



## STUDENTS' PERCEPTIONS OF SPOTIFY: A QUANTITATIVE STUDY OF SMP ISLAM NURUL IMAN

by

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### Abstract:

English pronunciation is a common challenge for Indonesian students, mainly due to the influence of regional accents in Bahasa Indonesia. This research investigates how the lyrical feature of the Spotify application helps students improve their English pronunciation. The study focuses on students of class 8A at SMP Islam Nurul Iman Lampung Timur, chosen based on the researcher's teaching experience, where students faced difficulties in English pronunciation. The purpose of this study is to explore students' perceptions of using Spotify lyrics as a tool to enhance their English pronunciation skills. This study employs a descriptive quantitative design. A questionnaire was used as the primary instrument to collect data, tabulated and analyzed descriptively. The results reveal that 95% of students frequently use Spotify, with 60% agreeing and 40% strongly agreeing that the lyrics feature on Spotify significantly helps improve their vocabulary and pronunciation. The findings not only suggest the effectiveness of Spotify's lyrical feature but also inspire optimism about the potential of integrating digital media into language learning to address pronunciation challenges in an engaging and accessible manner.

**Keywords:** *students' perception, Spotify application, pronunciation.*

### Abstrak:

Pengucapan bahasa Inggris merupakan tantangan umum bagi siswa Indonesia, terutama karena pengaruh aksen daerah dalam Bahasa Indonesia. Penelitian ini menyelidiki bagaimana fitur lirik aplikasi Spotify membantu siswa meningkatkan pengucapan bahasa Inggris mereka. Studi ini berfokus pada siswa kelas 8A di SMP Islam Nurul Iman Lampung Timur, yang dipilih berdasarkan pengalaman mengajar peneliti, di mana siswa menghadapi kesulitan dalam pengucapan bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengeksplorasi persepsi siswa tentang penggunaan lirik Spotify sebagai alat untuk meningkatkan keterampilan pengucapan bahasa Inggris mereka. Penelitian ini menggunakan desain kuantitatif deskriptif. Kuesioner digunakan sebagai instrumen utama untuk mengumpulkan data, ditabulasi dan dianalisis secara deskriptif. Hasilnya mengungkapkan bahwa 95% siswa sering menggunakan Spotify, dengan 60% setuju dan 40% sangat setuju bahwa fitur lirik di Spotify secara signifikan membantu meningkatkan kosakata dan pengucapan mereka. Temuan ini tidak hanya menunjukkan efektivitas fitur lirik Spotify, tetapi juga menginspirasi optimisme tentang potensi mengintegrasikan media digital ke dalam pembelajaran bahasa untuk mengatasi tantangan pengucapan dengan cara yang menarik dan dapat diakses.

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*Agustiningrum and Susanti (2025)*

*Kata kunci: persepsi siswa, aplikasi spotify, pengucapan.*

## INTRODUCTION

English pronunciation plays a vital role in language learning, especially for English as a Foreign Language (EFL) learners, as it determines the clarity and effectiveness of communication (Fadillah, 2020). However, many Indonesian students struggle with English pronunciation due to the influence of their first language, Bahasa Indonesia, and its various regional accents (Liando & Tatipang, 2022). These accents often interfere with their ability to produce English sounds accurately, making it difficult for them to be understood by native or proficient speakers (Ilyosovna, 2020). Additionally, the limited emphasis on pronunciation in traditional English curricula in Indonesia further hampers students' progress (Priya & Prasantha Kumar, 2020). As a result, learners have fewer opportunities to practice and develop their pronunciation skills effectively, ultimately affecting their confidence and overall language competence.

Numerous studies have explored innovative ways to address pronunciation challenges using multimedia and music-based tools. For instance, Meisa (2024), Nini et al. (2024), and Purba et al. (2023) investigated how listening to Western songs on applications such as JOOX and Spotify could enhance various language skills, including listening comprehension, vocabulary acquisition, and speaking fluency. In particular, Purba et al. (2023) found that students who regularly listened to English songs on Spotify developed improved pronunciation habits due to frequent exposure to native pronunciation through lyrics and melodies. This improvement was attributed to their sing-along activities, which allowed students to mimic native speakers' pronunciation patterns (Irkinovich, 2022). Similarly, Rahmania and Mandasari (2021) highlighted the motivational aspect of using music-based applications in the classroom, noting that tools like JOOX helped increase students' engagement and facilitate vocabulary learning.

Furthermore, Z. F. Pratiwi (2022) demonstrated that consistent exposure to English songs contributed to better word recognition and pronunciation among EFL learners. (Yürük, 2020) specifically noted that platforms like JOOX helped achieve learning objectives in listening and speaking while fostering autonomous learning. Despite these promising findings, previous studies have predominantly focused on general language improvements,

*Agustiningrum and Susanti (2025)*

leaving the specific role of Spotify's lyrics features in pronunciation learning underexplored (Marsela et al., 2024; Nureani & Warni, 2023).

While the existing literature provides valuable insights into the use of music and digital platforms for language learning, a significant research gap exists regarding using Spotify's lyrics feature as a targeted educational tool for pronunciation improvement. Most prior studies address broad outcomes such as vocabulary enhancement or listening comprehension. However, few examine the direct impact of synchronized lyrics and repetition on students' pronunciation. This oversight limits our understanding of how digital music platforms can be leveraged systematically to address specific linguistic challenges, such as pronunciation (Aditia, 2020; Nabung & Guna, 2024; Yanti & Harahap, 2022; Zuliyani, 2021).

To address this gap, the current study explores the potential of Spotify's lyrics feature as a novel and engaging resource for pronunciation learning. By integrating synchronized lyrics with music, Spotify provides students a unique opportunity to connect spoken sounds with written text in real time, enhancing their ability to recognize and reproduce accurate pronunciation patterns. This study builds on prior research by focusing on the educational potential of Spotify's lyric synchronization and repetition features, thereby introducing a novel approach to pronunciation teaching in EFL contexts.

This study contributes to the growing body of research on integrating digital tools in language learning by demonstrating the potential of popular music platforms like Spotify to address pronunciation challenges. It highlights the pedagogical value of Spotify's lyrics feature as a supplementary resource for EFL learners, offering an engaging and accessible alternative to traditional pronunciation exercises. Moreover, this study provides practical insights for educators seeking innovative methods to motivate students and improve their language skills through technology. By focusing on pronunciation, a critical yet often overlooked aspect of language learning, this research aims to enrich the learning experience and promote more effective language acquisition strategies (Suryanti & Sundari, 2024).

The theoretical foundation of this study draws on the multimedia learning theory, which posits that combining auditory and visual inputs enhances language learning by providing multiple channels for processing information (Mayer, 2009). In the context of this research, Spotify's lyrics exemplify this principle by synchronizing audio (songs) with textual

*Agustiningrum and Susanti (2025)*

cues (lyrics), enabling learners to associate sounds with written words. Additionally, repetition theory emphasizes the importance of consistent practice in language retention and skill acquisition (Brown, 2015). Spotify's functionality, which allows users to replay songs and view lyrics repeatedly, aligns with these theories, making it a promising tool for pronunciation improvement.

Previous studies, such as Marsela et al. (2024) and Suryanti and Sundari (2024), further support using digital platforms to enhance learner engagement and motivation. Spotify, in particular, combines entertainment with education, allowing learners to practice pronunciation in a low-pressure, enjoyable environment. However, applying these theories and tools to pronunciation-specific challenges remains underexplored, emphasizing the need for this study.

This study aims to investigate students' perceptions regarding using Spotify's lyrics feature to improve their pronunciation skills. The primary objective is to explore how integrating synchronized lyrics in Spotify supports learners in developing accurate pronunciation. Furthermore, the study seeks to identify students' challenges while utilizing Spotify as a learning tool and examine its broader impact on vocabulary acquisition and overall language development. To achieve these objectives, the research addresses two research questions: What are students' perceptions of the benefits of Spotify's lyrics feature for pronunciation improvement? How do Spotify's lyrics influence vocabulary acquisition and overall language development? By exploring these questions, the study aims to provide insights into the educational potential of digital platforms like Spotify in enhancing EFL learners' pronunciation and language skills.

## **METHOD**

### ***Design***

This research used a descriptive quantitative method to analyze the impact of the Spotify application on students' pronunciation skills. Specifically, the study followed a survey design, where numerical data was collected to examine the relationship between students' usage of the Spotify lyrics feature (independent variable) and their perceived pronunciation improvement (dependent variable). The design aligns with the principles Azwar (1999)

*Agustiningrum and Susanti (2025)*

outlined to provide a systematic portrayal of phenomena using statistical analysis. This approach facilitated an exploration of how Spotify's features support pronunciation learning among students in a natural classroom context.

***Participant***

The participants of this study were 20 students from Class 8A at SMP Islam Nurul Iman, Lampung Timur. These students were selected through purposive sampling, considering their frequent use of Spotify in their daily routines and their struggles with English pronunciation. The group consisted of 10 male and 10 female students, all at an intermediate level of English proficiency based on their curriculum and prior performance. In addition, three students were chosen for in-depth interviews using purposive sampling based on their consistent engagement with the Spotify application. This mixed selection approach ensured a comprehensive understanding of how Spotify influenced pronunciation learning across varying application usage levels.

***Instrument***

The instruments used in this research include questionnaires and in-depth interviews. The questionnaire consists of two types: closed-ended and open-ended questions. The closed-ended section includes nine items measured using a 5-point Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The validity of the questionnaire was adapted from prior research by Rahmania and Mandasari (2021). Validation was conducted through expert judgment to ensure the instruments' accuracy.

Additionally, the reliability of the questionnaire was tested using the split-half method during a pilot test with students not included in the main research sample. The semi-structured, in-depth interviews allowed the researchers to explore the students' experiences comprehensively. The interview focused on three main questions designed to understand the benefits, comfort levels, and pronunciation development experienced by the students after using the lyrics feature on the Spotify application. The semi-structured approach allowed students to share their experiences while remaining aligned with the research objectives.

***Data collecting technique***

The data in this study were collected using a structured questionnaire and semi-structured interviews. The questionnaire was divided into closed-ended questions to gather

*Agustiningrum and Susanti (2025)*

quantitative data and open-ended questions for qualitative insights. The closed-ended section contained nine items measured on a Likert Scale ranging from Strongly Agree (5) to Disagree (1) Strongly. In contrast, the open-ended section consisted of 3 questions to explore students' detailed perceptions. The closed-ended questions targeted specific aspects of students' interaction with the Spotify application, focusing on their frequency of use, preferences, and its impact on their pronunciation. The quantitative data from these questions were nominal and ordinal, capturing students' choices and distribution across the Likert scale.

The open-ended questions invited students to elaborate on their personal experiences with Spotify, specifically: (1) improvements felt after using Spotify, (2) factors that make listening enjoyable, and (3) benefits of using Spotify's lyrics feature. The questions provided content data, which were later analyzed thematically to identify recurring themes in students' responses. The researcher administered the questionnaire to 20 students from class 8A of a junior high school, ensuring clear instructions were provided. The process began with a brief explanation of the purpose of the research and the rules for answering the questions. Students were given 30 minutes to complete the questionnaire independently in a classroom. Following the questionnaire, the researcher interviewed three students who were selected using purposive sampling based on their frequent use of Spotify. The interviews lasted approximately 20 minutes each and were audio-recorded with the participant's consent. Combining these instruments provided a comprehensive understanding of how Spotify influences students' pronunciation. Quantitative data offered measurable insights, while qualitative data revealed deeper contextual interpretations, ensuring robust and well-rounded findings.

***Data analysis technique***

The data were analyzed using both quantitative and qualitative approaches. Quantitative data from the closed-ended questionnaire were processed in Microsoft Excel (version 2021) for descriptive statistical analysis, including percentage calculations and tabulations to identify trends, such as Spotify usage frequency and its perceived benefits. Reliability was tested using Cronbach's Alpha, with a threshold of  $\geq 0.70$  for acceptable consistency. Qualitative data from open-ended questionnaires and interviews were analyzed thematically using Content Configuration Analysis (CCA). The analysis involved transcribing responses, coding relevant patterns, grouping codes into broader themes, and interpreting

these themes in line with the research objectives. This combined approach ensured robust and comprehensive insights into students' perceptions of Spotify's role in improving pronunciation.

## RESULT AND DISCUSSION

### Result

This section elaborates on the findings from the closed-ended and open-ended questionnaires. Descriptive statistical analysis is employed to interpret the data collected from the questionnaires.

### Students' perceptions of the benefits of Spotify's lyrics feature for improving pronunciation.

The following section presents the tabulated results, highlighting a clearer understanding of student perceptions regarding using Spotify for pronunciation development.

*Table 1. Tabulated data*

No	Statements	Alternative Answer					Total
		SA	A	N	D	S D	
1.	I often play music by using the Spotify application	5%	95%	0%	0%	0%	100%
2.	I sing a song by using lyrics features on the Spotify application	20%	65%	5%	0%	10%	100%
3.	I often play English songs rather than Indonesian song	0%	15%	75%	10%	0%	100%
4.	I tried to copy the singer's pronunciation while I read the lyrics	25%	60%	15%	0%	0%	100%
5.	I enjoy listening to English song	25%	65%	5%	5%	0%	100%
6.	I think the Spotify application helped me get better pronunciation	5%	75%	20%	0%	0%	100%
7.	It will be easier to memorize the pronunciation of the word by singing it	10%	85%	5%	0%	0%	100%
8.	The lyrics feature on the Spotify application helped me learn the word's pronunciation.	40%	60%	0%	0%	0%	100%

*Agustiningrum and Susanti (2025)*

9.	Spotify application is easy to use	0%	65%	35%	0%	0%	100%
	Average	15%	65%	20%	0%	0%	100%

The data presented in the table provides a comprehensive overview of student perceptions regarding using the Spotify application to enhance pronunciation skills. According to the findings, 65% of students believe that Spotify significantly improves their pronunciation, with 15% expressing strong agreement and 20% remaining neutral. This shows that most participants agree on the application’s effectiveness, but some students have mixed feelings about its impact.

The result of question 1 reveals that all students surveyed use Spotify to listen to music, with an overwhelming 95% agreeing with this statement and only 5% indicating strong agreement. It indicates widespread application usage and its popularity among students as a preferred medium for accessing music. In Question 2, the findings show that most students utilize the lyrics feature to sing along with the songs. At the same time, an additional 20% strongly agree with this practice. Notably, only 10% of students reported not engaging with the lyrics feature. This suggests that integrating lyrics enhances the learning experience by allowing students to actively participate in their language practice, making the process more interactive and engaging.

Question 3 indicates that 75% of students expressed neutrality regarding their interest in the language of the songs. This neutrality suggests that while students may appreciate the music, they might not be particularly focused on the linguistic aspects, indicating a diverse range of engagement levels with the content. Furthermore, in Question 4, the data reveals that 65% of students agree that they attempt to imitate the singer's pronunciation while reading the lyrics, with 25% strongly agreeing. This finding underscores the active learning process when students engage with music, allowing them to practice and refine their pronunciation skills in a practical context.

In Question 5, it was noted that 65% of students enjoy listening to English songs. This enjoyment enhances their learning experience and motivates them to engage more deeply with the language, further supporting their pronunciation development. Question 6 shows that 75% of students agree that the Spotify application helps them improve their pronunciation. Among

*Agustiningrum and Susanti (2025)*

them, 20% remained neutral, and 5% expressed strong agreement. This reinforces the notion that Spotify is an effective tool for language learning, particularly in pronunciation, by providing students with accessible and enjoyable resources for practice.

Moreover, question 7 indicates that 85% of students find it easier to memorize pronunciation by singing along to songs, with 10% strongly agreeing and 5% remaining neutral. It highlights how music can help with remembering language, suggesting that singing boosts retention and recall. In question 8, Regarding the lyrics feature, 60% of students reported that it helps them learn the pronunciation of words. In comparison, 40% expressed strong agreement with this statement.

This indicates that integrating lyrics in the Spotify application is a valuable tool for pronunciation practice, allowing students to connect sounds with written words. Lastly, in question 9, regarding the ease of use of the Spotify application, 65% of students found it easy to navigate, while 35% remained neutral. Notably, no students disagreed with the user-friendliness of Spotify, suggesting that its accessibility may contribute to a positive learning experience.

The data highlights students' positive perceptions regarding using Spotify for language learning. Integrating music, lyrics, and interactive features significantly enhances pronunciation skills, expands vocabulary, and fosters a more engaging learning environment.

***The impact of Spotify’s lyrics features on students’ language development***

The researcher also interviewed the students to complement the questionnaire results. The interview questions cover the following topics:

***1. What kind of improvement do you feel after using the Spotify application?***

<b>Coding/Participant</b>	<b>Reports</b>	<b>Justification of Content</b>
<b>NS</b>	<i>"I feel an improvement in my pronunciation, of course, and I often get vocabulary I do not know yet."</i>	Spotify helps improve pronunciation and facilitates vocabulary expansion through exposure to new words.
<b>SF</b>	<i>"I always feel that my pronunciation is improving because I often listen to English songs, and my pronunciation improves when I sing along."</i>	Listening to and singing along with songs on Spotify strengthens pronunciation skills and encourages active engagement with English.
<b>SL</b>	<i>"Feels there is progress in pronunciation because I often"</i>	Repetition of lyrics in songs enhances pronunciation by

*Agustiningrum and Susanti (2025)*

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<i>repeat the song."</i>	reinforcing correct sounds and patterns.
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The tabulation shows students consistently reported noticeable improvements in their pronunciation. In addition, students also emphasized vocabulary expansion as a significant benefit. NS pointed out that using Spotify helps her learn new words she was not familiar with, illustrating how immersing herself in music can enhance vocabulary retention and understanding.

Overall, these interviews reveal that students perceive Spotify as a powerful tool for language learning. Not only does it help improve pronunciation, but it also supports vocabulary acquisition.

**2. What makes you feel enjoy when listening to English songs?**

Coding/Participant	Reports	Justification of Content
NS	<i>"Enjoy because the songs are often popular, and I like to find the meaning of the song that I'm listening to."</i>	Popular songs encourage engagement and curiosity, motivating students to explore the meanings and contexts of the lyrics.
SF	<i>"I enjoy it because it often appears on TikTok like Cupid's song, so I often listen to it because it's fun."</i>	Social media trends such as TikTok influence song selection and make learning more relevant and enjoyable.
SL	<i>"I enjoy listening to English songs through Spotify because there is a lyric feature I can listen to while reading the lyrics."</i>	The lyrics feature on Spotify enhances language learning by allowing students to listen and read, improving pronunciation and comprehension simultaneously.

The statements reveals how much students enjoy using the Spotify application for their language learning. For instance, SL noted, “I enjoy listening to English songs through Spotify because there is a lyric feature that allows me to follow along.” This feature enhances their learning experience by enabling them to connect the sounds with the written words, reinforcing their understanding of pronunciation and meaning. Another example SF noted” *I enjoy it because it often appears on TikTok like Cupid's song, so I often listen to it because it's fun”* This feature of Social media such as “TikTok” influence song selection and make student learn more relevant and enjoyable materials.

*Agustiningrum and Susanti (2025)*

Overall, these responses underscore that enjoyment plays a significant role in students' use of Spotify for language learning. Combining popular music, social media trends, and helpful features like lyrics contributes to a positive and engaging learning environment.

**3. What are the benefits of using the Spotify application?**

<b>Coding/Participant</b>	<b>Reports</b>	<b>Justification of Content</b>
NS	<i>"Because I often listen while singing, I feel that my pronunciation skills have improved because I often sing English language songs that are trending through Spotify."</i>	Singing along to trending English songs helps enhance pronunciation skills by providing repeated exposure to native pronunciation.
SF	<i>"I find it advantageous for me to often find vocabulary in songs that I often play and also practice my pronunciation even though sometimes there are songs that are difficult for me to follow."</i>	Listening to songs helps students discover new vocabulary and practice pronunciation, even with challenging content.
SL	<i>"The advantage for me is that using Spotify while listening to English makes it easier for me to learn how to pronounce English vocabulary."</i>	Spotify facilitates pronunciation practice by offering an accessible way to hear and mimic native speakers' vocabulary usage.

From the statements above, these insights demonstrate that Spotify is a valuable tool for language learning, helping students improve their pronunciation, expand their vocabulary, and enjoy the learning process through engaging content. SL added, "The advantage for me is that using Spotify while listening to English makes it easier for me to learn how to pronounce English vocabulary." This points to the platform's effectiveness in providing a supportive learning environment where students can listen to native pronunciation in an accessible format.

It can be concluded that the answers to the student interviews on the three questions stated that students stated that there was a development in English pronunciation because they often listen to and sing English songs through the lyrics feature on Spotify. On the second question, students enjoy listening to trending English songs on the TikTok application, listening to them again through the Spotify application, and singing through the Spotify lyrics feature. This can be related to the second answer with the answer to the third question because students often enjoy listening to English songs through Spotify. Students get benefits such as

*Agustiningrum and Susanti (2025)*

developing pronunciation and finding new vocabulary. Even though sometimes students find it difficult to sing songs in English, they find it helpful in pronunciation through the Spotify lyrics feature. After the interview, the researcher explained that the students responded positively to students' perceptions of the development of pronunciation skills through the lyrics feature of the Spotify application. When answering the interview, they explained how they felt about using the Spotify application.

***Discussion***

The findings of this study provide valuable insights into the use of Spotify as a medium to improve students' pronunciation skills. The first notable result is the widespread use of Spotify among 8th-grade students at Nurul Iman Islamic Middle School, with 95% of participants confirming regular usage. This indicates that Spotify is not only accessible but also highly preferred by students as a digital platform for entertainment and learning. Similar findings have been documented in prior studies. Rahmania and Mandasari (2021) found that 60% of students prefer digital music applications for learning English due to their user-friendly interfaces and engaging features. This consistency in findings reinforces the idea that Spotify is an effective tool for introducing language learning in a way that aligns with students' interests and habits, particularly in integrating pronunciation practice seamlessly into their daily routines.

Another significant finding relates to the effectiveness of the lyrics feature on Spotify, which 85% of the participants found helpful in improving their pronunciation. Students reported that reading and singing along with the lyrics helped them understand correct pronunciation patterns. This observation is supported by Ilyas and Kaniadewi (2023), who noted that features like lyrics enable active learning by allowing students to see and hear the language simultaneously. Furthermore, Meisa (2024) highlighted that this interaction helps build vocabulary, understand phonetics, and foster pronunciation accuracy. Through repeated exposure to lyrics, students not only familiarize themselves with the sounds of English but also internalize the rhythm and intonation patterns of the language, making it easier for them to mimic native-like pronunciation. The findings of this study add to the growing evidence that digital platforms with interactive features, such as Spotify, can significantly enhance language acquisition.

*Agustiningrum and Susanti (2025)*

When considering students' song preferences, the data revealed that 15% of participants actively preferred English songs over Indonesian songs. While this percentage may seem small, it is important to note that these students displayed higher levels of engagement by trying to replicate the pronunciation of the lyrics they encountered. This echoes the findings of Purba et al. (2023), who observed that regular exposure to English songs could improve students' pronunciation abilities. Additionally, the 75% of students who were neutral in their preferences may still benefit indirectly from listening to English songs if encouraged through structured activities like lyric-based assignments. This finding highlights the need for educators to promote active engagement with English songs, as passive listening may not yield the same level of improvement.

The theoretical implications of these findings are well-supported by language acquisition theories. For instance, Krashen's Input Hypothesis (1985) suggests that learners acquire language more effectively when exposed to comprehensible input slightly above their current proficiency level. Spotify's combination of familiar tunes and English lyrics provides such input, allowing students to engage with the language meaningfully. Moreover, Paivio's Dual Coding Theory (1986) underlines the cognitive benefits of combining visual (lyrics) and auditory (music) stimuli in learning. The simultaneous engagement of these sensory modalities not only aids in retention but also enhances students' ability to recall pronunciation patterns during speaking activities. This theoretical framework justifies the efficacy of Spotify as an educational tool, as evidenced by the positive feedback from students in this study.

Despite its strengths, the study has several limitations that must be acknowledged. Firstly, the sample size was relatively small, consisting of only 20 students from a single school, limiting the findings' generalizability. A larger and more diverse sample could provide more comprehensive insights into the effectiveness of Spotify across different contexts and age groups. Secondly, the reliance on self-reported data introduces the possibility of response bias. Students may have overestimated their engagement with Spotify or the extent of their pronunciation improvements. Future studies should incorporate objective measures, such as pre- and post-tests of pronunciation accuracy, to validate self-reported outcomes. Additionally, exploring other features of Spotify, such as curated playlists or podcasts, could provide a more holistic understanding of its educational potential.

*Agustiningrum and Susanti (2025)*

In conclusion, this study confirms that Spotify, particularly its lyrics feature, effectively enhances English pronunciation among junior high school students. The findings align with previous research, supporting that integrating digital platforms into language education can significantly improve learning outcomes. The combination of accessibility, interactive features, and engaging content makes Spotify a valuable resource for students and educators. However, addressing the limitations identified in this study could further strengthen the evidence for its efficacy. Future research should build on these findings by exploring additional aspects of digital learning tools and their impact on other language skills, ensuring a more comprehensive approach to modern language education.

## CONCLUSION AND SUGGESTION

### *Conclusion*

The results of this study indicate that students perceive the lyrics feature on Spotify as a valuable tool for developing their pronunciation skills when listening to English songs. Many students frequently engage with trending songs through the Spotify application, allowing them to encounter new vocabulary and enjoy learning. This enjoyment contributes to their motivation to improve their English, particularly pronunciation. The study focused solely on students' perceptions regarding pronunciation development through the Spotify application, and the analysis was conducted descriptively based on the research findings.

However, the study does have limitations that should be acknowledged. The sample size was relatively small, consisting of only 20 students from a single class, which may limit the generalizability of the results. Additionally, the reliance on self-reported data through questionnaires and interviews could introduce bias, as students might overstate their use of the application or their improvements in pronunciation.

### *Limitation*

This study has several limitations that should be acknowledged. First, the sample size was relatively small, consisting of only 20 students from a single class at one school. This limits the generalizability of the findings to a broader population. Future studies could involve a larger and more diverse sample across different schools or regions to enhance representativeness and validity. Second, the research relied heavily on self-reported data from

*Agustiningrum and Susanti (2025)*

questionnaires and interviews. While these instruments provided valuable insights into students' perceptions, they may be subject to response bias, as participants might have overestimated or underestimated their experiences with the Spotify application. Complementary methods, such as direct observation or performance tests, could have been employed to obtain objective data on pronunciation improvement. Third, the study's descriptive quantitative design focused only on analyzing perceptions and did not include experimental methods to measure actual student pronunciation improvements. A future study could adopt a mixed-methods or experimental design to assess better the causal relationship between using Spotify and pronunciation development.

Finally, the study did not explore external factors that may have influenced students' pronunciation learning, such as their prior English proficiency levels, exposure to English outside the classroom, or motivation to learn. Considering these factors in future research could provide a more comprehensive understanding of the role of Spotify in language learning. By addressing these limitations, future studies can build upon this research and provide more robust evidence regarding the effectiveness of Spotify or similar digital tools in improving students' pronunciation skills.

### ***Implication***

The findings of this study underscore the practical and policy-oriented significance of integrating digital platforms like Spotify into language learning. For practice, educators can leverage Spotify's lyrics feature to design interactive pronunciation activities, such as sing-alongs and vocabulary-building tasks, fostering engagement and skill development. This aligns with Krashen's Input Hypothesis (1985), which emphasizes the importance of meaningful and comprehensible input for language acquisition. Additionally, incorporating Spotify into classroom activities supports Paivio's Dual Coding Theory (1986), highlighting the cognitive benefits of combining auditory and visual stimuli. Policymakers can build on these findings by promoting the use of digital tools in education, encouraging curriculum revisions that integrate technology, and providing training for teachers to maximize the pedagogical potential of these resources.

For future research, this study opens pathways to explore other features of Spotify, such as curated playlists, podcasts, and personalized recommendations, to examine their

*Agustiningrum and Susanti (2025)*

impact on various aspects of language acquisition. Researchers should consider larger and more diverse samples to enhance the generalizability of findings and adopt objective measures, such as pre-and post-tests, to validate self-reported data. Longitudinal studies could also investigate the sustained effects of using Spotify on pronunciation improvement. Although this study's limited sample size and reliance on self-reported data present constraints, the implications strongly suggest that Spotify offers a valuable, theoretically sound, and practical tool for improving pronunciation skills, contributing meaningfully to modern language education practices and research.

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### BIO-PROFILE

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*Agustiningrum and Susanti (2025)*

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