

CHAPTER ONE

INTRODUCTION

In this chapter, the researcher presents a research introduction. The introduction consists of the background of the study, the significance of the study, the scope of the study, the definition of key terms and the research report organization.

1.1. Background of Study

Listening skills were a crucial component of English language learning, as they provided learners with direct exposure to authentic spoken language and supported the development of other language skills. Through listening activities, learners became familiar with pronunciation, intonation, rhythm, and spoken vocabulary used in real communication. However, many EFL students still experience difficulties in listening comprehension due to limited exposure to authentic listening materials and a lack of engaging media that encourage sustained listening practice.

Previous studies have demonstrated that songs could function as an effective medium for enhancing listening skills. Babayev (2025) found that structured learning through English songs significantly improved learners' listening comprehension, along with improvements in pronunciation and vocabulary recognition. Importantly, the study emphasized that vocabulary development occurred as a result of repeated listening exposure, indicating that vocabulary functions as a supporting outcome that facilitates listening comprehension rather than as an independent learning objective.

In addition to learning outcomes, learners' perceptions of song-based listening activities had also been investigated. Isnaini & Aminatun (2021) explored EFL students' perceptions of using English songs in language learning and reported that students viewed songs as an enjoyable and motivating medium. Although the study focused on vocabulary mastery, the findings revealed that vocabulary learning emerged incidentally through repeated listening to songs, which supported students' ability to recognize spoken words and comprehend oral input. This suggested that positive perceptions toward listening activities using songs could enhance listening engagement.

With the advancement of digital technology, songs have been increasingly accessed through music streaming platforms such as Spotify, which allowed learners to engage in autonomous listening practice. Furthermore, Ambarwati & Komara, (2025) reported a significant relationship between students' habit of listening to English songs on Spotify and their language development. The study indicated that frequent exposure to English songs through Spotify enhanced learners' familiarity with spoken vocabulary and pronunciation, which in turn supported their listening comprehension. Similarly, Badhe et al. (2025) found that the integration of Spotify into English learning activities improved students' listening performance and classroom engagement, highlighting Spotify's potential as an effective digital medium for listening instruction.

Furthermore, experimental research conducted by Utari (2023) confirmed that the use of English songs via the Spotify application significantly improved students' listening ability. The findings showed that students' listening

comprehension improved after being taught using Spotify-based listening activities. Although vocabulary recognition also increased, it functioned as a supporting factor that enabled students to understand spoken texts more effectively.

Despite the growing number of studies on the use of songs and Spotify in English language learning, most previous research has focused on measuring learning outcomes quantitatively, such as listening scores or vocabulary gains. Limited studies have explored students' perceptions of using English songs on Spotify, particularly among first-year students in the English Education Study Program. Therefore, a research gap exists in examining how first-year students perceive the use of English songs on Spotify in enhancing listening skills, with vocabulary development positioned as a supporting outcome of listening exposure rather than as a primary focus of the study.

1.2. Research Question

Based on the background of the study mentioned previously, the study aims to examine “What are the first-year students' perceptions of using English songs on Spotify to enhance their listening skills?”

1.3. Purposes of the study

This study aimed to identify students' perceptions toward the use of Spotify in enhancing listening skills among first-year students in the English Education Study Program.

1.4. Significance of the Study

This study provided significant contributions to various stakeholders in the field of language education. For EFL learners, it introduced a creative and engaging approach to improving listening skills by using English music on Spotify. This method allowed learners to practice authentic listening in an enjoyable way and effectively build vocabulary. For educators, the study offered innovative teaching strategies by demonstrating how Spotify's features could be integrated into listening exercises, enabling the design of more interactive and effective activities in both traditional and online learning environments. This also fostered greater student engagement and collaboration.

1.5. Scope of the study

The scope of this study was limited to the academic environment at one of the Universities in Ciamis, focusing on samples from English as a Foreign Language (EFL) teacher students enrolled in their first year students to provide a specific context for the investigation. The participants were selected from the identified grade levels, ensuring representation across the stages of EFL teacher education. The study was conducted within a specific timeframe based on the academic calendar. This study focused on students' experiences in using Spotify to support listening activities. Other music streaming platforms and unrelated factors were not included in this study.

1.6. Definition of Key Terms

Listening skills in this study referred to students' ability to understand spoken English, including recognizing sounds, identifying words, interpreting meanings, and comprehending messages conveyed through oral language, particularly through English songs. English songs were defined as musical compositions with English lyrics that provided authentic spoken language input, exposing learners to natural pronunciation, rhythm, and intonation. Spotify referred to a digital music streaming platform that provided access to a wide range of English songs and lyric features, which functioned as listening support tools in this study. Vocabulary referred to learners' recognition and understanding of words encountered during listening activities. In this study, vocabulary mastery was viewed as a supporting outcome of listening to English songs on Spotify, where repeated listening combined with the availability of lyrics helped students match spoken words with written forms, thereby assisting word recognition and enhancing listening comprehension rather than serving as a primary focus of the research.

1.7. Research Report Organization

This research report was organized into five chapters. The first chapter presented the background of the study, research questions, research objectives, the significance of the study, the scope of the study, and definitions of key terms to provide a clear foundation for the research. The second chapter reviewed relevant theories and previous studies related to listening skills, the use of English songs in EFL learning, and the role of Spotify as a digital learning medium, as well as the

conceptual framework that guides the study. The third chapter described the research methodology, including the research design, research participants, research site, data collection techniques, data analysis procedures, and ethical considerations. The fourth chapter presented the research findings and discusses students' perceptions of using English songs on Spotify in enhancing listening skills, supported by data interpretation and connections to previous studies. The fifth chapter concluded the study by summarizing the main findings and providing conclusions and recommendations for students, educators, educational institutions, and future researchers.