ABSTRACT

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The purpose of this study is to explore how non-English major students experience learning English vocabulary by using English songs through Spotify. The research method used narrative inquiry. The participants were non-English major students at a university in Tasikmalaya, West Java, Indonesia. The research data was collected using semi-structured interviews and the data was analyzed using narrative analysis (Labov, 1972). This research explores the use of Spotify in English vocabulary learning through auditory and visual approaches. The methods used included listening to songs while reading the lyrics, repetition, translation and singing along. The findings showed that the experience of repeated listening helped deepen vocabulary comprehension, while the use of Google Translate made it easier to understand the meaning of song lyrics. Singing along was also instrumental in improving pronunciation, spelling, and vocabulary development. Other benefits include increased motivation and enjoyment in learning.

Keyword: Learning Vocabulary, Experience, Spotify Songs, Narrative Inquiry