

## THE EFFECTIVENESS OF SELECTED SONGS ON SPOTIFY TO CONTINUOUS TENSES MASTERY THROUGH DEDUCTIVE APPROACH

Rahma Meisa<sup>\*1</sup>, Ikhsanudin<sup>\*2</sup>, Eni Rosnija<sup>\*3</sup>  
[rahmamyzx@gmail.com](mailto:rahmamyzx@gmail.com)<sup>\*1</sup>, [ikhsanudin@fkip.untan.ac.id](mailto:ikhsanudin@fkip.untan.ac.id)<sup>\*2</sup>,  
[eni.rosnija@fkip.untan.ac.id](mailto:eni.rosnija@fkip.untan.ac.id)<sup>\*3</sup>  
Teacher Training and Education Faculty<sup>\*1,2,3</sup>  
Universitas Tanjungpura<sup>\*1,2,3</sup>

Received: March 8, 2024

Accepted: June 10, 2024

Published: September 18, 2024

### ABSTRACT

This study aims to examine the effect of selected songs on Spotify to continuous tense mastery through a deductive approach. Conducted as a quantitative research employing a pre-experimental design with one group pre-test post-test, it focused on ninth-grade students of SMP Negeri 25 Pontianak Utara in the Academic Year 2023/2024. Data collection involved a multiple-choice test comprising 12 questions, validated and deemed reliable through reliability and validity tests. Results indicated a significant enhancement in students' scores, with a pre-test mean score of 61.79 and a post-test mean score of 91.38. The t-test value of 8.508, surpassing the critical t-table value of 1.701, affirmed the alternative hypothesis. Moreover, the effect size of 1.58 signified strong effectiveness. Consequently, the study concluded that selected Spotify songs effectively facilitate continuous tense mastery through deductive methods. This research highlights opportunities for further exploration, suggesting investigation in diverse educational settings or with different student demographics to validate the efficacy of using selected songs for mastering other grammatical tenses.

**Keywords:** *Spotify, Continuous Tense, Selected Songs*

DOI: 10.31943/wej.v8i2.286

### INTRODUCTION

English is taught in educational institutions globally as the foremost foreign language (Nelson & Greenbaum, 2018). Its widespread use is attributed to its significance as a universal language. The Indonesian government's decision to include English as a compulsory subject in the school curriculum underscores the importance of English proficiency for international communication (Zein et al., 2020). Effective language comprehension and communication rely on mastering grammatical frameworks, as emphasized by Orakbayevna (2022). Tenses, governing the depiction of time in discourse, present a significant challenge for Indonesian learners due to differences between English and Indonesian grammar (Setiyadi, 2020). Based on curriculum 2013, tenses are grammar material that must be learned. Students in Indonesia face a big challenge when learning continuous tenses in particular. These tenses, which include present continuous and past continuous are crucial for expressing actions that are occurring at

particular time intervals. However, a lot of students have trouble understanding the subtleties of these tenses, which causes communication issues.

Teaching grammar in Indonesia faces challenges due to linguistic disparities and the complexity of grammatical concepts. The deductive approach, commonly used in grammar instruction, involves presenting grammatical rules followed by examples and exercises (Gorat & Prijambodo, 2013). To address limitations of traditional methods, this study proposes an innovative approach using songs from Spotify to teach continuous tenses. Songs offer a dynamic medium to enhance language skills, including grammar, vocabulary, and pronunciation (Hancock, 2013). Previous research supports the efficacy of using songs in grammar instruction. Hampp (2019) found that employing English songs significantly improved students' mastery of simple and past tenses and expanded their vocabulary. Similarly, Yeni et al. (2021) demonstrated that songs positively affected students' mastery of the simple past tense using a quasi-experimental design. This study aims to extend this research by focusing on the effectiveness of using songs to teach continuous tenses.

The similarity of this research is to find out the effectiveness of using songs in teaching tense. In contrast, this research applied pre-experimental and used measurement techniques to measure the students' continuous tense mastery. The participants were students of junior high school. Also, pre-experimental research involves manipulating variables and assessing their effects using quantitative data and statistical analysis.

The research problem arises from teaching challenges, compounded by linguistic disparities and students' struggle with grammatical nuances. The study aims to determine whether incorporating selected Spotify songs into the deductive teaching approach can facilitate students' understanding of continuous tenses and offering a novel approach to grammar instruction. The objectives of this study were to investigate the effectiveness of selected Spotify songs in enhancing students' mastery of continuous tenses through a deductive approach and to measure the effect size of selected Spotify songs in facilitating students' mastery of continuous tenses through a deductive approach.

This paper addresses the need to enhance students' mastery of continuous tenses in the Indonesian EFL context. By integrating selected Spotify songs into the deductive teaching approach, the study aims to offer a fresh perspective on grammar instruction, potentially yielding more engaging and effective learning experiences.

## **LITERATURE REVIEW**

According to Listia and Febriyanti (2020), English can be a challenging language due to its numerous intricate grammatical rules that need to be learned, and one of these grammar aspects involves what are known as tenses. By using different tenses, we can effectively convey not only when an action takes place but also how it relates to other events, allowing for clear and nuanced communication. This understanding of tenses enriches our ability to share stories, recount experiences, and plan for the future, all while emphasizing the dynamic interplay of time and actions in our language. When we want to describe actions or events that are ongoing, in progress, or happening at a specific point in time, we can use progressive tense, also known as continuous tense. In this research, the

researcher will focus on the use of present continuous tense and past continuous tense.

According to Kemedikbud in HS and Mulifah (2020), one of the subjects covered in the junior high school curriculum, which students are required to excel in, is the study of English tenses. The syllabus highlights the importance of tenses in enhancing students' English proficiency, as they offer fundamental information to strengthen their language abilities. The mastery of tenses equips students with the necessary tools to navigate the complexities of English communication. It enables them to construct grammatically correct sentences, effectively convey past, present, and future actions, and comprehend a wide range of written and spoken discourse.

Tenses are a fundamental aspect of grammar in languages that use them, including English. Tense plays a crucial role in language proficiency as it contributes significantly to effective communication, accurate expression of ideas, and proper understanding of messages. Rossiter (2021) stated that "Without any grammar, we could manage to produce some sort of elementary communication". It conveys the idea that even in the absence of a structured or formal understanding of grammar, individuals were able to achieve a basic level of communication.

Deductive approach in teaching is the best approach that can be used to teach tenses. Based on the result of a study by Farwis et al. (2021), they stated that "Student feel secure and attracted when they have to study the rule themselves with the teacher guidance". It means that students have a feeling of safety and confidence when they are given the responsibility to study and explore something on their own. This might imply that they don't feel pressured or overwhelmed by the learning process. By using deductive approach, students are drawn to or interested in the learning task. It implies that they find the process engaging and perhaps even enjoyable. Students are given the task of studying and understanding a certain "rule" or concept on their own, without direct instruction at this stage. Despite studying independently, the students still receive support and direction from their teacher. The teacher's guidance likely ensures that the students are on the right track, clarifying any doubts and helping them navigate their learning journey

Modern teachers face new challenges and duties as a result of the new era. With the incredible expansion of technology, the practice of teaching English has changed significantly. With so many options available through technology, teaching can be made more engaging and productive. Teaching English in a foreign setting encompasses attaining various educational goals, including proficiency in grammar, pronunciation, and vocabulary. Songs can undoubtedly be regarded as valuable resources for language acquisition, supporting the teaching of a second language without imposing excessive academic stress on learners (Kumar et al., 2022).

Moreover, the integration of songs into language learning has emerged as a beneficial strategy, offering both motivational and academic advantages. Songs not only inspire students but also enhance their participation in classroom activities, thereby facilitating the articulation of their thoughts. This approach not only fosters engagement but also promotes a deeper understanding of language structures and expressions (Tasnim, 2022).

According to Fitri et al. (2022), incorporating technology enables educators to utilize it as a learning tool. Spotify is among the technologies that integrate music featuring lyrics and podcasts. Due to the accessibility of song lyrics, choosing to use Spotify as a tool to teach grammar proves to be the most optimal decision due to the availability of visible song lyrics.

Anggaira et al (2022) divided into several benefits of using songs; In the first place, songs have the potential to increase children's motivation and make learning English more pleasurable. Second, children can easily understand instructional material when it is presented to them through song during the learning process. The effectiveness of the English learning process is greatly enhanced by the instructor's choice of appropriate songs and related movements, customized to the developmental stage of early infancy. Thirdly, teachers can encourage children's curiosity through the use of music and a variety of educational activities, resulting in happier kids who are more engaged in their studies. This strategy aids in making the provided educational material easier to understand. Fourthly, the learning process itself becomes richer and more dynamic by encouraging an environment that is filled with joy and active engagement. The last, incorporating rhymes and songs into the primary education curriculum has advantages for both the kids' experiences inside and outside of the classroom.

Furthermore, research by Farwis et al. (2021) highlights the significance of empowering students in the learning process. Their findings suggest that when students are entrusted with autonomy to explore and understand concepts independently, they exhibit a sense of security and confidence. This autonomous learning approach fosters intrinsic motivation and cultivates a deeper understanding of language rules and concepts. By employing a deductive approach, wherein students are encouraged to discover rules autonomously, educators can effectively stimulate interest and engagement in learning tasks. The synergy between traditional teaching methods and technological innovations presents opportunities for optimizing language learning outcomes. By integrating technology such as Spotify into language instruction, educators can create dynamic and interactive learning environments that cater to diverse learning preferences and styles. Additionally, fostering autonomy and self-directed learning empowers students, fostering a sense of ownership and responsibility for their learning journey.

However, despite the promising benefits of integrating technology and promoting autonomous learning, challenges and gaps persist. Variations in access to technology and digital literacy skills among students may exacerbate inequalities in learning opportunities. Additionally, the effectiveness of autonomous learning approaches may vary depending on individual learner characteristics and preferences. Addressing these disparities requires a comprehensive approach that considers both technological integration and pedagogical strategies tailored to diverse learner needs.

In conclusion, the exploration of recent literature underscores the significance of tense mastery, the integration of songs in language learning, and the transformative potential of technology and autonomous learning approaches in English language education. By leveraging these insights and addressing existing gaps, educators can enhance the quality and effectiveness of language instruction,

ultimately empowering students to achieve proficiency and fluency in English communication.

## RESEARCH METHOD

### Research Design

Educational research employs diverse methodological strategies, commonly categorized as quantitative or qualitative. In this study, the researchers applied a quantitative research methodology. Quantitative research employs precise measurements within a controlled environment to collect numerical data, which is then utilized to address inquiries or examine pre-established hypotheses (Ary et al., 2014). This research used a pre-experimental research design with one group pretest-posttest.

This research was conducted at SMPN 25 Pontianak. There were two treatments in this study. The treatment in this study was teaching present continuous tense and past continuous tense by using Spotify. The treatment was conducted using selected songs on Spotify and deductive approach in teaching present continuous tense on November 21, 2023 and past continuous tense on November 22, 2023. There were four selected songs used for this research. The songs entitled "Half a Heart" and "Lemon Tree" were employed to teach the present continuous tense, while "Jealous Guy" and "Past Continuous Tense" were utilized for teaching the past continuous tense.

### Population and Sample

In research, the term "population" refers to the entire group of individuals, events, or objects (Ary et al., 2014). The population of this research was all the ninth-grade students of SMPN 25 Pontianak Utara in academic year 2023/2024. In this study the researcher applied cluster random sampling. The researcher used a spinner application to help determine the class. The result of using the spinner application was class IX C.

### Technique and Tools of Data Collection

In this research, the researcher utilized a measurement technique to calculate the continuous tense score of the participants. The researcher used a test as the measurement technique. The followings were the instruments and tools that the researcher used in this research to collect the data.

### Validity

The most crucial factor in developing and evaluating measuring instruments is validity (Ary et al., 2014). The validity of the instrument will also ensure the validity of the research results. If a study lacks validity, its findings are not meaningful. In this study, the researcher conducted a validity test for 12 multiple-choice questions, but there were 11 items are valid and 1 items was not valid. The researcher revised the invalid items. This validity test was conducted by using a Microsoft Excel for Windows computer. A table of test specifications is required by the researcher in order to determine whether the test has high content validity. The specification of items, could be seen in table below:

**Table 1. The Specification of Items**

No.	Tenses	Topics	Item Numbers
1	Present Continuous Tense (A)	Positive Sentence (A.1)	1, 3
		Interrogative Sentence (A.2)	5, 7

		Negative Sentence (A.3)	9, 11
2	Past Continuous Tense (B)	Positive Sentence (B.1)	2, 4
		Interrogative Sentence (B.2)	6, 8
		Negative Sentence (B.3)	10, 12
<b>Total Items</b>			12

### ***Level of Difficulty***

Level of difficulty is about how easy or hard the test questions are. The way students answer shows how difficult the questions are. If only a few students get a question right, it's seen as difficult. If many students get it right, it's seen as easy. So, the difficulty is determined by how well students do on the questions.

In this study, the total of try out participants were 30 students, with 15 students in the higher and lower groups. The findings of the difficulty level show that 1 question item is included in the easy category, while 11 questions are classified as moderate.

### ***Discriminating Powers***

Discriminating power was used to differentiate between high-group students and low-group students by comparing the performance of students who get high scores with students who get low scores on certain questions. The analysis of discriminating power indicates that 11 items were sufficient, while 1 items were considered good. No items require revision.

### ***Reliability***

Following the validity test, the next step was the reliability test. Reliability test was employed to identify a test with consistently high scores, indicating stability or consistency in the test results. The researcher selected the students from class IX A as the participants for the test. To assess reliability, researchers initially compute variance using Microsoft Excel for Windows computer. The reliability coefficient yielded a score of 0.70, indicating it was deemed "reliable."

### ***Test***

The researcher utilized a test as the measurement technique. Specifically, a continuous tense test comprising 12 questions was employed to evaluate their mastery of the material. Before administering the test to students, the researcher conducted validity, level of difficulty, discriminating powers, and reliability tests on each item to ensure its effectiveness and consistency. The following are the results of the test item analysis.

**Table 2. The Test Items of level difficulty and Discriminating Power**

Item Number	Code	Level of Difficulty		Discriminating Power	
		Score	Category	Score	Category
1	A.1	0.83	Very Easy	0.33	Good
2	B.1	0.53	Moderate	0.27	Sufficient
3	A.1	0.73	Easy	0.27	Sufficient
4	B.1	0.70	Easy	0.20	Sufficient
5	A.2	0.70	Easy	0.20	Sufficient
6	B.2	0.57	Moderate	0.20	Sufficient
7	A.2	0.70	Easy	0.20	Sufficient
8	B.2	0.63	Easy	0.20	Sufficient
9	A.3	0.60	Moderate	0.27	Sufficient
10	B.3	0.53	Moderate	0.27	Sufficient
11	A.3	0.60	Moderate	0.27	Sufficient
12	B.3	0.57	Moderate	0.20	Sufficient

### Data Analysis

Data analysis involves systematically examining and organizing data to enhance comprehension and facilitate dissemination. Researchers conducted an analysis on collected data to explore the efficacy of selected songs in improving students' understanding of present and past continuous tense. Quantitative analysis and statistical techniques were employed to investigate the data, which comprised results from pre-test and post-test. The researcher assessed this data utilizing the t-test technique with Microsoft Excel for Windows computer.

## FINDING AND DISCUSSION

### Finding

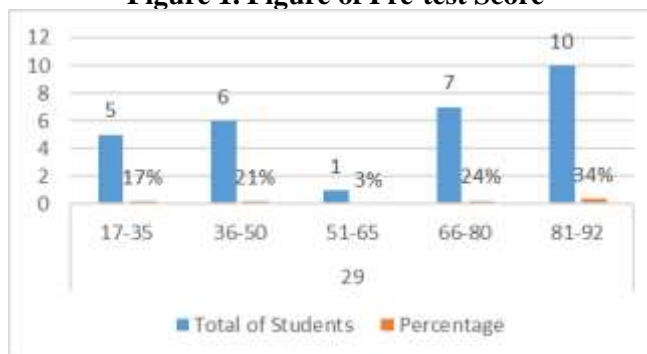
The purpose of this study was to address the research questions. For the first research question, "Is the use of selected songs on Spotify effective for mastering continuous tenses through a deductive approach?" hypothesis testing using the t-test was conducted. The t-test yielded a value of 8.508, surpassing the critical t-table value of 1.701 with degrees of freedom (df) at 28 and a significance level of 0.05. This result leads to the acceptance of the alternative hypothesis ( $H_a$ ) and the rejection of the null hypothesis ( $H_o$ ), indicating that the use of Spotify songs is indeed effective in improving continuous tense mastery.

The second research question, "How effective is the use of selected songs on Spotify for mastering continuous tenses through a deductive approach?" was addressed by calculating the effect size. The effect size was determined to be 1.58, which falls within the strong classification according to Cohen's scale. This substantial effect size underscores the significant impact of using songs as a teaching tool for continuous tenses. The detailed explanation of these findings follows below.

#### *The result of students' mean score of pre-test and post-test*

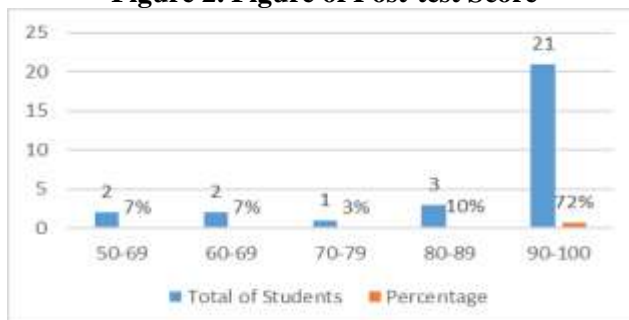
The pre-test was administered prior to the treatment. Five students scored the lowest within the range of 17-35, six students scored within the range of 36-50, one student scored within the range of 51-65, seven students scored within the range of 66-80, and ten students achieved the highest scores within the range of 81-92 on the scale. The lowest score obtained by students was 17, while the highest was 92 in the pre-test. A significant number of students scored within the 81-92 range, indicating that a majority of students passed the minimum passing grade (KKM). Among the students, the highest score on the pre-test was 92, while the lowest score recorded was 17. The cumulative sum of all students' pre-test scores was  $\sum X_1 = 1792$ , and mean score of students' pre-test was 61.79. The pre-test is displayed on figure below:

**Figure 1. Figure of Pre-test Score**



The post-test was administered following the treatment. There were two students achieved scores in the range of 50-69, two in the range of 60-69, one in the range of 70-79, three in the range of 80-89, and twenty-one attained the highest scores in the 90-100 range. The lowest post-test score was 50, while the highest was 100. A significant number of students scored in the 90-100 range, indicating that the majority of them met the passing grade criteria (KKM). The students' pre-test scores ranged from 58 to 100, with a total pre-test score of  $\sum X^2 = 2650$ . Subsequently, the mean score of the students' post-test was 91.38. The pre-test is displayed on figure below:

**Figure 2. Figure of Post-test Score**



#### *The result of t-test*

Based on the calculated results, a t-test was performed to determine the statistical significance of the observed improvements. The t-test yielded a t-ratio score of 8.51, which measures the size of the difference relative to the variation in the sample data. The degrees of freedom (df) for the test were calculated using the formula  $df = n - 1$ , where n represents the number of participants. In this study, with 29 students, the degrees of freedom were 28. Referring to the t-table with a significance level ( $\alpha$ ) of 0.05 and df of 28, the critical value is 1.701. The comparison  $8.51 > 1.701$  strongly suggests that the improvement in students' scores was not due to random chance but was instead a result of the instructional intervention using selected Spotify songs to teach continuous tenses. The pre-test and post-test comparison showed a marked enhancement in their grammatical proficiency, confirming the effectiveness of integrating music into grammar instruction. The results underline the value of employing innovative and engaging teaching strategies, which can lead to substantial academic gains and improve students' learning experiences.

#### *Hypothesis Testing*

In this research the hypothesis was tested using the t-test (two-tailed). In calculating the t-test, if the t-test value is smaller than the t-table value then the null hypothesis ( $H_0$ ) is accepted. Conversely, if the t-calculated value is greater than the t-table value then the alternative hypothesis ( $H_a$ ) is accepted. The calculated t-test result was 8.508 and the t-table value with 28 degrees of freedom was 1.701 at a significance level of 0.05. Furthermore, the t-test value obtained (8.508) exceeds the t-table value (1.701) which indicates acceptance of the alternative hypothesis ( $H_a$ ) and rejection of the null hypothesis ( $H_0$ ). Therefore, it can be concluded that the use of selected songs on Spotify is effective in teaching continuous tense to ninth grade students of SMP 25 Pontianak Utara. This result is the answer to the first question of this study.



### *The effect size*

The researcher determined the effect size using the formula provided by Cohen (2007). The formula calculates the magnitude of the difference between two groups, indicating how much an intervention has impacted the outcome. Effect size is a crucial statistical measure in educational research because it helps quantify the effectiveness of a teaching method or educational intervention. Based on the calculation above, the effect size was 1.58. According to Cohen (2007), an effect size greater than 1.00 is considered strong. The high effect size of 1.58 indicates that the use of songs as a teaching tool in a deductive approach significantly improved the students' understanding and application of continuous tenses. This substantial effect underscores the effectiveness of integrating music into language instruction, particularly for challenging grammatical structures. The intervention not only made the learning process more engaging for the ninth-grade students at the junior high school but also greatly enhanced their grasp of continuous tenses, which are often difficult for learners due to their complexity and the differences from their native language structure.

Therefore, the use of Spotify songs in teaching continuous tenses through a deductive approach proved to be a highly effective strategy. This strong effect size provides robust evidence that music can be a powerful educational tool, offering a novel and impactful way to enhance language learning outcomes. This finding supports the adoption of more creative and interactive methods in teaching grammar, moving beyond traditional approaches to foster better understanding and retention among students.

### **Discussion**

The primary purpose of this investigation was to assess the influence of selected songs on students' mastery of the continuous tense through a deductive approach. The results of this study indicate that utilizing selected songs on Spotify to master the continuous tense through a deductive approach had a significant impact on ninth-grade C students at SMPN 25 Pontianak Utara. Upon analyzing the data, the mean score for the pre-test was 61.79, while the mean score for the post-test was 91.38. This considerable improvement in students' scores between the pre-test and post-test signifies enhanced achievement. The substantial increase in mean scores demonstrates a positive change in students' grades following the incorporation of selected songs as part of the learning approach. This indicates that the students' understanding and application of the continuous tenses improved markedly after the intervention.

The research findings affirm that selected songs serve as an effective tool for teaching both present continuous and past continuous tenses in the classroom. By incorporating music into the deductive teaching approach, students were able to grasp the nuances of continuous tenses more effectively. The rhythmic and repetitive nature of songs likely contributed to better retention and understanding of grammatical structures, making learning more engaging and enjoyable for the students. Moreover, the use of songs provided a context for the tenses, allowing students to see how they are used in real-life situations. This practical application helped bridge the gap between theoretical knowledge and practical usage, enhancing overall language proficiency.

The study highlights the potential of integrating music into language instruction as a means to improve grammatical skills and make learning more dynamic and effective. The study demonstrates that the strategic use of selected Spotify songs significantly enhances students' mastery of continuous tenses. The noticeable improvement in test scores underscores the effectiveness of this innovative teaching method, suggesting that music can be a powerful educational tool for language learning. The findings support the idea that incorporating songs into grammar lessons can lead to better learning outcomes and a more positive learning experience for students.

Discussing the t-test and t-table results, the t-test was found to be more noteworthy than the t-table (8.508 exceeded 1.701). This comparison emphasized how the treatment influenced students' understanding of continuous tense. The size of the effect test suggested a strong impact. In summary, employing selected songs on Spotify strongly affected students' mastery of continuous tense. This finding pointed to a result that aligns with Yeni et al. (2021), their findings indicated a significant impact of songs on the teaching of tense.

In relation to the outcomes of the study, the researcher discovered that employing selected songs on Spotify to teach continuous tense through deductive approach is strongly effective. This finding reconfirms a similar result to the previous research conducted by Hampp (2019), who found the effectiveness of English songs in teaching simple Tobe and past tense. Thus, it can be concluded that English songs not only prove effective in teaching simple "To be" and past tense but also demonstrate efficacy in teaching present continuous and past continuous tenses.

Regarding the use of selected songs in the treatment, the researcher assumed there were various reasons that made the treatment affect how well students learned continuous tense. First, selected songs can build self-confidence and fostered an improvement in their creativity when expressing opinions about the songs. It could be seen during treatment, students were capable of describing and forming conclusions based on a song that included elements of continuous tense. This idea supports what was found in an earlier study by Farwis et al. (2021). The use of such songs on Spotify for students to actively engage with the content, encouraging them to articulate their thoughts and interpretations with greater imagination. It implies that the students understand the grammar or structure of the song. This perspective validates the earlier research conducted by (Hans & Hans, 2017).

In addition, using songs to teach English tenses helps students overcome their difficulties with tense comprehension. The students showed more enthusiasm and focus during lessons on continuous tenses when taught through selected songs. This was evident when students were asked to identify sentences using continuous tenses in the songs, and most were able to do so accurately. The lyrical content of songs facilitates easier learning and correct pronunciation of new words and sentence structures (Pratiwi, 2018). Songs provide a memorable and enjoyable context for grammatical structures, which aids in retention and understanding. The repetitive and rhythmic nature of music helps reinforce language patterns, making it easier for students to grasp complex tenses like the present continuous and past continuous. This method also reduces the monotony of traditional grammar instruction, making learning more engaging.

Incorporating technology, such as Spotify songs, into teaching serves as a creative alternative for educators, fostering an engaging and lively learning environment. This approach not only captures students' interest but also enhances their motivation to learn. The positive classroom atmosphere created by using songs encourages active participation and makes the learning process more enjoyable. This statement validates the insights of a prior investigation conducted by Fitri et al. (2022), which also found that integrating music into language instruction can significantly improve students' grammatical skills and overall language proficiency. The previous study highlighted the benefits of using songs to teach tenses, noting improvements in student engagement and comprehension.

The integration of songs into the teaching of English tenses offers numerous educational benefits. It helps students overcome challenges with tense comprehension, increases their enthusiasm for learning, and enhances their ability to identify and use continuous tenses correctly. The use of technology, such as Spotify, provides a dynamic and effective teaching tool, creating an engaging and productive classroom environment. This innovative approach to teaching grammar not only supports better learning outcomes but also aligns with modern educational practices that prioritize student engagement and active learning.

Aside from the findings of this research, several challenges were encountered by the researchers. Firstly, it is crucial for students to collaborate with their peers in analyzing and discussing songs. Collaborative efforts enable the sharing of diverse perspectives and opinions, ultimately enhancing overall comprehension and facilitating the formulation of conclusions. Secondly, there were issues with the subpar quality of the projector and the lack of clear visibility of the screen on the blackboard, particularly for students seated at the rear. To address this issue, the researcher distributed paper sheets containing the lyrics of the songs played.

## **CONCLUSION AND SUGGESTION**

In conclusion, integrating selected songs into language teaching can significantly enhance teaching practices by increasing student engagement and interest in learning. This implies that educators can leverage songs as a powerful tool to enrich the learning experience and improve student outcomes. Incorporate technology platforms like Spotify highlights the importance of embracing digital resources in education. This implies an opportunity for educators to explore and integrate various technological tools to create interactive and dynamic learning environments that cater to diverse student needs.

To the teacher and future researchers, it's crucial to acknowledge the limitations of this study. Conducted with ninth-grade students at SMP N 25 Pontianak Utara, its findings may not be easily generalized across different educational contexts or student demographics. The effectiveness of using selected songs on Spotify for continuous tense mastery can vary based on factors like students' language proficiency, cultural background, and available educational resources. Hence, while the insights are valuable, caution is advised when extrapolating them to broader contexts without further validation across diverse settings and student populations. Future researchers interested in similar studies may explore whether students' music genre preferences affect the efficacy of

song-based language instruction. Understanding these preferences can help educators tailor song selections to better suit students' interests and learning styles

## REFERENCES

- Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2014). *Introduction to Research in Education (Ninth Edition)*. Cengage Learning.
- Asaad, A. S., & Hailaya, W. M. (2004). *Measurement and Evaluation: Concepts and principles*. Rex Book Store.
- Blerkom, M. L. Van. (2009). *Measurement and Statistics for Teachers*. Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education (Sixth Edition)*. Routledge. <https://doi.org/10.4324/9780203029053>
- Ebel, R. L., & Frisbie, D. A. (1991). *Essentials of Education Measurement (Fifth Edition)*. Prentice-Hall.
- Farwis, M., M, N., & Satheela Sanfara, A. (2021). The effect of using inductive and deductive approaches on students' achievement in teaching English grammar. *IJESC*, 11(5).
- Fitri, L., Yuliana, Y. G. S., & Sudarsono, S. (2022). The integration of technology into ELT: a case of STBA's lecturers. *Journal of English Language Teaching Innovations and Materials (Jeltim)*, 4(1), 67. <https://doi.org/10.26418/jeltim.v4i1.50225>
- Gorat, L., & Prijambodo, V. L. (2013). The effect of using deductive approach and inductive approach in teaching English to students on their conditional sentence mastery (An experimental study). *Magister Scientiae*, 0(33), 78–92.
- Gronlund, N. E. (1977). Constructing achievement tests. In *Educational Evaluation: Classic Works of Ralph W. Tyler (Second Edition)*. Prentice-Hall. [https://doi.org/10.1007/978-94-009-2679-0\\_3](https://doi.org/10.1007/978-94-009-2679-0_3)
- Hampp, P. L. (2019). Use of songs in teaching simple to be and past tense teaching. *Journal of English Language and Literature Teaching*, 4(1), 15–24. <https://doi.org/10.36412/jellt.v4i1.939>
- Hancock, M. (2013). *Singing Grammar Book and Audio CD: Teaching Grammar through Songs*. Cambridge University Press.
- HS, N. R. A. K., & Mulifah, T. (2020). An analysis of tenses used in finding nemo movie script: The relevance to 2013 curriculum for teaching tenses to junior high school students. *Konstruktivisme : Jurnal Pendidikan Dan Pembelajaran*, 12(2), 165–178. <https://doi.org/10.35457/konstruk.v12i2.1103>
- Kubiszyn, T., & Borich, G. D. (2013). *Educational Testing and Measurement*. John Wiley & Sons.
- Nelson, G., & Greenbaum, S. (2018). *An Introduction to English Grammar*. Routledge.
- Orakbayevna, K. D. (2022). The importance of grammar in learning a foreign language. *Confrencea*, 69–72.
- Pratiwi, E. (2018). Using song to enhance learning in English the classroom. *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*, 370.

*Rahma Meisa<sup>\*1</sup>, Ikhsanudin<sup>\*2</sup>, Eni Rosnija<sup>\*3</sup>*

THE EFFECTIVENESS OF SELECTED SONGS ON SPOTIFY  
TO CONTINUOUS TENSES MASTERY THROUGH DEDUCTIVE APPROACH

- Setiyadi, A. B. (2020). Teaching English as a foreign language. In *Graha Ilmu*.  
<https://doi.org/10.1080/00131726709338061>
- Tasnim, Z. (2022). Songs for EFL/ESL class: How to teach listening skill through music. *Mextesol Journal*, 46(3).
- Yeni, M., Ayu, C., & Hardi, V. A. (2021). The effect of song towards students' mastery on simple past tense. *Journal of English Language and Education*, 6850(2), 296–301.
- Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011-2019). *Language Teaching*, 53(4), 491–523.  
<https://doi.org/10.1017/S0261444820000208>