CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to learning vocabulary, behaviorism theory, language learning strategies, English song, and Spotify for learning.

2.1 Learning Vocabulary

As a set of meaningful words within a particular language, vocabulary is essential for students to learn. According to Nation (2001), in both English as a Foreign Language (EFL) and

English as a Second Language (ESL) contexts, learning vocabulary is crucial for enhancing all language skill levels, including listening, speaking, reading, and writing. It serves as a basis for students to apply all language skills. Essentially, vocabulary comprises words known and utilized by individuals to construct sentences and convey ideas and meanings (Alqahtani, 2015; Hesti, 2022). Through the learning process, students' vocabulary continues to be enriched, enabling them to use language more effectively. In other words, their ability to express ideas in spoken or written language and understand others becomes more accessible (Utami, 2015). Therefore, vocabulary must be learned and enriched due to its importance for students.

Learning vocabulary is believed to offer significant benefits for students. When students have a rich vocabulary, it will significantly affect their language proficiency. According to Richards and Renandya (2002, p. 255), "Vocabulary is the core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write". Students' proficiency will develop along with vocabulary knowledge. Indeed, to achieve proficiency in English, students must enrich their vocabulary as much as possible (Simamora & Oktaviani, 2020). Additionally, learning vocabulary has positive benefits on students' affective aspects. This notion aligns with Wahyudin et al. (2021), who claimed that learning vocabulary boosts students'

self-esteem and confidence. The more vocabulary students have, the more fluent and confident they become in listening, speaking, reading, and writing. Meanwhile, a lack of vocabulary knowledge in a foreign language can hinder effective communication, making vocabulary enrichment an essential instrument for English students (Oktan & Kaymakamoğlu, 2017). Therefore, learning vocabulary helps students improve their proficiency and confidence in using English.

Several aspects of vocabulary are emphasized as students acquire new vocabulary. According to Kucan (2012), students must learn four aspects of vocabulary including pronunciation, spelling, meaning, and use. These aspects are described below:

a. Pronunciation

Pronunciation refers to the sound that each word has. It includes how students pronounce each vowel, consonant, and stress appropriately. This aspect is influential in creating effective communication and avoiding misunderstandings. Correct pronunciation helps students convey their intended meaning and understand others effectively.

b. Spelling

Spelling refers to the sequence of letters that compose a word. Students need to know how the particular word is formed in the correct order and how it is pronounced. Moreover, spelling is crucial for developing productive writing and speaking skills. They can write and pronounce words correctly as they know how the word is spelt.

c. Meaning

Meaning refers to how a word gives meaning to the user when using language. Words may have multiple meanings or synonyms. Understanding the meaning of a word can occur when students learn it through the context. Therefore, students must grasp the meaning of each vocabulary to comprehend messages and employ words in the appropriate context.

d. Use

The use aspect refers to how students use the vocabulary they have. This aspect can include grammar or syntax. Students need to understand word collocations, parts of speech, and how each word is used productively. Moreover, language use will develop with their productive writing and speaking skills.

2.2 Behaviorism Theory

Behaviorism theory emerged in the early 20th century and was known as one of the theories of learning and language acquisition that focuses on student behavior. According to Skinner (1938), behavior is defined as an individual's actions or, more specifically, as what other people observe in them. It can reflect the student's actions during the learning process. Since learning theory will describe how students learn (Muhajirah, 2020), behaviorism theory believes that students' conditioning and responses during learning activities will affect their behavioral changes. Behavior changes are considered as a result of the learning process (Reimann, 2018). Furthermore, this theory believes that learning a target language means learning new habits (Ezenwa-Ohaeto & Ugochukwu, 2021). Students can form habits that will reflect their behavior.

Prominent behaviorist figures include Ivan Petrovich Pavlov, John Watson, and B. F. Skinner, with Skinner's operant conditioning theory particularly noteworthy. According to Skinner's model, language learning occurs through conditioning, reinforcement, and observable behavior. Reimann (2018) claimed that a key concept of behaviorist learning is that learning is a type of stimulus-response process that the correlation between observable events may explain. Since a common term used to characterize behavioristic learning is "stimulus-response learning" (Yusra et al., 2022), students are given an appropriate stimulus and supported by reinforcement so that their learning response reflects a reaction to the stimulus at the beginning. It will describe their behavior. Moreover, this process is a mechanical process that occurs with repeated reinforcement of stimuli and response and then develops into an

informational habit (Abidin, 2009). Any existing reinforcement can support the student's response to the stimulus.

Specifically, language is acquired through habituation. In learning a new language, behaviorism emphasizes imitation, practice, reinforcement, and habit-building (Dewi et al., 2019). This model implies that students become accustomed to language learning through consistent repetition, leading to the formation of continuing habits. Further, using imitation, repetition, and memorization, it focused on observable behavior in language learning (Ezenwa-Ohaeto & Ugochukwu, 2021). Consequently, the learning environment and factors such as conditioning, reinforcement, and student behavior significantly influence language learning.

In the context of this research, Skinner's behaviorism theory emphasizes the role of reinforcement in shaping behavior, which can be directly applied to how students use Spotify in their daily activities to learn vocabulary. The use of Spotify app provides interactive features such as personal playlists and lyric displays that allow immediate feedback, reinforce correct word recognition, and further encourage students to continue learning. Hence, students can create a consistent learning environment by integrating Spotify into their daily routines, especially in learning vocabulary. This daily reinforcement and repetition gradually shape their learning behavior as the principle of behaviorism theory.

2.3 Language Learning Strategies

In the context of language learning, strategies need to be employed by students. According to O'Malley and Chamot (1990), language learning strategies act as specific thoughts or behaviors that learners employ to learn, comprehend, and retain new material. Specific ways that students employ can support their process of learning the target language. Since it refers to actions and processes that students intentionally use to assist in their language learning and language usage successfully (Rose, 2015). In this case, the use of particular strategies becomes an important aspect that may support their success in learning. The employment of language learning strategies has been regularly

linked to linguistic achievements and is essential in assisting EFL learners in controlling their learning process (Cong-Lem, 2019). Furthermore, it is an integral part of learning the target language because it contributes to understanding language structure and language use (Wahyudin et al., 2021), and improves students' English communication skills substantially (O'Malley et al., 1985). Therefore, using strategies will help students acquire, understand, and practice English and increase their language skills more effectively.

Each student will have their learning strategies, so the language learning strategies that are carried out will vary. According to O'Malley et al. (1989), language learning strategies can be categorized into three types including cognitive strategies, metacognitive strategies, and social or affective strategies.

a. Cognitive strategy

Cognitive strategy refers to the thinking process and transformation of incoming information. Since this strategy involves actively manipulating or reworking the learning task (O'Malley et al., 1989), it allows students to transfer or convert the material to be learned in their own way. Moreover, cognitive strategy is defined as mental processes that students must do to complete their tasks (Lestari & Hardiyanti, 2020). How students process material or complete tasks becomes part of their strategy in obtaining, processing, and memorizing that information.

Specifically, the way students use their thoughts and behaviors includes cognitive strategies. According to O'Malley and Chamot (1990), students' behaviors and thoughts that appear during the learning process are also the focus of this strategy. In their study findings, the most frequently used strategies include repetition, note-taking, translation, imagery, transfer, and inferencing. The various ways students use to show how their thoughts and behaviors can process the material, thus becoming a learning habit and helping them complete their tasks.

b. Metacognitive strategy

Metacognitive strategy refers to the process of controlling learning. It involves thinking about the learning process, planning for learning, monitoring comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed (O'Malley & Chamot, 1990). In this case, students have something to do so that they can regulate their learning. It is because, in essence, students without metacognitive strategies lack guidance and the chance to set up their learning, follow their progress, and evaluate their successes and potential future learning paths (O'Malley & Chamot, 1990).

Furthermore, this strategy includes planning, monitoring, and evaluation. Based on the result of a study conducted by O'Malley et al. (1985), the planning process mainly occurs through self-management, advance preparation, directed attention, and selective attention; the monitoring process through self-monitoring; and the evaluation process involves self-evaluation while learning. That means students have awareness and goals in learning, namely by controlling the entire learning process. Hence, it will help students plan their goals, monitor their tasks, and evaluate their learning outcomes (Lai et al., 2022).

c. Affective or social strategy

Affective or social strategies involve students' needs in social aspects and controlling their affective feelings when learning. These strategies include affective control over learning activities, clarifying questions, and cooperative learning (O'Malley et al., 1989). Moreover, affective or social strategies require interaction with other students. They may not be involved in actively manipulating information; instead, they contact other individuals to obtain new source information (O'Malley et al., 1985). In addition, students also need collaboration or learning in group activities to control their affective factors in learning.

Based on several learning strategies that students can employ, it reflects observable behavior and is related to the principles of behaviorism

learning theory. This is indicated by students' cognitive process in processing information from the stimulus, regulating the continuity of learning, and controlling their affective aspects to produce behavioral changes. Moreover, behaviorists view learning a language as like forming a set of mechanical habits through repetition and imitation (Ezenwa-Ohaeto & Ugochukwu, 2021). In other words, student activities such as repetition, imitation, self-management, cooperation, and other learning strategies are part of the conditioning process in learning, as proposed by the behaviorism theory. These activities tend to become students' habits in learning and affect students' behavior as learning outcomes.

2.4 English Song

A song is a rhythmic work of art. It consists of melodies and vocals in the form of lyrics that contain several stanzas while telling the song's meaning (Pratiwi, 2018). Moreover, songs have an entertainment side. Sometimes, the meaning behind a song's lyrics is profound or intriguing, which can enhance listeners' enjoyment (Putri et al., 2018). In other words, the benefits of songs are realized when listeners appreciate the melody and understand the lyrics of specific songs.

As a non-local song that uses English as the dominant language in the song lyrics, English songs offer abundant language exposure. Putri et al. (2018) stated that phonetics, vocabulary, and a language's grammar can be stimulated in song lyrics. It provides valuable input for EFL students, especially when learning vocabulary. They quickly recognize the vocabulary's form, pronunciation, and even meaning. Typically, the words contained in the lyrics usually describe the context and meaning of the song (Phisutthangkoon, 2016), allowing students to pronounce the vocabulary correctly while listening (Fajaria & Ilmi, 2017). Moreover, as students implicitly learn new vocabulary (Nureani & Warni, 2023), they effortlessly remember the words in a fun way. Songs facilitate English vocabulary acquisition as students naturally follow the lyrics and rhythm (Meutia et al., 2014).

Learning vocabulary can occur naturally as part of students' habit of listening to songs in their daily lives. This aligns with Karim et al. (2022) who emphasized using songs to enrich vocabulary can be performed inside and outside the classroom. As students listen to songs and find new vocabulary in the song lyrics, it will help them naturally enrich their vocabulary knowledge (Oktan & Kaymakamoğlu, 2017). Moreover, the habit of listening to English songs significantly influences students' vocabulary mastery. Meutia et al. (2014) found that applying the habit of listening to English songs will develop students' vocabulary mastery because there is a significant and positive correlation between vocabulary mastery and the habit of listening to English songs. Therefore, songs can be a medium for learning vocabulary since students can get much language exposure while listening and knowing the song lyrics.

2.5 Spotify

One of the popular streaming music apps used by most individuals is Spotify. The app was launched on October 7, 2008, by Daniel Ek and Martin Lorentzon in Stockholm, Sweden, in 2006. However, its official launch in Indonesia began on March 30, 2016. Interestingly, the name Spotify is a combination of two words, namely Spot and Identify (Annisa, 2022). This application provides a wide range of song genres globally. The listener has access to millions of songs and other creations from artists worldwide through digital music, podcasts, and video streaming services (Andriani et al., 2018).

Spotify offers various user-friendly features that enhance the listening experience. Features such as play and pause, the forward and backward icons, the shuffle icon, and the repeat icon are available during song playback (Butar & Katemba, 2023). Additionally, the app automatically displays song lyrics, and the playlist feature allows users to collect various songs into playlists for easy access to their favorite tracks. Since songs are played directly from the internet's cloud storage, there is no need for a significant smartphone capacity to store them (Bona, 2017). This simple access, whether through mobile phones

or computers, makes it convenient for users to enjoy music anytime and anywhere.

In the context of learning vocabulary, Spotify proves to be an effective medium for students. This aligns with Isnaini and Aminatun (2020), who claimed that listening to songs on the Spotify application will be helpful and valuable for EFL students in enriching their English vocabulary as their primary goal. Several features support students in learning vocabulary effectively. *Firstly*, Spotify provides a lyric feature synchronizing song lyrics with the music playback. Various vocabularies in the song lyrics allow students to continue practicing memorizing them (Rizkiani, 2022). It can be a beneficial feature for them as they can listen to and recognize the pronunciation. *Secondly*, customized playlists allow students to create playlists based on their interests. They can choose songs with particular tempos, recurring themes, or lyrics that are easy to grasp to help them repeat and recall new vocabulary. Moreover, students can share their playlists with others. *Thirdly*, explore or discover features assist students in discovering songs based on their interests. Since students can explore various songs by mood, genre, album, artist, and others (Purba et al., 2023), they can also gain freedom and enjoyment while learning. *Lastly*, the repeat and shuffle features enable students to listen to particular songs repeatedly. They do the repetition, which allows them to acquire and understand new vocabulary from song lyrics. Hence, these features make Spotify a valuable tool for students to learn and enrich their vocabulary while enjoying their selected songs.

2.6 Study of Relevant Research

Several previous studies related to the use of Spotify for learning vocabulary. Butar and Katemba (2023) explored EFL students' attitudes, personal feelings, and perceptions regarding vocabulary learning through listening to English songs on Spotify. The quantitative study investigating 44 college students (45.4%) and 53 high-school students (54.6%) revealed that they had positive attitudes and personal feelings while listening to English songs on Spotify. Spotify can create an enjoyable learning atmosphere to help

students repeatedly collect and remember new vocabulary. In addition, Spotify features can support the process of vocabulary learning. About 34 students strongly agreed, and 35 agreed they like utilizing the song lyrics feature when learning vocabulary on Spotify. Moreover, it is one of the ways to increase students' motivation so that they get a lot of language exposure and their vocabulary is rich after listening to English songs mediated by Spotify.

Likewise, research conducted by Septiara and Hamzah (2023) investigated students' perceptions regarding the use of Spotify for learning vocabulary. This descriptive qualitative study involved 30 students from the senior high school level. The research findings include the usefulness of Spotify, the effectiveness of Spotify as a learning medium, and students' difficulties when learning using Spotify. Despite the students' difficulties in asking their teachers about unfamiliar vocabulary, most agreed that Spotify can be useful and practical for their learning process. Since Spotify enables them to learn vocabulary anytime and anywhere, it can increase student motivation in learning and their perceptions of vocabulary learning through Spotify are positive.

Specifically, research on language learning strategies through English songs has been conducted by Lestari and Hardiyanti (2020), who explored EFL students' perceptions of autonomous vocabulary learning through English songs. This qualitative study investigated four English education students through in-depth interviews. The findings revealed that slow-beat songs were the choice for vocabulary learning by most participants through understanding the lyrics. The song can provide authentic material exposure, represent feelings, and create an exciting atmosphere during autonomous learning. Furthermore, the success of vocabulary learning is influenced by language learning strategies. This research confirmed that participants used several learning strategies, e.g., note-taking, predicting, planning, and self-monitoring, as an effective way to help them acquire new vocabulary through English songs.