CHAPTER 1

INTRODUCTION

This chapter presents a comprehensive description of the research. It includes the background of the study, formulation of the problems, operational definitions, aims of the research, and significances of the study.

1.1 Background of the Study

The core language component that needs to be continually enriched is vocabulary. Students must acquire and maintain it to master a language (Krashen, 1982; Sari et al., 2019). Moreover, the essential role of vocabulary allows students to improve their language skills when they listen, speak, read, and write. A rich vocabulary automatically aids in understanding both spoken and written language. Conversely, a lack of vocabulary may impede students' ability to effectively communicate thoughts, feelings, or ideas (Fajaria & Ilmi, 2017). Hence, it is essential to implement an effective learning process that enables students to gradually enrich their vocabulary.

The utilization of appropriate learning media can facilitate the success of vocabulary learning. One such medium is songs, which can be employed to learn and enrich vocabulary. Mastering existing vocabulary and enriching new vocabulary can be achieved pleasantly through the use of songs (Karim et al., 2022). Furthermore, songs are easily accessible on Spotify, a popular music streaming app that provides various genres of songs and valuable features such as lyrics display, customized playlists, repeat and shuffle, and more. Students can use these features to facilitate vocabulary learning. Apart from that, learning success can be enhanced by students using effective language learning strategies. These learning strategies may be employed during acquiring, memorizing, and using vocabulary. Consequently, effectively using Spotify with specific language learning strategies may enhance students' vocabulary mastery.

In this case, the researcher found a phenomenon where several English education students at a university in Tasikmalaya utilized Spotify to support their vocabulary learning. Three students who became active Spotify users claimed that, apart from enjoying their favorite songs and entertainment, Spotify also helps them learn vocabulary outside of class activities. It seems that Spotify has potential learning features even though it is not an app intended for language learning. Specifically, students utilize that app to listen to English songs to grasp the meaning of new words, mimic the pronunciation they hear in songs, and catch the spelling through the lyrics displayed. Since they often look up online dictionaries, understand, and try to apply vocabulary from songs, it was a decisive consideration that they learned vocabulary through Spotify. However, little is known about their specific language learning strategies when learning vocabulary through English songs on the Spotify app and its benefits. Regarding this matter, this case can be investigated through O'Malley's (1989) framework of language learning strategies, which categorizes strategies into cognitive, metacognitive, and social/affective types. Then, the benefit of these language learning strategies on students' vocabulary mastery which includes four vocabulary elements, namely meaning, pronunciation, spelling, and use, as proposed by Kucan (2012). Therefore, the researcher is interested in investigating what language learning strategies are usually used and the benefits for their vocabulary mastery mediated by Spotify.

Several studies have investigated the effectiveness of Spotify for vocabulary learning and students' language learning strategies through English songs. In the context of language learning strategies, Lestari and Hardiyanti (2020) revealed that EFL students use several learning strategies, e.g., note-taking, predicting, planning, and self-monitoring, to help them acquire vocabulary when listening to English songs autonomously. Besides, in the context of utilizing Spotify, Butar and Katemba (2023) found that students perceive listening and learning vocabulary on Spotify as enjoyable and engaging, which enhances their motivation to learn new words. It is further supported by Septiara and Hamzah (2023) who revealed that the use of

Spotify is associated with increased engagement and motivation, as students can listen to a wide variety of English songs and they appreciate the flexibility and accessibility of Spotify, which allows them to learn according to their musical preferences. However, there are still limitations in the previous studies. The studies conducted by Butar and Katemba (2023), as well as Septiara and Hamzah (2023), only focus on the use of Spotify as a medium for vocabulary learning, and the study conducted by Lestari and Hardiyanti (2020) requires more profound research since their study only focuses on the use of English song. Meanwhile, this study combines the use of English songs, specifically through the Spotify app, to investigate students' language learning strategies and their benefits on vocabulary mastery. Hence, a comprehensive study on language learning strategies using O'Malley's (1989) framework and their benefits on students' vocabulary mastery as vocabulary elements proposed by Kucan (2012) mediated by Spotify remains a gap and a novelty in previous research.

Based on the phenomenon and the previous studies related to this topic, this research investigates English education students' language learning strategies through English songs mediated by Spotify and their benefits on their vocabulary mastery. Furthermore, this research contributes theoretically, practically, and empirically to the understanding of utilizing Spotify for learning vocabulary by investigating students' language learning strategies and their benefits in depth.

1.2 Formulation of the Problems

According to the background of the study above, the problems can be identified as follows:

1.2.1 What strategies do students employ while learning vocabulary through English songs on Spotify?

1.2.2 How do students' language learning strategies benefit their vocabulary mastery?

1.3 Operational Definitions

The researcher provides four definitions of each keyword related to the investigation to prevent misinterpretations. These are:

1.3.1 Learning Vocabulary : Learning vocabulary refers to obtaining and understanding several new vocabularies. In the context of this research, the learning process occurs in informal contexts and outside of class activities.

1.3.2 Language Learning Strategies : Language learning strategies are techniques employed by students to obtain information for effective learning. In the context of this research, language learning strategies refer to the way students learn and understand new vocabulary from English songs on the Spotify app.

1.3.3 English Song : An English song is a musical composition that predominantly employs English in its lyrics. In the context of this research, students listen to English songs on the Spotify app.

1.3.4 Spotify : Spotify is one of the music apps used in this research context specifically for listening to songs only. It provides features such as automatic song lyrics display, playlist creation, and shuffle options, which support students to easily listen to selected songs while concurrently engaging in learning vocabulary.

1.4 Aims of the Research

The research aims to investigate students' language learning strategies through English songs mediated by Spotify and their benefit on vocabulary mastery.

1.5 Significances of the Study

1.5.1	**Theoretical Contribution**	:	This research enriches the literature on language learning strategies in learning vocabulary through English songs on the Spotify app.
1.5.2	**Practical Contribution**	:	This research provides references for students in choosing Spotify as a medium for learning vocabulary outside of the classroom and applying language learning strategies in their learning to help them master vocabulary.
1.5.3	**Empirical Contribution**	:	This research provides empirical insights into the language learning strategies employed by students using Spotify. It demonstrates how listening to English songs on Spotify benefits students' vocabulary mastery, offering concrete evidence of new and effective language learning strategies.