

EFL STUDENTS' PERCEPTIONS TOWARD VOCABULARY LEARNING BY LISTENING TO ENGLISH SONGS ON SPOTIFY

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SUBMISSION TRACK		ABSTRACT
Submitted	: 22 February 2023	This research aimed to discover the differences in attitudes, personal feelings, and perceptions of English as a Foreign Language (EFL) students from secondary and tertiary levels toward vocabulary learning by listening to English songs on Spotify. The researcher conducted the study using a descriptive quantitative research design and distributed a questionnaire to 97 EFL students via Google Forms to collect data. Those EFL students were 45.4% tertiary students (44 people) and 54.6% secondary students (53 people) from various schools and colleges who were listening to an English song on Spotify and taking English classes. According to the research, EFL students largely agreed and expressed positive attitudes, personal feelings, and perspectives toward vocabulary learning by listening to English songs on Spotify. They also believed that doing so helped them learn vocabulary because of the Spotify's advantages, which include being a great resource for learning vocabulary from sources like English song lyrics. The researcher also hopes that this study will aid students in learning vocabulary and that other researchers working on related topics will find it useful as a resource. Teachers may use Spotify as a teaching tool when teaching vocabulary.
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Introduction

The importance of vocabulary in learning English is still being focused on to this day. EFL students keep learning vocabulary in order to master it. According to Alsharif, R. (2022), vocabulary mastery is a difficult task in language learning, especially in the EFL context. Due to the student's limited vocabulary, this difficulty makes it difficult to understand a particular student in English (Katemba & Parillia, 2020). Moreover, Indonesian students frequently struggle with vocabulary when learning English because English differs from Bahasa Indonesia (the Indonesian language) in structure, pronunciation, and vocabulary (Katemba, 2019, p. 88).

On the other hand, Raungsawat, N., and Chumworatayee, T. (2021) stated that vocabulary is crucial to learning a second language. According to Susanti, D. (2019), the ability to express oneself while learning English can be hampered by a learner's lack of vocabulary mastery, so they must first master the vocabulary. The more vocabulary students have, the more they comprehend the four skills of listening, speaking, reading, and writing, as well as other language components like pronunciation and grammar (Hendrawaty, 2019). It means that vocabulary has a critical impact on the development of language learning, so we can't do anything without it (Katemba, 2022). Furthermore, English is still considered a difficult subject among Indonesian students. Thus, in order to maximize their chances of learning vocabulary, they must employ some kind of learning techniques (Damanik & Katemba, 2021).

Therefore, for better language learning, students need to learn vocabulary from daily contexts. (Phisutthangkoon, K., & Panich, M., 2016). Similarly, vocabulary must be effectively learned and practiced using tools in order for English language skills to be applied. (Alhebshi, A. A., & Gamlo, N., 2022).

According to Elashhab (2019), students can use a vocabulary learning strategy to increase their vocabulary, which is an important part of learning English as a foreign

language (EFL). If students have access to a variety of teaching methods, they can adapt their strategy as needed (Thiendathong, P., & Sukying, A., 2021). As a result, teaching strategies are critical in improving the effectiveness of teaching and learning the vocabulary in the target language (Katemba, 2022).

These days, listening to English songs is one of the most enjoyable strategies for EFL students. According to Džanić, N.D., & Pejić, A. (2016), Songs, without a doubt, the group of enjoyable activities that act as effective language learning tools by letting students use the language when they are ready rather than forcing them to do so right away. In line with Kusnierek (2016), songs can help students learn vocabulary, pronunciation, and grammar in English classes. Many of the words in songs can be memorized by students for practice (Rizkiani, F., 2022). Besides, songs can help students learn a language, increase their motivation, and improve their command of the English language (Adnyani & Dewi, 2020). Further, songs improve students' vocabulary, English-learning abilities, and habits of studying more passionately (Burhayani, 2013). To emphasize, Bisena, I.K. (2021), explained that all of the elements in the song aid in the learning process, which includes all language skills (listening, reading, writing, and speaking). Instead of listening to the songs, they learn a lot of vocabulary from the song lyrics. Intani in Nursita, et al. (2020), found that the use of song lyrics was successful in aiding young students in recalling words they had heard while listening to music. Listening to English songs is an activity where EFL students are curious to find the meaning of the song lyrics. For instance, while listening to the song, they may be disturbed by some words that they do not understand. In that case, they will search for the meaning of those words. Phisutthangkoon, K., & Panich, M. (2016) claimed that words are typically used in song lyrics in context, and the melody of the song aids listeners in remembering the sound of new words. So, the new words they learn will be recalled by listening to the songs on repeat. English song memorization allows students to repeat and remember vocabulary (Sari, I.P., et al., 2019).

Following the description of the preceding context, the researcher was motivated to conduct this study by listening to English songs for vocabulary learning. This is a fun strategy to learn vocabulary. Songs can be a fun way to learn new vocabulary and improve existing vocabulary in English (Karim, S., et al., 2022). As Katemba C.V. and Sitompul N. (2018) noted, “sometimes learning a new language is boring.” Students are unmotivated to read English books because learning and expanding their vocabulary knowledge is difficult for them (Purnamasari et al., 2017). Regarding the fact that nowadays, learning vocabulary is more fun through songs, Bawawa, M. (2020), said that listening to English songs can help students learn new words and expand their vocabulary. Another reason learning vocabulary is getting easier to learn by using technology in their hands. Amalia, D. (2020), said that technological development impacts the majority of societal aspects. It makes learning vocabulary easier by using technology in their hands. EFL students can benefit from an active learning environment provided by technology (Hermagustiana, I., & Rusmawaty, D. 2018). The kind of technology used in this research is a music platform. One of the great music platforms that young people have on their smartphones is Spotify. According to Setyobudi, D.M.S., and Jannah, I.M. (2022), Spotify is a popular learning tool because it is simple to use on smartphones and computers. This platform provides many songs in different languages, especially English songs. Generally, all people, especially EFL students, know that Spotify also has good features to support learning vocabulary, such as song lyrics. By using song lyrics, EFL students enjoy listening to English songs and singing their favorite songs on Spotify everywhere they go. Next, there are several arrows you can see on the screen when you play a song, such as the backward icon, play/pause, forward icon, shuffle icon, and the

last one, the repeat icon. Considering those things, listening to English songs on Spotify is incredibly useful way to learn new vocabulary. This strategy is considered not needed to exert effort that puts EFL students under pressure. A number of other studies have shown that listening to English songs for vocabulary learning is effective, useful, and has a strong positive impact on EFL students' vocabulary (Anggraini, R. R., Fauzi, A. M., 2019; NURSITA, N., et al., (2020); Fitriana, R. O. (2021); Susanti, D. (2019); Ilinawati, I., & Dharma, Y. P. (2019); Karim, S. A., et al., (2022); Isnaini, S., and Aminatun, D. (2021). To support that, Malekian (2016) found that teaching vocabulary through music is an intriguing technique because English songs have a magical way of imparting new vocabulary.

As a result, the aim of this research is to find out the differences in attitudes and perceptions of EFL students between secondary and tertiary students regarding how English songs influence students' vocabulary learning, The following are the research questions highlighted in this study:

1. What are the attitudes of EFL students when listening to English songs for vocabulary learning?
2. How does Listening to English songs on Spotify useful for EFL students to learn vocabulary?
3. Are there any differences in perceptions between secondary Vs. tertiary toward vocabulary learning by listening to English songs on Spotify?
4. Is there any significant difference in students' perspectives toward vocabulary learning by listening to English songs on Spotify based on their gender?

Research Method

A descriptive quantitative was employed by the researcher as the research design in this study. Further, the researcher utilized several tools for this study, such as (1) Google Forms, which was used to distribute the questionnaire to participants or EFL students for collecting the data. (2) Ms. Excel was used to tally the data and determine how many students responded to each statement. Then (3) the data were obtained statistically using SPSS Statistics 26.

The questionnaire was the primary research instrument in this study, which was distributed to 97 EFL students using Google Forms. Those EFL students consisted of 45.4% of tertiary students (44 people) and 54.6% of secondary students (53 people) from different schools and colleges who were listening to the English song on Spotify and taking English classes. Moreover, the questionnaire has some positive and negative questions about EFL students' attitudes and perceptions toward vocabulary learning by listening to English songs on Spotify, as well as how listening to English songs on Spotify affects students' vocabulary learning.

The data from 97 EFL students' responses was analyzed using the Likert scale. Students were required to respond to five statements using the Likert scale: Strongly agree, Agree, Neutral, Disagree, and Strongly disagree. In this study, the pilot test was administered to test the validity and reliability of the questionnaire, and then the researcher would discover the independent sample t-test was used to answer the research questions.

Result and Discussion

The result of the obtained data on EFL students' perceptions toward vocabulary learning by listening to English songs on Spotify is presented in table 1.

Table 1. The Attitudes and Personal Feelings of EFL Students toward Vocabulary Learning by Listening to English Songs on Spotify

No.	Statement	Strongly	Disagree	Neutral	Agree	Strongly
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		Disagree				Agree
1.	I prefer listening to English songs over any local songs on Spotify.	1 (2.1%)	6 (6.2%)	35 (36.1%)	26 (26.8%)	28 (28.9%)
2.	I can remember the new words by listening to English songs on repeat.	0	6 (6.2%)	26 (26.8%)	28 (28.9%)	37 (38.1%)
3.	I collect new words from the English songs I listen to on Spotify.	1 (3.1%)	10 (10.3%)	31 (32%)	31 (32%)	22 (22.7%)
4.	I learn a lot of new English vocabulary while listening to English songs on Spotify.	1 (1%)	9 (9.3%)	32 (33%)	22 (22.7%)	33 (34%)
5.	I enjoy learning English vocabulary on my own through English songs on Spotify	2 (2.1%)	11 (11.3%)	29 (29.9%)	23 (23.7%)	32 (33%)
6.	I have trouble understanding what the singer says.	6 (6.2%)	11 (11.3%)	38 (39.2%)	28 (28.9%)	14 (14.4%)
7.	When listening to English songs on Spotify, I have trouble understanding the lyrics.	10 (10.3%)	22 (22.7%)	38 (39.2%)	22 (22.7%)	5 (5.2%)
8.	I like to look at the lyrics of English song while learning vocabulary on Spotify	2 (2.1%)	6 (6.2%)	20 (20.6%)	35 (36.1%)	34 (35.1%)
9.	I'm seeking for the words that I don't know in English songs	4 (4.1%)	8 (8.2%)	21 (21.6%)	24 (24.7%)	40 (41.2%)
10.	I feel upbeat and happy to learn English through songs because the teacher chose the song based on my needs and grade.	4 (4.1%)	13 (13.4%)	35 (36.1%)	22 (22.7%)	23 (23.7%)

Based on the table, EFL students answered the first statement with the result that 26.8% of the respondents (26 respondents) preferred listening to English songs over any local songs on Spotify. Meanwhile, the rest of 28.9% of the participants answered strongly agree with the statement, 36.1% of them in the middle, 6.2% of the participants disagreed, and 2.1% strongly disagreed with the statement. In the second statement, 38.1% of the participants strongly agreed, and 28.9% agreed that they could remember the new words by listening to English songs on repeat. The other respondents were 26.8% neutral and 6.2% disagreed with the statements.

The third statement was that 31 respondents (32%) agreed and 22 respondents (22.7%) strongly agreed that they collect new words from the English songs they listen to on Spotify. Another 34% were neutral, 10% disagreed, and 3% strongly disagreed with the third statement. The fourth statement was about 33 respondents (34%) strongly agreed and 22 respondents (22.7%) agreed that they learned a lot of new English vocabulary while listening to English songs on Spotify. Other respondents were about 33% in neutral, 9.3% disagreed, and 1% strongly disagreed with that fourth statement. In the fifth statement, 33% of the participants strongly agreed and 23% agreed that they enjoy learning English vocabulary on their own through English songs on Spotify. Of the other respondents were 29.9% in neutral, 11.3% disagreed, and 2.1% strongly disagreed with the statements.

The sixth statement "I have trouble understanding what the singer says" is answered by 28 respondents (28.9%) agreed and 14.4% of 14 respondents strongly agreed with that. Then 39.2% in the neutral, 11.3% disagreed, and 6.2% strongly disagreed with the statement. In the seventh statement, there were 22.7% of the participants agree and 5.2% strongly agreed that when listening to English songs on Spotify, they have trouble understanding the lyrics. The other respondents were 39.2% in neutral, 22.7% disagreed, 10.3% strongly disagreed with the statements. Both the sixth and seventh statements were answered by EFL students

had a specific problem related with listening comprehension. As a result, the researcher would like to refer to Hamouda's (2013) previous study, which found that students' listening comprehension issues can be categorized into four groups: issues with the listening text, issues with tasks and activities, listeners' issues with the listener, and listeners' issues with the teacher's methodology. In order to solve the problem of the difficulty understanding what the singer says and catching the words when listening to English songs on Spotify, we could take a look at the next statements as the solutions.

The eighth statement was about 34 respondents (35.1%) strongly agreed and 35 respondents (36.1%) agreed that they like to look at the lyrics of English songs while learning vocabulary on Spotify. Of the other respondents were about 20.6% neutral, 6.2% disagreed and 2.1% strongly disagreed with that eighth statement. The ninth statement "I'm seeking for the words that I don't know in English songs" is answered by 40 respondents (41.2%) strongly agreed and 24.7% of 24 respondents agreed with that. Then 21.6% in the neutral, 8.2% disagreed and 4.1% strongly disagreed with the statement. For these two statements, Rachmawati, E., Apollonia, R., & Meila, I. R. (2020) mentioned that many things can be learned from songs, such as new words or vocabulary because song lyrics provide a target vocabulary, grammar, and patterns for students to study. Therefore, most of EFL students were interpreted strongly agreed with the statements that looking at song lyrics and knowing the meaning is required for vocabulary learning. Next, the tenth statement "I feel upbeat and happy to learn English through songs because the teacher chose the song based on my needs and grade" is answered by 23 respondents (23.7%) strongly agreed and 22.7% of 22 respondents agreed with that. Then 35.1% in the neutral, 13.4% disagreed, and 4.1% strongly disagreed with the statement.

Table Error! No text of specified style in document.2. EFL Students' Perceptions toward Vocabulary Learning by Listening to English Songs on Spotify

NO.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	Spotify is a great tool for learning vocabulary from English song lyrics	2 (2.1%)	4 (4.1%)	37 (38.1%)	36 (37.1%)	18 (18.6%)
12.	The lyrics feature on Spotify helps me in learning vocabulary	1 (1%)	4 (4.1%)	20 (20.6%)	38 (39.2%)	34 (35.1%)
13.	English songs on Spotify make English vocabulary more familiar	2 (2.1%)	3 (3.1%)	25 (25.8%)	34 (35.1%)	33 (34%)
14.	Learning vocabulary with songs is interesting.	1 (1%)	2 (2.1%)	25 (25%)	32 (33%)	37 (38.1%)
15.	Using Spotify enhance my motivation in learning vocabulary English	2 (2.1%)	8 (8.2%)	34 (35.1%)	26 (26.8%)	27 (27.8%)
16.	My vocabulary enriches after listening to English songs on Spotify	0	9 (9.3%)	29 (29.9%)	32 (33%)	27 (27.8%)

Regarding the result of the data on the table 2 showed that the eleventh statement was about 18 respondents (18.6%) strongly agreed and 37.1% of 36 respondents agree that Spotify is a great tool for learning vocabulary from English song lyrics. However, there were 37 respondents (38.1%) in neutral, 4.1% of 4 respondents disagreed, and strongly disagreed 2.1%. The twelfth statement was about 34 respondents (35.1%) strongly agreed and 38 respondents (39.2%) agreed that the lyrics feature on Spotify helps me in learning vocabulary. The other respondents were about 20.6% in neutral, 4.1% disagreed and 1% strongly disagreed with that fourth statement.

As most of the EFL students' responses were agreed to the two statements, Setyobudi, D.M.S., and Jannah, I.M. (2022) has proven with the result of their study showed that the Spotify application can increase students' understanding and concentration in listening. Indeed, Spotify facilitates various types of listening activities, particularly with songs, because it offers a wide range of songs in various languages, including English songs. One of the songs in high demand by people all over the world is a western song in which English is used to learn a lot of vocabulary (Bisena, I. K. A., 2021).

In the thirteenth statement, there were 33% of 34 participants strongly agree and 35.1% agreed that English songs on Spotify make English vocabulary more familiar. The other respondents were 25% in neutral, 3.1% disagreed, 2.1% strongly disagreed with the statements. The fourteenth statement "Learning vocabulary with songs is interesting." is answered by 37 respondents (38.1%) strongly agreed and 33% of 32 respondents agreed with that. Then 25% in the neutral, 2.1% disagreed and 1% strongly disagreed with the statement. There were 27 respondents (27.8%) who strongly agreed and 26 respondents (26.8%) agree with the fifteenth statement about using Spotify enhances my motivation in learning vocabulary English. In neutral 35.1%, 8.2% disagreed and 2.1% strongly disagreed with that statement. In the sixteenth statement, there were 27.8% of 27 respondents strongly agree and 33% agreed with the vocabulary enrich after listening to English songs on Spotify. The other respondents were 29.9% in neutral, and 9.3% disagreed with the statements.

Table 3. Background of Vocabulary learning by listening to English songs on Spotify

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
17.	Listening to English songs is useful in my vocabulary learning	1 (1%)	3 (3.1%)	27 (27.8%)	35 (36.1%)	31 (32%)
18.	Listening to English songs on Spotify wastes time in learning vocabulary	42 (42.3%)	29 (29.9%)	13 (13.4%)	7 (7.2%)	6 (6.2%)
19.	With songs, more students are more motivated to learn English.	0	2 (2.1%)	34 (35.1%)	32 (33%)	29 (29.9%)
20.	Using English songs on Spotify increases my desire to learn more vocabularies	3 (3.1%)	2 (2.1%)	36 (37.1%)	29 (29.9%)	27 (27.8%)
21.	Listening to English songs on Spotify helps me remember language chunks	0	5 (5.2%)	37 (38.1%)	30 (30.9%)	25 (25.8%)
22.	English songs on Spotify give me a lot of exposure to help with vocabulary acquisition	1 (1%)	5 (5.2%)	33 (34%)	32 (33%)	26 (26.8%)
23.	English song lyrics on Spotify aided me in expanding my vocabulary	1 (1%)	3 (3.1%)	32 (33%)	34 (35.1%)	27 (27.8%)
24.	I can learn the meaning of English words with the aid of English songs	1 (1%)	5 (5.2%)	34 (35.1%)	29 (29.9%)	28 (28.9%)
25.	Listening to English songs helps me learn vocabulary faster than the other learning methods	2 (2.1%)	6 (6.2%)	35 (36.1%)	29 (29.9%)	25 (25.8%)
26.	I recommend a teacher to use Spotify to use in teaching-learning vocabulary	3 (3.1%)	8 (8.2%)	39 (40.2%)	24 (24.7%)	23 (23.7%)

From the table above, it showed the respondents' responses to several statements about the background of vocabulary learning by listening to English songs on Spotify. As we can see from the seventeenth statement, "Listening to English songs is useful in my vocabulary learning," the finding revealed that 32% of 31 respondents strongly agreed and

36.1% of 35 respondents agreed. However, there were 27 respondents (27.8%) the neutral, disagreed 3.1% and one respondent strongly disagreed.

The eighteenth statement, “Listening to English songs on Spotify wastes time in learning vocabulary,” answered by 42 respondents (42.3%) strongly disagreed, and 29.9 % of the 29 respondents disagreed with that. Then 13% were neutral, 7.2% agreed, and 6.2% strongly agreed with the statement. Knowing that EFL students mostly responded with strongly disagreed, it meant the time used for listening to English songs on Spotify in order to learn vocabulary was useful. As Lestary, N. L. G. W. (2019) that songs provide a variety of benefits, including the ability to entertain and engage students. It was assumed that if the students engaged in an enjoyable activity, they would be motivated to learn.

There were 29 respondents (29.9%) strongly agreed, and 32 respondents (33%) agreed with the nineteenth statement about with songs, more students are more motivated to learn English. In neutral 35.1%, 2.1% disagreed with that statement. In the twentieth statement, there were 27.8% of 27 respondents strongly agree and 29% agreed with the statement about using English songs on Spotify increases my desire to learn more vocabulary. The other respondents were 37.1% in neutral, and 2.1% disagreed and 3.1% of 3 respondents strongly disagreed with the statement.

In responding to the twenty-oneth statement “Listening to English songs on Spotify helps me remember language chunks”, the result showed that 25 respondents (25.8%) strongly agreed and 30 respondents (30.9%) agreed. Other respondents 38.1% in neutral and 5.2% disagreed. The twenty-second statement was about 32 respondents (33%) agreed and 26 respondents (26.8%) agreed that English songs on Spotify give me a lot of exposure to help with vocabulary acquisition. Other respondents were about 34% in neutral, 5.2% disagreed and 1% strongly disagreed with that statement. In the twenty-third statement, 27.8% of the participants strongly agreed, and 35.1% agreed that English song lyrics on Spotify aided me in expanding my vocabulary. The other respondents were 33% neutral and 3.1% disagreed, and one respondent strongly disagreed with the statements.

The twenty-fourth statement was that 28 respondents (28.9%) strongly agreed and 29 respondents (29.9%) agreed that they can learn the meaning of English words with the aid of English songs. Another 35.1% were neutral, 5.2% disagreed, and 1% strongly disagreed with the statement. The twenty-fifth statement indicated that 25 respondents (25.8%) strongly agreed and 29 respondents (29.9%) agreed to listen to English songs helps me learn vocabulary faster than the other learning methods. Another 36.1% were neutral, 6.2% disagreed, and 2.1% strongly disagreed with the third statement. There were 23 respondents (23.7%) who strongly agreed, and 24 respondents (24.7%) agreed with the last statement about recommending a teacher to use Spotify in teaching-learning vocabulary. In neutral 40%, 8.2% disagreed, and 3.1% of respondents strongly disagreed with that statement. The agreement of EFL students in this statement means that a teacher might use Spotify to teaching-learning vocabulary by listening to English songs. It may be easier to teach young people English through song-based media because most of them enjoy singing and listening to English music until they have it memorized (Fitriana, R. O., 2021).

Table 4. Descriptive Statistics for Comparing Secondary and Tertiary toward Vocabulary Learning by Listening to English Songs on Spotify

	N	Mean	Std. Deviation
Secondary	53	91.0943	18.37459

Tertiary	44	101.5455	12.55398
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The data defined descriptive statistics for comparing secondary and tertiary students' responses to listening to English songs on Spotify for vocabulary learning, as shown in Table 4. The secondary and tertiary mean scores were: tertiary ($M = 101.5455$) and secondary ($M = 91.0943$). It can be observed from both groups that tertiary demonstrated slightly better than secondary. Then, the independent samples t-test was used to determine the significance of the mean score difference between tertiary and secondary, as presented in Table 5.

Table 5. Independent-Samples T-test for Secondary and Tertiary

	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	9.143	.003	-3.202	95	.002
Equal variances not assumed			-3.313	91.814	.001

According to Table 5, the data results revealed statistically significant differences between the mean score of the perspective of tertiary and secondary $F = 9.143$, $p < .05$ which meant the value was below the specified significance (0.05). The second null hypothesis was confirmed because the two mean scores between secondary and tertiary were statistically different.

Table 6. Descriptive Statistics for Comparing Female and Male toward Vocabulary Learning by Listening to English Songs on Spotify

	N	Mean	Std. Deviation
Female	58	95.1207	18.28822
Male	39	96.8974	14.34682

Table 6 indicated the students' mean scores in the descriptive statistics for comparing female and male students' responses to vocabulary learning by listening to English songs on Spotify. The female and male mean scores were: female ($M = 95.1207$) and male ($M = 96.8974$). It can be observed from the data that both groups resembled one another almost exactly. However, male demonstrated slightly better to listening to English songs on Spotify in their vocabulary learning than female. The significance of the mean score difference between females and males were determined using the results of the independent samples t-test, as shown in Table 7.

Table 6. Independent-Sample T-test for Female and Male

	F	Sig.	t	Sig. (2-tailed)
Equal variances assumed	4.268	.042	-.510	.611
Equal variances not assumed			-.535	.594

As defined in Table 7, there was no statistically significant difference in the mean scores of female and male students' perspectives. $F = 4.268$, $p > .05$, indicating that the value was greater than the specified significance (0.05). The second null hypothesis was confirmed because the two mean scores showed no statistically difference between male and female students.

Based on the total score of the questionnaire result indicated on tables 1 and 2, the finding data showed positive attitudes, personal feelings, and perspectives of EFL students toward vocabulary learning by listening to English songs on Spotify. The results of the study by Rachmawati, E., Apollonia, R., and Meila, I. R. (2020) also revealed that most students had a favorable opinion of the use of well-known songs to enhance students' vocabulary mastery. Furthermore, as shown in table 3, listening to English songs on Spotify, according to the majority of EFL students, is beneficial and useful for EFL students learning vocabulary. Same to a study conducted by Wardiman, Aminah, and Dewi in 2022, more than 50% of students agreed that using songs as a learning resource had a number of benefits. Another study conducted by Ilinawati, I., & Dharma, Y. P. (2019) got the result that the use of songs was successful in increasing students' vocabulary. Further, the result statically found out that there were significant differences between the mean score of the perspective of tertiary and secondary. This was because tertiary carried out Spotify better in their vocabulary learning than secondary. On the other finding, the mean scores of female and male students' perspectives were not statistically different. It can be concluded EFL performed their best in terms of learning vocabulary by listening to English songs on Spotify.

Conclusion

The researcher would like to draw a conclusion regarding the EFL students' perceptions of vocabulary learning by listening to English songs on Spotify based on the data analysis and discussion from the previous chapter. When listening to English songs on Spotify, students' perceived weaknesses include their inability to follow what the singer is saying and to catch the words. The findings study indicated that EFL students, who made up 45.4% of tertiary students (44 participants) and 54.6% of secondary students (53 participants) from various schools and colleges who were listening to the English song on Spotify and taking English classes, had positive attitudes, personal feelings, and perspectives toward vocabulary learning by listening to English songs on Spotify.

Additionally, the results of the statistical analysis showed that the mean scores for the secondary and tertiary perspectives differed significantly from one another toward vocabulary learning by listening to English songs on Spotify (table 5). It explained that the mean value was below the specified significance (0.05) meant that according to the responses of tertiary carried out better score to listening to English songs on Spotify in vocabulary learning. Of the other finding data presented in table 7 that the mean scores of female and male students' perspectives were not statistically different. Based on the data, indicating that the value was greater than the specified significance (0.05), this meant that the responses of males scored better when listening to English songs on Spotify for vocabulary learning.

According to this discovery, EFL students believe that listening to English songs on Spotify improves their vocabulary learning. EFL students are also aware of the advantages of listening to English songs for vocabulary learning, such as Spotify, a fantastic tool for learning vocabulary from English song lyrics. Song lyrics provide students with unfamiliar words and help them memorize the words through the melody they listen to on repeat. It can be described as an enjoyable activity to learn vocabulary because they are motivated. Moreover, the discussion of the present findings can be recommended that teachers can maximize utilizing Spotify in teaching-learning vocabulary in the classroom and the students can learn in learning vocabulary anywhere and everywhere on Spotify.

This study is limited to a small number of participants taken in the tertiary and secondary, it is suggested to have another study with a larger group of students. The

researcher also hopes that this study will help students learn vocabulary and that other researchers working on related topics can use it as a resource.

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