

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It consists of the background of the research, research questions, research purposes, research significance, conceptual framework, hypothesis, and previous studies.

A. Background of the Research

English is used worldwide in education, business, and technology by Crystal (2003). Consequently, it is important for students around the world, including in Indonesia, to learn English by Lauder (2008). According to second language acquisition research, listening is critical for vocabulary development and general linguistic competence, according to Vandergrift & Goh (2012) and Rost (2011).

English is taught as a foreign language in Indonesia from secondary to higher education since it is regarded an essential competence for students to be successful in their educational and professional lives. Therefore, the development of English competency has been one of the main objectives of English language instruction in Indonesian schools.

To achieve English proficiency, students are expected to master the four language skills: listening, speaking, reading, and writing. These language skills are supported by several language components, among which vocabulary is considered one of the most fundamental. Without sufficient vocabulary, learners may experience difficulties in understanding spoken and written texts, expressing ideas, and participating in communication effectively. Nation (2013) emphasizes that vocabulary knowledge is central to language learning because it provides learners with the foundation for understanding and producing language.

Similarly, Schmitt (2010) argues that vocabulary is a key predictor of language proficiency since learners cannot communicate successfully without knowing the meanings of words. Consequently, vocabulary mastery plays an essential role in helping students improve their overall English competence.

Vocabulary can be learned through many learning methods both in and outside the classroom. One of the best methods to pick up vocabulary is by exposure to the

language, particularly hearing. Vandergrift and Goh (2012) state that listening offers learners authentic language input, which allows them to identify pronunciation, meaning and vocabulary in a natural manner. Similarly, Rost (2011) argues that hearing is not only a receptive talent but also an active cognitive activity that enables learners to generate meaning from spoken language. Vocabulary acquisition can be gradually achieved by repeated listening which makes learners more and more familiar with the vocabulary, pronunciation and linguistic patterns. Listening to English music has become one of the most interesting and easiest ways for students to learn English among many other listening activities.

Songs expose learners to the actual language in meaningful context which increases learners' motivation and reduces their fear in language acquisition. Repeated exposure to lyrics will probably result in learners' exposure to unexpected vocabulary, common idioms, pronunciation patterns and grammatical structures. Students learn words in context and remember and use the vocabulary in everyday communication, rather than memorization of vocabulary lists in isolation, by listening to songs. Therefore, English songs are becoming more and more popular as useful supplemental tools for learning the English language.

The fast growth of the digital technology has greatly impacted the method that students access to English learning resources. Students now have several digital channels to experience English outside the classroom, rather than relying on classroom teaching. Spotify is one of the most popular music streaming platforms, with millions of English songs from different genres, artists and countries. Spotify gives you limitless access to music, but also a number of tools that can arguably help language learning, including synced lyrics, playlist recommendations, playback functions and tailored song selections. These features offer chances for learners to listen to English songs over and over again and follow the lyrics at the same time, so improving the chances for incidental vocabulary learning.

The popularity of Spotify among teenagers implies that digital platforms have become integrated into students' daily life for exposure to English. Many students listen to English music not only for fun but also as part of their daily routines whether studying, travelling, exercising or relaxing. Such listening habits may

allow continual exposure to English terminology outside the classroom. Repeated exposure does not, however, inevitably lead to language acquisition. Students differ in their frequency of listening, the amount of attention paid to the song lyrics, their motivation to grasp foreign phrases and the tactics they use when listening. Therefore, kids who listen to English songs for the same duration could have varying levels of vocabulary mastery.

Based on the preliminary observation that was made at SMAN 25 Bandung, many eleventh-grade students often use Spotify to listen to English music since it is conveniently accessed by their smartphone. English songs are one of the most popular types of entertainment for pupils. However, pupils still show different levels of competence in their vocabulary knowledge in learning English even when they have frequent exposure. Some students are able to identify and comprehend most of the English vocabulary they hear in songs, while others still struggle to comprehend common vocabulary used in classroom activities. The results indicate that listening to English songs on Spotify does not always mean higher vocabulary learning. Therefore, it is vital to find out whether students' listening habits are genuinely connected with their vocabulary knowledge.

Several previous studies have generally reported that listening to English-language songs contributes positively to vocabulary learning, and a number of studies have also examined Spotify as a medium for English language learning. However, most of these studies have focused on experimental classroom activities, general listening habits, or college students, while only a few have investigated the natural listening habits of high school students in Indonesia through Spotify. Furthermore, previous studies have mostly reported positive findings, so evidence regarding whether students' daily listening habits via Spotify are consistently linked to vocabulary mastery in various educational contexts remains limited. Therefore, further research is needed to provide empirical evidence in different contexts.

Based on these considerations, this study examines the correlation between the listening habits to English songs on Spotify and vocabulary mastery of eleventh-grade students at SMAN 25 Bandung. By examining students' listening habits and their vocabulary proficiency simultaneously, this study is expected to contribute to

the existing body of knowledge regarding informal digital language learning. The findings of this study are also expected to provide useful information for English teachers regarding the potential role of Spotify as a supplementary learning resource, as well as to offer recommendations for integrating digital listening activities into English language instruction more effectively.

B. Research Questions

This quantitative research has three main research questions. The questions are stated below:

1. What are the listening habits to English songs on Spotify of eleventh-grade students at Senior High School in Bandung?
2. What is the level of students' vocabulary mastery of eleventh-grade at Senior High School in Bandung?
3. How significant is the correlation between listening habits to English songs on Spotify and eleventh-grade students' vocabulary mastery at Senior High School in Bandung?

C. Research Purposes

Based on the research questions, the researcher explores the purpose of the study as follows:

1. To identify the listening habits to English songs on Spotify of eleventh-grade students at Senior High School in Bandung.
2. To measure the level of students' vocabulary mastery of eleventh-grade at Senior High School in Bandung.
3. To determine any significant correlation between listening habits to English songs on Spotify and eleventh-grade students' vocabulary mastery at Senior High School in Bandung.

D. Research Significances

This study can contribute to a better understanding of vocabulary learning through digital media, particularly the relationship between students' habits of listening to English-language songs on Spotify and their vocabulary proficiency. These findings can provide empirical support for understanding how regular exposure to English through digital music platforms relates to vocabulary

development, especially from the perspectives of Habit Theory and vocabulary knowledge.

E. Research Scope

This study examines the correlation between listening habits to English songs on Spotify and their vocabulary mastery among eleventh-grade students at SMAN 25 Bandung in the 2025/2026 academic year. The independent variable is Listening Habits to English Songs on Spotify, which refers to students' habitual listening behaviors measured through six behavioral indicators: listening frequency, listening duration, song repetition, lyric engagement, vocabulary lookup, and listening consistency. The dependent variable is Students' Vocabulary Mastery, which is measured through an objective multiple-choice test assessing students' knowledge of word meanings, synonyms, antonyms, contextual meanings, and collocations.

This study employs a quantitative correlational research design to determine whether a statistically significant relationship exists between the two variables without implementing any treatment or intervention. Therefore, the findings are limited to explaining the correlation between students' listening habits toward English pop songs on Spotify and their vocabulary mastery based on derived from the selected songs. This study does not examine other music genres, other music-streaming platforms, or other factors that may influence vocabulary mastery, such as learning motivation, vocabulary learning strategies, classroom instruction, reading habits, language proficiency, or other forms of English exposure outside Spotify.

F. Conceptual Framework

This study is based on two main theories of Habit Theory (Charles Duhigg, 2012) and Vocabulary Mastery (Webb & Nation, 2021). In this study, the independent variable is Listening Habits to English songs on Spotify, while the dependent variable is Students' Vocabulary Mastery.

Table 1.1. Conceptual Framework

Listening Habits to English Songs on Spotify (X) Indicators: a. Listening Frequency b. Listening Duration c. Song Repetition d. Lyric Engagament e. Vocabulary Lookup f. Listening Consistency Habit Theory (Charles Duhigg, 2012)	Correlation	Vocabulary Mastery (Y) Indicators: a. Word Meaning b. Synonyms c. Antonyms d. Contextual Meaning e. Collocations Webb & Nation (2021)
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The conceptual framework is primarily based on Habit Theory proposed by Charles Duhigg (2012), which explains that habits are behaviors performed repeatedly and consistently until they become part of an individual's daily routine. In the context of this study, listening habits refer to students' recurring listening behaviors when using Spotify to listen to English songs. These behaviors are reflected through several observable indicators, namely listening frequency, listening duration, song repetition, lyric engagement, vocabulary lookup, and listening consistency. These indicators represent students' actual listening practices rather than their perceptions or attitudes toward English songs.

The dependent variable, Vocabulary Mastery, is based on the framework proposed by Webb and Nation (2021), who explain that vocabulary mastery involves learners' knowledge and understanding of words, including their meanings and appropriate use in different contexts. In this study, vocabulary mastery is measured through students' ability to identify word meanings, synonyms, antonyms, contextual meanings, and collocations using an objective vocabulary test.

Based on these theoretical foundations, this study assumes that students who demonstrate stronger listening habits to English songs on Spotify are more likely to achieve better vocabulary mastery. Therefore, this research aims to examine

whether there is a statistically significant correlation between students' listening habits to English songs on Spotify and their vocabulary mastery among eleventh-grade students at SMAN 25 Bandung.

G. Hypothesis

The hypotheses for this research are stated as follows:

Null Hypothesis (H_0): There is no significant correlation between listening habits to English songs on Spotify and students' vocabulary mastery.

Alternative Hypothesis (H_1): There is a significant correlation between Spotify listening habits and students' vocabulary mastery.

H. Previous Studies

Numerous researchers have investigated the relationship between English songs and vocabulary learning among EFL students. The growing interest in this topic is closely related to the increasing use of music as an authentic language learning resource. English songs provide meaningful language input, expose learners to contextualized vocabulary, and create enjoyable learning experiences that may encourage students to learn English outside the classroom.

As digital technology continues to develop, music streaming platforms such as Spotify have become one of the most accessible media through which students can regularly engage with English songs. Therefore, many scholars have examined whether students' listening habits contribute to vocabulary development.

Several previous studies have explored the relationship between students' habit of listening to English songs and vocabulary mastery using quantitative correlational approaches. Bernanda et al. (2022) investigated senior high school students' listening habits and vocabulary mastery through questionnaires and vocabulary tests using a correlational research design. Similarly, Balerina et al. (2022) examined the correlation between students' listening habits with English songs and vocabulary mastery among Indonesian EFL learners using quantitative methods. These studies indicate that listening habits have become an important issue in English language learning, particularly in vocabulary acquisition.

The topic has also attracted the attention of researchers from different educational settings. Yulianto and Handayani (2024) conducted a correlational

study involving senior high school students to examine the association between students' habit of listening to English songs and vocabulary mastery. Likewise, Kamila et al. (2025) investigated the same variables among university students using questionnaires and vocabulary tests. These studies demonstrate that the relationship between listening habits and vocabulary mastery continues to receive considerable attention across different educational contexts.

With the rapid advancement of digital technology, recent studies have begun to shift their attention from English songs in general to digital music streaming platforms, particularly Spotify. Ambarwati and Komara (2025) specifically investigated students' habit of listening to English songs on Spotify and its relationship with vocabulary competence. Their study reflects the growing integration of digital platforms into English language learning and highlights Spotify as a popular medium among Indonesian EFL learners.

Besides correlational studies, Spotify has also been investigated from an experimental perspective. Permani et al. (2025) examined Spotify as an instructional medium for vocabulary learning. These studies indicate that Spotify has increasingly been recognised not only as a music streaming application but also as a learning medium that can support English language instruction, especially vocabulary learning.

Other studies have looked into Spotify from various perspectives. Rezi et al. (2025), for example, investigated students' experiences with using viral English songs on Spotify to improve listening abilities. Although the dependent variable differs from that of the current study, the findings show that Spotify has become a popular platform for English learning and needs additional exploration in terms of other language components.

Undergraduate studies have also included listening habits and vocabulary mastery. Hairani (2025) conducted a quantitative correlational study at MAN Tapanuli Selatan to evaluate the association between eleventh-grade students' habit of listening to English music and vocabulary acquisition. This study demonstrates that the topic continues to be of interest to English language education researchers.

Although previous studies have extensively discussed English songs, vocabulary mastery, and Spotify, most have focused either on general listening habits or on Spotify's effectiveness as a learning medium. Only a limited number of studies have specifically examined Indonesian senior high school students' listening habits for English songs on Spotify using a correlational design. Moreover, differences in educational settings, participant characteristics, and research contexts suggest that further investigation is still necessary.

Therefore, the present study attempts to investigate the correlation between listening habits to English songs on Spotify and students' vocabulary mastery among eleventh-grade students at SMAN 25 Bandung. By focusing on students' habitual exposure to English songs through Spotify in a different educational context, this study is expected to enrich the existing literature on technology-assisted language learning and provide additional evidence regarding the relationship between digital listening habits and vocabulary mastery.

