

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

Previous research has explored the use of technology in language learning, especially English learning, and increasing vocabulary mastery. Several researchers have investigated the impact of digital applications, including music streaming platforms such as Spotify, on English language proficiency. These studies focus on the potential of technology integration in English language learning. Previous research has looked at how technology can aid language learning, particularly English learning and listening. Researchers have investigated how digital applications, such as music streaming platforms like Spotify, influence vocabulary acquisition. This research focuses on the potential use of technology to teach English.

First, Putri Anita (2020) entitled "Using Vocabulary Self-Collection (VSS) Strategy to Improve Students' Vocabulary Mastery". This research aims to identify the causes why students do not have sufficient vocabulary in English; in fact, most students need a dictionary, which makes them feel the need to seek help to understand what words in English mean.

Second, Isnaini and Aminatun (2021) entitled "Do You like Listening to Music? Students' Thought on Their Vocabulary Mastery Using English Songs" said that English songs help students learn and improve their English vocabulary and skills.

Third, Gushendra (2017) entitled “An Experimental Study: Improving Students’ Vocabulary Mastery by Using English Songs”. The results of this research have shown that the use of songs is very effective in increasing comprehension.

Fourth, Kholifuddin Roma (2019) entitled “Improving Students’ Enthusiasm in Learning Vocabulary through Vocabulary Self-Collection Strategy”. Martin's (2002) theory was used in this research to improve students' understanding of vocabulary collection. To achieve this goal, researchers used classroom action research specifically designed to be carried out in this research.

The last previous study was conducted by Arantiya Putri Ananda (2022) with entitled “The Effectiveness of Using English Songs toward Students' Vocabulary Mastery at Class X of SMK Negeri 2 Gerung”. The aim of this research is to find out how effective the use of English songs is to teach student vocabulary in class X SMKN 2 Gerung. The aim of the quasi-experimental approach is to find out how much influence English songs have on students' vocabulary development.

Based on the previous study above, it can be seen that the use of supporting applications such as JOOX, Spotify and similar applications can improve students' vocabulary mastery, especially students at SMA YP Unila Bandar Lampung. Therefore, this research aims to expand existing research and study how the use of the Spotify application can improve students' vocabulary mastery in tenth grade.

2.2 Theoretical Framework

2.2.1 Definition of Vocabulary

One aspect of language that must be learned is vocabulary. Since everyone has to write, speak, and listen, learning vocabulary is very important. It is very important

to study vocabulary to understand the meaning and use of vocabulary. Vocabulary is an important part of language proficiency, according to Richard and Renandya (2002). They also say that it provides a lot of groundwork for how well a learner reads, writes, speaks, and listens.

Vocabulary carries out a more substantial meaning than grammar because it can be seen to convey messages with language or without it. However, it can only be communicated using the words necessary in the pattern and structure. Therefore, vocabulary is more important than grammar for communication.

According to Linse (2006), vocabulary is a collection of words that a person knows and understands in a language. With a larger and more varied vocabulary, a person can communicate more effectively and understand texts and conversations better. Therefore, expanding and deepening vocabulary is an important goal in language learning because this can improve language skills and understanding of the language being studied.

In addition, Wardani (2015) stated that vocabulary is very important for every language skill, such as reading, writing, speaking and listening. From this statement, it can be concluded that vocabulary is very important for speaking, reading and writing. Therefore, a person's lack of ability in language is closely related to the amount of vocabulary.

Based on the explanation above, it can be conclude that vocabulary consists of all the words in things that someone hears, says, reads, or writes and that they know.

2.2.2 Concept of Vocabulary Mastery

In language, vocabulary is essential because learning a language means learning its words. Therefore, it is necessary to master English vocabulary. Mastery comes from the word "master", which means being proficient or skilled in using and gaining complete knowledge through understanding. Several words in a language with information about their meaning, form and how to use them in communication is called vocabulary mastery. This is the basic knowledge that students must master before they can speak English well. All version of the world is vocabulary because vocabulary is knowledge of their purpose. They communicated clearly and efficiently with others with a good vocabulary.

According to Chen and Li (2009), because vocabulary consists of the essential elements of English sentences, vocabulary learning is necessary for learning English. Furthermore, according to Michael and Annel (2012), vocabulary is always about words and language, thousands of words. Finally, Hiebert and Kamil (2005) say that vocabulary is a collection of words that a person acquires and uses when speaking orally, as well as words that a person receives from listening to music, watching films, etc.

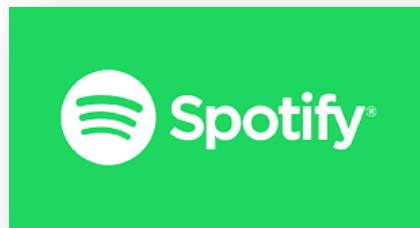
Based on the explanation above, understanding is a list of words that have meaning in a language. Vocabulary is an essential component in learning English, along with many other factors. No understanding cannot be utilised to communicate with others.

2.2.3 The Aspects of Vocabulary

According to Mardianawati (2012), there are five vocabulary components that students must learn. They are meaning, spelling, pronunciation, word class, and word usage. The following is an explanation of each component:

1. **Meaning.** This section helps us understand the meaning of words. Students must understand the meaning of words in various contexts, such as denotative meaning, which means literal, and connotative, which means figurative or closely related. To read and communicate well, you must understand the meaning of words.
2. **Spelling.** Spelling includes how to spell words correctly. Students must gain an understanding of the spelling rules of the language to avoid spelling errors while writing.
3. **Pronunciation.** Pronunciation is concerned with how words are pronounced correctly. In order for them to be understood and understood by others, students must learn how to pronounce words correctly.
4. **Word Classes.** The classification of words based on their role and function in the sentence is known as “word classes”. This category includes nouns, verbs, adjectives, adverbs, and so on. Understanding word classes helps students understand sentence structure and syntax.
5. **Use of Words.** This section discusses how words are used in various communication contexts. Students must know when and how to use words in writing or conversation. This includes an understanding of formal and informal words as well as appropriate language style.

2.3 Definition Spotify



Spotify is a digital music streaming service that allows users to listen to millions of songs from various genres, artists and albums online. Founded in 2006 by Daniel Ek and Martin Lorentzon in Sweden, Spotify was officially launched to the public in 2009. The platform revolutionized the way people access and consume music by offering a subscription-based business model that allows users to listen to music without having to own music. Spotify, a music application, has evolved into a leading music streaming platform worldwide. Currently, according to data released on Spotify.com, Spotify has 60 million paid users and 140 million active music users globally. An infographic released by AdWeek shows that approximately 72% of Spotify users belong to the millennial generation (Cummings, 2016). Millennials have become the largest market segment utilizing music streaming applications like Spotify. For instance, there were 100 million Spotify users who downloaded the Android-based mobile app by November 2017 (Google Play, etc.). With the ongoing growth in smartphone penetration in Indonesia, the number of users is expected to continue increasing.

Until November 2016, 89.9 million people or 67.8 percent of Indonesia's internet user population used smartphones, according to APJII data (2016). Spotify offers an online advertising service called Spotify For Brands, providing various ad

formats for brands aiming to reach the millennial demographic, the primary active users of music streaming services (SpotifyForBrands.com, n.d.). Spotify Ad Studio is a new self-service audio advertising platform recently released by the company. With this service, marketers can manage various audio campaigns and reach customers at any time (Lacy, 2017).

Ultimately, the increase in Spotify users, coupled with the rapid development of mobile technology, has created a unique trend. Spotify has established a new industry standard (Osazuwa, 2014). With a large internet population in Indonesia, Spotify holds a significant market share. Spotify announced that Indonesia is the fastest-growing market in Asia. Overall, 3.9 billion songs have been streamed in Indonesia (Triwijanarko, 2017).

Based on the aforementioned data, interesting facts, and background, the author is interested in conducting research on Spotify as a platform that can be used to reach the millennial generation, leveraging the power of the app and various online advertising formats available within the Spotify for Brands feature.

Research on the Spotify music streaming application is considered highly important at present because most references available about Spotify originate from foreign sources, including research papers and journals predominantly written by authors from countries other than Indonesia. It's crucial due to the lack of recent references and journals specifically discussing Spotify and digital advertising in Indonesia. This encompasses how Spotify has evolved within Indonesia and other trends that align with the country's conditions. Previous research has primarily focused on Spotify in other nations, thus being less relevant

to Indonesia's situation. This research also holds significance because the majority of references rely on newer data and research, particularly within the last two years, supported by the latest information released by Spotify Indonesia.

2.3.1 Teaching Vocabulary using English Songs through Spotify

The use of Spotify resources in language learning can encourage students' interest in the subject. Learning media, according to Briggs (2002), is physical media used to convey information and learning material. Examples of this type of media include books, films, videos, and various other types of media. In addition, according to National Education Association (2004) states that learning media is a communication tool consisting of hardware technology and audio and print content. Especially English songs that can be accessed through the Spotify application, which is usually interesting for students to listen to because it allows them to learn and be entertained. Although music can directly express students' emotions, it still allows them to use their brains to examine the music and its content. Therefore, they feel energized and stressed by the material they are studying. The use of English songs via Spotify in learning English has been widely used by several researchers and teachers in schools because this activity can attract students' interest in learning. Apart from that, students can also easily find any type of music on any platform provided on the internet and there are various types of songs that are suitable for students who want to increase their vocabulary by listening to songs.

By listening to songs, students can get real language input, which is often difficult for students who are not native English speakers to receive. Students may feel the rhythm of the song, be enchanted, and be motivated to learn English because they

may be curious about the true meaning of the lyrics. Songs have been used by several researchers and teachers in schools in language teaching because this activity can increase students' interest in learning. Songs have many platforms that can be used as learning media, especially to improve students' vocabulary mastery and listening skills. Listiyaningsih (2016) stated that listening to songs in English can help students expand their vocabulary. In this way, students can increase their vocabulary by listening to songs, repeating them, noting unfamiliar vocabulary, and trying to memorize them.

The Spotify application can help teachers to be more creative in delivering material and help students learn English in class, giving students the opportunity to increase their vocabulary by listening to songs while learning English. In addition, there are various types of song genres available, which are especially suitable for students who are still in secondary school, where understanding the language, accepting new ideas, developing vocabulary, and understanding the meaning of the song itself are very important. Since students often hear native speakers singing slowly or quickly, teaching English through songs can have a positive impact on their vocabulary. These activities can be done both inside and outside the classroom.

2.3.2 The Challenges of Using English Songs through Spotify

There are two difficulties in teaching students to use English songs to improve their vocabulary;

1. Farmand & Pourgharib (2013) stated that some language teachers experienced difficulties when using English songs as teaching materials. They said that

students face problems such as pronunciation and meaning when songs are used in English classes. Due to the use of low-frequency and archaic words, some of the vocabulary and language used in traditional and popular English songs can pose difficulties for language learners.

2. Zaidan (2014) states that one of the challenges teachers must face is finding and selecting songs that are suitable for students, both in terms of vocabulary and topic or theme. Songs and lyrics must be chosen carefully to complement the target vocabulary because if the teacher decides on the wrong music that suits students, this hurts student's interest in learning.

Songs can be a useful pedagogical tool in the classroom despite these problems. Music can improve students' listening skills, pronunciation, and vocabulary as well as teach sentence structure. Additionally, music can increase students' motivation to study and help them learn more effectively.

2.3.3 Procedure of Teaching Vocabulary Using English Songs through Spotify

The procedure of teaching vocabulary using English Songs can be seen below:

Pre Activity:

1. Before class starts the researcher greets the students and prays together.
2. The researcher introduces himself to the students.
3. The researcher explains the material and activities that will be given today.
4. Researchers encourage students to learn by showing useful material and how education can be applied in everyday life.

Main Activity:

a) Pre-test:

The pre-test was given by researchers to assess students' ability to master vocabulary and to identify vocabulary that is already known and that is not yet known. The multiple choice questions contain forty questions related to understanding.

b) Treatment 1

1. Create a music playlist related to the vocabulary theme that will be taught.
2. Ask the students to identify the key words they learned in the song lyrics.
Discuss the meanings of these words and how they are used in the song's context.
3. Invite the students to sing the songs while emphasizing the key words found in the lyrics.
4. Provide further explanations about the meanings of the vocabulary and examples of how to use them in sentences.

c) Treatment 2

1. Select songs with various vocabulary variations.
2. Create a short quiz based on the songs, for instance: finding similar or related vocabulary in multiple songs, identifying synonyms or antonyms of vocabulary within the songs, or filling in the blanks in the lyrics.
3. Share the chosen song links on Spotify with the students.
4. Administer the song-based quiz either directly or through an online learning platform.

5. Award points as prizes to encourage student participation and engagement in the quiz.

d) Treatment 3

1. Choose a song that has commonly remembered lyrics.
2. Create a game like "Keyword Scramble," where students try to identify specific knowledge within the lyrics of the played song.
3. Prepare communication cards related to the song and conduct games like "Word Matching" or "Guess the Word."
4. Share the song with the students and encourage them to listen attentively.
5. Then, play the prepared games, either using vocabulary cards or games involving specific knowledge of the song's lyrics.

e) Post-test:

At the final research session, the researcher gave a multiple choice test (post-test), the same as the pre-test, to evaluate students' vocabulary and determine whether they improved it after therapy. Then, researchers will compare the pre-test and post-test scrolls to find out whether there is a significant increase in students' vocabulary.

Post Activity

1. Students receive feedback from the learning process
2. Students get feedback from researchers during the learning process.
3. Researchers provide incentives to students.
4. Students and researchers pray together before closing greetings.

2.4 Hypothesis

Ho: The use of the Spotify application does not improve students' vocabulary mastery of tenth-grade at SMA YP Unila Bandar Lampung in the academic year 2023/2024.

Ha: The use of the Spotify application improves students' vocabulary mastery of tenth-grade at SMA YP Unila Bandar Lampung in the academic year 2023/2024.