

CHAPTER TWO

REVIEW OF LITERATURE

The chapter reviews the theoretical framework related to the study. It covers listening skills, the use of English songs, Spotify as a digital learning platform, vocabulary development as a supporting outcome of listening activities, and previous studies.

2.1 Theoretical review of Listening Skills

Students were required to be proficient in four language skills: listening, reading, speaking, and writing. These skills needed to be learned and developed continuously. One of the language skills that students should master was listening. By doing so, they were able to respond to the information after understanding the speaker's intention and correctly express their thoughts and feelings based on the situation's context (Akhdiyati, 2018). First, a youngster learns language by listening. A youngster had to repeatedly listen, comprehend meaning, mimic, and practice language sounds before they can speak fluently. Adults experience the same effect when they pick up a foreign tongue. One can learn to pronounce words, sentences, and phonemes by listening. Speaking, reading, and writing are all genuinely supported by listening abilities. In essence, listening is the capacity to focus on the speaker and comprehend information that is conveyed orally. We apply our skills of grammar and intonation to comprehend oral discourse. One of the most crucial language skills for learning a second language is listening. Listening is the initial step in learning a language. It is supported by Morley. He states that “we listen twice as much to language as we speak, four times as much

as we read, and five times as much as we write” (Akhdiyati, 2018). One of the more difficult aspects of learning a language is listening. Since listening skills are crucial for communication and are a requirement for developing a successful cross-cultural interaction, they should also be taught to pupils (Herlisma et al., 2024; Simanjuntak, 2024). Nonetheless, many students believe listening is hard to acquire, and many of them avoid participating in class activities. As in earlier studies According to Suwarni et al. (2023), students find it difficult to focus during the listening process and to obtain broad information. It is a source of authentic material technology that can be applied when teaching in the classroom (Herlisma et al., 2024)

2.2 Theoretical review of (Second variable)

2.2.1 English Songs

English songs have become one of the most widely used instructional media in English as a Foreign Language (EFL) classrooms. In recent years, research has highlighted the pedagogical value of songs as authentic and meaningful language input that supports language acquisition. Songs provide exposure to real-life language use, including vocabulary, pronunciation, grammar patterns, and natural expressions embedded in meaningful contexts.

According to Wusqo et al. (2024) English songs create an engaging learning environment that enhances students’ interest in English lessons. Their study found that students perceived songs as enjoyable and effective tools for improving language comprehension. Songs allow learners to interact with English in a less stressful atmosphere, which contributes positively to learning outcomes.

Similarly, Putri et al. (2022) reported that students viewed English songs as motivating and helpful learning media. Songs were found to increase participation, reduce boredom, and make classroom activities more interactive. Because songs combine melody, rhythm, and meaningful lyrics, they stimulate both cognitive and emotional engagement, making learning more memorable.

Recent literature also emphasizes that songs serve as authentic materials that expose learners to natural pronunciation, stress, and intonation patterns. Then Ramadhanti & Farida (2025) explain that songs present contextualized language input, which helps learners internalize linguistic forms more effectively than isolated exercises. The repetition of phrases and expressions in songs strengthens memory retention and supports language acquisition.

2.2.2 Spotify

Spotify has increasingly been recognized as a digital platform that can support English language learning, particularly in listening skill development. As a mobile-based streaming application, Spotify provides authentic audio materials such as English songs and podcasts that allow students to access language input anytime and anywhere.

Research by Nureani & Warni (2023) indicates that students perceive Spotify as an engaging platform for learning English. The study found that learners considered Spotify helpful in improving listening comprehension due to repeated exposure to authentic English audio materials. Students also reported that

using Spotify created a more enjoyable and flexible learning experience compared to traditional classroom methods.

Similarly, Alam et al. (2023) examined the implementation of Spotify in teaching listening comprehension and found that students showed increased motivation and participation when English songs were delivered through the Spotify application. The study highlighted that integrating familiar digital platforms into instruction enhances students' engagement and interest in listening activities.

Further empirical evidence is provided by Azis et al. (2024), who investigated Spotify's role in improving students' extensive listening skills. Their findings demonstrated significant improvement in students' listening performance after structured exposure to Spotify-based learning activities. The study suggests that streaming platforms enable repeated and varied listening practice, which strengthens comprehension and vocabulary recognition.

Beyond listening comprehension, Spotify has also been shown to support vocabulary development. Permani et al. (2025) found that students who used Spotify-assisted learning activities demonstrated higher vocabulary achievement compared to those who learned through conventional methods. The contextualized language in songs and audio content facilitated deeper vocabulary retention.

In addition, Spotify contributes to learner autonomy. Furthermore, Puspita Sari et al. (2025) argue that streaming platforms encourage self-directed learning practices, as students independently engage with English audio materials outside

the classroom. This flexibility allows learners to build consistent listening habits, which are essential for language acquisition.

Overall, recent studies confirm that Spotify functions as a pedagogically valuable digital tool that enhances listening skills, supports vocabulary development, increases learner motivation, and promotes autonomous learning in English language education.

2.3 Vocabulary Development as a Supporting Outcome of Listening Activities

Vocabulary mastery in this study is not treated as a primary variable but as a supporting outcome of repeated listening exposure through English songs. Vocabulary mastery plays an important supporting role in the development of listening skills, as adequate vocabulary knowledge enables learners to recognize spoken words and comprehend oral input more effectively. In the context of listening activities using English songs, vocabulary learning occurs incidentally through repeated exposure to authentic language input. Rather than being treated as a primary variable, vocabulary mastery in this study is viewed as a supporting outcome of listening engagement, particularly in helping students understand song lyrics, recognize pronunciation patterns, and interpret meaning during listening activities. For example, a study examining students' views on vocabulary enhancement through English songs on Spotify reported that learners engaged with the music content were able to understand and apply new vocabulary more effectively due to repeated listening and emotional engagement with lyrics. Aurora & Fiftinova (2025).

2.4 Previous Studies

Several previous studies had explored the use of English songs, music-based learning, and the Spotify application in improving students' listening skills.

The first study was conducted by Babayev (2025), entitled “How Music Makes You Fluent: Learning English Through Songs”. This study aimed to investigate the impact of learning English through songs on vocabulary acquisition, pronunciation, and listening comprehension. The research employed a quantitative experimental design involving 20 EFL learners who participated in a four-week intervention using structured musical activities such as guided listening, lyric analysis, and comprehension tasks. The findings showed a significant improvement in students' listening comprehension, with an increase of 28%, alongside improvements in vocabulary and pronunciation. The strength of this study lay in its detailed instructional design and clear measurement of listening outcomes. However, the weakness was that the study did not integrate a digital platform such as Spotify, which limited its relevance to platform-based learning contexts.

The second study was conducted by Isnaini & Aminatun (2021) entitled “Do You Like Listening to Music? Students' Thoughts on Their Vocabulary Mastery Using English Songs.” This study aimed to explore EFL students' perceptions of using English songs in language learning, with a particular focus on vocabulary mastery. Using a descriptive qualitative design, the study involved 30 English Education students at Universitas Teknokrat Indonesia, with data collected through questionnaires and interviews. The findings

revealed that repeated exposure to English songs helped students recognize spoken words, understand pronunciation patterns, and comprehend meanings through listening activities. Although the study primarily emphasized vocabulary mastery, its findings indicated that vocabulary development emerged from listening engagement with English songs, suggesting that vocabulary learning supports listening comprehension. The strength of this study lay in its in-depth exploration of students' perceptions using multiple qualitative instruments. However, the study did not explicitly examine listening skills as the main outcome, nor did it incorporate a specific digital platform such as Spotify, which created a gap for further research focusing on listening skill enhancement through Spotify-based English songs.

The third study was conducted by Marsela et al. (2024) entitled "Students' Perspectives on Using English Songs and Podcasts on Spotify to Enhance Listening Skills". This study aimed to investigate students' perceptions of using English songs and podcasts on Spotify to improve listening skills. The research employed a descriptive qualitative method using questionnaires administered to ten first-year students of the English Language Education Department at UIN Syarif Hidayatullah Jakarta. The findings indicated that students perceived English songs on Spotify as more effective and enjoyable than podcasts in enhancing listening comprehension. The strength of this study was its focus on first-year English education students. However, the weakness was that it did not quantitatively measure students' listening.

The fourth study was conducted by Suwarni et al. (2023) entitled “Enhancing Students’ Listening Skills with the Spotify Application”. The purpose of this study was to examine the effectiveness of Spotify podcasts in improving students’ listening comprehension. This research applied a pre-experimental design with one-group pre-test and post-test involving 24 students from the English Education Department. The findings showed a significant increase in students’ listening scores after the use of Spotify podcasts. The strength of this study lay in its statistical evidence of improvement. However, the weakness was that it focuses on podcast materials rather than English songs, which limited its alignment with song-based learning.

The fifth study was conducted by Sindi Dwi Utari (2023), entitled “The Effect of Using Song through Spotify Application on Students’ Ability in Listening at Vocational High School Taruna Pekanbaru”. This undergraduate thesis aimed to investigate whether there was a significant effect of using songs through the Spotify application on students’ listening ability. The research employed a quasi-experimental design using an independent-samples t-test. The findings revealed a significant difference between students taught using Spotify and those taught without Spotify, with a large effect size (0.999). The strength of this study was its clear statistical analysis and direct use of Spotify songs. However, the weakness was that the participants were vocational high school students, not university-level English education students.

Based on the previous studies, it was concluded that English songs and the Spotify application had a positive impact on students’ listening skills. Several

studies also indicated that exposure to English songs contributes to vocabulary mastery, as learners acquire new words through repeated listening, contextualized language input, and authentic pronunciation models. Vocabulary mastery was closely related to listening skill development, since adequate vocabulary knowledge enabled learners to recognize spoken words more accurately and comprehend oral messages more effectively. Nevertheless, there was still a research gap regarding the use of English songs on Spotify specifically for first-year students in the English Education Study Program, with a focus on listening skill enhancement and its relationship with vocabulary mastery. Therefore, this study aimed to address this gap by implementing Spotify-based English songs as a learning medium to enhance students' listening skills while supporting the development of their vocabulary mastery.