

GENERATION Z's PERCEPTION OF LISTENING TO ENGLISH MUSIC ON SPOTIFY IN ENHANCING ENGLISH VOCABULARY ACQUISITION

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
In partial fulfilment of the requirements
For degree of *Sarjana* in English Education**

**By:
Ludfi Anggraeni
NIM 21120023**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

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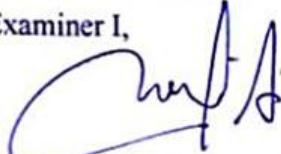
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MOTTO

“Jika kamu berbuat baik, (berarti) kamu berbuat baik bagi dirimu sendiri; dan jika kamu berbuat jahat, maka (kerugian kejahatan) itu bagi dirimu sendiri.”

(QS. Al-Isra’: 7)

Hidup bukan saling mendahului, bermimpilah sendiri-sendiri. Tak ada yang tau kapan kau mencapai tuju. Katakan pada dirimu besok mungkin kita sampai. Besok mungkin tercapai.

(Hindia, 2019)

“Langkah kecil hari ini akan membawa kamu kepada kemenangan besar, mendaki bersama lebih indah daripada menunggu di puncak”

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On this occasion, the author would like to express his sincere and deep gratitude to:

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Finally, the author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly expected for future improvements. Hopefully this thesis can provide benefits for all parties in need.

Bojonegoro, 30 June 2025

Ludfi Anggraeni

STATEMENT OF AUTHENTICITY

I, the undersigned below:

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

“GENERATION Z’s PERCEPTION OF LISTENING TO ENGLISH MUSIC ON SPOTIFY IN ENHANCING ENGLISH VOCABULARY ACQUISITION”

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 30 June 2025



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ABSTRACT

Ludfi Anggrani, 2025. “Generation Z’s Perception of Listening to English music on Spotify in enhancing English Vocabulary Acquisition”. English education department, faculty of language and arts education, IKIP PGRI Bojonegoro. Advisor I: Fitri Nurdianingsih, M.Pd. ; Advisor II: Dr. Refi Ranto Rozak, M.Pd.

Keywords: *Vocabulary, English music listening habit, Spotify, Generation Z*

This research investigates the perception of Generation Z’s habit of listening to English music on Spotify and their English vocabulary Acquisition. The study aims to understand how consistent exposure to English lyrics impacts the vocabulary growth of young learners. The participants consisted of 12 students from the English Education Study Program at IKIP PGRI Bojonegoro, aged 17 to 23 years. This research used a qualitative research design, employing interviews and documentation to collect detailed information about students’ listening behaviors, musical preferences, and their thoughts on learning vocabulary through music. Based on thematic analysis of the interview results, it was revealed that regularly listening to English songs helps learners acquire vocabulary by reinforcing familiar words, improving comprehension through context, and boosting motivation thanks to their interest in the lyrics and artists. Additionally, many respondents stated that they frequently looked up new words and interpreted the meaning of lyrics, which contributed to their learning. In summary, the practice of listening to English music on Spotify acts as an informal yet valuable method for enriching vocabulary among Generation Z, emphasizing music’s role as a supportive medium in language education.

PREFACE

Praise be to Allah SWT who has bestowed His mercy, taufiq, guidance, and grace, so that the author can complete the thesis entitled “ Generation Z’s Perception of Listening to English Music on Spotify in Enhancing English Vocabulary Acquisition” smoothly. This thesis was prepared as one of the requirements to obtain a Bachelor of Education degree in the English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. This research is motivated by the phenomenon of the increasing habit of listening to English music among Generation Z, especially through digital platforms such as Spotify. The author is interested in knowing whether this habit has a significant relationship with the acquisition of English vocabulary of the listeners. It is hoped that the results of this study can contribute to the understanding of the role of music media in foreign language learning.

The author fully realizes that this thesis still has limitations and shortcomings, both in content and presentation. For that reason, the author is looking forward to constructive criticism and suggestions from lecturers, readers, and other parties for the sake of improvement in the future. Nevertheless, the author hopes that this thesis can still provide benefits, especially for researchers, teachers, and students who are interested in the field of vocabulary acquisition and English learning media. Hopefully, this simple work can be an initial reference for further research development.

Finally, the author would like to thank you for all the support that has been given during the process of preparing this thesis. All forms of help and prayers from various parties are very meaningful to the author in completing this work as well as possible. May Allah SWT always reward all the goodness that has been given with multiple rewards. The author also hopes that this thesis can be one of the small contributions in the world of education, especially English education.

Bojonegoro, June 2025

Author

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CHAPTER I

INTRODUCTION

A. Background of Study

In the current era, English is a very important language to learn. This is because English is widely used in various fields of life. One of the important components in mastering English is vocabulary. Vocabulary is the most important foundation in building language skills. Without adequate vocabulary, it will be difficult to understand texts, communicate, or express thoughts clearly. This is reinforced by the opinion of Kurnianingsih (2024), one of the basic things students should learn is vocabulary because by mastering vocabularies as much as they can, it could help them mastering English as well. Its means that vocabulary plays a very important role in every aspect of language skills, from listening, speaking, reading, to writing. The more vocabulary a person has, the greater their ability to understand texts, conversations or information in English. There are many ways that can directly or indirectly increase vocabulary enrichment. One of them is by utilizing technology.

One example of utilizing technology is using it to listen various English content. Such as listening a songs, podcasts, or other English content. Listening habit is also one of the ways that can be used to enrich vocabulary. This is because English songs provide repetition of words and phrases that are easy to remember, thus facilitating the process of learning new vocabulary. Refers to Despita (2020),

When listening to English songs becomes a habit, they will feel familiar of the new words they hear because they probably ever listen to the word in the songs.

In this modern era, the development of technology has opened up many ways to learn English vocabulary in a more enjoyable way. Technology makes it easy to access various learning resources. With the advancement of the internet and digital devices, the younger generation or what we know as generation Z can access learning materials anytime and anywhere very easily. In the context of English language learning, technology provides many benefits for us, for example the Application. According to Adiyana (2023), Application is software that has a particular function for the user. It is designed to help and facilitate the user in their duty. To get the application, users must download it on the platform which provides applications to download such as play store, web, and iOS depending on the device of the user. By using their smartphones, Generation Z can install various applications very easily.

Generation Z has unique and different characteristics compared to previous generations. This is due to their growth and development that coincides with the rapid advancement of technology. According to Pujiono (2021) generation Z includes individuals born between 1995 and 2010. They are known as a generation that is familiar with technology from an early age and often utilize various digital devices to support their daily activities, including learning. In the context of English language learning, Generation Z is often exposed to new vocabulary through the digital media they use. English music, for example, has become one of the sources that not only provides entertainment but also broadens their language horizons. Generation Z tends to be more interested in unconventional learning

methods, such as learning new vocabulary from song lyrics. One platform that Generation Z often uses to listen to songs is Spotify.

Spotify provides millions of English-language songs that can be easily accessed by users around the world. According to Spotify (2024), Spotify is a digital music, podcast, and video service that gives you access to millions of songs and other content from creators around the world. As a generation that is familiar with technology, Generation Z often uses this platform to listen to their favorite music. According to Tiono et al., (2020), Generation Z more often uses Spotify to listen to their favorite music, this is because other streaming applications do not have complete songs and features like Spotify. This habit of listening to English music through Spotify can be one of the ways that can indirectly improve English language skills, especially in the acquisition of new vocabulary. Song lyrics containing new vocabulary can enrich the listener's linguistic knowledge. Moreover, with easy access to features such as synchronized lyrics, Spotify users can learn new words more easily.

Previous related studies have explored the listening English songs on Spotify and improving vocabulary in the context of learning English. Adiyana (2023) found that English songs on Spotify could be learning medium for students in improving vocabulary. Similarly with Maulidia (2023), seen that the Spotify application can be an alternative way to learn vocabulary for students, because students can learning and get to know new vocabulary from the songs. Wardiansyah (2019), also found a significant correlation between the habit of listening to English songs and vocabulary mastery. Its same with Fitri et al., (2023), found that the use of English music through the Spotify application for English learning show significant results.

This study has some similarities with previous studies, such as those conducted by Adiyana (2023), Maulidia (2023), Wardiansyah (2019), and Fitri et al. (2023), who all found that the habit of listening to English music through Spotify positively contributed to vocabulary learning and acquisition. However, this study has a difference with previous studies which lies in its focus on generation Z. In addition, this study also explores the habit of listening to English music through Spotify. In addition, this study also explores the learning habits of generation Z, which may not have been widely discussed in previous studies.

Based on the description above, the researcher is interested in examining the relationship between the habit of listening to English-language music on Spotify and vocabulary acquisition, especially in generation Z. This research aims to provide a deeper understanding the role of digital media, especially music platforms, in supporting English language acquisition in the digital era. Through this research, it is hoped to find out how music listening habits can naturally help enrich Generation Z's English vocabulary.

B. Research Problem

The relationship between listening English music on Spotify and vocabulary acquisition in Generation Z remains unclear. This raises the need for more focused research. Therefore, the problem formulation of this study is What are Generation Z's perceptions of listening to English music on Spotify in enhancing their English vocabulary acquisition?

C. Objective of the Research

The objective of the research is to explore Generation Z's perceptions of listening to English music on Spotify and how it contributes to the enhancement of their English vocabulary acquisition.

D. Significance of the Research

1. Theoretical Significance

a. Contribution to Language Acquisition Theories

This research contributes to the existing theories of language acquisition by exploring an unconventional method of vocabulary learning—listening to music. By analyzing how listening to English music on Spotify affects vocabulary acquisition, this study helps expand current understandings of incidental vocabulary learning, particularly in the context of digital media and music. The findings can provide valuable insights into how passive exposure to language (through music) can aid in the development of vocabulary, thereby advancing theoretical discussions on naturalistic language learning environments.

b. Development of Theories on Digital Media in Education

The study adds to the theoretical body of knowledge on the role of digital media in education, especially in language learning. It can inform how digital platforms, such as Spotify, can be integrated into educational frameworks and theories as a tool for enhancing language skills. The results can also expand the theory of media literacy, particularly how students

interact with and learn from media content in non-formal settings like music streaming services.

c. Expanding Theories on Generation Z's Learning Preferences

By focusing on Generation Z, this research provides insights into how this digital-native generation uses social and entertainment platforms, such as Spotify, for learning purposes. It can contribute to the development of learning theories that account for the preferences and behaviors of younger learners in a digital age.

2. Practical Significance

a. Implications for Educators and Language Instructors

This research can help educators understand how listening to English songs can be used as an effective supplementary tool for vocabulary instruction. Teachers can incorporate music into lesson plans, suggesting that students listen to curated playlists on Spotify to enhance their vocabulary learning in a fun and engaging way. The findings can encourage the development of practical, music-based learning activities that align with students' interests.

b. Practical Guidelines for Language Learners

For language learners, this study offers practical advice on how to use Spotify for vocabulary improvement. It provides evidence-based recommendations for how regularly listening to English music can contribute to vocabulary expansion. Learners can use this information to optimize their music-listening habits for educational purposes, integrating passive listening into their study routines.

c. Support for Curriculum Designers and Educational Content Creators

The findings could be valuable for curriculum designers and content creators, especially those interested in developing innovative language learning materials. Understanding the link between music and vocabulary acquisition can help in designing new, engaging resources or tools that blend entertainment with learning, making vocabulary acquisition more accessible and enjoyable for students.

d. Advocating for Technology in Language Learning

This research highlights the potential of technology and digital platforms, like Spotify, in the field of language education. It demonstrates how easily accessible and widely used tools can play a significant role in supporting vocabulary acquisition, particularly for students who may not have access to traditional learning resources. This can encourage further integration of technology into both formal and informal educational settings.

E. Definition of Key Terminologies

1. English music listening habits

According to Saputra (2008), Music is a work of sound art created by humans which is a form of actualization of the thoughts and feelings of the creator through the composition or musical work produced. Meanwhile, the habit of listening music is a repetitive activity carried out by individuals to listen music as a form of entertainment, relaxation, or fulfillment of emotional need.

In the context of language learning, the habit of listening to music can be an effective tool for improving language skills. This includes vocabulary acquisition and pronunciation. In English language learning, for example, listening to English music allows listeners to acquire new vocabulary. This can be a learning medium to further enrich vocabulary mastery.

2. Spotify

Spotify is a online platform which provides millions of English-language songs that can be easily accessed by users around the world. According to Spotify (2024), Spotify is a digital music, podcast, and video service that gives you access to millions of songs and other content from creators around the world. Pibriyanti (2024), Spotify was first conceived by its founders, Daniel Ek and Martin Lorentzon, in 2005. They shared music between themselves in an apartment in Sweden and launched the beta version to the public in 2007. The official version of the Spotify app was then launched on October 7, 2008. Spotify allows users to create and share playlist, discover new music, and enjoy on-demand content across multiple device. To get spotify users can install the application first. Furthermore, users are given 2 choices, namely premium services (paid) or free services. For premium services we get the facility to listen to spotify offline and without ads.

Research shows that Spotify is the most popular music listening media, especially among millennials and generation Z. Spotify is widely

used by Generation Z for entertainment, education and cross-cultural music exploration. Apart from being an entertainment tool, Spotify also has potential as an educational medium, especially in language learning. For example, in learning English, we can utilize the lyrics feature in Spotify. In this feature we can listen to English music while reading the available lyrics. This allows learners to add new vocabulary for them.

3. Vocabulary Acquisition

Vocabulary acquisition refers to the process of expanding the number of word and their meanings that one has mastered. Vocabulary acquisition can occur through formal learning such as in the classroom or informal learning through everyday experiences such as reading, speaking, and listening. Rupina & Rojab (2020) in their research said that the need to learn English vocabulary is very important for improving language skills. This means that vocabulary is the most basic thing to be able to master a language.

The vocabulary acquisition process includes two main approaches, namely explicit and implicit. The explicit approach involves direct teaching where new vocabulary is taught with explanations of its meaning and usage, such as through vocabulary lists or vocabulary exercises. Meanwhile, the implicit approach occurs naturally through repeated exposure to words, for example through listening to English music. In the context of English language learning, the implicit approach is considered more effective, because vocabulary is learned in a real context so it is easier to remember,

as is the case when listening to English music and getting some new vocabulary.

4. Generation Z

Pujiono (2021) generation Z includes individuals born between 1995 and 2010. Generation Z is the first generation to grow up alongside technological advancements. They have been exposed to the internet and the web since they were young. According to Tiono et al., (2020), Gen Z is a generation that is closely related to technology (digital native), as they were born in the era of smart phones, grew up with the sophistication of computer technology, and have an openness to easier internet access compared to previous generations. Meanwhile According to Sugiyarto (2020), Generation Z is known to be more independent than previous generations. They don't wait for parents to teach them things or tell them how to make decisions. When they enter the workplace, this generation thrives on choosing to work and learn on their own.

Therefore, it can be concluded that for Generation Z, information and technology have become an integral element of their lives, as they were born in an era where access to information, especially the internet, has become part of the global culture. This has impacted their values, perspectives and life goals.