

ABSTRACT

Agudan, Puja Galib Panji (2026) The Correlation between EFL University Freshmen's Habit in Listening to English Songs on Spotify and Their CEFR Level of English Vocabulary Mastery

Vocabulary mastery is essential for successful English language learning because it enables learners to understand and use the language effectively. Although Spotify provides EFL learners with frequent exposure to English songs, little empirical evidence has examined whether students' listening habits on the platform are associated with their vocabulary mastery. Therefore, this study investigated the correlation between EFL freshmen students' habit of listening to English songs on Spotify and their English vocabulary mastery based on the Common European Framework of Reference for Languages (CEFR).

This study employed a quantitative correlational research design involving 21 first-year students at an Islamic university in Bandung. Data were collected using a listening habit questionnaire adapted from Verplanken and Orbell's habit theory and a CEFR-based vocabulary test. The data were analyzed using the Pearson Product-Moment Correlation.

The findings revealed that the participants demonstrated varying levels of vocabulary mastery, ranging from A1 to B2. The correlation analysis showed a weak negative correlation between students' listening habits and their vocabulary mastery ($r = -0.276$). However, the relationship was not statistically significant ($p = .225$), indicating that students' habit of listening to English songs on Spotify was not significantly associated with their CEFR-based vocabulary mastery.

In conclusion, the findings indicate that listening to English songs through Spotify, as a habitual activity, does not necessarily contribute to higher levels of vocabulary mastery. Vocabulary development appears to be influenced by multiple factors beyond listening habits, including learners' vocabulary learning strategies, the quality and intensity of language exposure, motivation, and engagement in intentional vocabulary learning. Future studies are recommended to involve larger samples and examine additional variables that may better explain learners' vocabulary development.

Keywords: CEFR, EFL learners, English songs, Spotify, vocabulary mastery.