

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

Vocabulary is the basic access to a language Bai(2018:43).It is the foundation of a pyramid. Without words, there would be no language structures. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, techniques, exercises and practice have been introduced into the field to teach vocabulary Schmitt (2020:60). It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge.

Teaching students learn vocabulary mastery aims to help them become better learners. Learning vocabulary involves students intent, seeing and listening, putting it into mind and then learning it. Acquiring vocabulary mastery skills effectively is considered as the main goal for students. Mastering vocabulary allows students to concentrate on the proper use of language and, because they think while mastering vocabulary, it can encourage the development of high school students' enthusiasm for learning. Vocabulary can be used for a variety of for grammar instruction to being the main syllabus strand in and of itself. When given the opportunity for vocabulary, students find solutions to their difficulties. One of the challenges in learning english in this case is vocabulary.

Spotify is a popular digital music platform among students, and has been used as a learning resource by teachers around the world.Septiara(2022:6) said that using spotify application can improving in learning to add language of the Affected

According to English has four skills namely listening ,speaking,reading ,and writing.In this part vocabulary needed.There are some ways to improve students vocabulary mastery they are youtube,instagram and spotify and others.spotify playlist application is one way to improve students vocabulary mastery.indirectly students can create the song playlist where teacher and students enjoy together.students also can share their knowledge and experience to others.students can develop their vocabulary and can understand the meaning of words.in this study the students will make their own vocabulary with the spesific songs.Even though students realize the importance of vocabulary when learning language ,most students learn vocabulary passively do to to several factors.first they consider the teacher"s explanation for meaning or defenition ,pronounciation,spelling and grammatical functions boring.

Murphey cited in Millington (2016:22) Songs can even be effective tool used to learn vocabulary, phrase structure, and language patterns. Using the media as a learning object can help students achieve their goals. Researcher Introduces Spotify is a well-known music playlist. The population in this study were Junior High School.This research demonstrated that using a song from the Spotify music application to teach vocabulary aquisition to students in senior high school was an effective method. The differences between this study and my research is the focus of the study. The purpose of this study was to determine whether or not using Spotify playlist program may give the impact help students improve their vocabulary knowledge. In contrast, the purpose of my study is to determine whether or not the Spotify playlist is an effective way to teach vocabulary.

High school students struggle to follow the curriculum, they claim that learning English is difficult and boring, especially in adding new vocabulary, maybe because teaching

techniques are boring. To increase student learning motivation teachers must make different techniques such as developing new media, especially those that can help them add new vocabulary. according to the author adding new vocabulary to students using spotify playlist makes it easier for students to learn English, especially in adding new vocabulary to students. spoify playlist can be used as a strategy and media for students to help motivate students to be able to add new vocabulary for them.

In this study the researcher aims to offer a simple method to teach students how to add new vocabulary using Spotify instead of them using Spotify to listen to songs just like that, because by using Spotify playlist application they can add new vocabulary to them. Spotify is a modern media application that is used by many people to listen to songs, podcasts, and radio. To listen to the songs specified by the author, he will create a playlist of songs with the theme of love. Spotify provides song lyrics and translations so that it can make it easier for students to listen to words and the meanings of words contained in the song. That's why the writer is interested in conducting this research, that the Spotify application can affect students' learning interest in adding new vocabulary. Based on Preliminary research in SMP Negeri 10 Medan on second grade, the researcher found that the students bord to remember many vocabularies.

However it was found that the sudents were lack of interest in learning and it was difficult for them to memorize new vocabulary taugh. In order to make the students interested in learning vocabulary ,attractive technique is needed to support the teaching and learning activity. Technique of teaching vocabulary have a different in other technique.

Some students at Junior High School in SMP N 10 Medan, still cannot communicate in English. it can be seen from the students score in table that gotten from

preliminary research.They can neither speak or write .The students feels as if english lesson was very frightening and difficult,Hence they lose motivation to learn english .this problem comes about due to the teaching learning always take place in the same way every classes.

the word For example hard,lucky,people,etc.Some students were still lack of vocabulary.Many students get bad score when they were given the test.Because of it,the problem must be solve by giving the treatment.There are some method to do ,like using spotify playlist when teaching learning process through mobile phone.

**Table 1.1 The Results of Preliminary Research**

NO	Students Initial	Score of Vocabulary Test
1	AB	40
2	AZ	60
3	BD	40
3	EW	54
4	TH	43
5	HH	39
6	FG	60
7	JK	43
8	SA	45
9	DF	50
10	VD	45
11	CXF	34
12	DFB	54
13	ERE	60
14	WSF	40
15	IKI	54
16	XFG	45
17	SDX	40
18	ET	30
19	BIO	34
20	DON	45

Based on preliminary research, the researcher decided to utilize songs from the Spotify Playlist as a media for learning vocabulary throughout this research. The vocabulary learning method uses Spotify Application. The researcher chose this topic because there are some main reasons. The first reason is a personal matter, with the researcher own experience with this application. The researcher would listen to songs and read the lyrics and even the researcher would look up the lyrics of my favorite songs in the dictionary, this makes me never forget these words, even though the researcher hardly ever use them, and the researcher want to know if this method will work. The second reason is that many people like to listen to music all the time on their mobiles anywhere and anytime. Even at the convenience store or on the bus they play songs. Therefore the researcher think that she can get them used to listening to music by learning the songs so that learning vocabulary becomes more fun, easy and more effective. The researcher used quantitative method research design is used to determine whether the effectiveness of Spotify Music Application in vocabulary learning. From the description above, the researcher conducted research entitled “ *The Effect of Spotify Playlist into Student’s Vocabulary Mastery at SMP Negeri 10 Medan*”.

## **1.2 The Problem of The Study**

Based on the background of the study the problem in this study was formulated as follow: Does Spotify Playlist Application affect Students Vocabulary Mastery?

## **1.3 The Objective of the Study**

Based on the background of the study, the problem statement of this study is “know The effect of using Spotify Application into students Vocabulary Mastery at SMP Negeri 10 Medan.

#### **1.4 The Scope of the Study**

There are some applications in education that can be used to learn vocabulary like instagram,youtube and spotify.This study will focus on using Spotify to increase students vocabulary mastery by using love theme song.This study will be conducted in tenth grade of SMP Negeri 10 Medan.

#### **1.5 The Significances of the Study**

In this study, the researcher hopes the results can give contribution to:

##### 1. Students

The researcher hopes that by having students listen to a song selected from the Spotify Playlist Application , they would be able to increase the amount of students vocabulary mastery. The students like and are interested in the learning cycle without dismissing the learning process itself. Additionally, they are more aware of English courses than they were in the past, and they have a more realistic view that learning English is not frightening or difficult.

##### 2. Teachers

English teachers can use a variety of media to teach English, particularly vocabulary. The media can be used by English teachers to provide answers to students' challenges, especially in vocabulary.

##### 3. The readers or the other Researches

The researcher may be able to find a good vocabulary teaching technique by using the Spotify Music App. It also includes ideas for improving creativity in learning methods, particularly when teaching vocabulary.

## **1.6 The Defenition of the key terms**

### **1. Teaching vocabulary**

Teaching vocabulary is the systematic transfer of knowledge about the words contained in a language

### **2. Media**

Media is a device or tool that can be used to help with teaching and learning process.

### **3. Spotify Playlist**

Spotify Playlist is a music program that displays a variety of favorite English music genres used. This feature, which can encourage students to learn new vocabulary, is available to users free of charge. This program will display the lyrics of the music even if it is playing in the background.

## **1.7 Hypothesis**

Hypothesis is a statement that predicts how variables are related to one another. Hypothesis is a temporary answer to the formulation. Because it is still temporary, its need to be verified through empirical data collected. Researchers use two hypotheses based on the background of the problem above, there is an alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_0$ ).

$H_a$ : there is a significant difference between students' achievement in vocabulary mastery which is taught by using English songs from Spotify and without Spotify Playlist.

$H_0$ : there is no significant difference between students' achievement in vocabulary mastery which is taught by using English songs from Spotify Playlist and without English songs from Spotify playlist.

## **CHAPTER II**

### **LITERATURE REVIEWS**

#### **2.1 Theoretical Framework**

##### **2.2.1 Listening**

The value of listening is who claimed that "listening is a key component of language learning and teaching, because learners in the classroom are more listening than speaking." It means that listening is an integral aspect of everyday lives, and by listening we can interpret the context. Russel also says in Hichem (2013:8) that listening is listening with understanding, attention and appreciation. Then listening requires to integrate language skills, such as grammar, comprehension of vocabulary, writing, speaking, and reading. Listening capabilities may be meant to be the ability to pay attention or hear something. Yet listening is not the same thing as hearing. Hearing is simply an involuntary, passive operation. It's easy to detect sounds without actively intervening in the process. When listening to the brain, it is not possible to translate the words automatically into the message they express. That is essentially what determines the meaning and the message of the sounds or words through listening. It is an active process that involves much more than allocating sounds or words to labels. It means that we should understand the meaning of what we hear, so listening is an active ability.

##### **2.2.2 Vocabulary**

Vocabulary is not only confined to the meaning of words but also included how vocabulary in a language is structured: how people use and store words but how they learn words and the relationship between words, phrases, categories of words and phrases

Susanto(2017:57).

### **2.2.2.1 Learning Vocabulary**

Vocabulary is a collection of several words that are combined so that they have meaning and significance. Vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication. Considering the importance of vocabulary acquisition, Schmitt (2020:4) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language.

The importance of vocabulary is demonstrated daily in and out of campuses. In classroom, the achieving students possess the most sufficient vocabulary. Alqahtani (2015:12), Furthermore argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication. Some research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome Alqahtani (2015:12).

From the above explanation, it can be concluded, language teachers and applied linguists now generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively.

### **2.2.2.2 Teaching Vocabulary**

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words Alqahtani, 2015:24). It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many

teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning Berne & Blachowicz(2018:112). Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language Walters(2014:67). Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language.

In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible Pinter(2017:38). The followings are some techniques of teaching vocabulary as proposed by some experts.

1. Teaching Vocabulary using Objects

This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words

2. Teaching Vocabulary by drilling, spelling and Active involvement

Employing this technique, the teacher encourages the students to find out word's meaning by elicitation. Elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding Thorbury(2019:59). This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life. Related to the above techniques, Pinter (2017:72) argues that teachers are suggested to conduct planned presentations of vocabulary as various as possible, so it is better that teachers

present word meaning and form by combining more than one technique.

3. Teaching Vocabulary using drawing and picture

Teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

4. Teaching vocabulary using Mime, Gesturing and Expression

Expression on communication Alqahtani (2015:29). At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad", "happy"; mime and taking a hat off your head to teach hat and so on. Several studies have emphasized the role of gestures in second language (L2) acquisition Alqahtani (2015:9). It is commonly acknowledged that "teaching gestures" capture attention and make the lesson more dynamic

5. Teaching vocabulary enumeration and contrast

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various

items. Teacher may list a number of clothes e.g. address, a skirt, trousers etc ,and then the meaning of the word "clothes" will become clear. The same is true of „vegetable“ or“ furniture”, “for example Gruneberg & Sykes, (2020:60). Some words are easily explained to learners by contrasting it with its opposite, for instance, the word" good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "red", there is an "in between" word ”pink”.

#### 6. Teaching Vocabulary through Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists Dubin,(2017:180). Alqahtani (2015:19) claims that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read.

#### **2.2.3.2 Vocabulary Learning Strategies**

Strategies are communicative procedures that learners use in order to learn and use language. Strategies also involve mental in the learning process Nunan (2016:87). Learning strategies are the thoughts and actions that individuals are using to accomplish a learning goal.

As has been defined, language learning strategies could be any kinds of actions, tactics, plans, thoughts which language learners have maximized to help them to

facilitate the comprehension, storage, retrieval, and also the use of information to their vocabulary learning process. The features of language learning strategies are also worth discussing as they may share some common characteristics with vocabulary learning strategies. As the core discussion of this research is vocabulary learning strategies would still deal with the language learning strategies as the bigger picture of features of language learning process.

Oxford proposed the important features of language learning strategies. There are a variety of language learning strategies that may have the potential to facilitate language learning ,Oxford vocabulary has been found as an essential component of second language learning classroom,and also as a major resource for language use, and one could not learn a language without learning vocabulary. Hence, vocabulary learning is of great importance as vocabulary is an important unit to build up skills and knowledge. Anyhow, learning vocabulary items is not such a simply matter of committing them to memory, but how to use them in appropriate situations as well as how to expand the knowledge of one's vocabulary is also crucial. This is where vocabulary learning strategies play role.

As language learners may experience getting new words in a variety of ways in the classroom through the teacher's language, through the language of other learners, or through learning materials, so vocabulary has long been found as language learners' big problem that could block their language learning road. highlights the ultimate role of the teacher, besides explaining new words to learners, is to build independence to learners. There are some ways, such as by training them good strategies for vocabulary learning, and build their independency to master new words, and other creativity they may have to master the words.

#### **2.2.4.2 The Use of Songs as Authentic Listening Material**

The use of genuine content is an important aspect to take into account when developing material for hearing ability. Students are given the ability to learn the abilities required to interpret and use vocabulary that is typically used in actual circumstances through the use of realistic content. Therefore, to help them become more communicatively capable, it is crucial to have the ability to introduce students to instances of actual language use as much as possible. According to Ur, listening behavior focused on the scenario of virtual real life is likely to be the most fascinating and inspiring to do than the process of interpreting textbooks.

#### **2.2.3 Vocabulary Mastery**

##### **2.2.3.1 The Definition of Vocabulary Mastery**

The use of genuine content is an important aspect to take into account when developing material for hearing ability. Students are given the ability to learn the abilities required to interpret and use vocabulary that is typically used in actual circumstances through the use of realistic content. Therefore, to help them become more communicatively capable, it is crucial to have the ability to introduce students to instances of actual language use as much as possible. According to Ur, listening behavior focused on the scenario of virtual real life is likely to be the most fascinating and inspiring to do than the process of interpreting textbooks. Vocabulary mastery refers to the number of words someone knows.

The term mastery the term mastery is not restricted to simply recognize the meaning of certain words. In other words it is more precisely defined as to know a word because the learners are said to have a good vocabulary mastery if they are able to meaning but also to know form, grammar, collocation meaning and word

formation. Vocabulary is one of the components of language that must be mastered. Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether books or in classrooms. Students need to know many vocabularies in order to understand English well. Mastered many vocabularies will help them to create and to understand some communications both spoken and written. There are several definitions stated by some experts about vocabulary. Hatch and Brown state that vocabulary refers to a list or set of words that individual speakers of language might use. In that statement, we know that vocabularies depend on the word in a language that is used by the speaker. Vocabulary is a part of language, in a small and simple form. To build vocabulary has tended to begin around fourth or fifth grade and some cases have delayed until high school<sup>1</sup>. Based on Alison Sealey vocabulary is recognized as a legitimated challenge for foreign learners of a foreign language. Therefore, vocabulary is very important to be learned. Schmitt stated that vocabulary is the basics of the language. It is very important to be mastered first.

Someone who wants to fluent in a language they have to master the basis of that language at the first, based on the theory above the basis of the language is vocabulary. Everybody will be able to speak English well when mastered the basis of the language. According to Caroline Lines, vocabulary is the collection of word that an individual knows<sup>4</sup>. The idea that vocabulary size is a reflection of how educated, intelligent or well-read a person is and the „educated“ person displays in spoken interaction the sizeable vocabulary. Vocabulary is assigned word boundaries“ . It can be said, vocabulary is all the

words that a person knows or uses when they are talking about a particular subject in particular language.

As Hornby stated that vocabulary is a list of words used in a book with definitions or translations. Based on Kamus Besar Bahasa Indonesia (KBBI), vocabulary is a set of words that are owned by a person or other entity or part of a particular language<sup>6</sup>. In conclusion, vocabulary is the main subject to be able to master four skills (speaking, reading, writing, and listening) in English. Recognizing, understanding, and using vocabulary is a very essential aspect of learning the English language. It means we can use the language commutatively and improve four skills with vocabulary. From the definition above vocabulary is one aspect of language used to communicate with each other effectively: word in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Children with below- average vocabularies are at-risk of low school achievement.” Likewise, Dickinson and Sprague maintain „that vocabulary is essential to later literacy, that growth in vocabulary is related to broader discourse skills, and that engagement in extended discourse that requires decontextualized language skills fosters literacy development. According to Moeler vocabulary is one of the most pivotal components of language learning and teaching of a foreign language since it affords learners of the language access to all forms of oral and written communication of the word. Not only for the students but also for the teacher that mastery vocabulary is to be challenging. Mastery vocabulary would be very useful if one were to study a foreign with a great master of it because mastering a superior vocabulary will help you succeed in every area of your life. This means we can use the language commutatively and improve four skills with vocabulary.

Mastery vocabulary would be very useful because it is easier the human beings to deliver their thoughts and ideas. The meaning of mastery is a human response to difficult or stressful circumstances in which competency, control, and dominion are gained over the experiences of stress<sup>7</sup>. According to Oxford University Press, mastery is great skill or knowledge, control or power. So, the meaning of vocabulary mastery is a situation where people have a great skill and knowledge of words especially foreign words. When a person is told high in vocabulary mastery, it means that he comprehends a huge number of words.

#### **2.2.4 Application**

An application, also referred to as an application program or application software, is a computer software package that performs a specific function directly for an end user or, in some cases, for another application. An application can be self-contained or a group of programs. The program is a set of operations that runs the application for the user.

An application requests services from and communicates with other technologies via an application programming interface (API). Application can be download by playstore or google ,there are some type of applications for example a mobile application developer writes their code as a native, web or hybrid application -- and these terms can also describe desktop applications. For example spotify music application,we can download by google playstore,after we download the spotify application will be there in our dekstop or phone.

#### **2.2.4.1 Spotify**

Launched in October 2008, Spotify is a Swedish provider of music streaming and videocontent. Spotify AB, a publicly held company on the New York Stock Exchange by its holding company Spotify Technology S.A. since 2018, owns the site. Luxembourg-based. The worldwide offices of Spotify are in Stockholm, Sweden, and New York City's corporate headquarters. Spotify provides recorded music and podcasts, with more than 70 million tracks, from record labels and media organizations limited by digital copyright. Basic features are free with advertising and restricted control as a freemium utility, while additional features are available through paying subscriptions, such as offline listening and commercial-free listening. Based on song, song, or genre, users can search for music, and can create, update, and upload playlists. Spotify is a digital music, podcast and video services that gives you to access millions songs and other content from creators all of the world. A playlist is simply a list of songs or sound clips played on an audio device or via a streaming service. Rather than click around Spotify to get from song to song, you can compile favorite tunes into customized playlists for parties, working out, or just hanging around the house.

Basic functions cover features like playing music without paying, but customers can also choose to upgrade to Spotify Premium. With this feature, users can:

1. Select the song that will listen Browse and Search.
2. Obtain recommendations of personalized characteristics, such as Discover Weekly, Release Radar and Daily Mix.

3. Compile music collections.
4. See what friends, artists and celebrities listen to.
5. Create user radio stations.

Indonesia is one of the 60 countries that uses Spotify. In 2018, the total active users of Spotify reached 100 million; 50 millions of them are paying users. Since its presence in Indonesia, at least 11 billion minutes of songs and music have been played. Nearly four billion songs and music have also been played since the launch. Spotify is available on a variety of devices, including computers, mobile phones, tablets, speakers, televisions and cars, and users can easily move from one device to another using Spotify Connect. One of the reasons why they are so massive in Indonesia is the strategy of submitting playlists that match the character of the Indonesians. Some of the popular names in the playlists among Indonesia Spotify users are Kopikustik, Generasi Galau, dan Mager Parah [19-20]. Spotify operates under the freemium business model, with two levels of choice: Spotify Free (160 kbit / s) and Spotify Premium (up to 320 kbit / s). Premium subscriptions can remove advertisements, improve the quality of audio or sound and allow users to download or download music to listen to it without connection or without Internet access.

#### **2.2.4.2 Spotify Playlist Application**

In August 2016, Spotify launched Release Radar, a personalized playlist that allows users to stay up-to-date on new music released by the artists they listen to the most. It also helps users discover new music, by mixing in other artists' music. The playlist is updated every Friday, and is a maximum of two hours in length.

Spotify considers everything from professionally curated playlists like rapcaviar to your cousin Joe's summer barbecue jams. It gives extra weight to the company's own playlists and those with more followers. Then it attempts to fill in the blanks between your listening habits and those with similar tastes.

How does Spotify show playlists? By default, playlists you create show on your profile, but you can switch this anytime. Note: You need the desktop app to set a default, but it applies to all devices. at the top and select Settings. Under Social, switch off/on Publish my new playlists on my profile. So, through the statement above the researcher will make a playlist of English songs where students will learn to hear, read and understand the meaning of the words in the song, to be able to add new vocabulary.

In the last decade, new technologies have paved way for new distribution channels for digital content, e.g., music streaming platforms like Spotify<sup>1</sup> or Apple Music<sup>2</sup>. At the same time, mobile devices as smartphones or tablets enable their users to access millions of tracks on those streaming platforms in various situations throughout the whole day. These developments make music organization and along with that, contextaware music recommendation, a highly interesting topic: the challenge for the users is to find music they like in the overwhelming variety of music offered by music streaming platforms. In principle, users need to navigate through their music collection to find the music they aim to listen to during different activities or situations. In order to assist users in browsing these possibly extensive collections, streaming platforms heavily rely on recommender systems, but also on human editors. A deeper understanding for the characteristics of playlists and how users create and maintain their playlists can naturally contribute to more personalized and better recommendations.

In the field of music listening behavior analyses and recommender systems, social media platforms have been exploited to gather relevant data for such analyses. Nowadays, a substantial five clusters according to their musical features, we observe that on average, each user creates playlists within three different clusters and that 17% of all users create playlists in all five clusters, suggesting that users arrange different styles of music in different playlists. Complementary to that, we find that although nearly half of the users create playlists with classical and rap-style music, these playlists account only for 8 and 7% of all playlists. Moreover, we detect a cluster where 91% of all users create playlists in as it contains a form of “feel-good” popular music, serving as a common musical ground across all users. Earlier, automatic playlist generation, as a form of music recommendation, was studied intensively. Slaney and White found that people prefer different types of music and thus also create playlists biased to this type of music . Furthermore, Cunningham et al. have shown that people categorize music after the intended use . Complementary to this, Kamalzadeh et al. found that people categorize music by activities and/or the mood in their music libraries.

Music consumption has shifted to digital services and platforms. Accordingly, scholarship on streaming services has flourished over the past years . Many studies tend to privilege a “top-down” perspective that focuses on how content is provided to audiences to guide their consumption behaviors. As a supplement, we examine how users build genres from the “bottomup” to cultivate affect. In this way, this article contributes to scholarly dialogues between social media and technology research and affect theory.

In what follows, we elaborate on the four issues introduced above. Our study draws on interviews with 30 users of music streaming services in Costa Rica and an inductive analysis of their accounts and profiles on these platforms. We conclude with a discussion of the implications of our study for rethinking the relationship between affect, genre, and technology. We show how users experience the development of playlists as a need and thus incorporate them as an obligatory means of making sense of their moods and emotions. Playlists have gathered increasing scholarly attention. As Dhaenens and Burgess (2019:4) note, “the playlist has become a primary means to discover, order and share music” (p. 2). Playlists are a central component of music streaming services’ business model. Eriksson and colleagues (2019) contend that playlists “occupy a central role in Spotify’s strategy for attracting advertisers.

They ensure that advertisements can be delivered to particular groups of users at particular points in time” (p. 137). Playlists can also operate as means of self-performance, building culture, expressing political opinions, forming social relations, and fostering certain kind of (govern)mentality Dhaenens and Burgess,2019:4). We draw on genre theories to conceptualize playlists but expand them in various ways. Building on Miller (2014:21), we define genres as fusions of substance, sociotechnical assemblages, and sociomaterial practices to respond to the exigencies of affect. First, genres involve specific kinds of substance, that is, the features, symbols, and aesthetic particularities of content or media texts. In the case of music, most scholarship defines genres as a pre-established collections of textual properties, such as style of composition, arranging, performance, and programming, which are typically associated with a number of listening situations. Instead, and concurring, we argue that musical features are assigned specific roles to “[suit] the settings of the particular context within

which [music] is listened to” (p.82). These roles emerge out of patterns of practice and, we here contend, affect.

Playlists begin with an affective exigence. In other words, users turn to playlists to produce, capture, and explore moods and emotions associated with a variety of events and experiences in their life. A common source of exigence comes from ordinary activities. “Adrián,” a 22-year-old public relations specialist, provides a telling example. During our interview, he explained how a mundane activity demanded the creation of a new playlist: “This playlist is called „Embers” (Brasadas). I was with my friends smoking and it was like „I have to make a playlist for this,” and only songs along this line started to come to my mind” (emphasis added). In this way, “Adrián” sought to create an appropriate affective state for this ritual in his life.

Like “Adrián,” interviewees described many other mundane activities that became opportunities for creating playlists: playing a video game, reading a book, watching a movie or a series, studying, thinking of a person or concept, or simply having an idea. These situations operate as exigencies in that users experience the possibility to produce, capture, and explore the moods and emotions linked to these situations as an objectified social need Miller(2014:80). In this way, users begin incorporating the playlist as an obligatory means to make sense of moods and emotions. According to the explanation ,Here is the way to create the playlist on your mobile phone/dekstop:

1. First,open the spotify app on your phone
2. Click **new** playlist button in the lower-left corner on the mobile
3. Add the playlist name in the pop-up windows as well as a description and imaged .then create.

You will then be taken to your new playlist and it will also appear listed in the left sidebar. After you create your new playlist then you add the songs that you want to put in your own playlist, you can search the title of songs that you want to add into your playlist. Now you can listen your playlist anytime you want. Based on the explanation above the researcher concludes that Spotify is safe to use to general public and also for educational purposes because it's open to anyone. Using Spotify the researcher believes that Spotify playlist is good learning into students' vocabulary mastery.

## **2.2.5 The Kinds of Spotify Playlist Application**

### **2.2.5.1 Personalised Playlist**

These are algorithmic playlists and different for each listener. They are automatically created based on what listeners have tuned into, liked, shared, added to a playlist, but also on what they skipped. These thoughtful algorithms, which were designed by real people, also compare listening habits to others with a similar taste. They are therefore based on everyone's unique tastes and cannot be directly influenced by you as an artist.

### **2.2.5.2 Editorial Playlist**

These are curated playlists created by people for different genres, moods, activities or vibes. The tracks for those playlists are selected by experts with a certain audience in mind. To select the right music, these people rely on their great experience and sense for listening habits. Editorial playlists can sometimes also be personalised with different tracks for different users. On Spotify you can identify curated playlists by their logo on the preview image of the playlist. If you get featured on one of Spotify's editorial playlists you receive a personal link to share with your audience.

### **2.2.5.3 Listener Playlist**

Listener, of course can create playlists, and create the favorite music to a playlist. In this kind of the playlist the teacher will create some songs into a playlist to students' vocabulary skill. There are millions of audience playlists out there. The playlist that has been created is not all the people that we create. Spotify provides recorded music and podcasts, with more than 70 million tracks, from record labels and media organizations limited by digital copyright. Basic features are free with advertising and restricted control as a free utility, while additional features are available through paying subscriptions, such as offline listening and commercial free listening. Based on song or genre, users can create, update and upload playlist.

### **2.2.5.4 The Advantages of Spotify Playlist**

Spotify is the one in music streaming. It and others have similar services that have revolutionized the way to listen to music over the past decade, continuing the shift from physical media to digital files to streaming libraries. Spotify has taken advantage of this continuing trend and innovated in education, especially for English learning.

Here is the strength of Spotify playlist application:

1. Spotify playlists can improve mood so that it influences student enthusiasm for learning.
2. Spotify can improve students' ability to listen to word phonemes, so students can distinguish similar words.
3. Can improve students' ability to identify word phonemes

### **2.2.5.5 Disadvantages of Using Spotify Playlist**

In teaching and learning English language especially, in teaching and learning vocabulary by using song had the advantages and the disadvantages. Here is Disadvantages of using spotify playlist in learning proces:

1. In vocabulary learning is students can lose control in the classroom when they use the spotify playlist, and forget about the learning activity.
2. Song have poor vocabulary. Using Spotify playlist is not always good for a long. Not all material ,s vocabulary exposed there ,however if a teacher made a songs playlist and adapted to material to b taught .

### **2.2.6 Previous Study**

The first previous study was conducted by Suzanne Medina in 1993 “*Acquiring Vocabulary through Story-Songs*”. It is an experiment on elementary school learners. There were four experimental groups. The first one listened to the spoken version of the story with the pictures used to illustrate the main ideas of the story; the second group also listened to the spoken version of the story but without illustrations. The third group listened to the sung version of the story with the illustrations shown and the fourth group listened to the sung version of the story without pictures. There were some pre-tests and two posttests to measure the amount of vocabulary acquired by the learners. The results of this study support the idea that songs can be beneficial in terms of vocabulary mastery and retrieval. The combination of the sung version and the pictures was the most effective one. The contribution of this study is used as reference to my research which implementing english song in learning can improve student’s vocabulary mastery. The similarity is using song. The difference are that uses Classroom Action Reearch, the population and sample of the study.

The Second research was conducted by Rosya Kurniati in 2015. She conducted a study entitled *Using Spotify Application to Vocabulary Mastering In Listening Skill For Junior High School Students*. The research method is qualitative as by Shank (2002) as 'a form of systematic empirical investigation into meaning'. It means "planned, ordered and public" in a formal way, following laws agreed upon by members of the qualitative research community. In analytical terminology, he implies That this method of investigation is based on the world of practice. Inquiry into sense says Researchers are trying to understand how their perspective makes sense to others. The contribution of this study is the use of Spotify application to students' vocabulary. The differences between this research and the writer's are the writer will collect data by Test and Non-test which is different from the research above – Post-test and Pre-test.

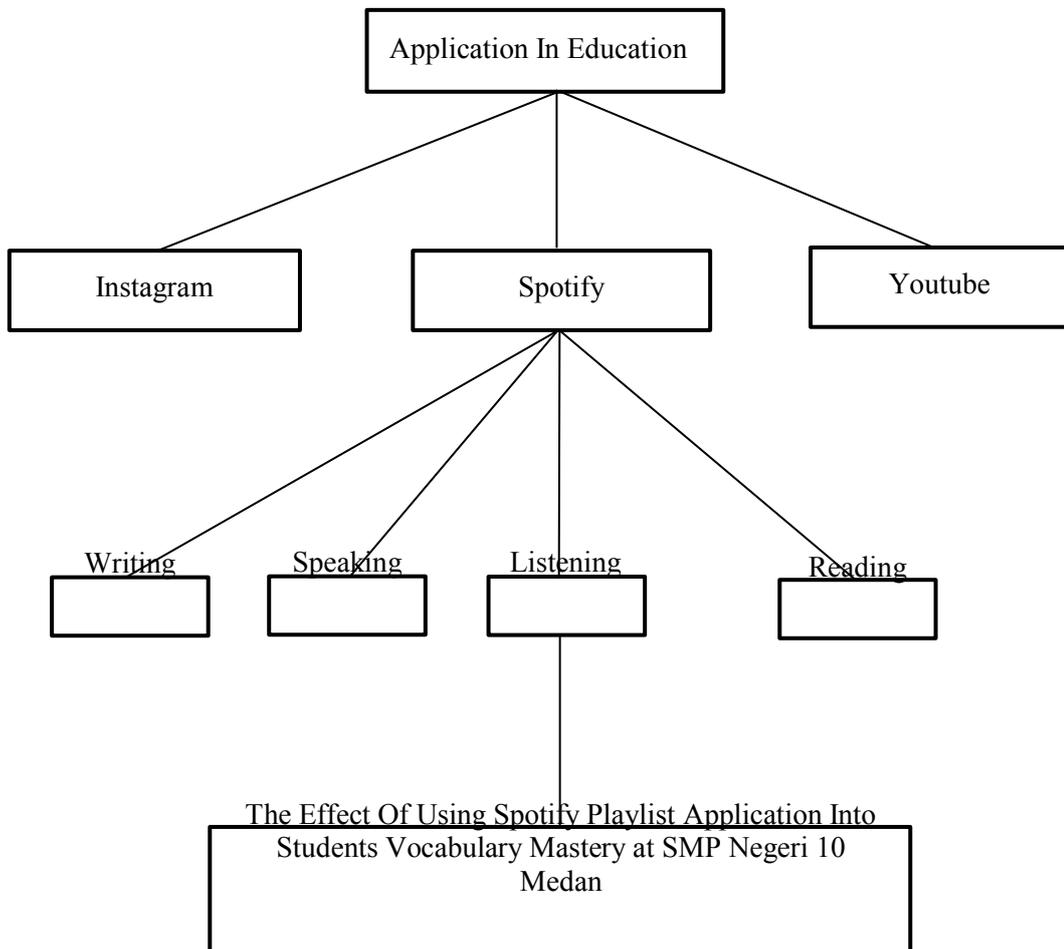
The third previous study was conducted by Chunxuan Shen 2009 "*Using English Song: an Enjoyable and Effective Approach to ELT*" This research explains about the application of song in English Language Teaching. This research also provides the arguments and practical support for using English song in ELT. The contribution of this study to my research is used as reference to my research how song in English teaching vocabulary by using application. The differences are Qualitative Methodology, sample, population and object of the research. The similarity is using English song.

Based on previous studies, this has become an inspiration for researchers in conducting their research. The researcher wants to study an interesting media in teaching vocabulary, especially in vocabulary mastery. The researcher is interested in conducting a study entitled "The effect of using Spotify playlist application into students vocabulary mastery".

## 2.8 Conceptual Framework

In 2021, Spotify users were only 70 million users, but now Spotify users in 2023 are 2.89 billion users in October 2023. In Indonesia, teenagers also have time to use it. use Spotify. There are many possibilities to use Spotify, such as to support their social life, make new friends and listening music. Because spotify can be used, there are many ways to support the learning process of listening,reading especially in teaching vocabulary mastery using spotify plalylist to support the learning process of vocabulary is a way that teachers can use to teach the reading section. especially vocabulary. The use of spotify will provide both entertainment and the lesson and analytical texts that students can find

**Fig. 1 Conceptual Framework**



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

Research methodology is a scientific method of data collection with specific goals and applications. This study was conducted by using experimental quantitative design with pre – test, treatment and post- test design. Experimental research is a scientific research in which writer manipulates one or more independent variables and observes the effect of the manipulation at the dependent variable (s) with the aid of using experimental study, the sample was divided into two groups, they're experimental and control group. The students was taught by using Spotify playlist as their media and in control group without using Spotify playlist, both of groups was get pre-test and post-test.

**Table 3.1 Research Design**

Group	Pre-test	Treatment	Post-test
Experimenta l		Using Spotify Playlist applicatio m	
Control		Without using Spotify playlist appication	

Based on the table above, the writer takes two classes, the experiment class and control class. Before giving treatment, the writer gives pre-test to both of classes. Then the writer teaches the students in experimental class by using spotify playlist and in controlled class without using Spotify playlist. After four meetings, the writer

gives the post-test to the both classes. It is given to know the effect of using spotify playlist into student's vocabulary mastery.

## **3.2. The Population and Sample**

### **3.2.1 The Population**

The population is the generalization area which include senior high school student in spesific or school district. According Arikunto (2017 : 173), Population is the whole of observe research, if researcher wanted to find out all of the factors inside the study area, it's research called population research. The population on this study were the second grade students of SMP Negeri 10 Medan. It consisted of 40 students.

### **3.2.2 The Sample**

Sampling is a method of taking samples. Sampling is established to select some of the individual processes in research as a voluntary. The goal of sampling is to use some individuals to gather information about the population. The sample of this research used random sampling technique. This sample are 40 students which is divided into 2 groups. They are 20 students as Experimental group and 20 as Control group. Technique of collecting the sample is by giving vocabulary test to the students.

## **3.3 Technique of Collecting Data**

According to Arikunto (2017:60), Instrument is a set of tools utilized by a researcher to collect a research process. Test, survey, interviews, observations, rating scales and documentation are examples of instruments. Collecting data from the research subject was done in a variety of techniques, places and resources, Instrument used in this study is was vocabulary test to determine the differences in student's vocabulary mastery.

### **3.3.1 Pretest**

Pre-test was given to both of class control and experimental before treatment is conducted. The researcher was give an initial test to the students, namely a test to find out their basic abilities before treatment is given, namely a test about describing people. The purpose of pre-test is to know the mean scores of experimental class and control class.

### **3.3.2 Treatment**

The researcher gave a treatment to the students. The treatment is about how they learn vocabulary mastery using spotify playlist. Group A as experimental group and B as control group. Both groups was given the same material, but different treatment in experimental group using spotify playlist application and in control group without spotify playlist.

### **3.3.3 Post-test**

Post-test was given to both of groups control and experimental after getting treatment. The researcher was given vocabulary test as the post test. The purpose of this test is to find out whether the Spotify playlist have impact after carrying out the treatment and also to see the comparison of scores between the experimental group and the control group.

## **3.3 The Instrument of Collecting Data**

According to Arikunto (2017:160), Instrument is a set of tools utilized by a researcher to collect a research process. Test, survey, interviews, observations, rating scales and documentation are examples of instruments. The instrument of this study was the Test (vocabulary test) to determine the difference in student's vocabulary mastery.

### 3.5 Validity and Reliability

There are two important characteristics that every measuring instrument should process. They are validity and reliability. Validity and reliability are qualities that are essential to the effectiveness of any data-gathering procedure.

#### 3.5.1 Validity

Validity is the important consideration in evaluating and measuring the instrument of data which can be divided into content validity, construct validity, concurrent validity, and face validity. But in this study, the writer conducted construct validity to consider how far the test items were able to measure the specific concept or conceptual definition that has been set.

#### 3.5.2 Reliability

Reliability is the consistency of the outcome. Azwar (2003: 176) states that reliability is one of the main characteristics or characteristics of a good measurement instrument. If the test can demonstrate a successful outcome, it is considered dependable. The greater the test's reliability, the more confidence there is in the results once the exam has been administered. To ensure the consistency and reliability of the measurements. Consistency in measuring is referred to as reliability. It is a required but not sufficient requirement for validity that a source is reliable, consistent, and dependable. To obtain the reliability of the test, the researcher will use Kuder-Richardson 21 formula ( $KR_{21}$ ) as follows:

$$KR_{21} = \frac{\sum p_i q_i}{\sum p_i q_i + \sum p_i^2 + \sum q_i^2}$$

Where :

$KR_2$  = The reliability

$K$  = the number of items

$M$  = The mean of the score

$KS$  = The square of standard deviation of the test score

### **Reliability Criteria**

0.0-0.20 = the reliability is very low

0.21-0.40 = the reliability is low

0.41-0.60 = the reliability is fair

0.61-0.80 = the reliability is high

0.81-above = the reliability is very high

### **3.4 Technique of Analyzing Data**

The data analysis process involves gathering raw data and transforming it into useful information that users can use to make decisions. The data is used to explain the situation in the classroom during the teaching-learning process. The data was collected and analyzed to answer the question. In giving score of writing test There are some steps that the researcher was do to analyze the data, they are:

- a. students' attitudes and experiences towards using Spotify playlist application for vocabulary learning Descriptive statistics: Analyzing the pre-test and post-test scores to determine the difference in vocabulary mastery.
- b. Inferential statistics: Conducting a statistical analysis (t-test) to test the significance of the intervention (using Spotify playlist application) on vocabulary mastery.
- c. In analyzing the data between experimental group and control group, the writer used T – test formula as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}}$$

Notes:

$\bar{X}_1$ : The mean of control group

$\bar{X}_2$ : The mean of experimental group

$n_1$ : Number of sample of control group

$n_2$ : Number of sample of experimental group

$\sum X_1$ : The sum of the score of the control class

$\sum X_2$ : The sum of the score of the experimental class

### 3.5 Scoring of Vocabulary Test

In scoring the test, the writer was used the score ranging from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where: S=The

score R=The

correct answer

N=The

number of the items

Next, from the student's scores, the researcher classified the total score into five levels. Clearly, the classification of the students score in vocabulary mastery was seen as follow:

**Table 3.2**  
**Score of Level Vocabulary**

Score	Level	Category
80-100	A	Excellent
70-79	B	Good
60-69	C	Adequate
50-59	D	Aquate or Unstatisfactory
0-50	E	Falling or Unacceptable

### **3.6 Testing Hypothesis**

Hypothesis testing conducted to see whether Spotify playlist had a significant effect on vocabulary mastery in tenth grade students of senior High School SMK Arina Sidikakang. The hypothesis was tested by using a pair sample T-test to determine whether the hypothesis was rejected or accepted.  $H_a$  was rejected if  $t$ -table will be greater than  $t$ -count. Meanwhile,  $H_a$  was be accepted if  $t$ -table was the less than  $t$ -count.