

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to learning vocabulary, mobile learning, the importance of learning vocabulary, and song.

2.1 Learning Vocabulary

Learning vocabulary is important because people can speak, write, listen, moreover, people must know vocabulary first. It means that in learning vocabulary, people need to know and understand the meaning of vocabulary and how to use vocabulary in context (Jaelani & Sutari, 2020). Learning vocabulary is a key aspect in learning English. This is a major aspect in learning a foreign language (Ambarwati & Mandasari, 2020) . Learning vocabulary offers numerous benefits and aids in language acquisition. It supports students in mastering other language components and assists in their English learning journey. Vocabulary is a crucial component of language, and mastering it is essential for learning any foreign language. Learning English vocabulary involves understanding and knowing the meaning of words as we use them in conversation. Consequently, students with a limited vocabulary may struggle to learn English (Isnaini & Aminatun, 2021).

2.1.1 Kind of Vocabulary

Vocabulary has been divided into two types, which are receptive vocabulary and productive vocabulary. Receptive vocabulary is the kind of vocabulary conveying the ideas to obtain language input from others through listening or reading to understand them. Receptive vocabulary is all words that we can understand which includes words that are written, spoken, or signed. In contrast to receptive vocabulary, productive vocabulary refers to production of the language forms by speaking and writing to deliver messages and ideas to others. Thus, productive vocabularies can be regarded as the process of using vocabularies to

express their thoughts and feelings understandable by others (Salam & Nurnisa, 2021)

2.1.2 Aspect of Vocabulary

According to Kucan as cited in Hesti (2022) four aspects of vocabulary that must be learned by students include use, spelling, meaning

a. Use

The vocabulary usage aspect covers how the word is used in different sentences and contexts. This includes using the word as a noun, verb, adjective or adverb. In addition, the usage aspect also includes common grammatical patterns, such as whether the word is usually followed by certain prepositions, or whether the word is used in formal or informal language.

b. Spelling

This refers to the meaning or significance of the word. Every word in a language has a different meaning, and often the same word can have varied meanings depending on the context. It is important to understand the basic meaning of the word as well as any nuances or connotations that may be attached to it.

c. Meaning

This is seen when examining homonyms (words that sound the same but are spelled differently). Almost every phoneme (unit of sound) has more than one way to spell it. The spelling aspect includes how to spell the word correctly. This includes the proper use of letters and the appropriate placement of punctuation marks while necessary. A good understanding of spelling helps in effective written communication and helps avoid spelling mistakes.

d. Pronunciation

This aspect includes how to pronounce the word correctly. Every word has a proper way of pronunciation, and an understanding of the correct pronunciation helps in clear and fluent oral communication. Sometimes, the pronunciation of a word may vary depending on accent or dialect variations.

2.2 Mobile Learning

Mobile learning is part of e- learning as a form of learning that utilizes electronic devices, digital media, and mobile communication devices and technologies whose development is very rapid. As a revolutionary approach in education, mobile learning, the activity of learning through mobile devices, offers a different condition for students unattached to time and place. Students can choose when, where, and how they learn using those tools. This condition helps students build their learning autonomy and creativity so that they become responsible for their learning (Fatimah et al., 2021)

Mobile learning using devices such as smartphones and tablets has become an effective tool for vocabulary learning, especially through the use of songs in the Spotify application (Lazaro & Duart, 2023). With easy access to millions of English songs, users can listen and read the lyrics simultaneously, helping them understand and remember new vocabulary. Thus, mobile learning through Spotify not only makes the learning process more interesting but also more flexible and dynamic, in line with modern lifestyles (Casmal & Pribadi, 2022)

2.3 Song

Songs are another way to teach vocabulary. First, because songs provide a meaningful context for the vocabulary, they are particularly good at introducing the vocabulary (Griffiee 1992, p. 5). Songs are viewed as one of the most effective ways for Learning Vocabulary (Lam Thi & Nguyen, 2022). To use songs for English in the learning process effectively, there are several things that must be considered, including; (1) the ability of the student, (2) kind of song, the song should have correct pronunciation, (3) difficulty level of the song. Songs can be categorized into activity songs, animal songs, counting songs, food songs, learning songs, lullaby, patriotic songs, parody, sport songs, traditional songs, and so on.

According to Triwardani (2022), song is a learning resource that can be used by teachers to make it easier for students to enrich their English vocabulary. It usually consists of lyrics of various genres that can be adapted to the theme of the vocabulary to be taught. The repetition contained in the song makes it easier for

students to remember the words contained in the lyrics of a song. The melodic strains that are heard from the song have a positive impact on students' emotions and attitudes, students can enjoy and relax in learning and can follow the singing of the song.

According to Rahajeng et al (2022) Spotify is a popular learning tool because it is simple to use on smartphones and computers. Spotify application can also be used as an innovative learning medium for learning English vocabulary. Because the Spotify application provides various kinds of songs in English that can be accessed anywhere and anytime (Septiara & Hamzah, 2023). This is also supported by the results of previous research by Simamora (2023) stated that the Spotify application is more effective and innovative than the traditional method. Spotify has become the leading global song streaming platform. Looking at the data released on the Spotify.com website, currently the number of paid users of Spotify has reached 60 million spread all over the world. Based on an infographic released by AdWeek, around 72% of Spotify users are millennials. From this data, it can be concluded that the Spotify application is growing rapidly to date. So, this development can make this application get the number 1 position in the free song and audio category (Spotify, 2023).

2.4 Study of the Relevant Research

There are several studies investigating students' views on using songs on Spotify as a medium in learning English. The study conducted by Septiara and Hamzah (2023) Students' perception of the use of Spotify Application to Improve Students' Vocabulary Mastery. In this study researchers focus on students' perspectives on his vocabulary mastery using English songs using the Spotify application. The research used qualitative research using descriptive research methodology and to collect data, researchers used a questionnaire as a data collection method. Also in this research, researchers examined the subject with 30 students from eleventh grade from one school, they were given a questionnaire by the researchers to find out the students' perspectives. From the results of this research, the advantages include positive reception, learning quality that is

considered good, ease of use, and effectiveness in improving language skills. This provides a strong basis to support the use of Spotify as a useful learning tool in an English language learning context. The limitation of this research is that data collection only relies on questionnaires, it would be better if combined with other methods to enrich the research and reduce potential weaknesses associated with one method alone.

Another relevant study is conducted by Simamora (2023) The effect of using Spotify playlist application into student' s vocabulary mastery at SMP Negeri 10 Medan. In this study, the researchers stated that they aimed to offer a simple method to teach students how to add new vocabulary using Spotify rather than using Spotify to just listen to songs, because by using the Spotify playlist application they can add new vocabulary to it. This research was conducted as a type of quantitative experimental research. Collecting data in this study used pre-test, treatment, and post-test. The objects of this research were class II students at SMPN 10 Medan. Consisting of 40 students consisting of two groups, the experimental group, and the control group. The advantage of this research is using an experimental method with a control group and an experimental group. This allows a direct comparison between pre- and post-intervention results, providing a strong basis for concluding the impact of Spotify on students' vocabulary acquisition. The research uses clear measurements of vocabulary mastery, namely pre-test and post-test. This provides a clear understanding of the differences before and after the intervention. The limitation in this research is that it does not explain in sufficient detail or specifically how Spotify playlists are implemented in learning. Variability in how students use these applications may influence the results obtained.

Some other relevant study is conducted by Butar Butar and Katemba (2023) EFL students' perceptions toward Learning Vocabulary by listening to English songs on Spotify. This study aims to find out the differences in attitudes and perceptions of EFL students between secondary and tertiary students regarding how English songs influence students' Learning Vocabulary. The researchers used quantitative descriptive methods as the research design in this study. Researchers used questionnaires to collect data from EFL students consisting of 45.4% of

university students (44 people) and 54.6% of middle school students (53 people) from various schools and colleges who listened to English songs on Spotify and took language classes in English. Based on these findings, EFL students believe that listening to English songs on Spotify improves his Learning Vocabulary. EFL students also realize the benefits of listening to English songs for Learning Vocabulary, such as Spotify, an excellent tool for learning vocabulary from English song lyrics. This study is limited by the small number of participants taken at college and secondary levels; it is recommended to conduct other studies with a larger group of students.

Although many studies have investigated the use of Spotify songs for Learning Vocabulary, there is still a gap in investigating this issue by focusing on the perceptions of junior high school and high school students. Therefore, this study is intended to fill the gap in existing research. In this study, the researchers investigate and explore Learning Vocabulary through English songs on Spotify based on the personal experiences of non-major English students.