CHAPTER I

INTRODUCTION

This chapter covers the background of the research, the research problem statements, the research objective, the significance of the research, the research hypothesis, the scope and limits of the research, and the definitions of key terms.

A. Background of the Research

English is a worldwide language. English is a highly significant subject for students to study since it is a language that dominates the communication era to connect and share knowledge in society. In the English teaching learning program in Indonesia, four competencies are necessary. Writing, speaking, reading, and listening are all options. The first is writing, which is an activity in which people express themselves through written language. Speaking, on the other hand, is an interactive process of conveying meaning. The third, Reading is an interactive activity in which the reader interacts with the material to understand it. Last but not least, there's listening, which is described as the ability to accurately receive and evaluate messages during communication.

Teaching English is much more difficult than teaching Indonesian, and one of the most difficult problems students face is memorizing vocabulary, according to Hasan (2016). Students must be able to write and speak words in English using the English pronunciation system, as well as comprehend the language's meaning.This problem could affect the students or children learning a language in

which English is deficient. Vocabulary is a crucial language component for students to gain when learning a foreign language since it helps them master language abilities including speaking, reading, listening, and writing. According to Richard and Renandya (2002), vocabulary plays an important role in foreign language learning and competency, affecting how well learners speak, listen, and write. Students with more vocabulary knowledge have better language skills than students who lack vocabulary knowledge. Therefore, because vocabulary is the basis of language learning, learning vocabulary has become a priority in education. The demands of the modern era are growing rapidly in any field as well as humans. They must be able to stay up with technologically advanced changes, which includes developing English language skills and mastering technology.

One of the challenges in learning English in this case is vocabulary. If students have a sufficient English vocabulary, they will automatically be able to accomplish the four English competencies, and vice versa, if they do not have a sufficient vocabulary, they will struggle to obtain English competency, but many students now have difficulty in learning vocabulary because the media used is less interesting and boring. To Teaching vocabulary, interesting media are needed, meaning that students take special actions to make learning easier, faster, and more effective. Learning does not have to take place in a classroom, it can take place everywhere. To study vocabulary, students do not need to face the teacher. Students can study whenever and wherever they want. One of the various strategies for students to enhance their vocabulary is to listen to English songs.

Music is one solution to learn vocabulary. Almost all people in the world love music. When people are sad, bored, uneasy, worried, they like to listen to music or sing a song, because music can describe their feelings, their emotions and can even calm them down. When someone listens to music, they will feel enjoy, relax, happy. Furthermore, they will show appreciation if they are able to comprehend and absorb the meaning of the lyrics of the song they are listening to. Songs can help students improve their vocabulary because they can be used inside and outside of the classroom and enjoyed at any time. By listening to the song, students get new vocabulary and will know good pronunciation.

For millennials, using technology has become second nature. Gadgets are inextricably linked to what they do on a daily basis because they constantly have a gadget with them. Students can use the internet to access anything on their mobile device, including installing English study apps. The researcher attempts to notice an alternate media based on the needs of the students. Because music is a form of communication understood by people all over the world, it will be utilized as an alternative medium in the process of developing educational materials for a wide variety of fields of study. Songs have their own unique language that is easy to understand, they teach vocabulary, grammar, and cultural characteristics, and they are enjoyable for students to study. They can be used both inside and outside of the classroom to give essential speaking, listening, and language practice in a way that is both exciting and engaging for the student. Researchers believe that listening to English music will help them learn new words and improve their pronunciation.

According to Murphey cited in Millington (2011) Songs can even be effective tool used to learn vocabulary, phrase structure, and language patterns. Using the media as a learning object can help students achieve their goals. Researcher Introduces Spotify is a well-known music streaming service. Spotify is a streaming service that allows users to listen to millions of songs and other audio content created by musicians from all over the world. The service also hosts podcasts. The use of Spotify in the classroom offers a number of advantages, one of which is the capacity to stimulate the interest of students in the subject being studied. Students will be able to read the lyrics while constantly playing and listening to music because this program includes them. The lyrics will appear automatically whenever a song is played. The Spotify Music app is very simple and convenient to use, students simply need to download it from the Google Play Store or the App Store. Students can play their favorite tunes in a more casual manner. The use of Spotify music application media to improve vocabulary mastery is considered quite promising because students get more vocabulary from the songs they hear and also Spotify is a media that is quite interesting and also easy to use via smartphones or computers. When listening to English songs, listeners can hear a lot of vocabulary. Furthermore, listening to music will make students feel happier, making it easier for them to keep track of their learning. Teachers can use this application to create a relaxing, pleasant, and comfortable learning environment for students.

The purpose of this study is to discover how effective the Spotify Music Application is teaching vocabulary. Therefore, researchers are looking for several

studies related to this research, there are: the first previous research has been written by Ahmad Sauki Puttaki Bahri (2018) *"The Effectiveness of Using Song Lyric Toward Students' Vocabulary Mastery at the Eight Grade of MTs N Muara Bungo In the Academic year 2016/2017"* from English Education Program, Faculty of Education and Teacher Training, Islamic State University Sulthan Thaha Saifuddin Jambi. This study used quantitative research approach and experimental research design with true experimental. This study is conducted to get the objective data of the effect result between using song lyric method as the independent variable and vocabulary mastery as dependent variable. Researcher use SPSS 24.0 to calculating the data. Writer was found that that there is a significantly affect the use of song lyric to improve students' vocabulary mastery. The difference between this study and my research is in specification on the media used. For this study, I selected a song available on the Spotify app, which is pre-installed on many modern smartphones and is thus accessible to students at all times and in any location. Other than that, this study was conducted with students in the eighth grade at MTs N Muara Bungo in the academic year 2016/2017, while my study is being carried out in the tenth grade of MAN 2 Nganjuk in the academic year 2021/2022.

The second previous study has been written by Helina Nur Rahmasari (2020) *"The Effectiveness of Using English Songs to Enhance Students' Vocabulary Mastery"* from English Education Program, Faculty of Education and Teacher Training, State Islamic Institute of Salatiga. The methodology of quantitative research and a quasi-experimental research design were utilized in

this study. The samples were selected using the approach of purposive selection, and then they were divided into two classes: the experimental class, which was the class that was treated, and the controlled class (class that is not given treatment). The calculations for the data in this study were done using SPSS 24.0. Using English song media, the researcher was able to determine the difference in mean score that existed between before treatment and after treatment. Researcher was found the difference between the mean score before and after treatment using English songs media. Because it employed an English lyrics song to boost students' vocabulary knowledge, this study and mine research are almost exactly the same in how they approached the problem. However, in the course of my study I made use of a variety of media, and the kind of content that was mastered was also distinct.

The last previous study has been written by Annurussalma Ulul Fikroh (2020) entitled *"The Effectiveness of Using Song from JOOX Music Application on Students' Vocabulary Mastery of The Twelfth Grade at SMKN 3 Boyolangu Tulungagung"* from English Education Program, Faculty of Education and Teacher Training, State Islamic Institute of Tulungagung. The methodology of quantitative research and a quasi-experimental research design were utilized in this study. The purpose of this research was to determine whether or not employing a song from the JOOX Music Application helps students enhance their vocabulary mastery. This research demonstrated that using a song from the JOOX music application to teach vocabulary mastery to students in the twelfth grade at SMKN 3 Boyolangu Tulungagung was an effective method. The differences

between this study and my research is the focus of the study. The purpose of this study was to determine whether or not using songs from the JOOX program may effectively help students improve their vocabulary knowledge. In contrast, the purpose of my study is to determine whether or not the Spotify music application is an effective way to teach vocabulary.

Based on several previous studies, the researcher decided to utilize songs from the Spotify Music Application as a media for learning vocabulary throughout this research. The vocabulary learning method uses Spotify Music Application. The researcher chose this topic because there are some main reasons. The first reason is a personal matter, with the researcher own experience with this application. The researcher would listen to songs and read the lyrics and even the researcher would look up the lyrics of my favorite songs in the dictionary, this makes me never forget these words, even though the researcher hardly ever use them, and the researcher want to know if this method will work. The second reason is that many people like to listen to music all the time on their mobiles anywhere and anytime. Even at the convenience store or on the bus they play songs. Therefore the researcher think that she can get them used to listening to music by learning the songs so that learning vocabulary becomes more fun, easy and more effective. And the last this application is well-known and it can be found on smartphones and computer also complete with so many genres of songs with lyrics, which can also be accessed anywhere and anytime. The researcher used quantitative method with quasi-experimental research design is used to determine whether the effectiveness of Spotify Music Application in vocabulary learning.

From the description above, the researcher conducted research entitled *"The Effectiveness of Spotify Music Application in Teaching Vocabulary"*.

B. Statement of the Research Problem

The researcher developed the research problem formulation as follows: "Is the use of the Spotify music application effective in teaching vocabulary?"

C. Objective of the Research

The research purposed to find to determine whether the use of Spotify Music Application is effective in learning vocabulary.

D. Research Hypothesis

Hypotheses can be temporary answers to problems that need to be proven. The researcher proposed two hypothesis before conducting this research:

1. H_0 (null hypothesis): There is no effectiveness in using Spotify in teaching vocabulary.

2. H_1 (alternative hypothesis): There is effectiveness in using Spotify in teaching vocabulary.

E. Significance of the Research

In this research, the researcher hopes the results can give contribution to:

1. Students

The researcher hopes that by having students listen to a song selected from the Spotify Music App, they would be able to increase the amount of vocabulary

they know. The students like and are interested in the learning cycle without dismissing the learning process itself. Additionally, they are more aware of English courses than they were in the past, and they have a more realistic view that learning English is not frightening or difficult.

2. Teachers

English teachers can use a variety of media to teach English, particularly vocabulary. The media can be used by English teachers to provide answers to students' challenges, especially in vocabulary.

3. The readers or other researchers

The researcher may be able to find a good vocabulary teaching technique by using the Spotify Music App. It also includes ideas for improving creativity in learning methods, particularly when teaching vocabulary.

F. Scope and Limitation of the Research

MAN 2 Nganjuk was the location where this research was carried out. The participants in this study are students who are in the tenth grade at MAN 2 Nganjuk. The purpose of the research was to investigate whether or not the Spotify Music App is useful for teaching vocabulary knowledge. The researcher began by giving the treatment to the group that will be used in the experiment. The purpose of this research is to determine whether or not students who were taught with the help of a song from the Spotify Music App scored significantly higher than those who were taught with the use of a conventional method.

G. The Definition of the key terms

To avoid misunderstandings among the readers, definitions of key terms are included. Some of the terms used in this study include:

1. Teaching Vocabulary

Teaching vocabulary is the systematic transfer of knowledge about the words contained in a language.

2. Media

Media is a device or tool that can be used to help with teaching and learning process.

3. Spotify Music Application

Spotify is a music program that features a wide variety of musical genres as well as podcasts in a number of different languages. This feature, which may drive students to learn new languages, is available to users for free. This program will display the lyrics to the music even if it is playing in the background.