

CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the study's findings and discussion regarding first-year students' perceptions of using English songs on Spotify to enhance listening skills in the English Education Study Program.

5.1 Conclusions

Based on the research findings and discussion, it can be concluded that first-year students in the English Education Study Program had positive perceptions toward the use of English songs via Spotify in enhancing listening skills.

The findings revealed that English songs on Spotify increased students' motivation and engagement during listening activities. Students perceived listening practice through songs as enjoyable, interesting, and less monotonous compared to conventional listening activities.

The study also found that repeated exposure to English songs helped students improve listening comprehension. Students became more familiar with English pronunciation, stress, rhythm, and intonation through repeated listening activities. Furthermore, Spotify provided flexible access to listening materials, enabling students to practice listening independently anytime and anywhere.

In addition, vocabulary recognition emerged as a supporting outcome of listening exposure. Students learned new vocabulary incidentally through repeated

listening and lyric reading activities. Although vocabulary mastery was not the primary focus of the study, it contributed positively to listening comprehension.

However, several students experienced difficulties understanding fast pronunciation and unfamiliar vocabulary in songs. Despite these challenges, students attempted to overcome them by replaying songs and reading lyrics repeatedly. Overall, the study concludes that English songs via Spotify function as an effective and engaging listening medium that supports listening comprehension, learning motivation, and autonomous learning among EFL students.

5.2 Suggestions

Based on the conclusions above, several suggestions are proposed for students, educators, institutions, and future researchers.

Students are encouraged to use English songs via Spotify regularly as a supplementary listening activity outside the classroom. Through repeated listening practice, students can improve listening comprehension, pronunciation recognition, and vocabulary understanding more effectively.

Educators are suggested to integrate English songs and Spotify into listening instruction to create more enjoyable and interactive learning activities. Teachers may also guide students in selecting appropriate songs based on students' listening proficiency levels.

Educational institutions are encouraged to support the integration of digital learning media such as Spotify in English learning activities. Institutions may provide opportunities for teachers and students to utilize technology-based learning resources that enhance students' engagement and independent learning.

Future researchers are suggested to conduct further studies involving larger numbers of participants and different educational contexts. Future studies may also investigate the effectiveness of Spotify-based listening activities quantitatively or explore other language skills such as speaking, pronunciation, or vocabulary development.

5.3 Concluding Remarks

The researcher realizes that this study still has limitations in terms of participant numbers and research scope. Nevertheless, the researcher hopes that this study contributes to the development of English language teaching, particularly in the use of English songs and digital music platforms to enhance listening skills. It is also expected that this study can provide useful references for educators, students, and future researchers in the field of English language education.