA) Nahdlatul Ulama. Then, the school changed to MTs Nurul Islam Islamic in 1972. And the school is divided into 2 that are PGA Nurul Islam for IV, V and VI grades and also MTs Nurul Islam for I, II, AND III grade.¹

MTs Nurul Islam Kriyan is located in Kriyan Village and on R. Kusuma Abdul Jalil Street number 1. Kriyan Kalinyamatan Jepara. As one of the oldest schools in Jepara city, it becomes own pride of the people around. And also, many alumni already become successful people in other cities. And makes many people respect the Nurul Islam Foundation because already carries successful people.²

Although, the school is based as Islam still follows the rules of the one Islamic figure in the Kriyan Village. He is K.H. Mudhofar Fatkurrohman to stay defends the doctrine of *Ahlussunnah Wal Jama'ah* for the students. His messages of him are still implemented in the school till now to respect him as one of the founders Nurul Islam Foundation. The aim is to stay exist between some new schools appearing around.³

In late 2019, the administrator management decided to move the building to the south of the oldest building because it could not accommodate more students. And also, to fulfill the facilities, they finally decided to make 12 buildings such as 8 classrooms, the library, a teachers' room, a computer laboratory, and the principal's room. Then, the buildings were beginning to be occupied in late 2021 because of the covid-19 pandemic.⁴

¹ Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

² Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

³ Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

⁴ Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

2. The Geographical Location of MTs Nurul Islam Kriyan

The location of MTs Nurul Islam is in the village center of Kriyan. Exactly on Raden Kusuma Abdul Jalil Number 1. Kriyan Kalinyamatan Kriyan. The school is behind Al – *Makmur* mosque. In addition, the location can be reached by bus or motorcycle. Besides, students who live around the school go there for walking or cycling.⁵

3. The Profile, Vision and Mission of MTs Nurul Islam Kriyan

Here is the profile of MTs Nurul Islam Kriyan:⁶

School Name	: MTs Nurul Islam
Statistic Number	: 121233200009
NPSN	: 20364228
School Accreditation	: A
Address	: Raden Kusuma Abdul Jalil Street Number 1 Postal Code 59467 Kriyan Kalinyamatan Jepara
Headmaster's Name	: Abdul Rohman S.HI.
Foundation Name	: Nurul Islam Kriyan
Address	: Kriyan Kalinyamatan Jepara
School Facility	
Wide building	: 1.008 m ²
The yard	: 300 m ²
Garden	: 75 m ²
Others	: 2.738 m ²

There are Vision and Mission of MTs Nurul Islam Kriyan as follows:

- a. Create Islamic humanity, professional, excellent and having good character.
- b. Implement the learning and guidance effectively to develop the students optimally suitable with their potential.
- c. Grow the *fastabiqul khoirot* enthusiasm to become a tradition for all school members.
- d. Motivate and help the students to recognize their potency so it can develop optimally.
- e. Grow the comprehension and implementation of the Islamic theory that is *ahlussunnah wal jama'ah*.
- f. Grow the work culture of the school based on Islamic values.

⁵ Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

⁶ Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

g. Apply management based on school grade involving all members and the school committee.⁷

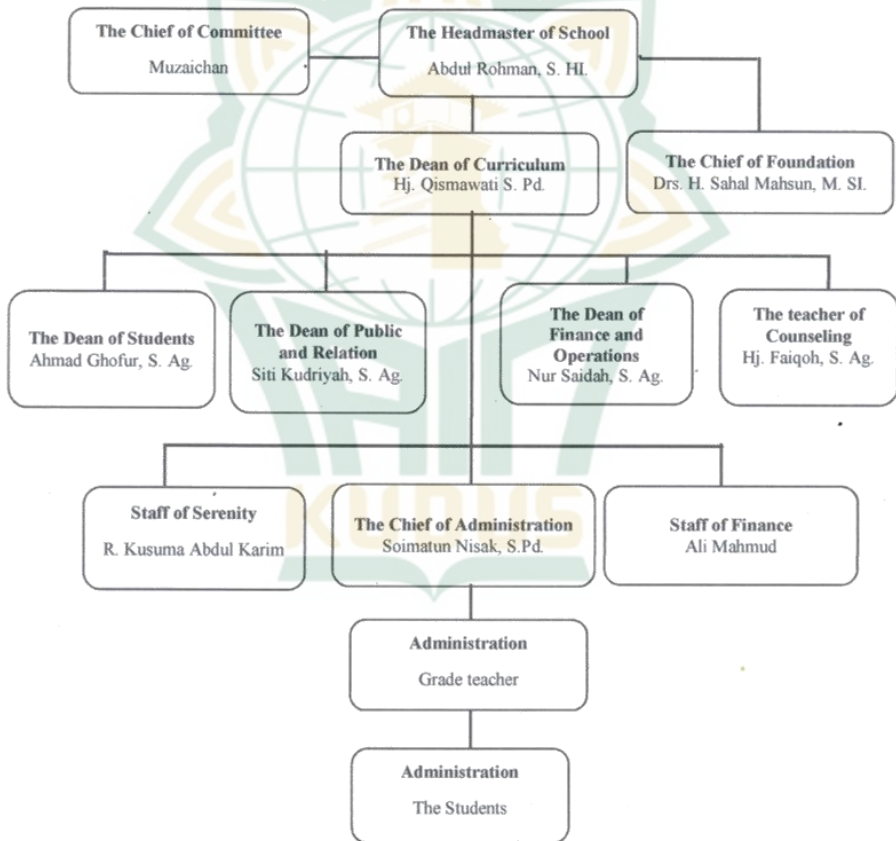
4. Organizational Structure of MTs Nurul Islam

Organization structure is used to organize the process of duty and responsibility to achieve goals together. An educational foundation also has a vision and mission especially, to educate all students suitable in the Indonesian national aspiration.

Here is the organizational structure of MTs Nurul Islam Kriyan:⁸

a. Organizational Structure

Figure 4.1
Organizational Structure of MTs Nurul Islam



⁷ Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022

⁸ Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

5. Teacher and Staff List of MTs Nurul Islam

Teachers are someone who has a role to teach all students in the school and also to explore the potential of the students. And some teachers teach suitable for their field. Then also, staff who help performance in all school activities. There are 26 teachers and staff of MTs Nurul Islam Kriyan Kalinyamatan Jepara. Here is the list of teachers and staff as follow:⁹

Table. 4.1
The List of Teachers and Staff of MTs Nurul Islam Kriyan

No.	Name	Place and Date of Birth	Position
1.	Abdul Rohman, S.HI.	Jepara, July 16 th 1981	Headmaster
2.	Abdul Ghofur, S. Ag	Jepara, March 10 th 1971	Islamic History Teacher
3.	Abdul Hakim, A. Md	Jepara, May 19 th 1970	Biology Teacher
4.	Ahmad Jamaluddin, S. Pdi.	Jepara, November 6 th 1981	Art and Culture Teacher
5.	Ali Asyhari, S. Pd.	Jepara, April 25 th 1960	English Teacher
6.	Ali Mahmud	Jepara, April 16 th 1972	Administration Staff
7.	Budiyono	Jepara, February 12 th 1968	Administration Staff
8.	H. Muzaidi, S.Pd. i.	Demak, June 24 th 1962	Local subject Teacher
9.	Hadi Pudjianto, S.Pd.	Jepara, February 1984	Physical Education
10.	Khoirul Umam, S.S.	Jepara, May 10 th 1986	English Teacher
11.	Moh. Nidhom	Jepara, May 10 th 1964	Local subject Teacher
12.	Muchtar Lutfi, S.Pd.	Jepara, July 25 th 1989	Physics Teacher
13.	Muslikhan, S. Ag	Jepara, March 19 th 1965	Javanese Teacher and Qur'an Hadith
14.	Muzaichan	Jepara, January 27 th 1957	Moral and Theology Teacher
15.	Muzer, S. Pd.	Demak, June 18 th	Mathematics

⁹ Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

		1975	Teacher
16.	Nasekhan, S.Pd.	Jepara, march 9 th 1971	Physics Teacher
17.	Nimatul Millah, S. Si	Jepara, February 19 th 1987	Mathematics Teacher
18.	Nur Saidah, S. Ag	Jepara, July 14 th 1976	Arabic Teacher
19.	Qismawati, S.Pd.	Jepara, October 25 th 1971	Civic Education Teacher
20.	R. Kusuma Abdul K.	Jepara, March 11 th 1989	Administration Staff
21.	Rifhan	Jepara, December 18 th 1955	Social Science Teacher
22.	Siti Faiqoh, S. Ag	Jepara, September 6 th 1972	Guidance and Counselling Teacher
23.	Siti Kudriyah, S. Ag	Jepara, February 11 th 1968	Islamic law Teacher
24.	Soimatun Nisak	Jepara, May 20 th 1986	Administration Staff
25.	Umi Ilzaroh, S.Pd.	Jepara, February 8 th 1985	Indonesian Teacher
26.	Utami	Jepara, February 21 st 1958	Administration Staff

6. The Number of MTs Nurul Islam for the Academic year 2022/ 2023

There are 194 students of MTs Nurul Islam Kriyan consisting of 132 males and 62 females from 7th grade, 8th grade and 9th grade. There is the table of students' number MTs Nurul Islam Kriyan in the academic year 2022 – 2023:¹⁰

Table 4.2

The Number of students MTs Nurul Islam Kriyan

No	Class	Total		Total
		Male	Female	
1.	VII A	23	8	31
2.	VII B	23	9	32
3.	VIII A	24	11	35
4.	VIII B	23	11	34
5.	XI A	19	12	31

¹⁰ Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

6.	XIB	20	11	31
TOTAL		132	62	194

7. The List of Facilities and Infrastructure MTs Nurul Islam

The schools usually use the facilities and infrastructures provided for the students, teachers and also staff. There is a list of facilities and infrastructures of MTs Nurul Islam Kriyan as follows:¹¹

Table 4.3
The Facilities and Infrastructure of MTs Nurul Islam

No.	Facilities and Infrastructure	Total
1.	Classroom	6
2.	Library	1
3.	Laboratory of Computer	1
4.	Room of Headmaster	1
5.	Room of Teachers	1
6.	Counselling room	1
7.	Toilet	5
8.	Administration room	1
9.	Room of Medical School	1
10.	Room of OSIS	1
TOTAL		19

8. Curriculum Data of MTs Nurul Islam

Curriculum data of MTs Nurul Islam in 9th grade for the academic year 2021/ 2022 in a week as follows:¹²

Table 4.4
Curriculum Data of MTs Nurul Islam

KELOMPOK A (Wajib)		Alokasi Waktu		
1.	Pendidikan Agama Islam	Kelas VII	Kelas VIII	Kelas IX
	a. Qur'an dan Hadist	3	3	3
	b. Sejarah Kebudayaan Islam	2	2	2
	c. Fiqih	2	2	2
	d. Akidah dan Akhlaq	2	2	2
	e. BTQ	2	2	2
2.	Pendidikan Kewarganegaraan	2	2	2
3.	Matematika	4	4	4

¹¹ Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

¹² Data of Documentation, Profile of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

4.	Bahasa Indonesia	4	4	4
5.	Bahasa Inggris	6	6	6
6.	Bahasa Arab	2	2	2
7.	Fisika	4	4	4
8.	Biologi	2	2	2
9.	Ilmu Pengetahuan Sosial	2	2	2
KELOMPOK B				
10.	Seni Budaya	2	2	2
11.	Teknologi Informasi dan Komunikasi	2	2	2
12.	Bahasa Jawa	2	2	2
13.	Pendidikan Jasmani dan Kesehatan	2	2	2
TOTAL		45	45	45

B. Research Findings

In this research use 3 data collection techniques such as observation, interview and documentation. All data were collected through investigates the phenomenon of the participants in the research field. Also, explore and identify the behaviour of the research participants. There are the reports of the research as follows:

1. The Implementation of English Songs on Spotify in Improving Students' Vocabulary Mastery.

There are 3 stages of the implementation such as planning, practice and evaluation. Here are the explanation for each stages as follows:

a. Planning

Teaching english is a challenging at MTs Nurul Islam Kriyan because some students lack on the vocabulary and did not interest with English subject. So, the teacher implement English songs on Spotify to make students interest in English learning. It aims to help the students to improve vocabulary mastery and enjoy the English subject.

Lesson was started at 08.30 by Mr. Khoiril Umam as an English teacher with reciting basmallah together. Then, he made some preparation before the learning such as lesson plan, Lcd monitor, Spotify applicaton and also Pc.

- 1) Lesson plan: to achieve target of the learning.
- 2) The Lcd monitor: to show the display of Spotify from the pc.
- 3) Pc : to download the Spotify application.

4) Spotify : as medium to play the song and showed the lyrics.

After make sure all preparation were ready, the teacher moves to next stages that is practice.

b. Practice

Practice is an action to play the plans that already created. With aim to find out the the phenomenon happened in the field that has been experienced by participants.¹³

After did all preparation, the teacher divide the students into 3 – 4 stduents in a group. The aims to discuss all question after the teacher play the song “See You Again” for twice. The duration of play the song between 9 – 10 minutes. So, the students need to pay attention on lcd monitor that showed the lyrics.

The benefit of the application is could shown the lyrics while the song play and it help the student to improve their vocabulary. Also, the lyric appears suitable with the rythm of the song. So, the students could read the lyrics as well. While the song played on Lcd monitor, all students were excited and enjoy the learning. It because of some reason such as their hobby is listening to music, already know Spotify and they interest to read the lyrics when the song played.¹⁴

c. Evaluation

Evaluation is a step where to know the implementation achieve or not. In this case, the students in a group given question related to the implementation. Besides, the teacher could find out the level of students understanding after using Spotify application as the medium.

The question consist of 8 and each groups could discuss about their opinion and perspective after the teacher implement the English song on Spotify application in improving students’ vocabulary. The result showed that students improve their vocabulary between 3 – 7 words. It could be improved if the teacher repeat the song little bit

¹³ Agus Pahrudin and Dona Dinda Pratiwi, *Pendekatan Sainifik Dalam Implementasi Kurikulum 2013 & Dampaknya Terhadap Kualitas Proses Dan Hasil Pemelajaran* (Lampung: UIN Raden Intan Lampung, 2019).

¹⁴ Data implementation of student’s observation about the implementation of English song on Spotify. Conducted on October 30th 2022.

longer because the song that often to listen would easy to memorized.¹⁵

Besides, there is the advantages of using the song in this implementation according to this implementation such as the lyrics being memorable, could improve vocabulary mastery of the students, and also helping the students in listening comprehension. It facilitated the students while using the English song on Spotify as the media. For the teacher, digital music like Spotify application is helpful in teaching vocabulary. Also, in all facilities of the school are supported to hold this learning method for the 9th-grade students especially in improving their vocabulary.¹⁶

2. Identify The Obstacles and Solutions in Improving Students' Vocabulary Mastery

Obstacles is a thing that block to achieve a progress. In this implementation found some obstacles according to research participants in improving students vocabulary. There are 4 Obstacles in Improving students' vocabulary mastery based on the observation, interview and also documentation obtained by the researcher as follows:

a. None of Lyrics' Translation

The fourth group said that after implementation of the Spotify, they found the obstacle, that they also need to translate the lyrics of the song. It causes them to want to know the words and also the meaning of the words. In spite of that, they thought that the Spotify application is a simple application to use as a learning medium. Besides, they said that the special feature of using Spotify is smoother than other digital music applications.¹⁷

The Spotify application only provided the lyrics in each song and there is no translation. It becomes one of the obstacles faced by the students in the implementation of English songs on Spotify. They want a music application that provides lyrics translation. It needs simple application and easy-to-improve vocabulary from the song's lyrics.

¹⁵ Data implementation of student's observation about the implementation of English song on Spotify. Conducted on October 30th 2022.

¹⁶ Data implementation of observation about Spotify Application as medium in teaching vocabulary. Conducted on October, 30th 2022.

¹⁷ Interview of 4th Group about their experience using Spotify application. conducted at MTs Nurul Islam Kriyan, on October 30th 2022.

b. Unavailable Tools/Devices

The sixth group argued that Spotify is so helpful to students in improving vocabulary through English songs. And the existence of the lyrics is different from other music applications. Although they still choose YouTube because it is easy to use. And there is one obstacle faced by one student who does not have a smartphone.¹⁸

Then to improve her vocabulary by herself, but she could not because there was no tool to install and use the Spotify application. It means that she would not try it at home. However, during the interview, she looks excited about the implementation of English songs on Spotify. To listen to Spotify, required a smartphone, pc, or computer to install the application.

c. Limited times

The lesson time of English is only 40 minutes. So, the time management of the teacher in implementation is limited. So, it influence on the result of vocabulary mastery by the students between 3 – 7 words cause the limited time of playing the songs. It caused how many times the songs played would be influenced the vocabulary mastery by the students. They would memorize the vocabulary more often to play the songs while reading the lyrics. So, it shows that the lyrics of Spotify can improve their vocabulary mastery.¹⁹

d. The Diverse of Teacher's Major

The learning can be affected by the major of the teacher's major. And the English teacher of 9th grade graduated with a different major. It became an obstacle because the education major and literature have different basic to teach the students in the school. It caused English teaching to need a different skill to build the atmosphere in the class. And the English literature only studies related writing skills, analysis, speaking skills, reading and comprehension skills. Then, it became the difference between English education and literature.²⁰

¹⁸ Interview of 6th group about the unavailable device of the students. Conducted at MTs Nurul Islam Kriyan, on October 30th 2022.

¹⁹ Interview Data of all groups. conducted at MTs Nurul Islam Kriyan, on October 30th 2022.

²⁰ Implementation Data of documentation about implementation's obstacle. Conducted on October, 30th 2022.

Besides, this learning method is related to the vocabulary of the songs. And the teacher needs to give an understanding of this implementation. Surely, the vocabulary of the song is different from the poem studied in the literature. It is caused mostly, by the song using simple words or vocabulary as the lyrics.²¹

Solutions is a way to solve the problem or obstacles in difficult situation. The following solution for each problem in the research:

- a. There is no lyrics translation appears on Spotify application. So, the students should finding the meaning by their selves. It caused curiosity could motivate them in learning.
- b. The teacher can implement English songs on Spotify in the class for few meetings. The students could divided in some groups and alternatively play the songs. So, they would know the work of Spotify application as well.
- c. The repition of the songs could help the students to gain more vocabulary from the songs. It caused more they listen the songs and read the lyrics make them easier to memorize.
- d. The different major of the English teacher is not a big deal in this research because of the songs lyrics mostly consist of poetics. So, the teacher can adaptation as well.

C. Discussion

In this part, there is a discussion about the research based on the observation, interview, and documentation of each process. The discussion would answer the research question in the background. The participants were observed according to the research in the implementation of English songs on the Spotify application in improving students' vocabulary mastery. There are 2 steps of analysing data of the research as follows:

1. **Analysis in The Implementation of English Song on Spotify Application in Improving Students' Vocabulary Mastery**
 - a. **Data Implementation of Observation**

There are several step used in the implementation such as planning practice and evaluation. The aim to make sure all of steps implement as well and to know the result which achieve or not. There are some preparation did by the

²¹ Implementation of documentation data about the obstacles. Conducted on October 30th, 2022.

teacher such as lesson plan, pc, lcd monitor and also Spotify application.

First is planning, the lesson starts at 08.30 when Mr. Khoirul Umam enter to the class. The material is English songs, and the teacher use Spotify application as a medium to play the songs. The teacher chooses “See You Again” because the song categorized in pop song which contains of natural language, has slower rythm and the song also about the friendship. It suitable for young learner as the beginner.²²

Second is practice, after the teacher prepared all device and tools, then the students divided into a group contain of 3 – 4 students. Afterward, the teacher play the song “See You Again” by Wiz Khalifa and Charlie Puth for twice. Whereas, the students pay attention on Lcd monitor to saw the lyrics while the song playing. While the song played, the students wished to improve their vocabulary mastery. It caused the lyrics repeated and easy to memorize.

The last step is evaluation. After listening to the song, each group interviewed by the researcher. There are 8 questions to measure the understanding of the students after the implementation of English song on Spotify as the learning medium. And the result of the evaluation shown that 6 of 7 groups agreed that the use of Spotify application in english teaching help them to create different atmosphere. It seems on the observation, they pay attention during the song play.²³

b. Data Implementation of Interview

Interview is a step where the researcher face to face with the participants in discussion to explore the data.

1) Headmaster

The interview was conducted in the headmaster’s room. According to Mr. AR, the implementation of Spotify as a learning medium is such a great learning for the students because the student's enthusiasm when the song plays in the class. In addition, the implementation of Spotify did not find any obstacles on the device or tools

²² Observation Data of 9th grade students of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

²³ Observation Data of 9th grade students of MTs Nurul Islam Kriyan. Conducted on October 30th, 2022.

required. And the students enjoyed the learning during the implementation. It could motivate them to learn English.²⁴

2) English Teacher

According Mr. KU, he said that the use of Spotify became a attractive learning. It caused the students who has difficulty on vocabulary mastery interest to pay attention and saw the lyrics as well. Also, the students wished to could improve their vocabulary from the song that already played in the class. Besides, the students could interest to English subject.²⁵

3) The Students

There are 7 groups interviewed by the researcher and should be answered 8 question related to their experience and perspective after the teacher implemented English songs on Spotify. In each group, they could discuss about their answer and it held for 5 – 7 minutes. The result showed that 6 groups succeed improving their vocabulary mastery between 3 – 7 words. Besides, they enjoy their learning by using Spotify application.²⁶

Besides, the first group said that lyrics of Spotify more clearly than other application that they ever tried. It help them to read the lyrics easily when the lyrics appears on the screen. Moreover, they agreed that Spotify useful for their medium in English learning.²⁷

Also, the third group said that Spotify application has loud sound and clear lyrics. Even, they have already improved 4 vocabularies after listening the song. It caused they enjoy the learning by using Spotify.²⁸

In addition, seventh group said that Spotify application useful for them in improving vocabulary mastery because of there is the lyrics. Moreover, they

²⁴ Interview transcript of AR1 about the implementation of Spotify. Conducted on October 30th, 2022.

²⁵ Interview transcript of KU4 about the implementation of Spotify. Conducted on October 30th, 2022.

²⁶ Data Implementation of Students' observation about the Spotify. Conducted on October 30th 2022.

²⁷ Interview transcript of DAZ4 about the implementation of Spotify. Conducted on October 30th 2022.

²⁸ Interview Transcript of MNSD5 and 6 about the implementation of Spotify. conducted on October 30th, 2022.

agree that the lyrics of the song was memorable and did not find any obstacle.²⁹

c. Data Implementation of Documentation

Documentation is a secondary data to support the primary data such from observation and interviewed did by the researcher with participants. Here are the documentation data as follows:

- 1) Photos of MTs Nurul Islam Kriyan
- 2) Organizational data of MTs Nurul Islam Kriyan
- 3) Vision and Mission of MTs Nurul Islam Kriyan
- 4) Facilities and Infrastructure of MTs Nurul Islam Kriyan
- 5) List of teachers of MTs Nurul Islam Kriyan
- 6) The number of the students of MTs Nurul Islam Kriyan.³⁰

Facilities of MTs Nurul Islam Kriyan were complete enough and in good conditions such as class and computer laboratory. Especially devices and tools that used for the implementation were supported as well. There are lcd monitor, pc and Spotify application. All tools and devices were supported in teaching by using technology advanced. So, there is no problem in the facilities and infrastructure.

1) Triangulation Source

In the interview with participants, the researcher found the same similarity about Spotify application. The sixth group said that Spotify application useful for them in improving vocabulary mastery and interest to English subject. Besides, the English teacher Mr. KU said that the student pay their attention into the screen during the learning process.

2) Triangulation Technique

The result was the during the observation all students showed that they were excited and enjoy the learning. It seems on their expression during the song played by the teacher. Also, in their interviewed

²⁹ Interview transcripr of ANBA about the implementation of Spotify. Conducted on October 30th 2022.

³⁰ Data implementation of MTs Nurul Islam Documentations. Conducted on October 30th, 2022.

result that they could improve their vocabulary mastery between 3 – 7 words. In addition, they gave opinion that Spotify application is useful for them to learn new vocabulary from the lyrics. It showed the information that obtained through observation and interview are related to each other.

2. Analysis of the Obstacles and the Solutions in The Implementation of English Song on Spotify Application in Improving Students' Vocabulary Mastery

The obstacles of research determined by participants' points of view such as Mr. Abdul Rohman as headmaster, Mr. Khoirul Umam as English teacher, and students. The obstacles were obtained in the observation, interview, and documentation.

According to Mr. Abdul Rohman interviews, there is no obstacles during the implementation of English songs because the school has all the tools and device required. So, the implementation could be conducted in the class as well. During the learning process, all students look enthusiastic to participate. Also, enjoy it when the song plays in class.³¹ But also in the observation, all students look interest and pay attention in the learning.

Based on the interview with Mr. Khoirul Umam an English teacher, he said that to implement the English songs on Spotify need several time to prepare all devices and tools. So, it impacted to the duration of song played.³² It caused more time used to did preparation would reduce the time of learning.

In addition, based on the interview with the students in their group, they faced some obstacle while the implementation of English songs on Spotify in improving vocabulary mastery such as none lyrics translation and unavailable tools/device.³³

a. There are 4 obstacles in the implementation of English Songs on Spotify in improving Students' vocabulary mastery:

1) None Lyrics Translation

Spotify application is the digital music application within the lyrics in each song to utilize the user when the song is playing. And the application only

³¹ Interview transcript of Mr. AR about the implementation of Spotify. conducted on October 30th 2022.

³² Interview Data of English Teacher about Implementation of Spotify. Conducted on October 30th, 2022.

³³ Interview data with the students about obstacles of the implementation on Spotify. Conducted on October 30th, 2022.

shows the lyrics suitable for the song. According to the students, they need a lyrics translation to facilitate them in improving vocabulary mastery and also finding the meaning of the words. But, the potify could not provide translation lyrics especially in Bahasa.

2) Unavailable tool/ device

During the implementation in the class, all tools or devices are provided in the school. And if the students want to implement the learning, so they need to have a proper device such as a smartphone to install the application. But, there is one student who have not a smartphone to learn by her own.

3) Limited time

Time becomes one of obstacles in this implementation according to the teacher. It caused to prepare all device and tools such as pc and lcd monitor need several times. So, it impacted duration to play the song.

4) Diverse of Teacher's Major

Teacher major in the 9th grade might be could be affected by the learning but the literature major has still related to English. And it would be a problem if the teacher can suitable for the English learning in the class because the teacher doesn't come from the education major or one linear in English education department.

b. Here are the solutions to each obstacles according to the problem:

1) Finding the Meaning by Their Selves

Lyrics is one of the features provided by the Spotify application to facilitate the user reading the lyrics while the song playing. And its only show the lyrics appropriate with kind of language. For instance, the song "see you again" by Charlie Puth and Wiz Khalifa is a kind of Western song. So, the lyrics only show in English. So, there is no lyrics translation if the song lyrics are in a different language, especially in Bahasa. And if the translation appears on Spotify, the curiosity of the students to improve their vocabulary is nothing.³⁴ And it appropriates with the result of Deva

³⁴ Siti Fachriani, "Using English Songs to Increase Early Students' Vocabulary," *Getsempepa English Education Journal* 4, no. 2 (2017): 187.

Fitri., et al in their research that curious feelings became one of the important things to interest in the study.³⁵ And if curios are feeling from the students, it means that they do not interest at all.

The translation existence would be omitted interesting from students. So students need to an effort to learn English, especially in this case related to the translation's lyrics of the vocabulary. It caused from the translation of the lyrics, students find many vocabularies and comprehend to implement the words in a sentence. And it will utilize the students' understanding and finds the meaning of each word.

2) Practicing by The Groups in The Class

Device is an electronic equipment that important in this research. In the implementation, the device and required are an electronic device (PC, Computer, or smartphone), LCD monitor, and Spotify application. And if the students want to implement Spotify by their selves, they only need two equipments such as smartphone and spotify application.

The device is the main required thing in the implementation of Spotify.³⁶ And it could not replace by other electronic devices. And if there any students do have not the device it can be overcome with the group in the class. The teacher can implement it in the class alternatively by groups.

3) Repetition in Play the Songs

Time also becomes one of an element that could influence the result of this research. It caused the lesson meeting within a duration of 40 minutes. So, it needs good time management of the teacher.

Repetition is one of the features of the song music application.³⁷ The repetition of the song played

³⁵ Deva Fitri Marfuatin and Iwan Ridwan, "Exploring Curiosity Factors on Students' Motivation for Reading English at First Grade of SMP IT Al-Khatimah," *Jurnal Pendidikan Tambusai* 6, no. 2 (2022): 16495.

³⁶ DR J Mfreke Umoh and Moses Bassey, "Teaching and Learning with Media Technology," *Novateur Publications International Journal of Innovations in Engineering Research and Technology* 7, no. 5 (2020): 298.

³⁷ Ni Luh Gede Windy Lestary, "The Use of Songs To Improve Students' Listening Comprehension Ability," *Yavana Bhasha: Journal of English Language Education* 2, no. 2 (2019): 36, <https://doi.org/10.25078/yb.v2i2.1024>

could affect the result of the implementation. It caused if they often listen to the songs and read the lyrics will be utilized as well. Also, the repetition of the song played could be improved 3 – 5 times. And it facilitates them to memorize the words in the lyrics easily. So, outlasting students by listening to the song and read the lyrics it can influence them to improve their vocabulary after using Spotify. And it suitable with the statement by Yizrel., et al. That the implementation that using media and has limited time could impact to not optimal result.³⁸

4) It Is Not a Big Deal

Major is a competence of a person in a field. In this case, teacher is someone who has expertise in the education field. And the relation with this research is the teacher was not from the education field. But, the major still has connections with the English language, especially in literature. Even the teacher has a role to answer students' question and make a decision for them in the learning. So, teacher has important to give decent knowledge for the students.³⁹

Although the teacher's major in implementation of Spotify is does not matter caused it still related to English. Even if the teacher's major is English literature would be better because the vocabulary of the songs usually forms of the poetic especially in composition of poetic words. And, the teacher certainly masters the vocabulary as well to teach the students.

And despite of the teacher's major becomes one of the obstacles in this implementation, but it also could be a solution because the major of the teacher related to the poetic likes song lyrics. So, the different of major does not matter in the implementation of Spotify at MTs Nurul Islam Kriyan.

³⁸ Arung Nani Sallata, Yizrel; Tandi Arrang, Judith Ratu; Sudarso Tombi, "Challenge in Teaching English During Limited Face to Face Learning at Smpn 2 Toraja Utara," *Journal of Language Testing and Assessment* 1, no. 2 (2021): 253.

³⁹ Rabije Murati, "The Role of the Teacher in the Educational Process," *The Online Journal of New Horizon in Education* 5, no. 2 (2015): 75–78.