

CHAPTER I

INTRODUCTION

A. Background of the Study

A word in English is the smallest meaningful unit of language that can stand alone and convey meaning. According to Fromkin, Rodman, and Hyams (2018), words are composed of morphemes, which are the smallest linguistic units with meaning or grammatical function. In the process of language acquisition, vocabulary plays a crucial role in enabling learners to understand and produce language effectively. Nation (2013) emphasizes that vocabulary knowledge is a key component of language proficiency, influencing both comprehension and communication.

According to (Jacobs, 1998) Vocabulary has an important role in English language learning because one of the keys to mastering English is vocabulary knowledge. Vocabulary is the basic part that is first learned in language learning, it shows that students can understand and practice words and their meanings. The more vocabulary students have, the better their language skills, especially the ability to understand the subject matter and understand the meaning of a word, the more vocabulary they have, the easier it is to understand a sentence, and the easier it is to understand information quickly.

Vocabulary is the key to learning English successfully and is also necessary for fluent English speaking. Students who have a limited vocabulary will find it challenging to comprehend. Many students fail to master English vocabulary and find it difficult to understand. First, students are too lazy to learn vocabulary because they assume that English is a foreign Language. Second the students have difficulty in memorize the vocabulary. Third, they find it difficult to test because they have a limited vocabulary. Forth, students' problem in analyzing adjective vocabulary and difficult to differentiate between adjective vocabulary and other vocabulary.

One important aspect of vocabulary is adjective, which helps students to describe objects, express emotions and express opinions. According to Nation (2001), vocabulary knowledge, including adjectives, significantly impacts students' ability to understand and produce language fluently. Adjectives provide important details in communication, enhancing both oral and written discourse. Without sufficient mastery of adjectives, students may find it difficult to create meaningful and precise sentences. In an English as a Foreign Language (EFL) context, students often face challenges in expanding their adjective vocabulary due to limited exposure to authentic language use (Laufer, 1997). Therefore, incorporating engaging and interactive methods, such as using digital platforms, can enhance students' vocabulary learning experience (Godwin-Jones, 2018).

Using a song as a teaching tool is one way to teach vocabulary. Songs are helpful teaching aids for teaching English as a foreign language because, as most teachers are aware, children like to listen to music in the classroom (Sevik, 2012). Songs and music can aid in the learning of pronunciation, vocabulary, sentence structure, and cultural knowledge in addition to enhancing listening comprehension.

In this digital age, technology has reshaped the way language is taught and learned, offering tools that make the learning process more engaging and accessible. Music, for instance, has been widely acknowledged as a powerful medium for language learning. Gardner and Lambert (1972) suggest that music can stimulate emotional and cognitive engagement, which enhances language retention and acquisition. The lyrics in songs provide learners with authentic language input, including idiomatic expressions, slang, and colloquial terms that are rarely found in textbooks.

Technology can play a significant role in the educational process. In the process of teaching and learning, technology can be a useful and efficient tool. Students have access to a wide range of resources, including interactive training programs, multimedia teaching materials, and cutting-edge technology-based

applications, through digital platforms that are specifically made for English language learning. The researcher decided to utilize the Spotify app for this study because, in her opinion, it is user-friendly, enjoyable to learn, and compatible with both computers and smartphones. On April 23, 2006, Daniel EK and Martin Lorentzon founded Spotify. Spotify is an online music, podcast, and streaming video platform that offers millions of songs and other content from artists across the world to its customers.

Spotify provided services like synchronized lyrics, song recommendations, and music reviews. Real-time auto-generated lyrics have replaced Spotify's lyrics option due to user demand. As a result, kids may now see the music words in addition to listening to it thanks to Spotify's lyrics feature. This is an excellent chance for the instructor to use an app to teach English, particularly to help the students' vocabulary comprehension. The lyrics feature on Spotify may liven up a boring classroom and encourage critical thinking and work from all of the kids. Additionally, this approach can arrange a time that is more favorable to the learning process and doesn't require the teacher to spend a lot of time or energy creating media materials.

Based on the explanation above, the researcher conducted research with the title “The Influence of Using Lyrics Feature on Spotify to Improve the Adjective Vocabulary Mastery of High School Students”. Students' vocabulary mastery is expected to improve as a result of this study with the use of Lyrics Feature on Spotify in language learning and the improvement of English vocabulary mastery.

B. Research Questions

In this study, there are three research questions that the researcher proposed in this research:

1. What is students' adjective vocabulary mastery before using lyrics feature on Spotify?

2. What is students' adjective vocabulary mastery after using lyrics feature on Spotify?
3. What is significant difference in students' adjective mastery before and after using lyrics feature on Spotify?

C. Research Purposes

In this study, there are three research purposes that the researcher proposed in this research:

1. To find out students' adjective vocabulary achievement before using lyrics feature on Spotify.
2. To find out students' adjective vocabulary achievement after using lyrics feature on Spotify
3. To find out if there is a significant difference in students' adjective vocabulary mastery before and after using lyrics feature on Spotify

D. Research Significances

This study is intended to be useful and to have a future impact on the field of education. Therefore, this study aims to make theoretical and practical contributions to the future of education. In this research, there are two research significance, theoretical and practical significance.

1. Theoretical Significance

Offering a fresh and more understandable viewpoint on the usage of Spotify as a vocabulary-learning tool for students, which can serve as a reference for additional study. This study also emphasizes the advantages of teaching vocabulary which is to increase or enrich vocabulary.

2. Practical Significance

A. For the teacher

The results of this study are hoped to be useful for English teachers to choose a good way and use teaching methods that can make students more active and interested in learning vocabulary.

B. For students

The results of this study are helps students to reflect on their ability to master the vocabulary. It can also be used as material to reflect on the habit of listening to music on Spotify, and whether it is too much or not enough. In addition, it could be a reason for them to reduce the frequency of their learning or to increase English on Spotify.

E. Conceptual Framework

Language's base is its vocabulary. This is due to the fact that vocabulary is the most crucial aspect of learning any language. A large vocabulary allows us to exchange and comprehend information, communicate our thoughts and ideas, and comprehend what others are saying. According to Bai (2018), learning a language requires proficiency in three areas: grammar, vocabulary, and pronunciation. The ability to read, write, speak, and listen in English is a prerequisite for all language skills, including English as a Foreign Language (EFL) and English as a Second Language (ESL), according to Nation (2001). In conclusion, vocabulary is the first thing we need to learn if we are to master any language, including English. The more vocabulary we have, the greater our chances of being able to communicate fluently.

From Thornbury's Theory on Vocabulary Importance, Thornbury (2002) states, "Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed." Vocabulary is at the center of English language teaching, because without sufficient vocabulary, students cannot understand or express their ideas. Learning vocabulary effectively supports all-round reading, writing,

listening and speaking skills. This theory supports the importance of vocabulary mastery as a foundation for improving overall English language skills.

These days of modern digital age, students are able to utilize different types of digital media to support their learning. On a mobile device, students can look up or download a variety of resources, applications, or materials pertaining to English vocabulary. Mahdi (2017) stated that in order to improve the learning of vocabulary, teachers can implement it through mobile devices. These days, there are a lot of media, applications, web, ETC, that may be utilized to acquire English vocabulary. One of them is Spotify.

According to Multimedia Learning Theory (Mayer, 2001), learning is more effective when information is presented through a combination of verbal and visual modes in an organized and complementary manner. This multimodal approach encourages deeper cognitive processing, as learners are better able to connect and integrate different types of information. The relevance of this theory to the study lies in the fact that Spotify's lyrics feature provides a well-structured multimodal learning experience. The combination of text (lyrics) and audio (music) allows students to contextualize the meaning of new words more effectively.

This research aims to study the influence of a vocabulary mastery by using lyrics feature in Spotify. For conceptual framework outlines the steps and elements of this research they are, the first is input. The starting point is the student's level of vocabulary mastery, as measure by a Pre-test. In this study there are 2 classes, experimental class and Control class. For experimental class, this group receives the treatment while control class does not receive the treatment. After the treatment is given, both groups are do Post-test to measure their vocabulary mastery. The last is output, the scores of post-test will reveal the effectiveness of using lyrics feature to improve the vocabulary mastery. The conceptual framework of this research is illustrated as follows:

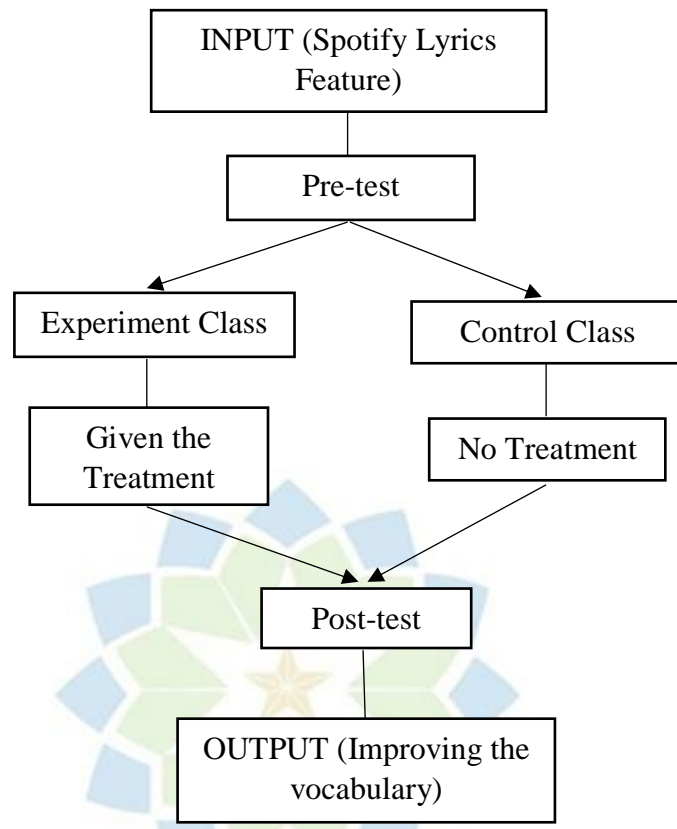


Figure 1.1 Conceptual Framework

F. Hypothesis

The hypotheses focus on the impact of the independent variable, the use of the Spotify lyrics feature, on the dependent variable, students' vocabulary mastery. Statistically, research hypothesis is expressed as follow:

1. Null Hypothesis (Ho)

Ho = “There is no statistically significant difference between the independent variable and the dependent variable. In other words, there is no significant difference in students’ adjective vocabulary mastery before and after using the lyrics feature on Spotify.

2. Alternative Hypothesis (Ha)

Ha = “There is statistically significant difference between the independent variable and the dependent variable. In other words, there is significant difference in students’ adjective vocabulary mastery before and after using the lyrics feature on Spotify.”

G. Previous Study

The first previous study was conducted by Rizki and Nugrahini (2023) in Universitas Bhinneka PGRI, Tulungagung. The research used the quantitative method and used pre-experimental design. They conducted research on nineteen fourth-semester students from Universitas Bhinneka PGRI, Tulungagung's English education department. The results are “Because the majority of pupils said they could remember the words more easily when they were in a song. Thanks to Spotify's song lyric feature, vocabulary development among students was encouraged”. This indicates that the Spotify Song Lyric Feature has a major impact on raising pupils' vocabulary proficiency.

The findings of the second study, which was carried out by Adawiyah (2017) in Junior High School at SMP N 10 Tangerang Selatan by the title “The Effectiveness of Popular Songs in Improving Students' Listening Skill”. The research used quantitative method and used A Quasi-experimental Study at the Seventh Grade Students of Junior High School. The sample was 80 of the seventh year students of SMP N 10 Tangerang Selatan and the sample classes are VII.5 and VII.6. From this research is there is a strong effect of using popular song in improving students' listening skill, and there is a significant vocabulary mastery affected the use of song lyric."

The third study is from Rachmawati et al. (2020). The article entitled “Male and Female Students’ Perception on the Use of Popular Song to Improve Students’ Vocabulary Mastery”. The research conducts at one of Vocational High School in Ciamis. The research used qualitative method. The sample of

the study was 32 first year students in Vocational high school. A qualitative case study was employed and the data were obtained through the observation and questionnaire. The result of this study is using popular song as one of the solution to solve that problem has to be developed by the teachers because there are some activities that could make teaching learning. English more fun and enjoyable especially in improving students' vocabulary mastery because it is rich with vocabularies

The next study is from Zamin, et. al. (2020) in a local university in Malaysia. In the study "Learning Vocabulary Through Songs: A Study On The role Of Music In Teaching Verbs". The research employed a quantitative approach in this study. In this quasi-experimental study, students who were the respondents underwent a pre-test and post-test. There were 29 students in the control group and 24 students in the experimental group. The result of this research is the use of songs can increase vocabulary acquisition among English language learners at tertiary level. The use of songs is able to provide a fun way of picking up new words.

The fifth study is from Meganathan et. al. (2024) in Malaysia by the title "Exploring vocabulary growth through songs: An in-depth interview of Malaysian undergraduate students". A qualitative approach was applied in this study to investigate undergraduate students' perceptions, and experiences. This study consists of five undergraduate students in a private university in Kuala Lumpur, Malaysia. The result of this study that while listening to English songs undergraduate students in Malaysia improve their English language by learning new words, accent and improving pronunciation. Learners benefit from the autonomy to choose strategies they deem suitable for their learning, while also benefiting from teachers' guidance on various strategies to employ.

Although various studies have shown the benefits of songs in vocabulary learning, most of them focus on high school and university students or general learners. In this research focusing on Senior High School, especially in the context of using digital apps such as Spotify. In addition, the interactive aspect

of Spotify's real-time lyrics feature has not been explored in depth, so there is an opportunity to evaluate its impact on college students' motivation and vocabulary mastery. The population and sample employed in this study differ from those in earlier research. Additionally, this study will identify if there is a difference in vocabulary mastery between students who use the lyrics feature on Spotify and those who do not use it. Furthermore, the timing and methodologies differ from those of the earlier research.

