

CHAPTER I

INTRODUCTION

A. Background of the Research

In learning English, vocabulary acquisition is essential for understanding and effective communication. Therefore, vocabulary is one of the crucial language skills needed in the context of Society 5.0, which demands strong communication abilities. Vocabulary is considered a core component of language skills, covering speaking, listening, reading, and writing.¹ There are various strategies for learning English vocabulary, one of which involves using audio media. Spotify, as an audio platform, has significant potential in facilitating English vocabulary learning. Utilizing Spotify to listen to music, podcasts, or audiobooks can serve as a comfortable learning medium, as students can easily access it from anywhere. They can learn English based on their favorite song, podcast, or even audiobook while they enjoy their favorite content by using Spotify.²

Spotify is an online digital music provider that offers millions of songs, podcasts, audiobooks, and even videos.³ Spotify is available across a range of

¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge University Press, 2002): 255.

² Ashya Isdanyo Septiara and Intan Hamzah, "Students' Perception of the Use of Spotify Application to Improve Students' Vocabulary Mastery," *Journal of English Language Teaching and Learning (JELTL)* 4, no. 1 (2023): 14–18, <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.

³ Spotify, "What Is Spotify?" Spotify. Last modified 2024. Accessed January 2, 2025. <https://support.spotify.com/uk/article/what-is-spotify/>.

platforms, including Android, iOS, Windows, macOS, Linux, and even tvOS. This availability supports flexibility and accessibility, so it's no surprise that this platform has millions of users around the world. Moreover, Spotify has an interesting algorithm, useful features to support the users' experience, viral marketing, and a big audio provider brand image towards their users, making Spotify one of the biggest music streaming apps in the world.⁴ Spotify dominates more than half percent of music streaming platforms in Indonesia, indicating more than half percent of Indonesian citizens trust Spotify as their music streaming platform.⁵ Here, Gen-Z dominated the Spotify users statistic at 64.9%, followed by Millennials at 34.5%, indicating that most users are dominated by teenagers and young adults who are still in the tertiary education process.⁶

The one of emphasized English skills in Indonesian education is vocabulary, as one of the MTs Al-Muslihuun Tlogo Kanigoro's English teacher said: "Learning a foreign language, the most important thing of all is vocabulary. Among all the skills like speaking, reading, listening, or writing, or later there are soft skills such as grammar and so on, the most basic thing that a language learner must master is vocabulary. Without vocabulary, nothing can be done."⁷ This agrees with Nunan's statement that students can't learn a

⁴ Lawrence Philip, Theresia Pradiani, and Fathorrahman, "Influence Brand Experience, Viral Marketing and Brand Image to Brand Loyalty to Service Users Streaming Spotify in Indonesia," *ADI Journal on Recent Innovation (AJRI)* 5, no. 2 (2023): 127–135.

⁵ Boyle, Becky. "8 Statistics on Music Streaming in Asia-Pacific for Brands" GWI. Last modified December 2022. Accessed January 2, 2025. <https://blog.gwi.com/marketing/music-streaming-apac/>.

⁶ "Start.io | Spotify Music Users in Indonesia Audience." Start.io. Last modified 2024. Accessed January 2, 2025. <https://www.start.io/audience/spotify-music-users-in-indonesia>.

⁷ Interview with M. Rizky Aziz, English Teacher at MTs Al-Muslihuun Tlogo Kanigoro, May 22, 2024.

language without a good enough vocabulary.⁸ Moreover, with the technological advancement and broader scope of information from various countries, the English language is the one language that can unite and accommodate writers and innovators, and introduce their ideas to the world. That's why vocabulary is the crucial thing if we want to access the technology and information advancement in this Society 5.0 era.

Each generation has its learning preferences. Generation Z, as Seemiller and Grace labeled as a digital native, learn English relying on their smartphone as they can learn by their preferred method.⁹ That makes Generation Z prefer learning by utilizing digital learning media such as English learning apps, translation apps, games, audio media, movies, or videos. Learning English with audio media has its benefits for its learners. It's agreed with a constructivist learning theory, in which learners construct their knowledge actively by experiencing and interacting with their environment.¹⁰ Spotify provides real-world language input through music, podcasts, and audible books where learners can listen the authentic language use then creates the preferred learners' learning environment. It is also supported by Krashen's input hypothesis which emphasizes comprehensive input in the form of language exposure that's slightly above the learners' current proficiency level ($i+1$).¹¹ Spotify exposes

⁸ Caroline T. Linse and David Nunan, "Practical English Language Teaching: Young Learners," *McGraw-Hill* (New York, 2005), <https://doi.org/10.61508/refl.v15i0.114221>: 121.

⁹ Corey Seemiller and Meghan Grace, *Generation Z: A Century in the Making*, vol. 16 (Routledge, Taylor and Francis Group, 2019): xx; Maryam Gusti Maya, "Exploring Differences in English Learning Strategies between Millennial and Gen Z" (UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH, 2023): 50.

¹⁰ Lev Semyonovich Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Harvard University Press, 1978).

¹¹ Stephen D. Krashen, *The Input Hypothesis: Issues and Implications* (Longman, 1985).

learners to a wide range of English content with variation language difficulty levels. Learners can select the contents that are slightly above their proficiency which enables them to be exposed to variative language difficulty.

Several studies have investigated the use of Spotify in enhancing English vocabulary learning. A study by Nurmareta revealed a significant correlation between students' habits of listening to songs on Spotify and their vocabulary mastery, emphasizing the platform's effectiveness in supporting language acquisition.¹² Similarly, Septiara and Hamzah highlighted that most students perceived Spotify as a useful tool for improving vocabulary mastery, encouraging social interaction, and encouraging teacher feedback, thus demonstrating its role as an interactive learning medium.¹³ Marsela *et al.* focused on tertiary students and found that English songs on Spotify were more effective in enhancing listening comprehension than podcasts, reflecting students' preferences for learning tools with entertaining features.¹⁴

Moreover, Nureani and Warni revealed that students who frequently use Spotify for English learning reported improved listening skills and academic achievements, suggesting the platform's accessibility and effectiveness.¹⁵ Butar and Katemba explored students' perceptions and emphasized differences in

¹² Aulyayu Nurmareta, "The Correlation Between Habits in Listening to Songs on Spotify and Students' Vocabulary Number," 2024.

¹³ Septiara and Hamzah, "Students' Perception of the Use of Spotify Application to Improve Students' Vocabulary Mastery."

¹⁴ Yuni Marsela *et al.*, "Tertiary Students' Perspectives on the Use of English Songs and Podcasts on Spotify in Improving Listening Skills," *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra* 10, no. 1 (2024): 1142–1152.

¹⁵ Arin Nureani and Silih Warni, "Students' Perception of Using Song on Spotify for Learning English," *Students' Perception of Using Song on Spotify for Learning English* 6, no. 6 (2023): 1223–1230.

attitudes between secondary and tertiary learners, underscoring Spotify's universal appeal across educational levels.¹⁶ Additionally, Makati *et al.* demonstrated that Spotify's specific features, such as curated playlists and synchronized lyrics, significantly contributed to vocabulary development and pronunciation improvement.¹⁷

Hasanah & Suryanto reaffirmed Spotify's effectiveness, with students indicating positive views on its impact on vocabulary mastery and overall English proficiency.¹⁸ Febriana supported these findings with quantitative data showing significant improvement in students' vocabulary scores after using Spotify, validating the platform's utility in formal education settings.¹⁹ Maulida compared Spotify with conventional teaching methods and found that Spotify was more effective in improving vocabulary mastery, especially through specific songs.²⁰ Lastly, Kurnianingsih demonstrated that English vocabulary podcasts on Spotify helped eighth-grade students improve their vocabulary mastery over a structured classroom action research cycle.²¹

¹⁶ Epril Lebor Butar Butar and Caroline Victorine Katemba, "EFL Students' Perceptions Toward Vocabulary Learning by Listening to English Songs on Spotify," *Journey: Journal of English Language and Pedagogy* 6, no. 1 (2023): 194–205.

¹⁷ Taher A Makati, Shubham Singh, and Shantilal Jadhav, "Exploring Spotify as a Novel Tool for Enhancing English Pronunciation and Vocabulary in India, Pune," *International Journal of All Research Education and Scientific Methods (IJARESM)* 12, no. 5 (2024): 3281–3292.

¹⁸ Mumluatul Hasanah and Bradhiansyah Tri Suryanto, "Students' View on Using Spotify Application to Vocabulary Mastery," *English Language Teaching Journal* 4, no. 1 (2024): 25–31.

¹⁹ Intan Bilqis Febriana, "The Effectiveness of Using Spotify in Improving Students' Vocabulary Mastery," 2024.

²⁰ Dara Arista Maulida, "The Effectiveness of Spotify Through English Song Towards Students' Vocabulary Mastery at Eleventh Grade Students of Senior High School 9 Jambi City," 2023.

²¹ Nurul Kurnianingsih, "The Use of English Vocabulary Podcast on Spotify Application to Improve the Students' Vocabulary Mastery of the Eighth Grade of MTS Darunnajah Sambikarto," 2024.

Most existing studies focus on English education students or general learners, leaving a gap in understanding how non-English Education Department students perceive Spotify's role in vocabulary learning. While Spotify's benefits are often highlighted, challenges and difficulties in using it as a learning medium are rarely addressed. There is also limited analysis of Spotify's unique features such as lyrics, curated playlists, and personalized recommendations, and their contributions to vocabulary learning. Furthermore, little attention is given to which aspects of vocabulary (e.g., pronunciation, word usage) are most influenced or the context of Generation Z learners in Indonesia's Society 5.0.

In the context of the Society 5.0 era, where digital technology becomes an integral part of students' daily lives, Spotify has emerged as one of the most widely used audio platforms among university students. However, at UIN Sayyid Ali Rahmatullah Tulungagung, many non-English education students—despite being active users of Spotify—still face challenges in developing their English vocabulary. Most of these students rely on formal classroom instruction, which often lacks sufficient time and focus on vocabulary enrichment. Meanwhile, their engagement with digital platforms remains primarily entertainment-driven and not optimized for educational purposes.

Preliminary observations and informal discussions with several non-English department students revealed that they are unaware of Spotify's potential as a vocabulary learning tool. They often listen to English songs, podcasts, or spoken content without specific learning intentions or strategies.

This results in missed opportunities for incidental vocabulary acquisition, especially considering that structured vocabulary instruction is limited in their academic curriculum.

Therefore, the problem identified in this context is a misalignment between students' digital media usage habits and their language learning needs, particularly in vocabulary development. While they are already immersed in platforms like Spotify, they lack guidance, awareness, and strategic approaches to use such platforms for improving their English proficiency. This research emerges as an effort to address that gap by exploring how students perceive Spotify as a vocabulary learning medium, what benefits they experience, what challenges they encounter, and which vocabulary aspects are most influenced through its use.

This research aims to fill these gaps by exploring the perceptions of non-English education students at UIN Sayyid Ali Rahmatullah Tulungagung. It will examine both the advantages and challenges of using Spotify for vocabulary learning, analyze its helpful features, and identify which aspects of vocabulary development are most impacted. By doing so, the study offers localized insights into Spotify's pedagogical potential in fostering vocabulary learning in the Society 5.0 era, where technology plays a vital role in education. This study uses a Sequential Explanatory Mixed-Method approach with the initial aim of

identifying general trends through quantitative data, then explaining and deepening the findings through qualitative interviews.²²

B. Formulation of Research Question

Many studies found that Spotify is an influential tool in enhancing language skills, but there is no specific language aspect and specific features emphasized. Therefore, this study was conducted to seek deeper information on how non-English department students' perspectives towards Spotify as the medium to enhance their English vocabulary through these research questions:

1. How do non-English department students perceive the use of Spotify in their English vocabulary learning?
2. How are the non-English department students' experiences of in using Spotify for vocabulary learning?

C. Purpose of the Research

This study was conducted to answer the research question related to non-English department students' perspectives towards Spotify as the medium to enhance their English vocabulary through these research aims:

1. To explore non-English department students' perceptions of using Spotify in learning English vocabulary.
2. To describe the non-English department students' experiences in using Spotify to support vocabulary learning.

²² John W. Creswell and J. David Creswel, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, SAGE Publications, Inc., 2018, p-216.

D. Research Significance

Theoretically, this research aims to contribute to the understanding of language learning through digital platforms, particularly Spotify, and to explore its alignment with established learning theories. Practically, the findings of this research are expected to provide valuable insights for students, educators, and future researchers.

1. Students

This research is expected to offer students an alternative and engaging method to enhance their English vocabulary through a widely accessible platform, Spotify. By integrating music, podcasts, and audiobooks into their learning routines, students can make language acquisition more enjoyable and effective. Furthermore, students can develop a deeper understanding of language nuances in authentic contexts, which can significantly enhance their language skills.

2. Educators

Educators can benefit from this study by discovering new ways to motivate students to learn English vocabulary. By utilizing Spotify as a learning tool, teachers can incorporate a variety of resources that are both accessible and engaging. This study can encourage educators to explore innovative, non-traditional learning methods and integrate modern technology into their vocabulary instruction strategies.

3. Other Researcher

The findings of this research can serve as a foundation for future studies on digital media's impact on language learning, especially in the context of vocabulary acquisition. Researchers interested in the intersection of media, technology, and education can use this study as a reference point to explore other platforms, learner demographics, and language skills, promoting further investigations into effective language learning strategies.

E. Scope and Limitation of The Research

This first research limitation is that the researcher collected information about the 8th-semester non-English Education Department students' perceptions at UIN Sayyid Ali Rahmatullah Tulungagung in the 2024/2025 academic year as a respondent by conducting a survey and interview. The second limitation is this research only picks respondents who are using Spotify as their audio media platform to access English content with at least 1 to 5 hours of daily usage and feel the benefits of their English vocabulary acquisition. The upper limit of 5 hours was set based on several considerations. According to Sweller's Cognitive Load Theory, excessive input can overload working memory and reduce learning effectiveness.²³ Additionally, listener fatigue can occur with prolonged audio exposure, affecting attention and comprehension.²⁴ Health guidelines from the World Health Organization also warn against extended headphone use, recommending safe listening habits to prevent hearing

²³ Sweller, "Cognitive Load During Problem Solving: Effects on Learning," *Cognitive Science* 285 (1988): 257–285, [https://doi.org/10.1016/0364-0213\(88\)90023-7](https://doi.org/10.1016/0364-0213(88)90023-7).

²⁴ Brian C. J. Moore, "An Introduction to the Psychology of Acculturation," *Journal of Social Psychology* 45, no. 2 (1957): 143–160.

damage.²⁵ Therefore, the 5-hour maximum ensures optimal exposure for vocabulary learning while maintaining cognitive focus and hearing safety. The last limitation is quantitative data in this study were used to find general patterns, while qualitative data were not intended for generalization, but to clarify the meaning of quantitative results.

F. Defining Key Terms

1. Perception

According to Dange, perception is how a person understands, thinks, and sees objects around them.²⁶ Every person experience anything in this world, and they have their own thinking, understanding, and viewing the experiences they face.

2. English vocabulary improvement

The process where the learners gain proficiency in building a good vocabulary based on several vocabulary aspects; meaning, spelling, pronunciation, word classes, and word use.

3. Spotify

Spotify is an online digital music provider that serves millions of music, podcasts, audiobooks, and even videos.²⁷ Spotify is available on various range of platforms like Android, iOS, Windows, macOS, Linux, and even tvOS.

²⁵ World Health Organization, “Make Listening Safe (No. WHO/NMH/NVI/15.2)” (2015), https://apps.who.int/iris/bitstream/handle/10665/177884/WHO_NMH_NVI_15.2_eng.pdf%0Ahttps://apps.who.int/iris/handle/10665/177884.

²⁶ Jagannath K Dange, “Perception, Passion and Obsession: The Three Elements of Theory of Success,” *International Journal of Advanced Education and Research* 1 (2016): 2455–5746, www.alleducationjournal.com.

²⁷ Spotify, “What Is Spotify?” Spotify. Last modified 2024. Accessed January 2, 2025. <https://support.spotify.com/uk/article/what-is-spotify/>.

Because of the online feature, users must connect to the internet when they are accessing Spotify even though there are media download features for offline usage cases.