

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Perceptions

a. Definition of Perceptions

Perception is a biological process that occurs in the human brain. This process is related to receiving messages or information through the five senses: sight, hearing, smell, taste, and touch (Slameto, 1988). The Longman Dictionary of Contemporary English defines perception as how a person thinks about something, reflects on something, or captures information through the senses, such as sight and hearing (Qu, 2017). In addition, educators have an essential role in shaping students' perceptions, which can be used as an evaluation tool to improve the quality of learning (Syauqi et al., 2020).

Nelson (1997) define that perception as the process by which a person analyzes information from others. Rao and Narayan in Zulhernanda (2018) state that perceptions are how individuals select, organize, and interpret sensory stimuli into meaningful information about their work environment. Factors such as emotions, needs, motivations, educational background, and experiences play a role in this process. After understanding the definition of perception, this concept becomes very relevant in educational technology, especially online learning applications. People's perception of learning technology significantly impacts their engagement with the material presented and their overall learning experience.

b. Factors of Perception

According to Dewey (1963) Several factors influence students' perception of educational technology, including ease of use, relevance of materials, and support from teachers. Gibson (2012) identified six primary factors that influence a person's perception, namely, stereotypes, selection, self-concept, situations, needs, and emotions, which are explained as follows:

a) Stereotype

Gibson explained that stereotypes are individual views of group members that are generalized to the entire group. In other words, stereotypes are assessments of a small number of individuals that are considered to represent the entire group.

b) Selectively

Individuals tend to choose the information based on personal preferences. A person's perception can be influenced by liking or disliking something. According to Gibson, people tend to ignore information that makes them uncomfortable.

c) Self-concept

The way a person sees and assesses him/herself. This concept is formed from past experiences, which are then used as a benchmark in assessing order.

d) Situations

A person's situation can influence their perception of something because it relates to everyday feelings and habits. Certain conditions can also affect the accuracy of perception.

e) Needs

A person's needs and desires greatly influence a person's perception of something, which can shape a certain perception.

f) Emotion

According to Gibson, emotions can influence and even change a person's perception. The feelings themselves, as an individual is experiencing, can shape how they judge something.

c. Students' Perception of Using Spotify

As one of the digital online platforms that is always used in everyday life, Spotify has proven to be an effective tool for learning English EFL (English as a Foreign Language) students favor using Spotify, especially in developing vocabulary and improving listening skills. Butar Butar & Katemba (2023) agreed that most students who listened to English songs through Spotify helped them increase their vocabulary and understand the meaning of

words in a broader context. The lyrics features available on Spotify can allows students to read while listening, making it easier to connect a words written and spoken forms (Rizqi & Nugrahini, 2023). Spotify is also considered effective in helping students develop their pronunciation skills. Melvina et al. (2023) revealed that students who often listen to English songs through Spotify experience improved pronunciation and speaking fluency. It allows students to imitate the intonation, rhythm, and pronunciation of native speakers. Furthermore, listening to songs repeatedly will eable them to internalize the sound in patterns and stress in English more naturally (Butar Butar & Katemba, 2023).

Flexibility is one of the advantages of Spotify, as it allows students to learn anytime and anywhere. Spotify will enable students to access English content according to their preferences through songs or educational podcasts (Rizqi & Nugrahini, 2023). This ability to learn independently makes Spotify more attractive than the traditional learning methods, which are often considered boring and less interesting by students. Despite these benefits, using Spotify as an English learning tool also faces several challenges. One of the obstacles found in the study was that not all the songs have a language structure that is suitable for academic purposes. Some songs use informal language, slang, or grammar that does not comply with educational standards, which can confuse students in understanding the correct use of language (Butar Butar & Katemba, 2023).

However, research shows that students are more motivated to learn English when using Spotify as a learning medium. An experimental study at Bhinnela PGRI University revealed that the song lyrics feature on Spotify had a significant impact on students' vocabulary mastery, where the average vocabulary test score increased from 50.00 in the pre-test to 71.58 in the post test (Rizqi & Nugrahini, 2023). This findings shows that in addition to being an intertainment medium, Spotify can be a practical learning tool for improving students English skills. This effectiveness can be explained through the Affective Filter Hypothesis proposed by Krashen (1982) which stated that affective barriers such as anxiety, discomfort, and lack of motivation can

hinder the process of language acquisition when learning takes place in a pleasant atmosphere, such as when listening to songs through Spotify, these affective barriers tend to decrease. In such conditions, students become more open to language input and find it easier to understand and absorb the material being learned. Thus, language learning through Spotify is emotionally appealing and theoretically supports the effectiveness of language acquisition.

2. Vocabulary Mastery

a. Vocabulary

Vocabulary is an essential element in language that plays such a vital role in communication and language acquisition. Richards & Schmidt (2010) define vocabulary as a collection of words in a language that includes meaning, use, and relationship in linguistics. They divide vocabulary into two types, receptive vocabulary and productive vocabulary. The receptive vocabulary contains words that learners can recognize and understand more easily, while productive comprehension consists of words that they can actively use in communication. This distinction is crucial in vocabulary teaching because it helps educators design strategies to improve understanding and use of new words. Nation (2006) emphasizes the complementary relationship between basic knowledge and language use. He argues that language acquisition supports language use, and conversely, language use also enhances basic knowledge. This dynamic acquisition process shows the importance of continuous exposure and practice in lexical development. Linguistic knowledge is essential in communicative competence and second language acquisition. With a good understanding, students can express their thoughts, understand spoken and written texts, and participate in meaningful interactions (Schmitt, 2008).

Vocabulary plays a crucial role in teaching and learning English because it can support the four primary skills: listening, reading, writing, and speaking (Alqahtani, 2015). Thanh Huyen and Thi Thu Nga in Rohani & Pourgharib (2013) define vocabulary as a fundamental element in language, closely

related to language skills. Vocabulary is the most important aspect for students who learn English as a foreign language. Without mastering adequate comprehension, students can struggle to convey ideas, understand texts, and participate in conversations more effectively (Noviyanti et al., 2023). It is not just a collection of words that stand alone but an integral part of linguistic competence that affects overall language proficiency. Good comprehension allows students to understand oral and written input more efficiently, produce accurate and meaningful output, and engage in interactive communication (Schmitt, 2008).

b. Type of Vocabulary

There are two types of Vocabulary, each categorized based on how learners acquire and use it. Hatch and Brown, as cited in Susanto (2017) Identify two types of vocabulary, namely receptive vocabulary and productive vocabulary.

a) Receptive Vocabulary

Refers to vocabulary that can be understood by learners when reading or listening, and is rarely used in oral or written communication.

Words in this category are recognized when they appear in a certain context, but learners may not be able to use them spontaneously in their own conversation or writing.

b) Productive Vocabulary

On the other hand, it is vocabulary that is not only understood but can also be used actively in speaking and writing. Learners are able to remember, pronounce, and apply it in communication more freely.

Webb (2005) explain that productive vocabulary is an active process because it involves the ability to produce words to convey thoughts or ideas to others. In contrast, receptive vocabulary is more passive because it is only related to understanding words in a certain context. In vocabulary studies, there is a distinction between high-frequency words and low-frequency words.

a) High-frequency words

Words that appear frequently in everyday texts and communications. They are usually included in the General Service List (GSL), which includes about 2,000 to 3,000 of the most common words in English.

b) Low-frequency words

Refers to words that are less frequently used, often technical or academic in nature, and do not appear frequently in everyday speech. They are typically found in specific contexts, such as academic or medical literature.

Schmitt & Schmitt (2014) state that the traditional limit for high-frequency vocabulary is around 2,000 to 3,000 words, while low-frequency vocabulary includes words beyond the 9,000 words needed to understand the authentic text in English. Nation (2006) revealed that to achieve a broad understanding of academic texts, at least 8,000 to 9,000 words are required.

c. Vocabulary Mastery

Vocabulary mastery refers to the number of words a person knows. The term word mastery is not limited only to the ability to recognize the meaning of a word, but it is more accurately defined as “knowing words” thoroughly. In other words, a person is said to have a good vocabulary mastery not only because they can understand its meaning but also because they know the form, grammar, collocation, and the process of word formation (Ur, 1996). Septiara & Hamzah (2023) studied Spotify’s effect on vocabulary mastery among college students and found that the platform’s lyrics feature is vital to word retention. This study showed that students who actively interact with song lyrics will have a broader vocabulary coverage and better comprehension skills. In addition, access to various music genres allows learners to encounter a variety of vocabulary in multiple contexts, further developing their learning experience (Septiara & Hamzah, 2023).

Vocabulary mastery is not an instant process and cannot be achieved so easily. This process begins when a person is still a child, and the first language they use and master comes from their mother tongue. Children will acquire vocabulary through simple words by listening to conversations around them.

Alqahtani (2015) emphasizes the importance of vocabulary mastery in language learning because it is the basis for the development of other language skills. It is known that learning English vocabulary cannot be successful without adequate English language skills because both are very important aspects in the process of teaching and learning English.

d. Incidental Vocabulary Learning

Incidental vocabulary learning refers to acquiring new words without explicitly intending to learn them. Hulstijn (2001) explains that vocabulary acquisition can occur as a product of engaging in meaningful language use, such as reading, listening, or interacting in the target language. Unlike intentional learning, where the learners deliberately focus on memorizing words. Incidental learning allows for the natural development and enrichment of vocabulary through exposure to language in a real context.

One leading media that support incidental vocabulary learning is listening to songs. Nation & Hunston (2013) Listening to music in a foreign language provides repeated exposure to vocabulary in meaningful and engaging contexts. Song often contains high-frequency words, idiomatic expressions, and variations in grammatical structures, allowing learners to absorb new language naturally. In addition, the rhythm and melody in songs can help improve memory, making words easier to remember. By listening to songs repeatedly, learners can unconsciously acquire new words and understand how to use them in a broader context.

3. Spotify

a. Definition of Spotify

Spotify is a digital platform that is available for download on various devices, including smartphones and PCs. This platform allows users to access an expansive collection of songs, podcasts, and streaming video worldwide. Spotify was founded by Daniel Ek and Martin Lorentzon in Sweden on April 1, 2006, and was officially launched on October 7, 2007. Currently, has 433 million monthly active users. As an online streaming service, Spotify allows

users to listen to music or podcasts from millions of artists (Andriani, 2019). Teachers can also integrate Spotify into classroom activities as a teaching tool. Students can improve their listening skills, pronunciation, and vocabulary through this application by engaging with song lyrics. While playing a song, Spotify displays its lyrics, enabling students to follow along and learn independently. The availability of lyrics with the app is a practical learning aid, as students tend to be more engaged when using digital learning sources (Srinakharinwirot University, Bangkok, Thailand et al., 2015).

Spotify is an audio streaming application accessed through smartphones and laptops. According to Salsabila et al. (2021, p. 157) Spotify is a digital music and podcasts platform that provides listeners access to millions of songs and other content from artists worldwide. In Indonesia, Spotify controls 47% of the music streaming market share and is widely known for its unlimited access to music (Karyono et al., 2019; Netti & Irwansyah, 2018). Spotify has gained widespread popularity, especially among millennials aged 18-34 (Aisy, 2021). Spotify remains a valuable tool for everyone who is learning English. One of its key features is the lyrics display, which enables students to follow along with the lyrics while listening to the songs. As a learning medium, educators should continue to develop Spotify to enhance English learning in the classroom using songs to create a different classroom environment, making learning more enjoyable. Combining music apps is an effective strategy for teaching beginners, such as high school students, because they must build vocabulary and develop English skills through song lyrics (Rahayu, 2019).

b. Spotify Features

Spotify is an online music streaming platform that is easy to access through various digital services, including smartphones, desktop computers, tablets, PlayStation, Xbox, smart TVs, and devices that support Bluetooth connectivity. Users need to download the application first on their devices. After that, they can choose between a free subscription and a paid subscription (Josi et al., 2020).

According to Risyal Arief Arsyawan et al. (2023) Spotify has various features that support English learning, including:

a) Accessibility and Flexibility

Allows Spotify users to listen to songs and podcasts anytime and anywhere as long as they are connected to the internet. This can make language learning more manageable and not limited to a formal classroom environment.

b) Interactive Lyrics Feature

Spotify provides lyrics that can be followed directly, helping users to understand and memorize English vocabulary. This feature also allows users to compare correct pronunciation by aligning the lyrics with the audio of the song.

c) Interesting Learning Media

The customizable playlist feature allows users to create a song list based on genre or language difficulty level.

d) Podcasts

Spotify offers a variety of English podcasts, allowing users to get used to different accents, speaking styles, and language usage in real situations.

e) Repeat Exposure and Improved Pronunciation

The repeat feature allows users to listen to songs or podcasts repeatedly, helping them to strengthen their understanding and improve their pronunciation skills.

f) Flexible Time and Management

Spotify allows users to learn English anytime without following a specific schedule. This feature supports self-learning and enables users to learn at a pace that suits their needs.

c. Spotify in Language Learning

As one of the largest music and podcast streaming platforms, Spotify has become an effective tool for learning English. The use of technology in education, especially in language learning, has been shown to increase

students' motivation and participation in the learning process (Handayani, 2024). By providing broad access to various authentic audio content, Spotify really can help students develop their language skills. One of Spotify's main advantages in language learning is that it can improve listening skills. Research shows that listening to podcasts through Spotify can significantly enhance students' listening skills by introducing them to different accents and speaking styles in English (Salsabila et al., 2021). The lyrics feature on Spotify allows students to read and listen simultaneously, which helps them understand the pronunciation and meaning of words in a broader context (Ilyas & Kaniadewi, 2023).

Students who used Spotify as a medium for speaking practice experienced more significant improvements in fluency and accuracy of pronunciation. This is due to continuous exposure to authentic language models, which allows students to imitate the pronunciation and intonation of native speakers (Shafwati et al., 2023). Spotify's use in music-based learning effectively enriches vocabulary. The english songs on this platform contain various languages and idiomatic expressions often used in everyday conversation, which can help students to understand and use English more naturally (Cahya et al., 2024). Despite offering many benefits, using Spotify in language learning also presents several challenges. Not all songs have a language structure that is suitable for academic purposes, so choosing the right song is essential (Shafwati et al., 2023). Certain music styles can cause the pronunciation in songs to sound unclear or distorted, potentially causing students to misunderstand the correct pronunciation of words (Ilyas & Kaniadewi, 2023).

Paivio (1991) in his Dual Coding theory, he states that information presented in visual and verbal form (such as song lyrics presented together with sound) improves understanding and memory. This aligns with Spotify's dual presentation of lyrics and audio, reinforcing learning through both auditory and visual means. Additionally, Deci & Ryan (1985) The Self-Determination Theory states that intrinsic motivation (motivation that arises from within the student) is very important in learning. When students are given the freedom to

choose materials they enjoy, such as selecting songs on Spotify, they are more likely to feel motivated and engaged in their learning.

Furthermore, Medina (1990) and Fitria (2021) showed that vocabulary learning is more effective when words are taught in real-world contexts. Songs provide an authentic context where students can learn vocabulary in real-life situations, making the learning experience more meaningful and applicable. At this point, the integration of Spotify as a learning medium has received many positive responses from many students. A study at Muhammadiyah University by Prof. Dr. Hamka revealed that most students consider Spotify as an effective platform for improving their English skills, especially listening and pronunciation (Ilyas & Kaniadewi, 2023). In addition, other studies have shown that Spotify can be combined with project-based learning methods, where students compile all the playlists of educational songs that are relevant to specific learning topics (Shafwati et al., 2023).

4. English songs

a. Listening

Listening is an essential skill in language learning that plays a crucial role in communication and understanding some words. Brown (2001) defines that listening as constructing meaning from spoken input by actively processing the linguistic and contextual information received. Rost (2013) describes listening as a complex and active process, which includes receiving, constructing meaning, and responding to spoken messages. Listening is a cognitive involvement where the learners must decode sounds, recognize language structures, and connect new information with existing knowledge. In language learning, listening is one of the prioritized forms of input that contributes to acquiring vocabulary, pronunciation, and overall language skills.

In addition, using media listening learning has been shown to provide significant benefits. Masnijar (2017) highlighted that integrating songs into listening activities can improve students' listening skills, help teachers deliver materials, and provide more engaging learning. Media such as songs are

essential in assisting students to understand spoken language more interactively and enjoyably.

b. Role of Songs

Songs are essential for learning English, particularly in enhancing listening skills and vocabulary. Murphey (1992) state that songs contribute to language learning in several ways:

- a) Facilitating the understanding of pronunciation and interpretation through melody and rhythm.
- b) Helping learners recognize grammatical patterns naturally by listening to sentence structures in lyrics.
- c) Strengthen vocabulary retention through repetition, which helps strengthen memory.

Medina (1990) found that songs improve vocabulary retention because rhythm and melody help the brain store information longer. The repetitive nature of songs functions as a mnemonic device, allowing learners to remember words and phrases more effectively than traditional learning methods. Listening to English songs can improve students' listening skills by providing exposure to authentic language use, different accents, and natural intonation patterns (Cahya et al., 2024). Repeated exposure to songs allows students to understand spoken language better, improving their listening skills (Melvina et al., 2023). The lyrics featured in streaming applications such as Spotify help learners connect written words with their audio form, strengthening phonological awareness and pronunciation accuracy (Rizqi & Nugrahini, 2023).

Songs provide a meaningful context for learning new words, making vocabulary more effective and rich (Fitria, 2021). Repeating words and phrases in lyrics helps strengthen retention, allowing students to internalize new vocabulary naturally (Butar Butar & Katemba, 2023). The contextual nature of song lyrics helps learners understand the meaning of words through real-life situations, which improves their ability to use vocabulary appropriately.

c. Advantages and Challenges

Using songs as a learning medium has several advantages and disadvantages that must be considered in English learning. One of the main advantages of songs is their ability to increase students' motivation and emotional involvement, creating a more interactive and enjoyable learning environment (Schunk, 2012). Songs play an essential role in strengthening vocabulary retention and pronunciation, thanks to their repetitive nature, facilitating information storage in long-term memory (Murphey, 1992). Songs also offer an authentic context that allows students to understand the use of language in real communication situations.

Behind its advantages, several disadvantages emerged when using it as a tool. Not all songs have language structure by academic standards, so choosing the right music is crucial so that the material taught remains relevant to learning objectives. If the selection of songs is not selective enough, students can risk being exposed to vocabulary or grammar that does not follow academic norms (Murphey, 1992). Therefore, although songs are an effective medium for improving language skills, their use in learning must be designed strategically to align with educational goals.

B. Previous Research

It is crucial to have a basis or reference in the form of theories or findings from various earlier studies that can be used as supporting evidence. In addition, prior research aims to distinguish the author's work from previous research. The following is a table of earlier research results used as references in this thesis.

Table 2.1
Research Results That Are Suitable as Previous Research

No	Authors	Year	Title	Method	Sample	Key Findings
1.	Risyal Arief Arsyawan, Jafar	2023	<i>Students' Perceptions on Spotify Application</i>	Qualitative (Thematic Analysis)	4 Students of Grade IX-H,	This study shows that using Spotify helps students improve their English

	Shodiq, Sari Wulandri		<i>in Improving English Pronunciation</i>		SMPN 21 Semarang	pronunciation through easy-to- access lyrics, engaging media, and time flexibility.
2.	Andini Amalia Ilyas, Nita Kaniade wi	2023	<i>Students' Perception on the Use of Spotify to Improve Students' Pronunciation</i>	Descriptive Qualitative	10 students from Pronunciation Practice Class UHAMK A	This study shows that students have a positive perception of using Spotify to improve pronunciation. The lyrics feature is considered the most helpful in understanding how to pronounce words, while the playlist feature supports repetition practice.
3.	Asmi DwicaHY a, Yuspar Uzer, Noviati	2024	<i>Spotify Application as a Medium to Improve the Students' Listening Ability</i>	Pre- experimental (Quantitative)	38 students (control and experimental groups) from SMA Negeri 3 Palembang	This study shows that the use of Spotify significantly improves students' listening skills, as seen from the marked increase in scores after treatment.

4.	Asha Isdanyo, Septiara, Intan Hamzah	2023	<i>Students' Perceptions of the Use of Spotify Application to Improve Students' Vocabulary Mastery</i>	Descriptive Qualitative	30 eleventh-grade students at SMAN 1 Terbanggi Besar	This study found that most students have a positive perceptions of the use of Spotify in learning English vocabulary. They considered this application easy to access, interesting, and effective in helping to understand and remember new words through songs.
5.	Melvina, Dian Nusa Bella, Muhammad Khairi Ikhsan	2023	<i>EFL Students' Voice on the Use of Spotify Application Toward Students' Pronunciation</i>	Quantitative (Survey)	30 students of 1 grade, SMAN Negeri 16 Padang	Students felt more confident and motivated and could access learning anytime and anywhere through the app. Spotify proved to be effective and accessible.

First, research conducted by Risyal Arief Arsyawan et al. (2023) The title “*Students' Perceptions on Spotify Application in Improving English Pronunciation*” aims to explore the perceptions of students from three universities in Indonesia regarding the use of Spotify in improving English pronunciation. By applying qualitative methods and thematic analysis, this study involved four students with varying levels of pronunciation ability. The study’s results revealed that Spotify has three main features that improve pronunciation: easy and flexible accessibility, engaging learning media, and a

means to practice English pronunciation. In addition, the lyrics featured on Spotify is considered very helpful in understanding new words and improving pronunciation accuracy in English.

However, this study has several limitations, including a tiny sample size and the use of qualitative methods, which make the study's results subjective and cannot be generalized to a broader population. This study only focuses on pronunciation without exploring how Spotify can be used more widely to enrich students' vocabulary. Therefore, this study will fill this gap by implementing a descriptive quantitative approach and involving a larger number of participants to obtain a more objective and measurable picture of students' perception of Spotify in vocabulary learning.

Second, research conducted by (Ilyas & Kaniadewi, 2023) The title "*Students' Perception on the Use of Spotify to Improve Students' Pronunciation*" examined the role of Spotify in improving English pronunciation skills. Using a qualitative descriptive method, this study involved 10 students and collected data through semi-structured interviews. The results showed that the song lyrics and personal playlist features were the main factors that helped students understand and imitate the pronunciation of words in English.

Although this study provides insight into how Spotify supports speaking skills, it does not explicitly examine developing vocabulary, but it does examine pronunciation. In addition, because it uses a qualitative approach, the results obtained are more descriptive without statistical data that provides a broader picture of students' perceptions quantitatively. Therefore, this study will fill the gap by using a descriptive quantitative approach to analyze how Spotify contributes to the vocabulary of high school students and how Spotify features can be utilized more effectively in vocabulary learning.

Third, research conducted by Cahya et al. (2024), titled "*Spotify Application as a Medium to Improve the Students' Listening Ability*," examines the role of Spotify in improving students' listening skills. Using a pre-experimental method, this study compared the control and experimental groups, and the results showed that Spotify helped students understand English accents and

pronunciation better. This finding is relevant because it shows that improving listening skills can contribute to vocabulary, primarily through repeated exposure to words and songs that help students understand and remember new vocabulary.

However, this study did not specifically examine how Spotify plays a role in vocabulary, it instead focused more on listening comprehension. Therefore, this study will complement previous studies by developing a deeper medium to improve listening skills. Thus, this study is expected to provide more specific insights into how students actively use Spotify to develop their Vocabulary in learning English.

Fourth, research conducted by Septiara & Hamzah (2023) entitled “*Students’ Perception of the Use of Spotify Application to Improve Students’ Vocabulary Mastery*,” examined the perceptions of grade XI students at SMAN 1 Terbanggi Besar regarding the use of the Spotify application in improving English vocabulary mastery. Using a descriptive qualitative approach, they collected data through a questionnaire covering aspects of usability, effectiveness, and barriers perceived by students. The results showed that most students positively perceived Spotify as an absorbing, easily accessible learning medium that helps develop vocabulary.

However, the study did not present measurable quantitative data and only focused on grade IX students. This study fills this gap by using a quantitative approach to grade X students to find out more structured perceptions, benefits, and challenges in using Spotify as a medium for learning vocabulary through English songs.

Fifth, research conducted by Melvina et al. (2023) The title “*EFL Students’ Voice on the Use of Spotify Application Toward Students’ Pronunciation*,” examined high school students’ perceptions of using Spotify in learning English pronunciation. Applying a quantitative method through a questionnaire survey, this study involved 30 eleventh-grade high school students and analyzed the data using SPSS to present the results descriptively. The results showed that most students responded positively to using Spotify as a medium for learning

English, especially in improving their pronunciation. English songs on Spotify are easily accessible and absorbent, helping students understand and pronounce the words better. Therefore, this study will fill this gap by expanding its scope by examining the perceptions of high school students towards Spotify in developing vocabulary as part of classroom activities through English songs.

Furthermore, this study will specifically focus on developing vocabulary through English songs, distinguishing it from previous research that primarily emphasized pronunciation or listening comprehension. It also explores how Spotify is utilized in students' vocabulary learning, not only examining its effectiveness but also by understanding students' experience in using the platform to enhance their vocabulary both academically and independently.