

CHAPTER 1

INTRODUCTION

In this section, the research provides the introduction of this research, consisting of background of this study, the formulation of the problem, operational definitions, aims of this study, and the significance of this study.

1.1 Background of the Study

Vocabulary mastery is a difficult task in language learning, especially in the EFL context for example non-English major students, non-English major students often face challenges in expanding their vocabulary, as their focus may not be on learning English (Alsharif, 2022). Such is the phenomenon experienced by Alfian, a non-English major student. Alfian, an informatics engineering student, has found a unique way to develop his English vocabulary. Since 2017, when he was in the first year of high school, Alfian started using the Spotify app to listen to English songs. When he first heard about Spotify from his friends, he was intrigued and decided to give it a try. In high school, he started with the conventional way of reading thick textbooks and relying on dictionaries to understand vocabulary. However, although effective, this method often makes him feel bored and unmotivated. Usually, he felt bored in vocabulary lessons because they could not change his study habits, making it difficult to learn and remember vocabulary (Phung, 2021). After all, English differs from Indonesian in terms of structure, pronunciation, and vocabulary (Katemba, 2019). This is also because English vocabulary often has words that are similar in spelling or sound but have different meanings. Unexpectedly, this simple decision brought a change in the way he learned English vocabulary. For Alfian, Spotify is not just a platform for listening to song. With a wide variety of song available, especially English songs, including live lyrics, Spotify became a fun learning tool. Over time, Alfian began to realize that listening to English songs on Spotify helped him expand his vocabulary. Alfian's experience with Spotify does not just help with his academics. He also often

uses the new vocabulary he learns to tweet in English to communicate with his foreign friends. This activity not only develop his vocabulary but also helps him interact with the global community.

As stated by Bsharat (2021) songs can be very helpful because they help them to better understand the language and acquire new rules, as well as inspire learners and make them feel more relaxed. Songs are a useful instrument for teaching when dealing with language by generating a low affective filter and a curiosity about what is to be taught. In line with Kuśnierek (2016), songs can help students learn vocabulary, pronunciation, and grammar in English. Nofianto et al (2020) explain the song method can be an option for teenagers to make it easier as a learning medium in developing the vocabulary they want to learn. Learning English through songs is one of the best methods to focus students on better lessons. Songs provide a good learning atmosphere, eliminate tension, develop inspiration and motivation, and can improve student memory (Raudyatuzzahra, 2020). According to Rahajeng et al (2022) Spotify is a popular learning tool because it is simple to use on smartphones and computers. More interestingly, Spotify offers more than just learning. Thus, this research investigating the learning vocabulary experiences of non-English major students through songs on Spotify is relevant. Therefore, this study is concerned with the experiences of non-English major students in using Spotify to learn vocabulary.

According to John Dewey (1928) in (Acampado, 2019), experience is an activity that occurs when individuals interact with their environment. Experience will also shape the understanding and knowledge possessed by individuals. Dewey distinguishes two kinds of experience, the primary and the secondary experience. Primary experience is the direct experience that individuals have through direct interaction with their physical and social environment. These are experiences that are concrete and empirical in nature, gained through the five senses and direct interaction with the real world. Examples include activities such as touching, smelling, seeing, hearing, and feeling various objects and situations around the individual. Primary experiences provide the basis for an individual's understanding and knowledge of the world around them. Secondary experiences, on the other

hand, are experiences obtained indirectly through the representation or interpretation of primary experiences. This includes experiences gained through observation, reflection, discussion, or learning from indirect sources, such as books, movies, stories, or the experiences of others. Secondary experiences may include conceptual understanding, theoretical knowledge, or understanding of ideas gained through intellectual or social processes.

Those are several studies investigating student's view on using Spotify as a medium in learning English. The study conducted Septiara & Hamzah (2023) entitled Student's Perception of The Use of Spotify Application to Improve Student's Vocabulary Mastery has revealed that in their investigation of English songs have proven to be an effective way to learn and improve vocabulary as it helps student understand and memorize new words. Using song player apps such as Spotify as an innovative learning medium can improve vocabulary acquisition. Another research is conducted by Simamora (2023) entitled The Effect of Using Spotify Playlist Application into Student's Vocabulary Mastery at SMP Negeri 10 Medan investigated that after analyzing the study, it was found that the Spotify playlist application significantly affects to student's vocabulary mastery. In a relevant investigation conducted by Butar Butar & Katemba (2023) the study found that EFL students generally agreed and reported favorable opinions, and attitudes on learning vocabulary through Spotify English song recommendations. They also thought that because of Spotify's benefits which include being an excellent resource for acquiring vocabulary from sources like English song lyrics, doing so helped students learn vocabulary.

The difference between previous research and this research lies in the research design and research subjects. The subject in previous research mostly in high school level. Research findings that discuss Spotify for English learning vocabulary used other research designs such as experimental, descriptive quantitative and descriptive qualitative but do not involve a narrative approach to understand the experiences of non-English major students as a student of higher education in exploring learning vocabulary through songs on Spotify. To fill the gap, this study intends to explore the experiences of non-English major students in using English

songs on Spotify for learning vocabulary. It is hoped that this research can be useful for EFL teachers and students in general, in considering the use of English songs on Spotify to aid English learning vocabulary.

1.2 Formulation of the Problem

Based on the identification of the problem mentioned above, the research question of this study is “How are the non-English major student experiences in learning vocabulary through English songs on Spotify?”

1.3 Operational Definitions

The definition of key terms is to prevent misunderstanding of the reader about the term used. Then, the research provides some of the definitions of the key term relevant to the topic as follows:

1.3.1 Non – English Major Student:

Non-English major student is a term used to refer to students who do not major in English as their main field of study. In this context, participant is a non-English major student with a background in informatics engineering.

1.3.2 Learning Vocabulary Experience:

Learning vocabulary experience is an individual's process and experience in learning, understanding, and using new vocabulary, including learning methods, practice, and application of vocabulary in real contexts. In this context learning vocabulary experience is a process where the participant learns and develop new vocabulary through various methods, including listening to English songs on Spotify, reading lyrics to understand and pronounce vocabulary, and repeating songs to strengthen memory.

1.3.3 Spotify Song:

Songs on Spotify are tracks available on the digital music streaming platform called Spotify. Spotify is a service that allows its users to listen to millions of songs from various genres, artists, and albums online. Spotify is used in this study as a means by which participants learn English vocabulary.

1.4 Aim of the Research

According to the research question, this study aims to explore learning vocabulary through English songs on Spotify based on the personal experiences of non- English major students.

1.5 Significance of the Study

1.5.1 Theoretical Use:

This research will expand the experience of Spotify as a learning medium for English learning vocabulary.

1.5.2 Empirical Use:

Practically, this research can be used as a reference and consideration for using Spotify as a learning media for learning vocabulary.

1.5.3 Practical Use:

This research serves an overview of Spotify song as a learning media in English learning vocabulary activities