

CHAPTER I

INTRODUCTION

A. Background of Research

Vocabulary plays a vital role in learning English as a foreign language (EFL) because it is the main foundation for the development of the four language skills: listening, speaking, reading, and writing (Alqahtani, 2015). However, vocabulary mastery among 10th-grade students in Indonesia remains a common challenge due to monotonous learning methods, overreliance on memorization, and a lack of contextual learning (Özerk, 2020; Ulhaq Zuhdi et al., 2019). As a result, students often feel demotivated and find it difficult to retain new vocabulary for long-term use.

In this digital era, technological advancements have greatly impacted the field of education, including English language learning. Various online platforms offer engaging and interactive learning methods, one of which is Spotify, a widely used music streaming service among students. According to Yanti (2024), Spotify is a favored learning tool due to its accessibility on both smartphones and computers. This platform provides an extensive collection of songs in various languages, particularly in English, making it a potential resource for Vocabulary acquisition. Several studies have shown that songs can help improve vocabulary acquisition in EFL learning because they provide context, repetition, and musical elements that strengthen memory (Butar Butar & Katemba, 2023; Rizqi & Nugrahini, 2023). Its features, such as lyrics display and curated playlists, support incidental vocabulary learning by offering repeated exposure to words in a meaningful context (Nation & Hunston, 2013).

Several studies have demonstrated the positive effects of music on vocabulary acquisition. For example, Rizqi & Nugrahini (2023), found that students who used Spotify's lyrics feature showed a 30% higher score on vocabulary tests compared to those who used traditional memorization. Cahya et al. (2024), also reported that song-based learning improved vocabulary

retention by up to 70%. In Indonesian context, Septiara & Hamzah (2023) observed that 95% of students were encouraged to look up word meanings after reading lyrics while listening to songs on Spotify.

This research makes an important contribution to the growing body of literature on using digital platforms in English language learning, particularly in English acquisition. While several studies have examined the use of music in language learning (Medina, 1990; Nation & Hunston, 2013), few have specifically investigated high school EFL students' perceptions of Spotify as a vocabulary learning tool, especially in the Indonesian context. This study aims to fill that gap by presenting measurable and focused findings based on students' experiences. By utilizing Spotify, a platform that is already familiar to most students, educators can align learning strategies with the habits and preferences of digital-native learners (Handayani, 2024; Rizqi & Nugrahini, 2023). This alignment is crucial in promoting student motivation, vocabulary retention, and independent learning.

B. Problem Statement

Although digital platforms like Spotify offer features such as synchronized lyrics and access to authentic English content that are widely used, students seldom take advantage of them for intentional vocabulary acquisition. While previous studies have highlighted the benefits of music in language learning, few have explored students' perceptions of using specific digital platforms like Spotify for vocabulary development (Rizqi & Nugrahini, 2023). This study aims to explore this issue by examining 10th-grade students' perceptions of Spotify as their learning resource in improving their vocabulary, as well as the obstacles they encounter when using it as a learning resource. Based on the problems that have been described, this study seeks to answer the following questions:

1. How do 10th-grade EFL student perceive using Spotify to improve their vocabulary mastery through English songs?
2. What are the common challenges they face when using Spotify for this purpose?

C. Research Objectives

This study aims to explore 10th-grade EFL students' perceptions of using Spotify as part of classroom activities in developing vocabulary through listening to English songs. It seeks to identify how students utilize Spotify to expand their vocabulary knowledge, such as emotional engagement, accessibility, and its ability to make learning more enjoyable. Additionally, this study will investigate the challenges faced by students in using Spotify for vocabulary mastery, including technical issues and difficulties in understanding song lyrics. By addressing these objectives, this research aims to provide deeper insights into how Spotify can be optimized as a vocabulary learning tool while highlighting both its advantages and potential obstacles in the learning process.

D. Research Benefits

1. Theoretical Benefits

This research adds to the growing body of knowledge regarding the use of digital media in language learning, specifically focusing on Spotify as a tool for vocabulary acquisition. It builds upon established theories such as incidental vocabulary learning and the Affective Filter Hypothesis, providing empirical evidence of how digital platforms can support vocabulary development. The results offer a new perspective on how digital tools, like music streaming services, can be utilized to enhance language skills, particularly vocabulary mastery, among high school EFL students.

2. Practical Benefits

a. For Teachers

The findings of this study can assist educators in developing more creative technology-based learning methods that align with the learning styles of the digital generation. Incorporating Spotify as a learning tool that allows educators to foster a more dynamic and engaging educational experience.

b. For Students

The findings of this study can guide students in using Spotify as a learning resource to expand their English vocabulary in a more engaging and meaningful way, making the learning process more enjoyable and less monotonous. Additionally, this study supports students in developing more effective learning strategies by utilizing song lyrics and content.