

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Vocabulary mastery is critical to students' academic success and communication skills. A strong vocabulary improves students' ability to understand and convey ideas. This also affects their performance in various subjects. In today's digital era, with smartphones and music streaming apps available everywhere, teachers and researchers have been looking for creative ways to use these platforms for educational purposes. One of the well-known music streaming applications, Spotify, offers a unique opportunity to harness the power of audio and music to improve vocabulary mastery in the classroom.

According to Nurgiyantoro (2014), vocabulary mastery is the wealth of vocabulary or words a person has mastered. Ramadhan (2017) states that understanding vocabulary is crucial for developing language skills. If students need more vocabulary, they can learn the language well. Mastery of adequate vocabulary is essential for carrying out language communication activities. Meanwhile, according to Rohmatillah (2014), several factors can cause students to have difficulty learning vocabulary: the written form is different from the spoken form in English, the large number of words that must be remembered, limited sources of information about terms, and the complexity of word knowledge. Knowing a word doesn't just mean knowing its dictionary definition. The inability to understand the grammar of particular words can lead to incorrect pronunciation, often due to the lack of sound similarities between the student's native language and English. Many students have difficulty memorizing vocabulary and feel

stressed because they have difficulty understanding the language. Because it is easy to use and compatible with various devices and computers, researchers believe the Spotify is prevalent and accessible for learning.

Spotify is a globally renowned app that provides digital music, podcast and video streaming services, giving users access to millions of songs and content from artists worldwide. Launched on October 7, 2009, by founders Daniel Ek and Martin Lorentzon in Sweden, Spotify has grown to include digital music streaming, podcasts, and video streaming. In digital music, users can enjoy their favourite songs through the application. Additionally, the podcast section features interesting English stories, while video streaming can serve as an educational tool through video content. With these features, researchers chose the Spotify application as a means of helping students increase their vocabulary. Apart from that, as the media used in this research, Spotify will be used because this application makes it easy to play songs and is popular among teenagers. Spotify is also flexible, so users can use it as a learning tool that can be accessed anywhere and anytime. It is easily integrated into everyday life, making it accessible and convenient for students to practice vocabulary in real life.

As a result, this research targeted a group of tenth-grade students at SMA YP Unila Bandar Lampung. Tenth grade is an essential stage in students' educational journey, where they encounter more complex and varied vocabulary when studying the material provided. In this study, researchers focused on how learning English songs from Spotify can influence students' ability to increase their vocabulary when learning a new language. Everyone enjoys listening to songs. It has been in our culture and language since birth. Listening to music on television,

watching movies, and even listening to the news can influence teenagers. Apart from Spotify, there are many other applications for listening to songs, such as Joox, YouTube, and others. Therefore, the researcher aims to conduct research entitled "Effectiveness of the Spotify Application in Improving Vocabulary Mastery of Tenth-Grade Students at SMA YP Unila Bandar Lampung". The selection of YP Unila Bandar Lampung High School as the research location was based on the students' low ability to vocabulary mastery.

1.2 Research Question

Based on the background of the research question, it is formulated as follows:
Does the Spotify application improve tenth-grade students' vocabulary mastery at SMA YP Unila Bandar Lampung effectively?

1.3 Research Objective

Based on the formation of the research question above, the researcher follows the objective of the study as follows:

To investigate whether the Spotify application improves tenth-grade students' vocabulary mastery at SMA YP Unila Bandar Lampung effectively.

1.4 Uses of Study

The results of this study are expected to be used theoretically and practically:

1.4.1 Theoretically

The findings of this research will provide a better understanding of the benefits of using technology in the context of music and language education. Additionally, this research can benefit students, teachers and schools. The results of this research will strengthen our understanding of the positive influence of using

Spotify in improving students' vocabulary mastery and provide a meaningful contribution to developing more innovative and practical music and language education.

1.4.2 Practically

This research are beneficial for:

a) Students

The findings of this research are expected to impact the engagement and interest of students resulting from the use of the Spotify application. It can assist educators in creating a more engaging and interactive learning environment. Such research can provide insights into how technology can motivate students and increase their enthusiasm for learning English.

b) Teachers

The findings of this research can be utilized in teacher training and professional development programs to enhance educators' knowledge and skills in integrating technology into English language teaching. It can be a resource for teachers to explore innovative teaching practices that effectively utilize digital tools.

c) Other Researchers

The findings of this research can inspire further research in the field of language learning, especially technology-based English learning, with a particular focus on the impact of music streaming applications such as Spotify. This may encourage other researchers to explore various technological interventions and investigate the influence of applications such as Spotify in improving students' vocabulary mastery.

1.5 Scope of Study

This research examines how the Spotify application impacts students' vocabulary mastery. In addition to being encouraged to create and manage their old personal playlists, students had access to music lists prepared by their teachers on Spotify. This research involved selected class X SMA YP Unila Bandar Lampung participants. One class only be used as a research sample. This research focuses on providing English-solving treatment for teaching vocabulary in the classroom. After that, the researcher and analyzed the test results by comparing the pre-test (before treatment) and post-test (after treatment) scores. It was found that there was a significant difference in student learning performance both before and after using the Spoltify application. The analysis focused on measuring the impact of the application in improving students' vocabulary mastery.