



# UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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### **SURAT KEPUTUSAN** **DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** **UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA** **Nomor: 0772/FKIP/KEP/2025**

#### **Tentang**

#### **PENGANGKATAN PANITIA SIDANG SKRIPSI** **PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS** **FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** **UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA** **SEMESTER GENAP TAHUN AKADEMIK 2024/2025**

*Bismillahirrahmanirrahim,*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. Dr. HAMKA:

- Menimbang : a. Bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA telah menyelesaikan ujian semua mata kuliah dan penyusunan skripsi yang berbobot 6 (enam) SKS, dipandang perlu dilaksanakan sidang skripsi.
- b. Bahwa untuk kelancaran sidang skripsi sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat panitia sidang skripsi dengan Surat Keputusan Dekan.
- Mengingat : 1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014, tanggal 30 Januari 2014, tentang Penyelenggaraan Perguruan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tanggal 24 Januari 2020 tentang Standar Nasional Pendidikan Tinggi;
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8. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2013;
9. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 016/G.18.03/1997 tanggal 26 Rabiul Awal 1418 H/31 Juli 1997 M, tentang Pemberlakuan Ketentuan dan Peraturan – Peraturan IKIP Muhammadiyah Jakarta pada Universitas Muhammadiyah Prof. DR. HAMKA;



Memperhatikan : Kurikulum Operasional Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA.

MEMUTUSKAN:

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- Kedua : Apabila salah seorang diantara panitia penguji tidak dapat melaksanakan tugas karena sakit atau karena hal lainnya, maka ditunjuk penguji pengganti oleh Ketua Sidang Skripsi.
- Ketiga : Menetapkan peserta ujian sidang skripsi Program Studi Pendidikan Bahasa Inggris sebagaimana tercantum pada lampiran, dengan judul skripsi terlampir pada keputusan ini.
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- Kelima : Pelaksanaan sidang diuji oleh dua orang penguji sebagai anggota tim penguji skripsi masing-masing mahasiswa yang mengikuti sidang skripsi.
- Keenam : Semua biaya yang berkaitan dengan sidang skripsi ini dibebankan kepada anggaran program studi yang diatur khusus untuk kepentingan tersebut.
- Ketujuh : Pengumuman lulus atau tidak lulus disampaikan oleh ketua panitia sidang skripsi kepada peserta ujian sidang skripsi berdasarkan hasil rapat panitia sidang skripsi pada hari pelaksanaan ujian, setelah peserta selesai mengikuti sidang skripsi.
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Ditetapkan di : Jakarta

Pada tanggal : 25 Syaban 1446 H  
24 Februari 2025 M

Dekan,



  
Purnama Syae Purrohman, M.Pd., Ph.D.

Salinan Keputusan ini disampaikan kepada:

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2. Ketua Program Studi Pendidikan Bahasa Inggris
3. KTU u.p. Kasubag Keuangan  
Fakultas Keguruan dan Ilmu Pendidikan UHAMKA

## DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 20 Jun 2025 s/d 23 Jul 2025


NO	Tgl Sidang Jam Sidang Ruang Sidang	NIM - Nama Mahasiswa Judul skripsi	Dosen Pembimbing	Dosen Penguji
1	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055016 - MUHAMMAD ISRAFIL GAME-BASED LEARNING TO PROMOTE STUDENTS ENGAGEMENT IN ENGLISH LANGUAGE LEARNING : A QUALITATIVE STUDY	ROSLAINI, Dr., M.Hum. -	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
2	Jumat, 20 Jun 20 __ : __ - __ : __ R.	1901055051 - MILA ADINDA THE IMPORTANCE OF TEACHING ENGLISH PRONUNCIATION BY USING ENGLISH IN MIND TEXTBOOK	ZUHAD AHMAD, Drs., M.P -	TRI WINTOLO APOKO, Dr., SILIH WARNI, Ph.D.
3	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2001055023 - GALUH APRILINA STUDENTS PERCEPTION OF THE USE OF SPOTIFY APPLICATION TO IMPROVE LISTENING SKILLS IN GRADE 10 OF SMAN 106 JAKARTA	AKHMAD HAQIQI MAMUN, D -	TRI WINTOLO APOKO, Dr., SUCIANA WIJIRAHAYU, D
4	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055006 - ANNISA DEVITRIANA ENGAGING INTERACTIVE KAHOOT APPLICATION FOR VOCABULARY MASTERY AND STUDENTS MOTIVATION	SUCIANA WIJIRAHAYU, D -	ROSLAINI, Dr., M.Hum. AKHMAD HAQIQI MAMUN, D
5	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055008 - NISA RAHMAWATI STUDENTS PERCEPTION IN LEARNING NARRATIVE TEXT USING ANIMATED VIDEOS	SISWANA, Dr., M.Pd. -	ROSLAINI, Dr., M.Hum. AKHMAD HAQIQI MAMUN, D
6	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055012 - WINDY INVESTIGATING EFL STUDENTS ANXIETY DURING CLASSROOM ENGLISH PRESENTATION: A MIXED-METHOD STUDY.	TRI WINTOLO APOKO, Dr., -	SISWANA, Dr., M.Pd. SUCIANA WIJIRAHAYU, D
7	Jumat, 20 Jun 20 __ : __ - __ : __ R.	2101055072 - ALYA NUR ALIFAH EXPLORING ENGLISH VOCABULARY LEARNING STRATEGIES OF STUDENTS IN A PRIVATE SENIOR HIGH SCHOOL IN EAST JAKARTA	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. ZUHAD AHMAD, Drs., M.P
8	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055075 - TRI PUTRA PEBRIYAN THE INFLUENCE OF SOCIAL MEDIA ON THE DEVELOPMENT OF SLANG AMONG EFL STUDENTS	AKHMAD HAQIQI MAMUN, D -	HERRI MULYONO, Prof., P ROSLAINI, Dr., M.Hum.
9	Rabu, 23 Jul 2025 __ : __ - __ : __ R.	2101055076 - SHINTIA AZZAHRA BUILDING VOCABULARY IN PRIMARY SCHOOL STUDENTS USING CONTEXTUAL TEACHING LEARNING MODEL	NITA KANIADEWI, M.Pd -	HERRI MULYONO, Prof., P ROSLAINI, Dr., M.Hum.
10	Rabu, 23 Jul 2025	2101055080 - DINDA RAHMALIA	HAMZAH PUADI ILYAS, Ph	HERRI MULYONO, Prof., P

## DAFTAR JADWAL SIDANG SKRIPSI

Prog. Studi : Pendidikan Bahasa Inggris

Periode Sidang : 20 Jun 2025 s/d 23 Jul 2025

NO	Tgl Sidang Jam Sidang Ruang Sidang __:__:__ R.	NIM - Nama Mahasiswa Judul skripsi  EXPLORING FACTORS INFLUENCING READING SKILLS AND THEIR PERCEIVED IMPACT AT SMAN 3 RANGKASBITUNG IN THE 2024/2025 ACADEMIC YEAR	Dosen Pembimbing  -	Dosen Penguji  ROSLAINI, Dr., M.Hum.
11	Rabu, 23 Jul 2025 __:__:__ R.	2101055085 - WILDA WIDIANA INVESTIGATING COLLEGE STUDENTS PERCEPTIONS OF QUIZZ AS AN EFFECTIVE LEARNING TOOL FOR THE ENGLISH FOR YOUNG LEARNERS SUBJECT IN THE ENGLISH DEPARTMENT	SILIH WARNI, Ph.D. -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
12	Rabu, 23 Jul 2025 __:__:__ R.	2301059003 - DIAH AYU AMBARWATI EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS HABIT OF LISTENING SPOTIFY SONGS AND THEIR VOCABULARY COMPETENCE	CAHYA KOMARA, S.Pd., M -	ROSLAINI, Dr., M.Hum. SRI KUSUMA NINGSIH, M.
13	Rabu, 23 Jul 2025 __:__:__ R.	2101055013 - MAESARO EXPLORING THE EXPERIENCES DURING TEACHING INTERNSHIPS IN INDONESIA AND THAILAND: PERSPECTIVES ON INTERCULTURAL SKILLS	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
14	Rabu, 23 Jul 2025 __:__:__ R.	2101055007 - PRISCA APRIANA HARAHA FROM INFORMATION SEEKING TO LESSON DESIGN : AN EFL PRE-SERVICE TEACHERS REFLECTION	NURHANDAYANI SUPRAP -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd
15	Rabu, 23 Jul 2025 __:__:__ R.	2001055037 - MUSTIKA DYAH WIDYASAR EXPLORATION OF LEARNING MOTIVATION AND READING COMPREHENSION OF ACCOUNTING STUDENTS USING QUIZZZ	SUCIANA WIJIRAHAYU, D -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
16	Rabu, 23 Jul 2025 __:__:__ R.	2101055001 - PUTRI KUSUMA NINGRUM THE IMPACT OF SOCIAL MEDIA ON ENGLISH LANGUAGE LEARNING: A MIXED-METHODS STUDY	TRI WINTOLO APOKO, Dr., -	SISWANA, Dr., M.Pd. NURHANDAYANI SUPRAP
17	Rabu, 23 Jul 2025 __:__:__ R.	2101055003 - HANNIFIAH RAHMAH INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS HABIT OF SINGING ENGLISH SONGS WITH THEIR PRONUNCIATION ABILITY IN SENIOR HIGH SCHOOL IN EAST JAKARTA	SISWANA, Dr., M.Pd. -	ROSLAINI, Dr., M.Hum. NITA KANIADEWI, M.Pd
18	Rabu, 23 Jul 2025 __:__:__ R.	2101055005 - GALIH RAZZAQ PURDIANAT EXPLORING COGNITIVE ASPECTS IN LESSON PLANS MADE BY PRE - SERVICE TEACHERS	SISWANA, Dr., M.Pd. -	SUCIANA WIJIRAHAYU, D NITA KANIADEWI, M.Pd

	<p>UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)</p> <p><b>BERITA ACARA SIDANG SKRIPSI</b> Jenjang Pendidikan Strata Satu (S1) Program Studi : Pendidikan Bahasa Inggris Semester Genap Tahun Akademik 2024/2025</p>	<p>Tgl Efektif : 1 Februari 2011 No. Dokumen : FM-AKM-03-040 No Revisi : 00</p>
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Berdasarkan Surat Keputusan Dekan Fakultas KEGURUAN DAN ILMU PENDIDIKAN (FKIP) Universitas Muhammadiyah Prof. DR. HAMKA Nomor : 2927/A.32.03/2013, dinyatakan bahwa pada hari ini Rabu, 23 Jul 2025, telah dilaksanakan sidang skripsi jenjang pendidikan Strata Satu (S1) atas :

Nama Mahasiswa : DIAH AYU AMBARWATI  
NIM (Nomor Induk Mahasiswa) : 2301059003  
Judul Skripsi : EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS HABIT OF LISTENING SPOTIFY SONGS AND THEIR VOCABULARY COMPETENCE

Dihadapan tim penguji sidang skripsi, yang terdiri dari :

No	Nama Dosen	Penguji / Pembimbing	Tanda Tangan	Nilai
1	CAHYA KOMARA, S.Pd., M.Hum	Pembimbing 1	1. ....	85
2	-	Pembimbing 2	2. ....	
3	ROSLAINI, Dr., M.Hum.	Penguji 1	3. ....	83
4	SRI KUSUMA NINGSIH, M.Pd.	Penguji 2	4. ....	80
Jumlah ....				248
Nilai Akhir ....				83

Dinyatakan : Lulus/Tidak Lulus \*)

Demikian Berita Acara ini dibuat dengan sebenar-benarnya.

Jakarta, Sabtu 2 Agustus 2025  
Ketua Program Studi  
  
  
 Silvi Wani, Ph.D.

**EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS' HABIT OF  
LISTENING SONGS ON SPOTIFY AND THEIR VOCABULARY COMPETENCE**

**LAPORAN PUBLIKASI ILMIAH**

**Submitted As a Partial Fulfilment of the Requirement for  
the Degree of *Sarjana Pendidikan*  
2024/2025 Academic Year**



**By:  
DIAH AYU AMBAWATI  
2301059003**

**THE ENGLISH EDUCATION STUDY PROGRAMME  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA  
JAKARTA  
2025**


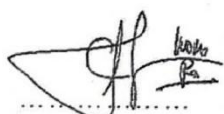


## LEMBAR PENGESAHAN

Judul : Exploring the Relationship Between EFL Students' Habit of Listening Songs  
on Spotify and Their Vocabulary Competence  
Nama : Diah Ayu Ambarwati  
NIM : 2301059003

Sudah diperiksa dan dikoreksi melalui proses, maka dosen pembimbing dengan ini menyatakan bahwa laporan tugas akhir publikasi ilmiah dinyatakan valid.

Tim Validitor

	Nama Jelas	Tanda Tangan	Tanggal
Ketua	: Silih Warni, Ph.D	 .....	1 - 7 - 2025 .....
Pembimbing	: Cahya Komara, S.Pd., M.Hum	 .....	30 - 6 - 2025 .....

Disahkan oleh,  
Dekan,



Purnama Syae Purrohman, M.Pd., Ph.D  
NIDN. 0307017404

## LETTER OF ACCEPTANCE

To:

Prof../Dr../Mr../Mrs

Diah Ayu Ambarwati

University of Muhammadiyah Prof Dr Hamka

It is my great pleasure to inform you that your paper entitled **"EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS' HABIT OF LISTENING SONGS ON SPOTIFY AND THEIR VOCABULARY COMPETENCE "** has been ACCEPTED and will be published on **Klasikal: Journal of Education, Language Teaching and Science**. Your paper will be published in **Volume 7, Issue 2, August 2025**.

Authors are encouraged to carefully consider the reviewers' comments and suggestions for improving their manuscript and to strictly follow the authors' guidelines for preparing their paper.

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Yours sincerely,



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## PERNYATAAN ORIGINALITAS

Saya yang bertanda tangan dibawah ini:

Nama : Diah Ayu Ambarwati

NIM : 2301059003

Program Studi : Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa artikel yang saya buat dengan judul "*EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS' HABIT OF LISTENING SONGS ON SPOTIFY AND THEIR VOCABULARY COMPETENCE*" merupakan hasil karya sendiri dan sepanjang pengetahuan dan keyakinan saya bukan plagiat dari karya ilmiah yang telah dipublikasikan sebelumnya atau ditulis orang lain. Semua sumber yang dikutip maupun dirujuk telah saya tulis dengan benar sesuai dengan pedoman dan tata cara pengutipan yang berlaku. Apabila ternyata dikemudian hari artikel ini, baik sebagian maupun keseluruhan merupakan hasil plagiat atau penjiplakkan terhadap karya orang lain, maka saya bersedia mempertanggungjawabkan sekaligus bersedia menerima sanksi berdasarkan aturan yang berlaku di Universitas Muhammadiyah Prof. DR. HAMKA.

Bekasi, 28 Juni 2025

Yang membuat pernyataan,



Diah Ayu Ambarwati  
NIM. 2301059003

# EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS' HABIT OF LISTENING SONGS ON SPOTIFY AND THEIR VOCABULARY COMPETENCE

Diah Ayu Ambarwati

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## ABSTRACT

*Listening to songs has been long used by teachers in Indonesia as a part of English learning activities inside or outside the classroom in Indonesia. The goals are not just for leisure purposes but to develop students' English skills and sub-skills, for example, listening or vocabulary. The Indonesian EFL students generally like this activity, whereas many are accustomed to listening to songs as part of their daily habits. Apparently, listening to songs' habits today has been much easier since the emergence of Spotify's music application. This app is becoming more popular and is used by many EFL students in Indonesia. Some studies have exposed the benefits of listening to songs through this Spotify application to enrich the student's vocabulary knowledge or size. However, further investigation is still required to determine whether the variable of listening to song habits on this Spotify platform correlates with students' vocabulary competence. Based on that interest, this study seeks the relevance between these two variables using a quantitative correlational method. 26 students from a private high school in Depok, Indonesia were selected to participate in this study. The questionnaire instrument and vocabulary test were used in this study. The result showed a positive correlation between the two variables. Therefore, listening to English songs on Spotify has become a factor that influences students' vocabulary competence.*

**Keywords:** *EFL Students, Listening to Songs' Habit, Spotify, Vocabulary Competence*

## INTRODUCTION

Vocabulary is simply defined as the collection of words expressed by a person (Schmitt, 2002). However, many experts view vocabulary as more than just collections of words but lexicon or lexical items that manifest what a person has seen or heard as one meaning (Barcroft, 2016). Although sometimes one particular word has multiple meanings and interpretations, the general concept of vocabulary or words refers to a single unit of language (Mccarthy & Keeffe, 2010). Vocabulary is always seen as a complex component of a language, and it requires long-life learning that expands all the time or cannot ever be fully mastered throughout a person's life (Hiebert & Kamil, 2005).

Learning and developing vocabulary are vital in English as a second or foreign language (ESL/EFL) area. Nation on Webb (2020) stated that vocabulary might impact EFL learners' ability to express their thoughts and comprehend others. Simon and Taverniers (2011) added

that vocabulary is a subskill that determines the efficiency of EFL students' successful communication. Other studies have shown that vocabulary is crucially needed and influences students' skills to perform English, such as reading comprehension (Brooks et al., 2021), writing (Zhai, 2016), listening (Ataş, 2018), and speaking (Kilic, 2019). Having a large vocabulary is always the key to better understanding and usage in students' real L2 or FL communication (Ozturk, 2015).

Developing EFL students' vocabulary is never easy and varies depending on their needs and conditions. Previous researchers have used some methods to enhance students' L2 or FL vocabulary, such as context or keyword methods (Rodríguez & Sadowki, 2000; Soleimani et al., 2012) and flipped classroom method (Alnuhayt, 2018). Other studies have used specific vocabulary learning instructions, technique, tasks, and conventional and digital media to develop students' vocabulary knowledge or size, such as clickers (Sénécal & Cardoso, 2024), story tasks (Tu, Ma, & Jiang, 2024), mnemonics technique (Sarioğlu & Karatepe, 2024), game-based activity (Al-Sofi, 2024), visual cards (Lei & Reynolds, 2022), digital media or video (Teng, 2022; Laufer & Vaisman, 2023), visual technology (Sato, 2016), and mobile application (Roy et al., 2019; Tahounehchi, 2021). All studies showed positive results in gaining EFL students' vocabulary knowledge.

From many options to develop EFL students' vocabulary knowledge or size, using songs is considered accommodating. Song is a form of musical arrangement that carries lyrics and melody (Merriam-Webster, 2008). Listening to songs can be used not only as entertainment or just for experiencing them (Moore, 2012), but as media for enriching EFL students' vocabulary through its lyric (Neto et al., 2019). Besides, listening to songs is more enjoyable and can promote vocabulary learning in an EFL classroom (Mannarelli & Serrano, 2024). Several studies have proven the effect of listening to songs and its relation to expanding the learners' vocabulary knowledge, acquisition, or competency at every level. First, Coyle and Gracia (2014) and Nguyen and Nguyen (2020) explored using songs at young children or elementary student levels. Next, Luo (2019) and Tilwani et al. (2022) on investigating songs at the level of secondary school students. Last, Atta-Alla (2012) and Chang (2024) researched song utilization at the university or adult learner level. It strengthens the idea that listening to songs becomes an alternative activity that enriches the EFL students' vocabulary capacity.

In Indonesia, listening to songs is a common activity that has been included in the school curriculum for a long time. This activity is conducted as an enrichment part of their English learning activity, especially for vocabulary building. EFL students in Indonesia are familiar with listening to songs, and they unintentionally have nurtured a habit of doing this by listening to songs in their daily activities. Habit is defined as a consistent and automatic behavior, a cognitive mechanism independent of behavior (Verplanken, 2018). This pattern of behavior is usually formed through persistent practice (Richards & Schmidt, 2013). EFL students' habit of listening to English songs is way more extensive these days since the presence of a new digital music application named Spotify. Spotify is categorized as a music streaming application that offers plenty of English songs globally, and it has become a top music streaming platform now, with approximately 150 million users recently (Barata & Coelho, 2021). Listening to songs from Spotify has been largely acknowledged and used by Indonesian EFL students as part of their daily routine activity or habit.

However, further investigation is still required, mainly to determine whether the variable of listening to song habits by using the Spotify application correlates with the EFL students' vocabulary competence. There are two main reasons for this: 1) The trend of listening to songs

from Spotify is becoming popular, and the number of EFL students who have this habit of listening to songs from this platform is also increasing. This claim was confirmed from the researchers' pre-observation and interview with some random students at a particular grade or school in Indonesia, and it can be identified that the habit of listening to English songs truly exists and is affirmed by EFL students. Furthermore, the teachers exposed that students with this listening song behavior on Spotify typically or assumingly have a good vocabulary score. 2) The studies that focused on students' listening to song habits on Spotify and their relation with vocabulary knowledge, acquisition, or competence are still limited. Previous studies on students' listening habits to songs and vocabulary competence or mastery have been done by several researchers but did not include or check the students' habit of listening to songs from the Spotify platform, for instance, Abudi, Hasan, and Helingo, (2024), Putri (2024), Wardiansyah et al. (2019), and Fitri, Syarfi, and Supriusman (2019) who used songs on Youtube or any audio platforms.

In contrast, a study conducted by Muntuan and Sengkey (2024) showed the opposite result about the students' habit of listening to songs and vocabulary. 63 students from a junior high school in Minahasa, North Sulawesi, exposed a very low result regarding the relationship between the habit of listening to songs and their vocabulary size. Most of them did not know synonyms and antonyms; they also did not understand sentence vocabulary, although they had this listening song habit. A few were also shown to be uninterested in learning English and were willing to look up the meaning of unfamiliar words in the dictionary. From these studies, the researchers concluded that listening to songs must also be supported by motivation, willingness, interest, and initiative to achieve an extensive vocabulary.

The latest relationship or correlational studies about students' habit of listening to songs on Spotify and vocabulary context came from Nurmareta (2024) who studied 36 students at the secondary school level at Trenggalek, East Java, with findings that students' habit of listening to songs at Spotify and their vocabulary number or size was positively correlated. The results indicated a significant relationship between the habit of listening to songs on Spotify and students' vocabulary size. Meanwhile, Butar Butar and Katemba (2023) studied 97 secondary and college students' perceptions of listening to songs in Bandung. The results showed a positive outcome regarding using Spotify as a medium for vocabulary learning. Most respondents stated that listening to songs on Spotify enables them to improve their vocabulary if it becomes a habit since Spotify offers a wide selection of English songs accompanied by lyrics.

Based on this concern, the researchers felt it necessary to study the relevance of the student's habit of listening to English songs on Spotify to their vocabulary competence. Many studies have sought the relationship between students' vocabulary knowledge, size, or acquisition with others' variables, such as students' psychological grit and self-regulatory learning (El Hadim & Ghaicha, 2024; Ali Zarei & Hatami, 2012; Amirian, Mallahi, & Zaghi 2015), morphology awareness and collocation profiles (Zahedi & Fallah, 2011; Eguchi & Kyle, 2023), online exposure or mobile based activity (Niitemaa, 2020; Ebadi, Amini, & Gheisari, 2023), even spatial and musical intelligence (Gholam-Shahbazi, 2019). Nevertheless, this research focuses on students' habit of listening to English songs on Spotify as the primary variable that might connect with their vocabulary competence. Thus, the researchers state one question in this study: 1) Is there any relationship between EFL students' habit of listening to English songs on Spotify and their vocabulary competence? Hopefully, this study can provide data about EFL students' habit of listening to English songs on Spotify and its relation to their



vocabulary competence in Indonesia. So, it can add insight or knowledge about the correlation between these two variables.

## METHOD

To answer the central question of whether the variable of students' habit of listening to English songs on Spotify is significantly related to the variable of their vocabulary competence, 26 EFL students from a particular grade at one private Senior High School of Misbaahussuduur, Depok, Indonesia participated in this study. Those participants were categorized as EFL students who habitually listen to English songs on the Spotify application in their daily lives. Next, in terms of method, this study applied a quantitative approach with a correlation design to validate the relationship between students' habit of listening to English songs on Spotify and their vocabulary competence. Correlation design is suitable to estimate or determine the strength, magnitude, and direction of a relationship between two variables (Mertens 2010; Leavy, 2017).

For the instruments, this study used a questionnaire to crosscheck the EFL students' habits of listening to songs and a vocabulary test to measure their level of competence. The questionnaire was adapted from Hoover & Krishnamurti (2010), Chin & Rickard (2012), and Lachance et al. (2024), consisting of 15 statements using a Likert scale of 1 (never) to 5 (always). The vocabulary test was presented as multiple-choice questions and distributed via Google Forms. The test had 30 questions focusing on three aspects to measure: synonyms, antonyms, and collocations. Since the purpose of this test was to measure students' vocabulary enrichment, the test was taken based on frequently used vocabulary by students on the academic word list researched by Coxhead (2006); Gardner & Davies (2014); and Kim & Lee (2019). After all the data had been gathered, the researchers calculated and analyzed it using SPSS 25 software.

**Table 1.** Demographic table of participants

Aspects	Category	Frequency	Total
Gender	Male	16	26
	Female	10	
Age	17 years old	8	
	18 years old	18	
Class	XII	26	
Music Streaming App	Spotify	26	

## RESULT AND DISCUSSION

To ensure the credibility and consistency of the questionnaire and vocabulary test instruments, the researchers conducted a validity and reliability check using the SPSS 25 software before distributing them. All items have been confirmed as valid.

### *Pre-requisite Analysis*

Two sets of instruments were used and analyzed previously to determine whether there is a relationship between the habit of listening to songs on Spotify and the students' vocabulary competence. The questionnaire on the habit of listening to songs and a vocabulary test were analyzed to measure the accuracy and consistency of each instrument item. The data were

calculated separately using the SPSS 25 program, 15 items of the questionnaire on the habit of listening to songs, and 30 items of the vocabulary test. **See appendix 1 and 2.**

### **Validity Score**

The instruments' validity test was conducted using the Pearson product-moment correlation method. Based on the significance value of r-table (df=n-2), it is known that the item is declared valid if r-count > r-table. The r-table for participants of (df=26-2) is 0.3882. The analysis showed that the r-count of each item ranges from 0.487 to 0.872, which is more than the r-table, 0.3882.

**Table 2.** Validity score of two instruments

<b>Item habit</b>	<b>r count</b>	<b>r table</b>		<b>Item vocab</b>	<b>r count</b>	<b>r table</b>		<b>Item vocab</b>	<b>r count</b>	<b>r table</b>	
X1	.872**	0.3882	valid	Y1	.487*	0.3882	valid	Y16	.523**	0.3882	valid
X2	.733**		valid	Y2	.629**		valid	Y17	.523**		valid
X3	.552**		valid	Y3	.487*		valid	Y18	.763**		valid
X4	.754**		valid	Y4	.604**		valid	Y19	.550**		valid
X5	.860**		valid	Y5	.523**		valid	Y20	.604**		valid
X6	.733**		valid	Y6	.487*		valid	Y21	.523**		valid
X7	.754**		valid	Y7	.763**		valid	Y22	.487*		valid
X8	.669**		valid	Y8	.763**		valid	Y23	.654**		valid
X9	.679**		valid	Y9	.629**		valid	Y24	.604**		valid
X10	.784**		valid	Y10	.523**		valid	Y25	.523**		valid
X11	.755**		valid	Y11	.523**		valid	Y26	.654**		valid
X12	.594**		valid	Y12	.763**		valid	Y27	.654**		valid
X13	.471*		valid	Y13	.487*		valid	Y28	.643**		valid
X14	.594**		valid	Y14	.763**		valid	Y29	.763**		valid
X15	.760**		valid	Y15	.654**		valid	Y30	.763**		valid

### **Reliability Score**

The consistency of the instruments was also examined using Cronbach's alpha significance level as the basis value. An item is declared reliable and usable if its significance value is > 0.70. The examination found that the alpha reliability value was 0.927 (questionnaire of habit listening item) and 0.940 (vocabulary test items), which passed the standard significance limit. These results show that both data sets are reliable and highly acceptable (Bonett & Wright, 2015).

**Table 3.** Reliability score

<b>Item Habit</b>			<b>Item Vocabulary</b>		
Cronbach's Alpha	N of Items	sig	Cronbach's Alpha	N of Items	sig
0.927	15	0.7	0.940	30	0.7
		reliable			reliable

### Descriptive Statistics

After collecting the data, the result shows that the 26 students had above-average scores. The scores obtained were converted into scales of low, medium, and high. More than half of the participants had high scores in both the habit of listening to songs on Spotify and their vocabulary test. The average score for EFL students' habit of listening to songs on Spotify was 63.77, with a dispersion value of 8.267, indicating a fairly diverse variation in scores for each student. As for the result of the vocabulary competence test, the average student's correct score is 27.69, with a standard deviation of 4.897, which indicates a fairly significant difference in scores between students and the average.

**Table 4.** Statistical description

Variables	N	Median	Range			Mean	Std. Deviation
			Low	Medium	High		
Habit of listening to songs on Spotify	26	65.5	0	2	24	63.77	8.627
Vocabulary test result	26	30	0	2	24	27.69	4.897

### Result of Hypothesis

The data was then examined using the non-parametric test of coefficient correlational Spearman's rank. According to Cohen (1977) and Soegiyono (2011), the minimum limit of the correlation value is 0.50. In contrast, the significance value is  $< 0.05$ . If the result shows the significance level  $> 0.05$ , then the two variables have no relationship. The hypothesis is as follows:

- $H_0: \rho = 0 \rightarrow$  There is no significant relationship between EFL students' habit of listening to songs on Spotify and their vocabulary competence.
- $H_a: \rho \neq 0 \rightarrow$  There is a significant relationship between EFL students' habit of listening to songs on Spotify and their vocabulary competence.

The following results were found after analyzing the correlation between these two variables; EFL students' habit of listening to songs on Spotify and their vocabulary competence.

**Table 5.** The result of the correlation of Spearman's rank

	<b>Correlation Coefficient</b>	.847**
Spearman's rho	Sig. (2-tailed)	0.000
	N	26

Both instruments that were distributed and filled out by respondents showed an average score of 4 (questionnaire) and 27/30 (vocabulary competence test result). From these results, it can be confirmed that most students have a habit of listening to English songs using the Spotify application, and many of them are used to songs as part of their habit to develop a new vocabulary. It also showed the number of vocabulary words that they had, with an average of 27 correct answers from 30 questions. After these results were obtained, a correlation analysis

was carried out. The result showed a coefficient value of 0.847, exceeding the minimum of 0.50. The resulting number is also positive. This indicates that the relationship between the two variables is unidirectional; if one variable increases, the other tends to increase. There is also a significance value of  $< 0.05$ , indicating a significant relationship between the two variables. From these results, it can be concluded that the 26 EFL students' habit of listening to songs on Spotify has a positive and substantial influence on the students' vocabulary competence.

The findings above showed that the correlation test results show a highly significant relationship with an excellent value. Researchers believe that this occurs because students' continuous activity of listening to songs from Spotify inherently builds the capacity of students' vocabulary competence through its lyrics and melodies. Songs are known as a powerful mnemonic device. It contains diverse vocabulary, which is rarely found in students' textbooks. The melody and rhythm in the song also help the brain to become unconsciously exposed to new vocabulary since vocabulary packaged in melody tends to be easier to memorize than just a series of words (Rieb & Cohen, 2003; Campbell, 2009; Hardiman et al., 2019).

Furthermore, listening to songs is also helpful for increasing mood and reducing stress. It means that listening to songs can help students learn new vocabulary to achieve the target language they are trying to acquire. Since this activity requires calmness and maintaining concentration, songs can be helpful in significantly increasing motivation and reducing anxiety. This positive emotional response will encourage creating a more conducive learning environment. Listening to songs offers many benefits, depending on how someone uses it. Listening to songs can help us keep our mood stable or even up, which, by the end of the day, makes it easier for us to learn a new language, especially enriching vocabulary (Levitin, 2006) and Fonseca-Mora & Gant, 2016).

## CONCLUSION

In summary, this study has shown a very significant relationship between EFL students' habits of listening to songs on Spotify and their vocabulary competence. With an excellent correlation value (0.847) and a significance  $< 0.005$  (0.000), it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. Students presented that listening to songs on Spotify has positively benefited their emotional and academic development. With this habit, their mood improves, and ultimately, it will affect the increase in enthusiasm for learning new vocabulary. However, the researchers believe this vocabulary addition can still be developed with many other things, from learning at school to students' self-learning activities at home. Willingness and initiative are also needed to continue and improve vocabulary growth. However, the researchers realize that this study still has limitations. The number of respondents cannot represent the number of EFL learners in Indonesia. In addition, further research can also increase the number of respondents and area to explore.

The researchers suggest that further research can examine the use of Spotify application as a medium or tool in other research designs, for instance experiments, action research, or conduct in-depth interviews and observations. Further research can also look and discover the obstacles and challenges of using English songs from Spotify in developing other English skills, such as listening and speaking. Hopefully, this research can add basic information for readers in creating an innovative and creative atmosphere in learning English by using new technology media for EFL learners in Indonesia.

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**Appendix 1.** Questionnaire items related to the habit of listening to songs on Spotify

No	Questions item
1.	I listen to songs for more than 30 minutes a day.
2.	I listen to songs for more than 3 hours a week.
3.	I listen to songs for 3 days or more per week.
4.	I listen to songs while studying.
5.	I listen to songs to learn a new language.
6.	I listen to songs while exercising, relaxing, and doing many other activities.
7.	I listen to songs at school, in public places, at home, etc.
8.	Listening to songs helps me focus on my studies.
9.	Listening to songs helps me recognize new vocabulary.
10.	Listening to songs helps me memorize lots of vocabulary.
11.	I feel relaxed when I listen to songs.
12.	A particular type of song helps me think.
13.	I listen to a different type of song through various activities.
14.	Listening to songs while doing particular activities helps me do it for longer (learning a new language, exercise, study, etc.)
15.	Listening to songs improves my understanding of a new language.

**Appendix 2.** Vocabulary test items to measure participants' vocabulary competence

1.	They have to work to <u>obtain</u> the money. The word “obtain” has the closest meaning to . . . a. achieve                      b. find                      c. invest                      d. secure
2.	The store is <u>available</u> until 8 PM. The word “available” has the opposite meaning to . . . a. close                      b. open                      c. released                      d. seal
3.	They are focusing . . . their work. a. for                      b. of                      c. on                      d. in
4.	She suffered a <u>major</u> injury that will require a long recovery period. The word “major” means . . . a. large                      b. serious                      c. heavy                      d. bad
5.	The annual festival will <u>occur</u> in the city park next weekend. The underlying word has the opposite meaning of . . . a. held                      b. happen                      c. cancel                      d. develop
6.	Kuta beach is located . . . Bali. a. for                      b. of                      c. on                      d. in
7.	The office <u>requires</u> new workers. The word “requires” means . . . a. call                      b. claim                      c. command                      d. demand
8.	The author gets 30 percent . . . the book sales. a. for                      b. of                      c. on                      d. in
9.	We have to <u>exclude</u> some non-essential expenses from our budget to save money. The word “exclude” has the antonym of . . . a. enter                      b. include                      c. gather                      d. strand
10.	I want to see how they react . . . my new painting. a. for                      b. to                      c. on                      d. with
11.	After the holiday, it took a few days for our daily routine to return to <u>normal</u> . The underlying word has the closest meaning to . . . a. average                      b. natural                      c. moderate                      d. usual
12.	I only have a vague notion . . . what they are planning to do. a. for                      b. of                      c. on                      d. to

13.	All students will <u>benefit</u> from the new, personalized learning program. The word “benefit” has the opposite meaning of . . . a. profit                      b. good                      c. loss                      d. advantage
14.	The primary method . . . testing the product involved extensive user trials. a. for                      b. of                      c. to                      d. in
15.	Doctors are working to <u>identify</u> the cause of the illness. The word “identify” has the closest meaning to . . . a. recognize                      b. present                      c. compare                      d. understand
16.	His performance on the exam was <u>adequate</u> , but not exceptional. The word “adequate” is the antonym of . . . a. enough                      b. fair                      c. excellent                      d. poor
17.	Despite the language barrier, they found a way to communicate . . . gestures. a. with                      b. of                      c. on                      d. for
18.	“Have you read the article about climate change in the latest <u>issue</u> of the magazine?” The underlying word has the same meaning as . . . a. rumor                      b. edition                      c. release                      d. problem
19.	Many cultures have different traditions . . . celebrating. a. for                      b. of                      c. on                      d. in
20.	Despite the challenge, her <u>positive</u> attitude helped her stay motivated. The word “positive” is the opposite of . . . a. doubtful                      b. certain                      c. firm                      d. assertive
21.	As a team leader, his primary <u>function</u> is to guide and motivate his colleagues. The word “function” has the same meaning as . . . a. occupation                      b. deed                      c. job                      d. use
22.	There has been a <u>significant</u> increase in the cost of living over the past year. The word “significant” has the antonym of . . . a. prominent                      b. huge                      c. alert                      d. sheer
23.	The sun is the primary source . . . energy for most life on Earth. a. for                      b. of                      c. on                      d. in
24.	It is important to <u>document</u> every step of your achievement. The word “document” has the closest meaning to . . . a. paper                      b. file                      c. note                      d. record
25.	The two flavors are <u>quite</u> distinct, even though they are both fruit-based. The underlying word has the opposite meaning of . . . a. slightly                      b. absolutely                      c. completely                      d. entirely
26.	The volunteers <u>distribute</u> food packages to families in need. The word “distribute” has the synonym of . . . a. sell                      b. deliver                      c. allocate                      d. supply
27.	The final exam will consist . . . multiple-choice questions and an essay. a. for                      b. of                      c. on                      d. in
28.	I <u>assume</u> you will finish the report early. The word “assume” has the closest meaning with . . . a. imagine                      b. conclude                      c. suppose                      d. speculate
29.	This complex task will <u>require</u> a lot of patience and attention to detail. The word “require” is the opposite with . . . a. demand                      b. provide                      c. need                      d. obtain
30.	The law strictly prohibits the use of a vehicle by <u>minors</u> . The underlying word has the antonym of . . . a. adult                      b. substantial                      c. primary                      d. teenager

**LAMPIRAN - LAMPIRAN**

## LAMPIRAN 1. INSTRUMEN SEBELUM VALIDASI

### **Bagian I.**

#### **KUESIONER PENELITIAN**

Terimakasih telah meluangkan waktu sejenak untuk mengisi kuesoioner ini. Penulis membuat kuesioner ini bertujuan untuk meneliti tentang kebiasaan mendengarkan lagu berbahasa Inggris melalui Spotify pada siswa sekolah menengah atas dan kebiasaan mendengarkan lagu berbahasa Inggris dan pengaruhnya terhadap kemampuan kosakata siswa. Identitas para peserta bersifat rahasia dan jawaban yang diberikan tidak akan mempengaruhi apapun.

#### **Petunjuk:**

1. Tulislah identitas mu pada tempat yang sudah disediakan.
2. Pilihlah jawaban yang sesuai dengan kebiasaan mu berdasarkan skala berikut:

<b>Skala Penilaian</b>				
<b>Tidak Pernah</b>	<b>Jarang</b>	<b>Kadang – kadang</b>	<b>Sering</b>	<b>Selalu</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

3. Setiap pernyataan memerlukan jawaban dan tidak boleh kosong.
4. Kirim jawabanmu setelah menyelesaikan pengisian kuesioner ini.

<b>No</b>	<b>Pernyataan</b>	<b>Skala Penilaian</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Saya mendengarkan lagu-lagu berbahasa Inggris lebih dari 7 kali dalam seminggu.					
2.	Saya mendengarkan dua atau lebih lagu -lagu berbahasa Inggris dalam satu hari.					
3.	Saya telah mendengarkan lagu-lagu berbahasa Inggris sejak tiga tahun kebelakang atau lebih.					
4.	Saya menghabiskan lebih dari 30 menit mendengarkan lagu-lagu berbahasa Inggris dalam sehari.					
5.	Mendengarkan lagu-lagu berbahasa Inggris adalah bagian dari kebiasaan harian saya.					
6.	Saya secara otomatis memutar dan mendengarkan lagu-lagu berbahasa Inggris di waktu luang saya.					
7.	Saya menikmati mendengarkan lagu-lagu berbahasa Inggris.					

8.	Saya memperhatikan setiap lirik lagu-lagu berbahasa Inggris yang saya dengarkan.					
9.	Saya sering menemukan kosakata unik yang sangat jarang digunakan dalam keseharian.					
10.	Saya merasa familiar dengan hamper semua kosa-kata yang saya dengarkan dalam lagu-lagu berbahsa Inggris.					
11.	Saya mencoba memahami setiap kata atau frasa tidak familiar di dalam lirik lagu yang saya dengarkan.					
12.	Saya mengerti banyak kosakata baru setelah mendengarkan lagu-lagu berbahasa Inggris yang sama lebih dari dua kali.					
13.	Saya mengerti setiap lirik dengan menghubungkan arti dari setiap kata ketika mendengarkan lagu berbahasa Inggris yang sama.					
14.	Saya secara aktif mencoba mempelajari kosakata baru dari lagu-lagu berbahasa Inggris yang saya dengarkan.					
15.	Mendengarkan lagu-lagu berbahasa Inggris telah memptovasi saya mempelajari lebih banyak kosakata baru.					

## **Bagian II.**

### **Vocabulary Test**

#### **Pilihlah jawaban yang benar!**

1. "He is also one of the fastest football players in football history." The antonym of the word *fastest* is . . .  
a. quick                      b. hurry                      c. slow                      d. rapid
2. "As a sports celebrity, he remains fit." The word "fit" has the same meaning as . . .  
a. harmonize                      b. healthy                      c. match                      d. equal
3. The following prefix of "important" is . . .  
a. in                      b. un                      c. im                      d. non
4. The root word in the word *understandable* is . . .  
a. un                      b. under                      c. understand                      d. able
5. The word "cook" can be added with suffix . . .  
a. -ing                      b. -er                      c. -y                      d. -ful
6. I always want to participate . . . the competition.  
a. on                      b. in                      c. with                      d. for
7. She sent me apologize . . . her absent last night.  
a. on                      b. in                      c. with                      d. for



8. The root word in the word *unbreakable* is . . .  
a. un                      b. break                      c. breakable                      d. able
9. He doesn't believe . . . his sister.  
a. on                      b. in                      c. with                      d. for
10. "He owns a big house." The word *big* has the antonym of . . .  
a. huge                      b. large                      c. tiny                      d. enormous
11. "It was a perfect match." The word *match* is the homonym of . . .  
a. lighter                      b. wood                      c. ring                      d. bat
12. He still tells people . . . her every day.  
a. to                      b. with                      c. about                      d. for
13. "He swings the bat." The word *bat* means . . .  
a. an animal                      b. a stick                      c. a paddle                      d. a ramp
14. The teacher was looking . . . a student named Anton.  
a. to                      b. with                      c. about                      d. for
15. "Remove the shredder from its carton and unwind the cord." The underlined word has a similar meaning to . . .  
a. unwrap                      b. strain                      c. lead                      d. unfasten

## LAMPIRAN 2. HASIL VALIDASI AHLI (JUDGMENT EXPERT)

### 1. Closes-ended questionnaire

No	Pernyataan	Skala				
		1	2	3	4	5
1.	Saya mendengarkan lagu-lagu berbahasa Inggris lebih dari 7 kali dalam seminggu.					
2.	Saya mendengarkan dua atau lebih lagu-lagu berbahasa Inggris dalam satu hari.					
3.	Saya telah mendengarkan lagu-lagu berbahasa Inggris sejak tiga tahun kebelakang atau lebih.					
4.	Saya menghabiskan lebih dari 30 menit mendengarkan lagu-lagu berbahasa Inggris dalam sehari.					
5.	Mendengarkan lagu-lagu berbahasa Inggris adalah bagian dari kebiasaan harian saya.					
6.	Saya secara otomatis memutar dan mendengarkan lagu-lagu berbahasa Inggris di waktu luang saya.					
7.	Saya menikmati mendengarkan lagu-lagu berbahasa Inggris.					
8.	Saya memperhatikan setiap lirik lagu-lagu berbahasa Inggris yang saya dengarkan.					
9.	Saya sering menemukan kosa-kata unik yang sangat jarang digunakan dalam keseharian.					
10.	Saya merasa familiar dengan hamper semua kosa-kata yang saya dengarkan dalam lagu-lagu berbahsa Inggris.					
11.	Saya mencoba memahami setiap kata atau frasa tidak familiar di dalam lirik lagu yang saya dengarkan.					
12.	Saya mengerti banyak kosa-kata baru setelah mendengarkan lagu-lagu berbahasa Inggris yang sama lebih dari dua kali.					

13.	Saya mengerti setiap lirik dengan menghubungkan arti dari setiap kata ketika mendengarkan lagu berbahasa Inggris yang sama.					
14.	Saya secara aktif mencoba mempelajari kosa-kata baru dari lagu-lagu berbahasa Inggris yang saya dengarkan.					
15.	Mendengarkan lagu-lagu berbahasa Inggris telah memptovasi saya mempelajari lebih banyak kosakata baru.					

## 2. Vocabulary test

**Intruksi: Pilihlah jawaban yang benar!**

- “He is also one of the fastest football players in football history.” The antonym of the word *fastest* is . . .  
a. quick                      b. hurry                      c. slow                      d. rapid
- “As a sports celebrity, he remains fit.” The word “fit” has the same meaning as . . .  
a. harmonize                      b. healthy                      c. match                      d. equal
- The following prefix of “important” is . . .  
a. in                      b. un                      c. im                      d. non
- The root word in the word *understandable* is . . .  
a. un                      b. under                      c. understand                      d. able
- The word “cook” can be added with suffix . . .  
a. -ing                      b. -er                      c. -y                      d. -ful
- I always want to participate . . . the competition.  
a. on                      b. in                      c. with                      d. for
- She sent me apologize . . . her absent last night.  
a. on                      b. in                      c. with                      d. for
- The root word in the word *unbreakable* is . . .  
a. un                      b. break                      c. breakable                      d. able
- He doesn’t believe . . . his sister.  
a. on                      b. in                      c. with                      d. for
- “He owns a big house.” The word *big* has the antonym of . . .  
a. huge                      b. large                      c. tiny                      d. enermous
- “It was a perfect match.” The word *match* is the homonym of . . .  
a. lighter                      b. wood                      c. ring                      d. bat
- He still tells people . . . her every day.  
a. to                      b. with                      c. about                      d. for
- “He swings the bat.” The word *bat* means . . .  
a. an animal                      b. a stick                      c. a paddle                      d. a ramp

14. The teacher was looking . . . a student named Anton.  
a. to                      b. with                      c. about                      d. for
15. "Remove the shredder from its carton and unwind the cord." The underlined word has a similar meaning to . . .  
a. unwrap                      b. strain                      c. lead                      d. unfasten

Internal Advisor



**Cahya Komara, S.pd., M.Hum**  
**NIDN. 0304029201**

Jakarta, 10 Februari 2025  
External Advisor



**Widi Sriyanto, M.Pd**  
**NIDN. 0318049101**

**LAMPIRAN 3. HASIL UJI COBA INSTRUMEN****Tabulasi data kuesioner**

No	Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
1	R1	5	5	3	4	4	5	4	4	5	5	5	5	5	5	5	68
2	R2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
3	R3	5	4	5	5	4	4	5	4	5	5	5	5	5	5	5	72
4	R4	4	4	5	5	3	4	4	4	5	5	5	5	5	5	5	68
5	R5	5	5	5	5	5	5	5	5	3	5	5	4	4	4	5	70
6	R6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
7	R7	4	3	3	4	3	3	4	3	4	4	4	4	5	4	4	58
8	R8	5	5	5	5	5	5	4	4	4	5	5	5	5	5	5	70
9	R9	5	4	5	4	3	4	3	5	4	5	5	5	5	5	5	67
10	R10	4	5	5	3	3	5	3	3	3	4	5	4	4	4	3	55
11	R11	4	4	5	4	4	4	4	3	4	5	4	5	3	5	5	64
12	R12	4	4	4	4	3	4	5	3	4	5	5	5	5	5	4	63
13	R13	3	2	1	4	1	2	3	1	3	5	4	3	5	3	5	50
14	R14	5	3	5	4	2	3	4	5	4	5	5	5	4	5	5	65
15	R15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
16	R16	5	3	5	5	3	3	4	4	5	5	5	5	5	5	5	67
17	R17	4	4	4	5	4	4	4	5	4	5	5	5	4	5	4	65
18	R18	4	5	3	5	4	5	4	5	4	5	5	5	4	5	4	66
19	R19	3	3	5	5	2	3	4	5	1	4	5	5	4	5	4	60
20	R20	3	3	4	3	1	3	3	3	3	3	3	4	3	4	3	47
21	R21	3	4	5	4	3	4	5	4	2	4	3	5	4	5	4	58
22	R22	3	1	4	3	2	1	3	4	3	3	3	5	4	5	3	49
23	R23	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
24	R24	4	3	4	4	3	3	3	5	4	4	4	5	5	5	3	59

25	R25	5	4	5	5	5	4	5	4	4	5	5	5	4	5	4	69
26	R26	3	3	3	4	2	3	3	2	3	4	4	4	4	4	2	48

### Tabulasi data vocabulary test

1	R1	X	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
2	R2	X	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
3	R3	X	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
4	R4	X	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
5	R5	X	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
6	R6	X	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
7	R7	X	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
8	R8	XI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
9	R9	XI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
10	R10	XI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
11	R11	XI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
12	R12	XI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
13	R13	XI	0	1	1	0	1	1	0	0	0	1	1	1	1	0	8
14	R14	XI	1	0	1	1	1	1	1	1	1	1	1	0	1	1	13
15	R15	XII	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
16	R16	XII	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
17	R17	XII	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
18	R18	XII	1	0	1	1	1	1	1	1	1	1	1	0	1	1	13
19	R19	XII	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
20	R20	XII	0	0	0	0	1	0	0	1	1	1	1	0	1	0	7
21	R21	XII	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
22	R22	XII	1	0	0	1	0	0	1	1	1	1	0	0	1	1	9
23	R23	XII	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
24	R24	XII	1	0	1	1	1	1	1	1	1	1	1	0	1	1	13



25	R25	XII	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	13
26	R26	XII	1	0	0	1	0	0	1	1	1	0	0	0	0	1	1	7

## Validity Checked by SPSS 25 Programme

Correlations of Questionnaire					Correlations of Vocab Test				
Item		R. Observe	R. Table	Result		Total	R. Table	Result	
Q00001	Pearson Correlation	.872**	0.388	Valid	Q01	Pearson Correlation	.674**	0.388	Valid
	Sig. (2-tailed)	0.000				Sig. (2-tailed)	0.000		
	N	26				N	26		
Q00002	Pearson Correlation	.733**	0.388	Valid	Q02	Pearson Correlation	.667**	0.388	Valid
	Sig. (2-tailed)	0.000				Sig. (2-tailed)	0.000		
	N	26				N	26		
Q00003	Pearson Correlation	.552**	0.388	Valid	Q03	Pearson Correlation	.820**	0.388	Valid
	Sig. (2-tailed)	0.003				Sig. (2-tailed)	0.000		
	N	26				N	26		
Q00004	Pearson Correlation	.787**	0.388	Valid	Q04	Pearson Correlation	.674**	0.388	Valid
	Sig. (2-tailed)	0.000				Sig. (2-tailed)	0.000		
	N	26				N	26		
Q00005	Pearson Correlation	.860**	0.388	Valid	Q05	Pearson Correlation	.618**	0.388	Valid
	Sig. (2-tailed)	0.000				Sig. (2-tailed)	0.001		
	N	26				N	26		
Q00006	Pearson Correlation	.733**	0.388	Valid	Q06	Pearson Correlation	.820**	0.388	Valid
	Sig. (2-tailed)	0.000				Sig. (2-tailed)	0.000		
	N	26				N	26		
Q00007	Pearson Correlation	.754**	0.388	Valid	Q07	Pearson Correlation	.674**	0.388	Valid
	Sig. (2-tailed)	0.000				Sig. (2-tailed)	0.000		
	N	26				N	26		
Q00008	Pearson Correlation	.669**	0.388	Valid	Q08	Pearson Correlation	.428*	0.388	Valid



N	26	N	26
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Reliability Statistics	
Cronbach's Alpha	N of Items
0.926	15

Reliability Statistics	
Cronbach's Alpha	N of Items
0.881	15

#### LAMPIRAN 4. INSTRUMEN SETELAH VALIDASI

##### 1. Questionnaire items relating to listening to song habits

Respondent name :

Class :

Gender :

Age :

What kind of app do you use?

- ☐ Spotify  
☐ Other apps

No.	Questions	Scale				
		1 Never	2 Sometimes	3 Rarely	4 Often	5 Always
1.	I listen to songs for more than 30 minutes a day.					
2.	I listen to songs for more than 3 hours a week.					
3.	I listen to songs for 3 days or more per week.					
4.	I listen to songs while studying.					
5.	I listen to songs to learn new language.					
6.	I listen to songs while exercising, relaxing, and doing many other activities.					
7.	I listen to songs at school, public places, home, etc.					
8.	Listening to songs helps me focus on my studies.					
9.	Listening to songs helps me recognize new vocabulary.					
10.	Listening to songs helps me memorize lots of vocabulary.					
11.	I feel relaxed when I listen to songs.					
12.	A particular type of song helps me think.					
13.	I listen to a different type of song through various activities.					

14.	Listening to songs while doing particular activities helps me do it for longer (learning a new language, exercise, study, etc)					
15.	Listening to songs improves my understanding of a new language.					

## 2. Test items relating to students' vocabulary competence

**Instruction: choose the best answer!**

- They have to work to obtain the money. The word “obtain” has the closest meaning to . . .  
a. achieve                      b. find                      c. invest                      d. secure
- The store is available until 8 PM. The word “available” has the opposite meaning to . . .  
a. close                      b. open                      c. released                      d. seal
- They are focusing . . . their work.  
a. for                      b. of                      c. on                      d. in
- She suffered a major injury that will require a long recovery period. The word “major” means . . .  
a. large                      b. serious                      c. heavy                      d. bad
- The annual festival will occur in the city park next weekend. The underlying word has the opposite meaning of . . .  
a. held                      b. happen                      c. cancel                      d. develop
- Kuta beach is located . . . Bali.  
a. for                      b. of                      c. on                      d. in
- The office requires new workers. The word “requires” means . . .  
a. call                      b. claim                      c. command                      d. demand
- The author gets 30 percent . . . the book sales.  
a. for                      b. of                      c. on                      d. in
- We have to exclude some non-essential expenses from our budget to save money. The word “exclude” has the antonym of . . .



- a. enter                      b. include                      c. gather                      d. strand
10. I want to see how they react . . . my new painting.
- a. for                      b. to                      c. on                      d. with
11. After the holiday, it took a few days for our daily routine to return to normal. The underlying word has the closest meaning to . . .
- a. average                      b. natural                      c. moderate                      d. usual
12. I only have a vague notion . . . what they are planning to do.
- a. for                      b. of                      c. on                      d. to
13. All students will benefit from the new, personalized learning program. The word “benefit” has the opposite meaning of . . .
- a. profit                      b. good                      c. loss                      d. advantage
14. The primary method . . . testing the product involved extensive user trials.
- a. for                      b. of                      c. to                      d. in
15. Doctors are working to identify the cause of the illness. The word “identify” has the closest meaning to . . .
- a. recognize                      b. present                      c. compare                      d. understand
16. His performance on the exam was adequate, but not exceptional. The word “adequate” is the antonym of . . .
- a. enough                      b. fair                      c. excellent                      d. poor
17. Despite the language barrier, they found a way to communicate . . . gestures.
- a. with                      b. of                      c. on                      d. for
18. “Have you read the article about climate change in the latest issue of the magazine?” The underlying word has the same meaning as . . .
- a. rumor                      b. edition                      c. release                      d. problem
19. Many cultures have different traditions . . . celebrating.
- a. for                      b. of                      c. on                      d. in
20. Despite the challenge, her positive attitude helped her stay motivated. The word “positive” is the opposite of . . .

- a. doubtful                      b. certain                      c. firm                      d. assertive
21. As a team leader, his primary function is to guide and motivate his colleagues. The word “function” has the same meaning as . . .
- a. occupation                      b. deed                      c. job                      d. use
22. There has been a significant increase in the cost of living over the past year. The word “significant” has the antonym of . . .
- a. prominent                      b. huge                      c. alert                      d. sheer
23. The sun is the primary source . . . energy for most life on Earth.
- a. for                      b. of                      c. on                      d. in
24. It is important to document every step of your achievement. The word “document” has the closest meaning to . . .
- a. paper                      b. file                      c. note                      d. record
25. The two flavors are quite distinct, even though they are both fruit-based. The underlying word has the opposite meaning of . . .
- a. slightly                      b. absolutely                      c. completely                      d. entirely
26. The volunteers distribute food packages to families in need. The word “distribute” has the synonym of . . .
- a. sell                      b. deliver                      c. allocate                      d. supply
27. The final exam will consist . . . multiple-choice questions and an essay.
- a. for                      b. of                      c. on                      d. in
28. I assume you will finish the report early. The word “assume” has the closest meaning with . . .
- a. imagine                      b. conclude                      c. suppose                      d. speculate
29. This complex task will require a lot of patience and attention to detail. The word “require” is the opposite with . . .
- a. demand                      b. provide                      c. need                      d. obtain
30. The law strictly prohibits the use of a vehicle by minors. The underlying word has the antonym of . . .
- a. adult                      b. substantial                      c. primary                      d. teenager

Link Questionnaire: <https://forms.gle/dkwQsUgNW6fB9RLv8>

EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS' H

Questions Responses Settings

Section 1 of 2

## EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS' HABIT OF LISTENING SONGS ON SPOTIFY AND THEIR VOCABULARY COMPETENCE

Assalamu'alaikum Warahmatullahi Wabarakatuh..

Terimakasih telah meluangkan waktu sejenak untuk mengisi kuesoioner ini. Penulis membuat kuesioner ini bertujuan untuk meneliti tentang penggunaan Spotify pada siswa sekolah menengah atas dan kebiasaan mendengarkan lagu berbahasa Inggris dan pengaruhnya terhadap kemampuan kosakata siswa. Identitas para peserta bersifat rahasia dan jawaban yang diberikan tidak akan mempengaruhi apapun.

**Petunjuk:**

1. Tulislah identitas mu pada tempat yang sudah disediakan.

EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS' H

Questions Responses Settings

Total points: 30

1. They have to work to obtain the money. The word "obtain" has the closest meaning to . . . \*

- ☐ a. achieve
- ☐ b. find
- ☐ c. invest
- ☐ d. secure

2. The store is available until 8 PM. The word "available" has the opposite meaning to . . . \*

- ☐ a. close
- ☐ b. open

**LAMPIRAN 5. DATA PENELITIAN****Tabulasi Data Kuesioner Habit**

No	Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
1	R1	5	5	3	4	4	5	4	4	5	5	5	5	5	5	5	68
2	R2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
3	R3	5	4	5	5	4	4	5	4	5	5	5	5	5	5	5	72
4	R4	4	4	5	4	3	4	4	4	5	5	5	5	5	5	5	68
5	R5	5	5	5	5	5	5	5	5	3	5	5	4	4	4	5	70
6	R6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
7	R7	4	3	3	4	3	3	4	3	4	4	4	4	5	4	4	58
8	R8	5	5	5	4	5	5	4	4	4	5	5	5	5	5	5	70
9	R9	5	4	5	3	3	4	3	5	4	5	5	5	5	5	5	67
10	R10	4	5	5	3	3	5	3	3	3	4	5	4	4	4	3	55
11	R11	4	4	5	4	4	4	4	3	4	5	4	5	3	5	5	64
12	R12	4	4	4	5	3	4	5	3	4	5	5	5	5	5	4	63
13	R13	3	2	1	3	1	2	3	1	3	5	4	3	5	3	5	50
14	R14	5	3	5	4	2	3	4	5	4	5	5	5	4	5	5	65
15	R15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
16	R16	5	3	5	4	3	3	4	4	5	5	5	5	5	5	5	67
17	R17	4	4	4	4	4	4	4	5	4	5	5	5	4	5	4	65
18	R18	4	5	3	4	4	5	4	5	4	5	5	5	4	5	4	66
19	R19	3	3	5	4	2	3	4	5	1	4	5	5	4	5	4	60
20	R20	3	3	4	3	1	3	3	3	3	3	3	4	3	4	3	47
21	R21	3	4	5	5	3	4	5	4	2	4	3	5	4	5	4	58
22	R22	3	1	4	3	2	1	3	4	3	3	3	5	4	5	3	49
23	R23	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
24	R24	4	3	4	3	3	3	3	5	4	4	4	5	5	5	3	59
25	R25	5	4	5	5	5	4	5	4	4	5	5	5	4	5	4	69
26	R26	3	3	3	3	2	3	3	2	3	4	4	4	4	4	2	48

## Tabulasi Data Vocabulary Test

No	Resp	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	total	
1	R1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
2	R2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
3	R3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	29	
4	R4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
5	R5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	29	
6	R6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
7	R7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	
8	R8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
9	R9	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	
10	R10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
11	R11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	29	
12	R12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
13	R13	1	0	1	0	1	1	0	0	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	0	18	
14	R14	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	
15	R15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
16	R16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	29	
17	R17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
18	R18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
19	R19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
20	R20	1	0	1	0	1	1	0	0	0	1	1	0	1	0	0	1	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	12
21	R21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
22	R22	0	1	0	1	0	0	1	1	1	0	0	1	0	1	0	0	0	1	0	1	0	0	1	1	0	1	1	1	1	1	16	
23	R23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
24	R24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
25	R25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	

26	R26	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	0	1	1	22
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## LAMPIRAN 6. DESKRIPSI DATA

Demographic Table of Respondent

Aspects	Category	Frequency	Total
Gender	Male	16	26
	Female	10	
Age	17 years old	8	
	18 years old	18	
Class	XII	26	
Music Streaming App	Spotify	26	

Descriptive Statistic Table of the Data

Variables	N	Median	Range			Mean	Std. Deviation
			Low	Medium	High		
Habit of listening to songs on Spotify	26	65.5	0	2	24	63.77	8.627
Vocabulary test result	26	30	0	2	24	27.69	4.897



## LAMPIRAN 7. PENGOLAHAN DATA

### Presentase jawaban kuesioner

No.	Questions item	Scale					
		1	2	3	4	5	
		Never	Sometimes	Rarely	Often	Always	Total
1.	I listen to songs for more than 30 minutes a day.	0%	0%	23%	31%	46%	100%
2.	I listen to songs for more than 3 hours a week.	4%	4%	27%	31%	35%	100%
3.	I listen to songs for 3 days or more per week.	4%	0%	15%	19%	62%	100%
4.	I listen to songs while studying.	0%	0%	27%	38%	35%	100%
5.	I listen to songs to learn new language.	8%	15%	31%	19%	27%	100%
6.	I listen to songs while exercising, relaxing, and doing many other activities.	4%	4%	27%	31%	35%	100%
7.	I listen to songs at school, public places, home, etc.	0%	0%	27%	38%	35%	100%
8.	Listening to songs helps me focus on my studies.	4%	4%	19%	31%	42%	100%
9.	Listening to songs helps me recognize new vocabulary.	4%	4%	23%	38%	31%	100%
10.	Listening to songs helps me memorize lots of vocabulary.	0%	0%	8%	23%	69%	100%
11.	I feel relaxed when I listen to songs.	0%	0%	12%	19%	69%	100%
12.	A particular type of song helps me think.	0%	0%	4%	19%	77%	100%
13.	I listen to a different type of song through various activities.	0%	0%	8%	38%	54%	100%
14.	Listening to songs while doing particular activities helps me do it for longer (learning a new language, exercise, study, etc)	0%	0%	4%	19%	77%	100%
15.	Listening to songs improves my understanding of a new language.	0%	4%	15%	27%	54%	100%

### Presentase hasil vocabulary test

No	Question	Correct Resp	Incorrect Resp	Total
1.	They have to work to obtain the money. The word “obtain” has the closest meaning to . . .	96%	4%	100%
2.	The store is available until 8 PM. The word “available” has the opposite meaning to . . .	88%	12%	100%
3.	They are focusing . . . their work.	96%	4%	100%
4.	She suffered a major injury that will require a long recovery period. The word “major” means . . .	88%	12%	100%
5.	The annual festival will occur in the city park next weekend. The underlying word has the opposite meaning of . . .	92%	8%	100%
6.	Kuta beach is located . . . Bali.	96%	4%	100%
7.	The office requires new workers. The word “requires” means . . .	92%	8%	100%
8.	The author gets 30 percent . . . the book sales.	92%	8%	100%
9.	We have to exclude some non-essential expenses from our budget to save money. The word “exclude” has the antonym of . . .	88%	12%	100%
10.	I want to see how they react . . . my new painting.	92%	8%	100%
11.	After the holiday, it took a few days for our daily routine to return to normal. The underlying word has the closest meaning to . . .	92%	8%	100%
12.	I only have a vague notion . . . what they are planning to do.	92%	8%	100%
13.	All students will benefit from the new, personalized learning program. The word “benefit” has the opposite meaning of . . .	96%	4%	100%
14.	The primary method . . . testing the product involved extensive user trials.	92%	8%	100%
15.	Doctors are working to identify the cause of the illness. The word “identify” has the closest meaning to . . .	88%	12%	100%
16.	His performance on the exam was adequate, but not exceptional. The word “adequate” is the antonym of . . .	92%	8%	100%
17.	Despite the language barrier, they found a way to communicate . . . gestures.	92%	8%	100%
18.	“Have you read the article about climate change in the latest issue of the magazine?” The underlying word has the same meaning as . . .	92%	8%	100%
19.	Many cultures have different traditions . . . celebrating.	85%	15%	100%

20.	Despite the challenge, her positive attitude helped her stay motivated. The word “positive” is the opposite of . . .	88%	12%	100%
21.	As a team leader, his primary function is to guide and motivate his colleagues. The word “function” has the same meaning as . . .	92%	8%	100%
22.	There has been a significant increase in the cost of living over the past year. The word “significant” has the antonym of . . .	96%	4%	100%
23.	The sun is the primary source . . . energy for most life on Earth.	96%	4%	100%
24.	It is important to document every step of your achievement. The word “document” has the closest meaning to . . .	88%	12%	100%
25.	The two flavors are quite distinct, even though they are both fruit-based. The underlying word has the opposite meaning of . . .	92%	8%	100%
26.	The volunteers distribute food packages to families in need. The word “distribute” has the synonym of . . .	96%	4%	100%
27.	The final exam will consist . . . multiple-choice questions and an essay.	96%	4%	100%
28.	I assume you will finish the report early. The word “assume” has the closest meaning with . . .	92%	8%	100%
29.	This complex task will require a lot of patience and attention to detail. The word “require” is the opposite with . . .	92%	8%	100%
30.	The law strictly prohibits the use of a vehicle by minors. The underlying word has the antonym of . . .	92%	8%	100%

### Hasil Uji Korelasi Spearman Rank

The result of the correlation of Spearman’s rank

Spearman’s rho	<b>Correlation Coefficient</b>	.847**
	Sig. (2-tailed)	0.000
	N	26

Nilai korelasi minimum 0.50

Nilai signifikansi <0.05

Kesimpulan  $H_0$  ditolak dan  $H_a$  diterima

Link drive data excel : <https://shorturl.at/Bz4Ss>

## LAMPIRAN 8. KETERANGAN BIMBINGAN SIBAK

Data dari sibak diunduh pada 25-06-2025

Nama: DIAH AYU AMBARWATI

NIM: 2301059003

Tanggal	Judul	Deskripsi	Catatan	Status
2025-03-10 11:34:33	bimbingan intro	rekonstruksi pattern artikel	cari artikel publikasi Sinta 4 terdekat dan sesuaikan dengan template nya.	Diterima
2025-03-24 04:34:27	bimbingan literatur	pembuatan kerangka penulisan literatur	mulai langsung dari topik yg berfokus ke variabel. utamakan jurnal ilmiah dari luar, minimal 3 s/d 5 per paragraph.	Diterima
2025-04-09 04:36:26	bimbingan literatur	penambahan literatur	perbanyak lagi literatur dari luar untuk penguatan teori agar lebih menarik. cari kesamaan dan gap nya.	Diterima
2025-04-16 13:16:29	bimbingan metode	instrumen penelitian	buat table demographic, adaptasi dari penulisan artikel luar yang menarik tapi mudah dipahami, dan tentukan metode analisis data yg sesuai dengan tujuan penelitian.	Diterima
2025-04-23 16:29:19	bimbingan analisis	penyajian analisis data	cari satu artikel sumber untuk jadi acuan penulisan sajian data agar lebih mudah. cari artikel yang paling menarik dan bagus penulisan nya.	Diterima
2025-05-16 15:08:02	bimbingan analisis	penulisan hasil penelitian	sertakan tabel tabel analisis termasuk artikel pendukung teori untuk interpretasi hasil temuan nya .	Diterima
2025-05-28 02:58:02	bimbingan hasil	penulisan hasil temuan penelitian	interpretasikan hasil uji spss nya harus berdasarkan para ahli di artikel lain.	Diterima
2025-06-14 12:58:56	bimbingan final	sitasi dan referensi	crosscheck semua sitasi, penulisan, dan referensi nya sesuai format APA 6 dan menggunakan mendeley.	Diterima

## LAMPIRAN 9. SURAT KETERANGAN IZIN PENELITIAN



### UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kampus B : Jl. Tanah Merdeka No.20, RT.11/RW.2, Rambutan, Kecamatan Ciracas, Kota Jakarta Timur,  
Daerah Khusus Ibukota Jakarta 13830 Telp. (021) 8400341, 8403683, Fax. (021) 8411531  
Website : [www.fkip.uhamka.ac.id](http://www.fkip.uhamka.ac.id) Home page : [www.uhamka.ac.id](http://www.uhamka.ac.id)

Nomor : 01/FKIP/KM/2025  
Lampiran : -  
Perihal : Izin Penelitian

Jakarta, 15 Februari 2025

Yang terhormat,  
**Kepala SMAIT Misbaahussuduur**  
Jl. Boulevard Grand Depok City, Kota Kembang,  
Kel. Kalimulya, Kec. Cilodong, Kota Depok,  
Jawa Barat 16413

**Assalamu'alaikum warahmatullahi wabarakatuh,**

Pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA mengharapkan kesediaan Bapak/Ibu kiranya berkenan untuk menerima dan memberikan izin kepada mahasiswa kami tersebut di bawah ini :

Nama Lengkap	: <b>Diah Ayu Ambarwati</b>
Nomor Induk Mahasiswa	: 2301059003
Tempat, Tanggal Lahir	: Bekasi, 21 Juni 1999
Program Studi	: Pendidikan Bahasa Inggris
Semester	: XIV Tahun Akademik 2024/2025
Nomor Telepon	: 089699281795
Alamat Lengkap	: Bekasi Timur

Untuk mengadakan penelitian dalam rangka penyusunan skripsi dengan judul  
**"EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS' HABIT OF LISTENING TO SONGS ON SPOTIFY AND THEIR VOCABULARY ENRICHMENT"**  
guna memenuhi sebagian persyaratan untuk mendapat gelar Sarjana Pendidikan. Hasil penelitian ini tidak akan dipublikasikan, melainkan semata-mata hanya untuk kepentingan ilmiah.

Demikian permohonan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu diucapkan terima kasih.

**Nasrun minallah wa fathun qarib,**  
**Wassalamu'alaikum warahmatullahi wabarakatuh.**



**Dr. Ika Yatri, M.Pd.**

*Bersama FKIP Uhamka Semua Bisa*



**SMAIT MISBAAHUSSUDUUR**  
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**SURAT KETERANGAN PENELITIAN**

Nomor : 001/SK/SMA-MSBH/V/2025

Yang bertandatangan dibawah ini:

Nama : Dulhamin Napitpulu, M.Pd.  
NIP : -  
Jabatan : Kepala Sekolah

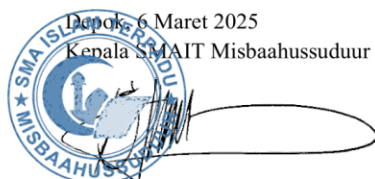
Dengan ini menerangkan bahwa:

Nama : Diah Ayu Ambarwati  
NIM : 2301059003  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang Pendidikan : Strata Satu (S1)  
Universitas : Universitas Muhammadiyah Prof. DR. Hamka  
Rencana/Topik : *"EXPLORING THE RELATIONSHIP BETWEEN EFL STUDENTS' HABIT OF LISTENING TO SONGS ON SPOTIFY AND THEIR VOCABULARY ACHIEVEMENT"*

Bahwa yang bersangkutan telah melaksanakan Penelitian di SMAIT Misbaahussuduur Tahun Ajaran 2024/2025.

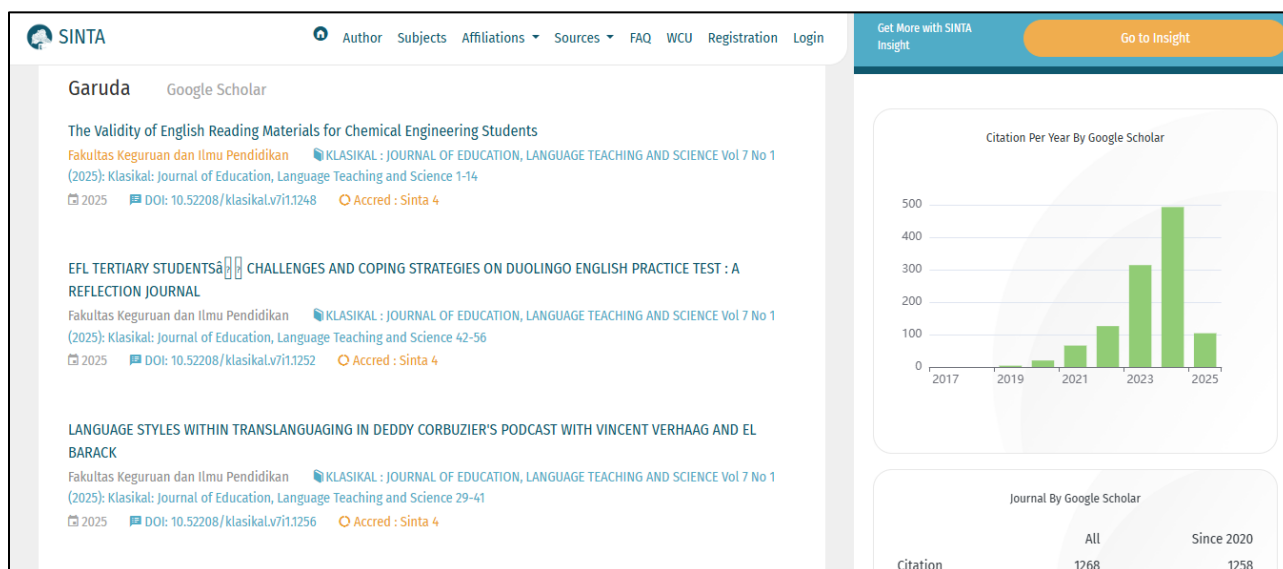
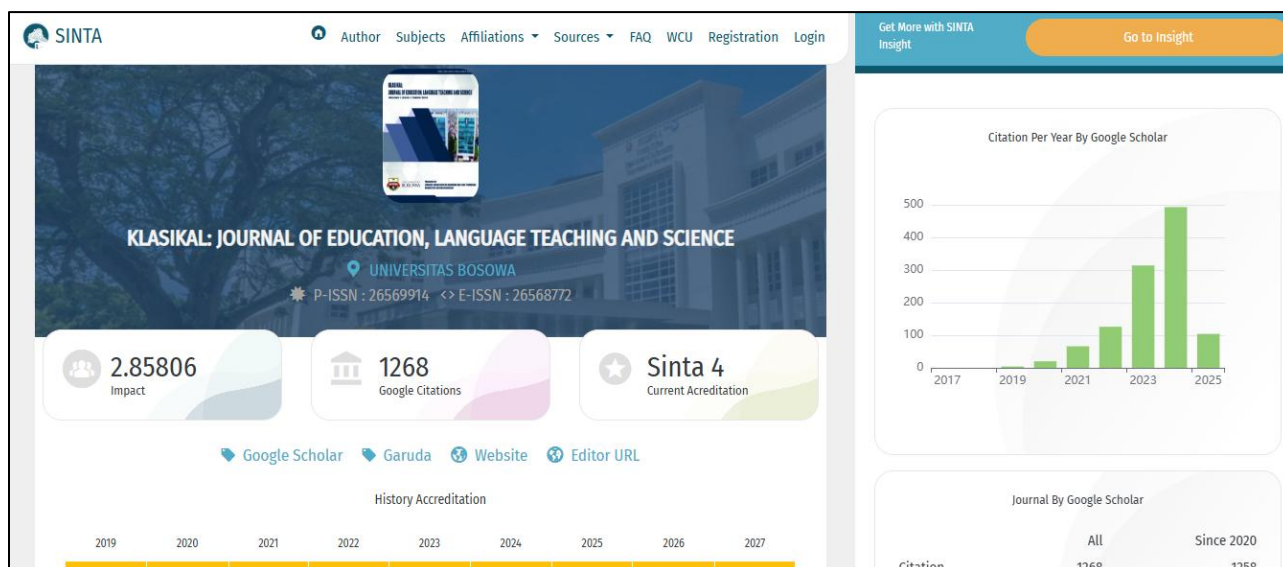
Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Depok, 6 Maret 2025  
Kepala SMAIT Misbaahussuduur



Dulhamin Napitpulu, M.Pd.  
NIP. -

## LAMPIRAN 10. TANGKAPAN LAYAR JURNAL DALAM LAMAN SINTA

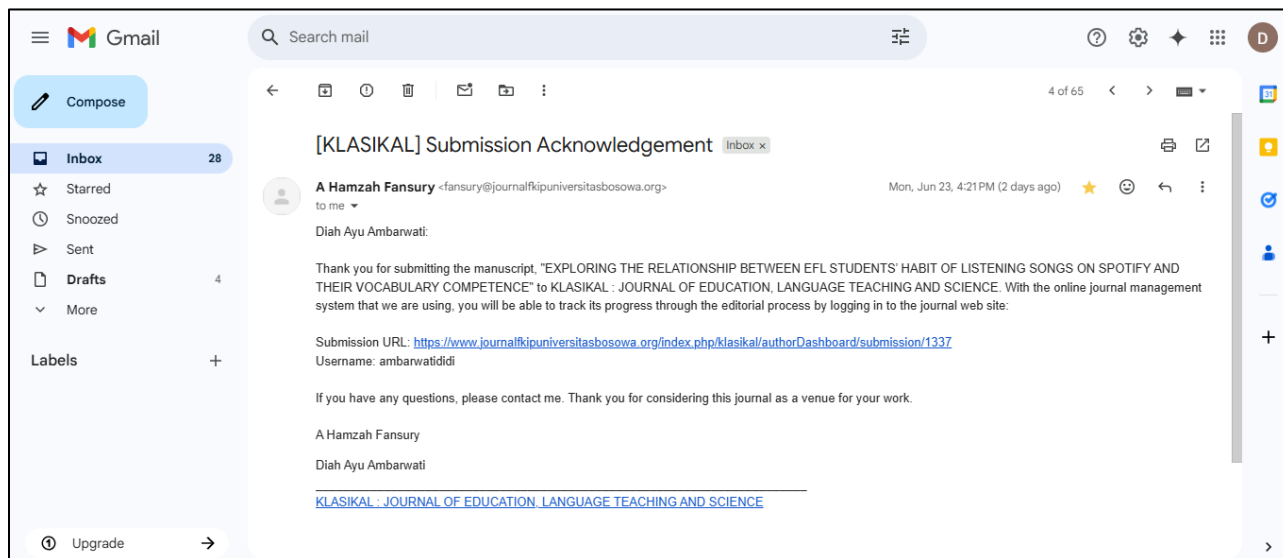
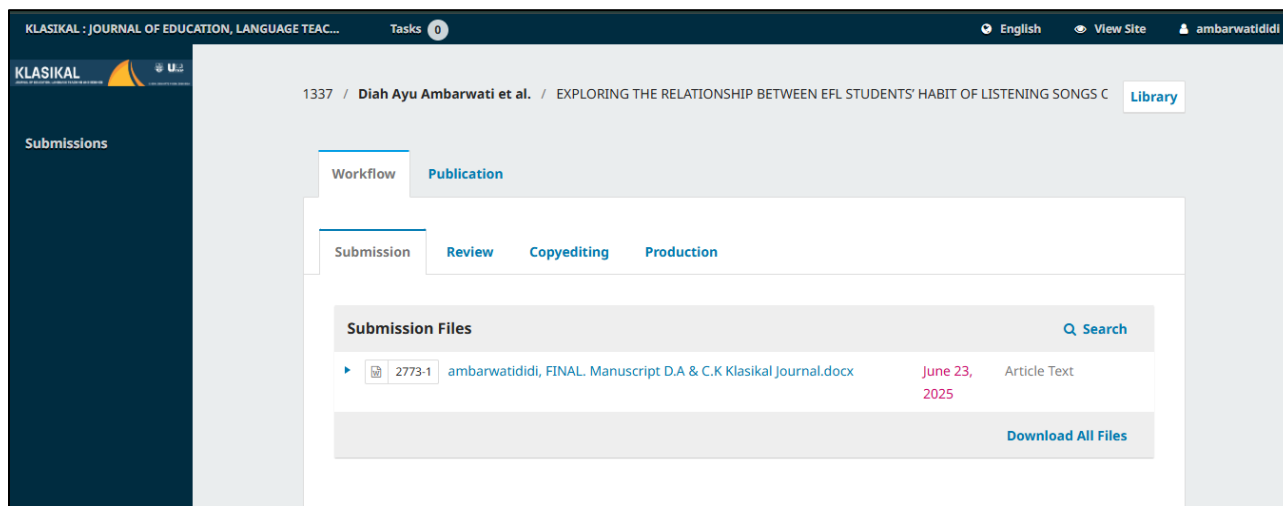




## LAMPIRAN 11. AKREDITASI JURNAL



## LAMPIRAN 12. BUKTI PEER REVIEW JURNAL



### LAMPIRAN 13. DOKUMENTASI PENELITIAN



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