

**STUDENTS' PERCEPTION OF USING SPOTIFY AS AN
ALTERNATIVE LEARNING TOOL TO ENHANCE ENGLISH
LISTENING SKILLS**

THESIS

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THESIS

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SURAT PERNYATAAN KEASLIAN

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**STUDENTS' PERCEPTION OF USING SPOTIFY AS AN ALTERNATIVE
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 April 2026

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ABSTRACT

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In today's digital era, educational practices have developed significantly, particularly in language learning, where students increasingly utilize online platforms to access materials beyond the classroom. In the context of English as a foreign language, listening remains one of the most challenging skills due to limited exposure to authentic input, variations in accents, and differences in speaking speed. As a response to these challenges, audio streaming platforms such as Spotify have emerged as potential alternative learning tools that provide flexible and diverse listening materials. This study aims to explore students' perceptions of using Spotify to improve their English listening skills. Using a qualitative descriptive approach, data were collected through interviews with students who actively use Spotify for listening practice. The findings indicate that Spotify supports listening development through its accessibility and diverse content, enabling consistent exposure to authentic English, enhancing vocabulary acquisition, improving pronunciation awareness, and strengthening overall listening comprehension in a more autonomous and engaging learning environment.

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CHAPTER I

INTRODUCTION

A. Background of Study

Listening is a crucial skill in learning English, serving as the foundation for other language abilities such as speaking, reading, and writing. A strong listening skill allows learners to understand spoken language, which is vital for effective and meaningful communication. Without sufficient listening skills, students may find it challenging to engage in conversations, follow oral instructions, or comprehend audiovisual materials in both academic and real-life situations. Unfortunately, many English learners continue to struggle with developing their listening skills due to limited access to authentic and engaging listening resources.

In various EFL (English as a Foreign Language) contexts, listening instruction is still often limited to textbook-based audio materials that do not reflect natural speech patterns, speed, or variations in accent (Sari & Rahmawati, 2021). This lack of exposure to real-life spoken English hinders learners from developing the ability to process and interpret language in real-time situations. Furthermore, the lack of interesting and motivating materials often results in low student engagement and reduced listening practice outside the classroom (Putri & Anggraini, 2020). To address this issue, it is essential to explore alternative media that can provide learners with accessible, authentic, and stimulating listening experiences.

One such platform is Spotify, an audio streaming service that provides not only music but also a wide range of educational content, including English-

language podcasts, audiobooks, and learning playlists for different proficiency levels. Spotify offers access to real-life English through native-speaker content that covers topics like culture, daily routines, and personal development, allowing learners to experience natural and authentic language input—an essential factor for improving listening skills and vocabulary (Ahmad, 2021). Spotify's user-friendly design and offline access also support independent learning. Moreover, digital audio content has been shown to boost learner motivation and encourage consistent listening practice.

In addition, Spotify has emerged as a versatile tool for English language learning, offering learners access to various types of audio content, such as English songs, educational podcasts, and audiobooks. These resources help enhance listening skills by providing real-life exposure to authentic language use, including pronunciation, intonation, and idiomatic expressions. Features like synchronized lyrics, personalized playlists, and looped playback support learner autonomy and repeated listening practice. A study by Khoirin and Wahyuni (2020) found that the integration of English songs through Spotify significantly increased students' motivation and listening comprehension. Similarly, Sari and Yuliana (2021) reported that students showed better retention of vocabulary and improved pronunciation when using Spotify as part of their daily listening routine. These findings support the use of Spotify as an accessible and enjoyable learning tool in the EFL context.

There have been many previous studies discussing the use of audio-based media to support English language learning. For example, Fitriani and Septiani

(2021) investigated the impact of English podcasts on students' listening comprehension and found that regular exposure to podcasts significantly improved students' ability to understand spoken English. Similarly, Putra (2020) examined the effectiveness of using English songs in enhancing students' vocabulary and listening skills.

In this study, the researcher focuses on exploring the use of Spotify as an alternative learning tool to improve English listening skills. The study specifically highlights the use of English songs on Spotify as the primary learning medium. Through exposure to English songs, students can enhance their listening comprehension in a more accessible and enjoyable way, particularly in terms of pronunciation, vocabulary, and understanding natural rhythm in spoken English.

B. Research Question

Based on the research background, this research makes a specialty of the following research question:

1. What are students' perceptions of using Spotify as an alternative learning tool to enhance their English listening skills?
2. What are the challenges of using Spotify as an alternative learning tool to enhance listening skills?

C. Aims of The Study

Based on the research background, the purpose of this study are:

1. To explore the perceptions of students regarding the use of Spotify as a tool to enhance their English listening skills.
2. To explore the challenges of using Spotify as an alternative learning tool to enhance listening skills

D. Significance of The Study

This study is expected to provide both theoretical and practical significance in the field of English language education, particularly in improving listening skills through digital platforms such as Spotify.

1. Theoretical Significance

This research contributes to the existing body of knowledge in the area of English language learning by exploring Spotify as an alternative learning tool. It supports the theory that authentic and engaging materials, such as podcasts and songs, can enhance language comprehension and increase learners' motivation. The findings may enrich the literature on the use of digital media in language education, particularly in EFL (English as a Foreign Language) contexts.

2. Practical Significance

a. For Students

This study encourages students to use Spotify as a practical, enjoyable, and accessible resource to improve their English listening skills. It helps learners identify which types of content are most helpful and how to make the most of them for independent learning.

b. For Teachers

The findings offer useful insights for English teachers seeking to incorporate digital tools into their teaching strategies. Spotify content can be used to design engaging listening exercises that reflect real-life language use, increasing student motivation and comprehension.

c. For Educational Institutions

The study may inspire educational institutions to adopt more innovative approaches by recognizing informal platforms like Spotify as supplementary tools for language learning, supporting autonomous learning beyond the classroom.

d. For Spotify Users

This research highlights how regular users of Spotify can transform their entertainment habits into meaningful learning opportunities. By choosing relevant English-language content, users can simultaneously enjoy and improve their language proficiency, making learning more natural and integrated into daily life.

e. For Future Researchers

This study serves as a reference for researchers interested in digital media, informal learning environments, or language acquisition. It opens up further opportunities to investigate the effectiveness of different types of audio content, learner engagement strategies, and the impact of platform design on language learning outcomes.

E. Terminologies

1. Alternative Learning Tool

An alternative learning tool refers to a non-traditional or supplementary resource used to support the learning process outside conventional classroom materials. In this study, Spotify serves as an alternative learning tool that provides authentic and engaging listening materials beyond textbooks and formal lessons. Specifically, the use of songs on Spotify allows learners to access a wide variety of English-language music, which can help improve listening comprehension, vocabulary acquisition, and pronunciation in a more enjoyable and contextualized way.

2. English Listening Skills

English listening skills refer to the ability to understand spoken English, including recognizing words, interpreting meaning, and responding appropriately. This includes comprehension of different accents, speech speeds, and informal or idiomatic language. This study focuses on improving these skills through repeated and consistent exposure to English audio on Spotify.

3. English Song

An English song refers to a musical composition performed in the English language, consisting of lyrics, melody, and rhythm that convey meaning, emotions, or messages. English songs are used as authentic listening materials that expose learners to real-life language use, including natural pronunciation, connected speech, and common expressions. The use of English songs is considered effective in improving students' listening

comprehension, vocabulary acquisition, and pronunciation. This study focuses on improving these skills through repeated and consistent exposure to English songs on Spotify



CHAPTER II

LITERATURE REVIEW

A. English as a Foreign Language (EFL)

1. Definition of EFL

English as a Foreign Language (EFL) means learning and using English in countries where English is not the main language. In EFL situations, students usually learn English in the classroom and do not use it in daily life. According to Richards and Schmidt (2020), students in EFL classes often study grammar, vocabulary, and reading but get less practice in speaking and listening. Students learn English to pass exams, find jobs, or communicate internationally.

Since students are not frequently exposed to English outside school, they need more support to improve their skills. Teachers should provide more opportunities for students to listen to and speak English during classroom activities. According to Arslan (2021), using media such as music, movies, or podcasts can expose students to real and natural English, helping them understand how the language is used in everyday conversations. These media tools can also introduce students to different accents and speaking speeds, which are often missing in textbook materials. Al-Qahtani (2020) explains that using authentic materials like songs, YouTube videos, or interviews allows learners to enjoy the learning process while improving their listening comprehension. These real-life resources are more engaging than traditional exercises and can motivate students to practice more. When students feel more

connected to the content, they are more likely to remember new words and expressions and use them in their own speaking.

2. Characteristics of EFL Learners

EFL learners are students who study English in countries where English is not used every day, so they often rely on formal education as their main way of learning the language. These students usually study English in school environments where textbooks and teachers are their primary resources, but they do not get much practice outside the classroom. According to Fahim and Zarei (2021), many EFL learners are skilled in grammar and reading but struggle with speaking and listening because they lack real-life communication opportunities. As noted by Yavuz and Topkaya (2020), this is mainly because students have limited exposure to English outside school, which prevents them from applying what they learn in everyday situations. Therefore, their language development, especially in listening and speaking, can be slower compared to learners in environments where English is more commonly used.

Another important factor in EFL learning is the influence of students' first language (L1), which can shape the way they acquire English. Barrot (2021) explains that learners often transfer grammar or pronunciation rules from their native language, which can result in errors when speaking or writing in English. These mistakes are common among EFL students and may slow down their progress if not addressed. However, understanding the role of L1 interference can help teachers design better strategies to assist students in recognizing and correcting these patterns. Motivation is another crucial element in achieving

success in language learning. According to Ushioda (2020), students who find English interesting or enjoyable, especially when they connect it with music, films, or podcasts, are more likely to make faster progress. Learners who are internally motivated or have personal goals related to English tend to put more effort into practicing the language, even outside the classroom. This self-driven engagement enables them to be exposed to more English input, which gradually strengthens their listening and speaking skills.

3. Challenges in EFL Learning Contexts

One of the biggest challenges for students learning English as a foreign language is the lack of exposure to English outside the classroom. In many countries, students do not often hear or speak English at home or in their everyday lives. As noted by Nguyen and Nguyen (2020), this situation makes it more difficult for students to improve their listening and speaking skills. Without daily practice, students may forget what they have learned in class. Also, Rahman (2021) points out that not all schools have trained teachers or enough learning materials, which makes it harder for students to get the help they need to succeed in learning English.

In addition, many students feel nervous or shy when they try to speak English. Alrabai (2020) explains that students are often afraid of making mistakes, and this fear can stop them from speaking in front of others, especially in the classroom. This problem becomes worse when schools focus too much on grammar rules and reading for exams, rather than giving students time to practice speaking and listening. Suryani and Pratama (2021) support

this by stating that students in exam-focused classrooms may not get enough opportunities to develop their speaking confidence. As a result, even students who understand English well on paper may struggle to use it in real conversations.

B. Listening Skills

1. Definition of Listening Skills

Listening is one of the most important skills in learning a new language, especially English. It is the process of receiving, understanding, and responding to spoken language. Listening is not just hearing sounds, but involves interpreting the meaning behind the words, tones, and expressions. In language learning, listening helps students build vocabulary, understand grammar in use, and learn the natural rhythm and pronunciation of English. Listening also supports speaking skills, because students often speak what they hear. According to Gilakjani and Sabouri (2021), listening is a complex activity that includes both mental and physical effort, as learners must focus and process what they hear in real time. - R A N I R Y

Listening in a second or foreign language can be difficult for students, especially when they are not used to hearing native speakers. Field (2020) explains that learners may struggle with fast speech, unknown vocabulary, or different accents, which makes listening more challenging. To become better listeners, students need regular practice with various types of spoken texts, such as conversations, stories, or news. Nation and Newton (2020) suggest that listening should be taught as an active skill, where students not only hear but

also think about the purpose, topic, and speaker's message. In the context of EFL, developing listening skills is essential because it helps learners understand real English use, both inside and outside the classroom.

2. Strategies of Listening

Listening is a complex language skill that requires active engagement, involving both bottom-up and top-down processing. In the context of language learning, students can improve their listening proficiency through meaningful exposure to authentic input and strategic listening practice. According to Brown (2001), there are several ways to improve listening skills in the context of language learning:

1) Listening as an Active Process

Brown emphasizes that listening is not a passive activity but an active process. Learners do not simply "hear" sounds, they actively construct meaning based on context, prior knowledge, and communicative purpose. Training students to be active listeners helps them focus on understanding the message rather than just recognizing words.

2) Bottom-up and Top-down Processing

- a. Bottom-up processing: Understanding begins with decoding individual sounds, words, and grammar to build meaning.
- b. Top-down processing: Using background knowledge, context, and expectations to interpret the message.

Students should develop both processing types, and authentic materials like music or podcasts offer effective practice.

3) Micro-skills and Macro-skills of Listening

- a. Micro-skills involve recognizing sound patterns, intonation, stress, and grammatical structures. These help learners understand words and sentences accurately.
- b. Macro-skills include identifying the speaker's purpose, understanding main ideas, and making inferences. These are necessary for overall comprehension in real communication.

4) Comprehensible Input and Authentic Materials

Inspired by Krashen's Input Hypothesis, Brown supports the idea that learners need comprehensible input language slightly above their current level for progress. He recommends using authentic materials, such as real conversations, podcasts, or movies, as they expose learners to natural language use. This helps improve listening comprehension in a realistic and engaging way.

5) Affective Factors: Motivation and Anxiety

Emotional factors also play a significant role in listening development. Brown states that high motivation and low anxiety are essential for effective language learning. When students feel relaxed and interested, they are more likely to absorb and retain what they hear. Therefore, teachers should use engaging and relevant listening materials like songs, interviews, or entertainment content to create a positive learning environment.

3. Difficulties in Listening

Many EFL learners face difficulties in listening due to several factors. One major challenge is the speed of spoken English, which can be hard for learners to follow, especially when speakers use reduced forms or connected speech. According to Field (2020), learners often fail to recognize familiar words when they are pronounced quickly or differently in natural speech. In addition, unfamiliar vocabulary, idiomatic expressions, and various accents can make listening more difficult, especially when learners have limited exposure to authentic English.

Another common difficulty is the lack of background knowledge related to the topic being discussed. When learners are not familiar with the context, they may find it hard to predict or understand what the speaker means. Vandergrift and Goh (2020) highlight that effective listening requires both linguistic competence and strategic knowledge, such as using context clues or predicting information. Without these strategies, students may struggle to comprehend even when they know many of the words. Therefore, teaching listening should not only focus on language input but also help learners develop strategies to overcome these challenges.

4. Strategies to Improve Listening Skills

Improving listening skills in English as a Foreign Language (EFL) requires specific strategies that help learners understand spoken language more effectively. One important strategy is the use of predictive listening, where students guess the topic or content before listening by using context clues, titles,

or pictures. This helps them activate their background knowledge and focus better during the listening task (Vandergrift & Goh, 2020). Another useful strategy is listening for gist, where students aim to understand the main idea rather than every word. This trains them to tolerate ambiguity and focus on key points, which is especially helpful when dealing with fast or native-level speech.

Additionally, note-taking and summarizing can aid comprehension by encouraging students to identify important details and structure the information they hear. Students can also listen repeatedly to the same material to catch missed parts and improve their recognition of spoken forms and pronunciation patterns. According to Brown (2007), learners benefit from guided activities such as listening to short dialogues followed by comprehension questions, which help them develop focused listening habits. Teachers play a vital role in guiding students to apply these strategies consistently, both in and outside the classroom, to gradually build confidence and listening proficiency.

C. Technology in Language Learning

1. Technology in Language Learning

Technology plays a vital role in supporting language learning, especially in enhancing listening skills. With the rise of digital tools and platforms, students now have access to a wide range of authentic listening materials, such as podcasts, online videos, and language learning apps. These resources expose learners to real-life conversations, diverse accents, and varied speaking styles,

which can significantly improve their listening comprehension. According to Al-Qahtani (2020), integrating technology into the EFL classroom allows students to learn at their own pace, revisit materials, and engage with interactive content that makes learning more enjoyable.

Moreover, mobile applications and websites such as YouTube, Spotify, or Duolingo offer flexible listening practices outside the classroom, enabling students to immerse themselves in English in a more natural and self-directed way. As emphasized by Gilakjani (2020), the use of multimedia tools provides a more dynamic and contextualized learning experience, which helps students develop not only their listening skills but also their overall language proficiency. Teachers can also benefit from technology by using learning management systems and virtual classrooms to assign listening tasks and provide feedback, creating a more connected and supportive learning environment.

2. The Role of Technology in Language Education

Technology plays a significant role in modern language education by offering flexible, interactive, and accessible learning opportunities. In EFL contexts, digital tools such as audio streaming platforms, mobile applications, and online courses allow learners to engage with authentic English content beyond the classroom walls. These tools help replicate real-world language use, making language exposure more frequent and varied. As noted by Al-Qahtani (2020), the integration of technology in English teaching has transformed traditional classrooms into more dynamic learning environments where students can practice listening anytime and anywhere.

3. Benefits of Using Technology for Listening

Using technology for listening instruction brings several advantages. First, it exposes students to diverse accents, speech rates, and real-life conversation styles, which enhance comprehension skills. Second, many digital platforms provide playback features that allow students to pause, rewind, or replay audio, supporting individualized learning. Gilakjani (2020) highlights that multimedia tools such as podcasts, videos, and language learning apps make listening more engaging and contextual, helping learners to connect sounds with meaning more effectively. These benefits ultimately increase learners' motivation and confidence in using English in authentic situations.

Technology enables personalized learning by allowing students to choose materials that match their interests and proficiency levels. This flexibility can reduce anxiety and increase learner autonomy, especially for those who may struggle with traditional methods. According to Baharudin and Ismail (2021), learners who use self-selected digital materials such as YouTube videos, audiobooks, or interactive listening apps show higher motivation and better retention of new vocabulary. As students take control of their listening practice, they are more likely to engage consistently and make noticeable progress in their listening comprehension skills.

D. Spotify for Learning

1. Spotify as a Digital Platform

Spotify is a digital music streaming platform that allows users to listen to millions of audio tracks, especially songs. It was launched in 2008 and is now widely used around the world. Spotify can be accessed through smartphones, laptops, and tablets, making it easy for users to listen anytime and anywhere. According to Morris and Powers (2021), Spotify has changed the way people interact with audio content by offering personalized playlists and content suggestions based on user preferences. This feature makes Spotify attractive not only for entertainment but also for learning purposes.

In this study, Spotify is specifically viewed as a platform for accessing English songs as a learning medium. English songs provide learners with exposure to natural pronunciation, vocabulary, and rhythm of spoken English in an engaging and enjoyable way. As stated by Jones (2022), listening to authentic audio materials can help learners become more familiar with different accents and speaking styles, which supports the development of listening skills. Therefore, Spotify, through its English songs feature, becomes a valuable tool for students who want to improve their English listening skills outside the classroom.

2. Types of Content on Spotify

Spotify is a popular digital platform that provides various audio content useful for learning English. It gives learners access to real-life English, helping them improve listening through exposure to natural speech. With the right content, students can better understand vocabulary, pronunciation, and everyday language use (Jones, 2022).

There are several types of content on Spotify that learners often use to practice their English listening skills:

1. Podcasts

Podcasts are one of the most popular tools on Spotify for language learners. Many podcasts are created specifically for English learners and cover a wide range of topics, from daily conversations to grammar explanations. For example, The English We Speak by BBC Learning English introduces common phrases and idioms used in real life. These podcasts are useful because students can choose their level and interests, making learning more personal and enjoyable (Smith, 2021).

2. English Songs

Songs in English help learners develop listening and pronunciation skills. Through music, students are exposed to informal expressions, idioms, and different accents. For example, listening to Perfect by Ed Sheeran can help students hear natural sentence stress and rhythm. Music is also motivating, as it allows students to enjoy learning through their favorite genres (Brown, 2020).

In addition, repeated listening to songs enables learners to improve their ability to identify sounds, understand lyrics, and expand their vocabulary.

Many English songs contain commonly used phrases and expressions that can support daily communication. Songs also provide contextual learning, where students can understand meaning through the storyline or message conveyed in the lyrics. Furthermore, the availability of lyrics

on Spotify helps learners match spoken words with written text, which enhances comprehension and pronunciation accuracy.

Music is also highly motivating, as it allows students to enjoy learning through their favorite genres. This enjoyment reduces learning anxiety and encourages learners to practice listening more frequently. As a result, English songs not only support listening comprehension but also promote a more engaging and effective learning experience.

3. Audiobooks

Audiobooks offer longer and more structured listening material. They are often read by native speakers with clear pronunciation, making them ideal for improving comprehension and vocabulary. A good example is The Little Prince audiobook, which is available on Spotify and narrated slowly enough for intermediate learners to follow (Lee, 2022).

E. Students' Perception of Using Spotify for Learning English Listening Skills

Understanding students' perceptions is essential in evaluating the effectiveness of Spotify as a language learning tool, particularly for developing listening skills. Perceptions influence how students engage with the platform, how often they use it, and how useful they believe it is in supporting their learning. Many learners view Spotify not only as a source of entertainment but also as a flexible and accessible way to improve their English skills through music, podcasts, and audiobooks. As noted by Hidayati and Aulia (2021), when

students have positive perceptions toward a digital learning platform, they are more likely to use it consistently and with greater motivation. In this context, Spotify's perceived usefulness, ease of use, and the enjoyment it provides become important factors in determining its role as an alternative learning tool in English language education.

1. Perceived Usefulness

Students often consider Spotify useful for learning English because it gives them easy access to authentic and practical listening materials. With features like repeat playback and synchronized lyrics, learners can improve their understanding of pronunciation, vocabulary, and spoken sentence patterns. According to Hidayat and Nugroho (2021), students are more engaged in language learning when they find the platform relevant to their needs. As Spotify allows learners to explore topics they are personally interested in, it helps make the listening process both educational and meaningful.

2. Ease of Use

Spotify is also seen as easy to use, especially by students who are familiar with smartphones and streaming apps. The simple interface, organized playlists, and offline mode make it convenient to use anywhere and anytime, whether during study breaks or while commuting. According to Fitriani and Sari (2022), students are more likely to use a learning tool regularly if it is easy to navigate and does not require complicated steps. The user-friendly nature of Spotify

supports a smooth learning experience, which can reduce learning anxiety and increase focus.

3. Learning Enjoyment

Learning through Spotify is often perceived as enjoyable because students can choose content they like, such as music or fun podcasts. This enjoyment helps reduce stress and makes listening practice feel less like a school task and more like a personal activity. According to Lestari and Wulandari (2021), students are more motivated to practice English when they feel happy and relaxed while learning. Enjoyable listening activities can increase exposure time and lead to better retention of vocabulary and pronunciation.

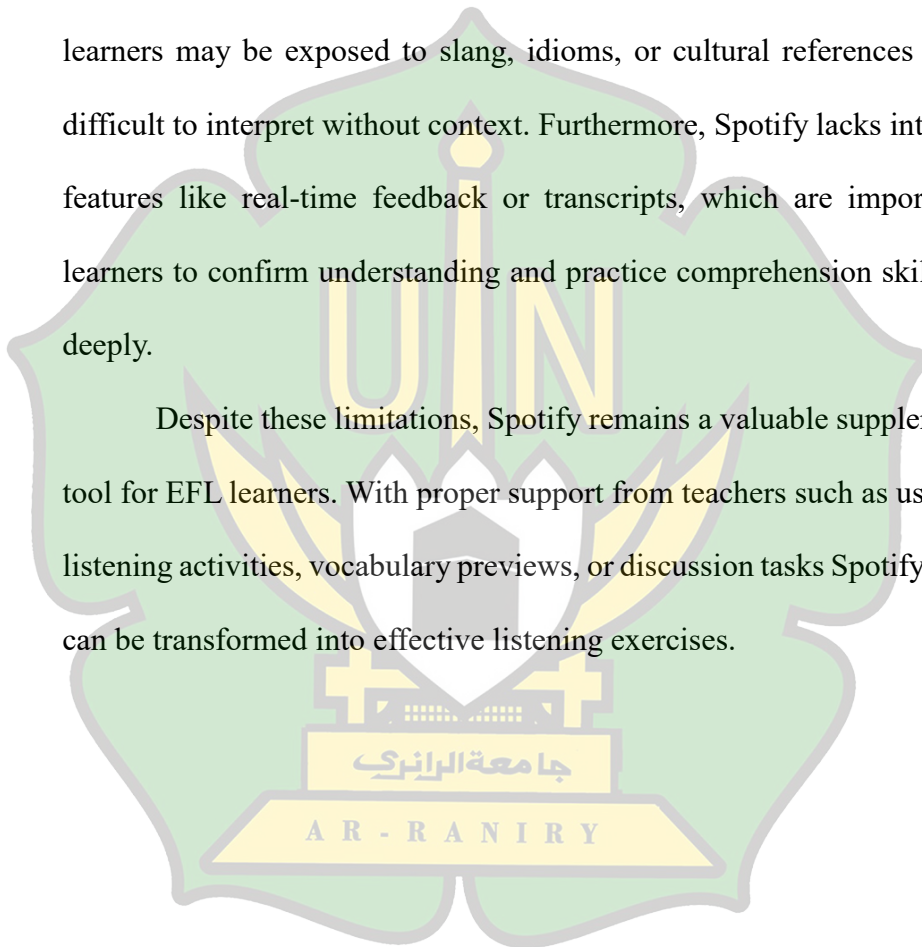
F. Advantages and limitations of Spotify in EFL Learning

Spotify offers several advantages for English as a Foreign Language (EFL) learners, especially in improving listening skills. One key advantage is accessibility. Spotify is available on various devices and can be used anytime, allowing learners to practice listening beyond the classroom (Thompson, 2020). Its diverse content, such as educational podcasts, music, and storytelling, also gives learners exposure to different English accents, speech speeds, and real-life expressions (Jones, 2022). Additionally, Spotify supports personalized learning, where students can choose content that

matches their level and interests, increasing motivation and learning autonomy.

However, Spotify also has limitations. Not all content is educationally structured, so beginners may struggle to understand or follow certain podcasts or songs without guidance. According to White (2023), learners may be exposed to slang, idioms, or cultural references that are difficult to interpret without context. Furthermore, Spotify lacks interactive features like real-time feedback or transcripts, which are important for learners to confirm understanding and practice comprehension skills more deeply.

Despite these limitations, Spotify remains a valuable supplementary tool for EFL learners. With proper support from teachers such as using pre-listening activities, vocabulary previews, or discussion tasks Spotify content can be transformed into effective listening exercises.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a qualitative method, which focuses on exploring and understanding individuals' experiences and behaviors in real-life contexts. According to Mohajan (2020), qualitative research helps researchers gain deep insights into participants' thoughts, perceptions, and practices by collecting non-numerical data such as words, opinions, or actions. In this study, the qualitative descriptive approach is applied to examine how Spotify can be used as an alternative tool to improve listening skills in English as a Foreign Language (EFL) learning. The study aims to explore students' perceptions of using Spotify, and this method is appropriate because it allows the researcher to describe patterns and preferences naturally, based on student responses and real usage.

B. Participants

This study involved interviews with 5 students from the English Education Department, class of 2022, who have already completed the Advanced Language Skills course and actively use the Spotify application. The participants were selected using purposive sampling, a non-probability sampling technique where participants are chosen based on specific characteristics relevant to the research objectives.

According to Sugiyono (2021), purposive sampling is appropriate in qualitative research when the researcher intends to gain an in-depth understanding from information-rich participants. In this case, the selected participants had relevant experiences in using Spotify for learning purposes, particularly in practicing their English listening skills. The purposive selection ensured that the data collected would provide meaningful insights into the use of Spotify as an alternative learning tool in an EFL context.

C. Techniques of Data Collection

This study uses semi-structured interviews as the main technique for data collection. Semi-structured interviews allow the researcher to gather in-depth and detailed information about students' perceptions of using Spotify to improve their English listening skills. This method provides flexibility for the interviewer to ask follow-up questions and explore participants' responses more deeply.

The interviews are conducted individually in a face-to-face setting to ensure direct interaction between the researcher and participants. Before the interview, participants are given a clear explanation about the study's purpose, and informed consent is obtained to ensure voluntary participation. Each interview follows an interview guide with open-ended questions designed to encourage participants to share their experiences, opinions, and preferences related to Spotify as a learning tool.

D. Data Analysis

The interview data are analyzed using qualitative methods, starting with transcription of the recorded conversations. The researcher then codes the transcripts by identifying key themes and patterns related to students' perceptions of using Spotify for English listening practice. These themes are grouped to provide a clear understanding of common experiences and opinions. The results are presented descriptively, supported by selected quotes from participants to highlight important insights.



CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the research findings and discussion based on the data obtained from the interviews. It attempts to answer the questions of the study.

A. Finding

This section presents the findings of the study aimed at answering the research questions regarding students' perceptions of using Spotify as an alternative tool to improve their listening skills. The data were collected through semi-structured interviews with five students majoring in English Education.

The findings are organized based on two research questions: (1) how students perceive the use of Spotify as an alternative learning tool to improve their English listening skills, and (2) what challenges students face when using Spotify as an alternative learning tool to enhance their listening skills.

1. Students' Perceptions of Using Spotify to Improve English Listening Skills

Based on the participants' responses, most students perceive Spotify as a helpful alternative tool for improving English listening skills. They believe that Spotify is not only used for listening to music but also provides various audio materials such as podcasts, storytelling programs, and audiobooks. These features allow students to practice listening in a more enjoyable way compared to traditional learning methods.

Furthermore, the students feel that using Spotify makes listening practice more natural and less stressful. Many participants stated that they can listen to English content during their free time, such as while commuting, resting, or before sleeping. This flexibility helps them practice listening more consistently in their daily activities.

a. The Reason for Using Spotify

(1) Accessibility

One of the main reasons students use Spotify as an alternative learning tool is its accessibility. Participants emphasized that Spotify is flexible and easy to access anytime and anywhere.

Participant 5 stated :

"Yes, I think Spotify can be an effective alternative because it's easy to access and I can listen anytime, especially when I'm doing other activities."

Similarly, Participant 2 mentioned:

"It's flexible, I can use it anywhere, and the content is interesting. It doesn't feel like I'm studying, but I'm still learning."

These responses show that students perceive Spotify as a convenient platform that supports independent listening practice beyond classroom boundaries.

Accessibility also allows students to integrate listening practice into their daily routines.

Participant 5 explained :

"Usually I listen to English podcasts or playlists while commuting or before sleeping."

Likewise, Participant 3 stated :

"For podcasts, I often listen during my free time, such as when I'm resting or about to sleep. This habit makes listening practice feel more natural and consistent in my daily routine."

In addition, Participant 2 said :

"I also try to listen a little bit every day so my ears slowly get used to English."

For example, students often listen to popular English songs available on Spotify such as *Perfect* by Ed Sheeran. Through repeated listening to lyrics like *"I found a love for me, darling just dive right in"*, learners become familiar with natural pronunciation, connected speech, and everyday vocabulary. Because Spotify is easily accessible, students can replay such songs anytime, which supports continuous exposure to English in a flexible and enjoyable way.

These findings indicate that Spotify supports consistent exposure to English through flexible and habitual listening activities. In addition, its user-friendly interface allows students to easily access a wide range of audio content, such as songs, podcasts, and storytelling programs, without complicated procedures. This ease of use minimizes technical barriers and encourages students to engage more frequently in listening practice. Furthermore, features like playlists and recommendations help students discover new content, which in turn enhances their motivation to use Spotify as an effective learning tool.

(2) diverse content

Another important reason students use Spotify is the availability of diverse content. Participants recognized that Spotify offers more than just music.

Participant 1 stated :

"Spotify is not just an application for listening to songs, but also has podcasts, storytelling, and audiobooks that can help our listening."

Similarly, Participant 3 mentioned :

"Spotify is no longer limited to music; it now offers a wide range of podcasts that can support listening practice."

These responses indicate that students view Spotify as a multifunctional audio platform that provides various listening resources.

Students also choose different types of content based on their preferences and learning needs.

Participant 2 stated :

"I mostly listen to english songs with clear lyrics."

Meanwhile, Participant 4 mentioned :

"Rap, pop, hip-hop, trap, dubstep, 90s music, and hardstyle are some of the many music genres. However, the genre that is most frequently used in this study is English pop songs."

Participant 3 added :

"listening to UK-based artists and TED Talks exposes them to different accents."

In the context of English songs, students are exposed to various genres that provide different language styles and expressions. For example, in a pop song such as *Someone Like You* by Adele, lyrics like *"Never mind, I'll find someone like you"* help learners recognize clear pronunciation, emotional expression, and natural sentence patterns in spoken English.

Similarly, songs from different genres such as hip-hop or rap often include informal language and connected speech, which can improve learners' ability to understand authentic spoken English. Through repeated listening, students can become more familiar with pronunciation, vocabulary, and the rhythm of English in different contexts.

These findings indicate that exposure to various genres, accents, and formats benefits students in improving their listening skills. Different types of content, such as podcasts, storytelling, and English songs, help develop multiple aspects of listening, including comprehension, pronunciation, and vocabulary. Overall, the diverse content on Spotify provides rich and authentic input that supports effective and enjoyable listening practice.

b. Listening Skills Improvement

The participants reported that using Spotify helps improve several aspects of their English listening skills, particularly in understanding natural spoken English.

Participant 1 stated :

“Spotify is not just an application for listening to songs, but also has podcasts, storytelling, and audiobooks that can help our listening.”

Participant 5 explained :

“Podcasts and talk shows help me get used to natural pronunciation and real life conversation speed.”

Through listening to podcasts, storytelling, and similar content, students become more familiar with real pronunciation, speaking speed, and different accents. This continuous exposure allows students to better understand authentic English and improves their overall listening comprehension.

In addition, songs and repeated listening practices also contribute to listening improvement.

Participant 3 stated :

“I usually read the lyrics provided in the app to match the sounds I hear with the written words,”

Participant 5 mentioned :

“I focus on pronunciation, vocabulary, intonation, and how speakers connect words in fast speech.”

For example, when listening to English songs such as *Count on Me* by Bruno Mars, learners can observe simple and clear sentence structures through lyrics like *“You can count on me like one, two, three”*. This type of song helps students easily recognize pronunciation, rhythm, and word connection in spoken English. Repeated listening to such songs also supports vocabulary acquisition and improves comprehension through familiar and meaningful expressions.

These strategies help students develop key aspects such as pronunciation, vocabulary, and comprehension. However, some challenges remain, such as fast speech and the absence of subtitles, which can make it difficult for students to fully understand the content. Despite these difficulties, Spotify is still considered effective in improving listening skills through authentic input and flexible learning opportunities.

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2. The Challenges of Using Spotify

Although Spotify provides many benefits for improving English listening skills, the participants also reported several challenges when using the platform as a learning tool. One of the most common difficulties is related to the speed of speech used by speakers in podcasts, interviews, or talk shows.

Participant 1 stated :

“Sometimes speakers talk too fast, use unfamiliar words, or have different accents,”

Participant 5 also mentioned :

“Sometimes the speakers talk too fast, so it’s hard to catch every word.”

These difficulties are also experienced when students listen to English songs, especially those with fast tempo or complex lyrics. For example, in songs such as *Shape of You* by Ed Sheeran, lyrics like *“I’m in love with the shape of you, we push and pull like a magnet do”* are often sung quickly with connected speech, making it challenging for learners to clearly identify each word.

This condition requires students to listen repeatedly and pay closer attention to pronunciation, rhythm, and word connections. Although fast speech can be difficult at first, it gradually helps learners improve their ability to understand natural spoken English, particularly in recognizing reduced forms and linked sounds in everyday communication.

These responses indicate that fast speech, unfamiliar vocabulary, and varied accents can make it difficult for students to fully understand the content. As a result,

students often need to replay the audio several times to grasp the meaning, which can be time-consuming and sometimes frustrating. This shows that authentic listening materials on Spotify may be challenging, especially for learners with lower listening proficiency.

Another major challenge reported by the participants is the lack of subtitles or transcripts in some Spotify content.

Participant 3 explained :

“Some English Song do not provide subtitles, which can be challenging when I need to double-check whether I’ve understood the audio correctly,”

Participant 5 added :

“There are no subtitles, so if the song is unfamiliar, I need to replay the audio several times.”

In addition, without visual support such as subtitles, students need to replay the song several times to confirm their understanding. This repeated listening helps improve comprehension, but it also requires strong concentration, as learners may lose focus if the audio is too long or unfamiliar. Therefore, the availability of lyrics on Spotify becomes an important feature that supports learners in matching spoken words with written text and maintaining their attention during listening practice. showing that long or less engaging content can reduce concentration. These challenges indicate that although Spotify is useful, it may function more effectively as a supplementary learning tool rather than a primary one, especially when students need more structured guidance in their learning process.

B. Discussion

This chapter describe a detailed discussion of the findings in relation to the theoretical framework and previous studies described in the literature review. Each aspect of the research is examined to show how the results support, extend, or differ from existing knowledge about the use of Spotify as an alternative learning tool to improve English listening skills.

1. Students' Perception of Using Spotify

The interview data indicate that students generally perceive Spotify as an effective, flexible, and enjoyable platform to support English listening practice. Participants consistently highlighted Spotify's accessibility and variety of learning-related audio materials such as podcasts, storytelling, and music which allowed them to practice listening in a more relaxed and natural environment. Participant 1, for instance, noted that Spotify offers more than music alone, while Participant 5 emphasized its convenience for multitasking and daily use.

These findings align with previous studies indicating that students tend to hold positive attitudes toward digital audio platforms as learning tools. A recent study by Salsabila and Yunus (2023) reported that EFL learners view Spotify as a beneficial supplementary resource due to its accessibility and diverse auditory input. Similarly, Yuliana and Siregar (2022) emphasized that students perceive podcast-based platforms as enjoyable and motivating alternatives to conventional listening materials. Such alignment reinforces that students' positive perceptions play a key role in integrating Spotify meaningfully into listening skill development.

2. Spotify to Enhance Listening Skills

Across participants, Spotify was used strategically to enhance listening skills through frequent and intentional engagement with English audio content. Participants reported listening during commuting, resting, and before sleeping, and some repeated episodes to catch missed words. The regular exposure helped them gradually adapt to natural speech patterns, supporting extensive listening practice. Participant 2 even described listening daily to “get used to English.”

This reflects the principles of extensive listening, which research identifies as effective for improving listening comprehension. Studies by Sukmawan (2021) and Zulianti (2020) confirm that podcast-based listening significantly enhances learners’ comprehension, vocabulary recognition, and listening fluency when practiced regularly. Spotify’s function as a high-input audio source therefore supports students’ listening development through repeated and consistent exposure, aligning with the literature on autonomous listening systems.

3. Type of Listening Content

Participants made use of a wide variety of content on Spotify, including storytelling podcasts, interviews, stand-up comedy, TED Talks, and multiple genres of music such as pop, rap, hip-hop, hardstyle, and 90s music. This variety exposed learners to multiple accents, speech styles, speeds, and vocabulary contexts. Participant 4, for example, emphasized how different music genres provide diverse accents and slang, while Participant 3 highlighted the value of UK-based artists and TED Talks with subtitles.

Literature supports the effectiveness of diverse authentic input in improving listening competence. A comparative study by Putri & Manurung (2021) demonstrated that both songs and podcasts contribute significantly to listening performance through exposure to real-world linguistic features. Additionally, Al-Qassab (2020) found that authentic digital audio such as storytelling or interviews enhances learners' comprehension of natural discourse structures and accent variations. Thus, the types of content selected by participants correspond well with pedagogical recommendations for authentic and varied listening materials.

4. Specific Listening Aspects

Participants focused on several key aspects of listening improvement while using Spotify, including pronunciation, vocabulary, accent recognition, intonation, connected speech, and comprehension of main ideas. Participant 3 specifically mentioned matching spoken words with written lyrics and understanding meaning without over-relying on text support. Meanwhile, Participant paid attention to intonation and natural phrasing used by native speakers.

This emphasis aligns closely with listening micro-skills and macro-skills described by Brown (2007), such as detecting phonological features and understanding overall meaning. Research also suggests that audio-based tools including Spotify enhance learners' phonological awareness and vocabulary development. Studies by Widodo (2022) and Khairunnisa (2021) report that listening to music and podcasts supports pronunciation accuracy, vocabulary acquisition, and awareness of connected speech patterns. Thus, participants' focus on these aspects reflects well-established listening skills frameworks.

5. Challenges of Using Spotify

Several challenges emerged from participant responses, particularly regarding fast speech, unfamiliar vocabulary, accent variation, lack of transcripts/subtitles, and difficulty maintaining concentration during longer audio sessions. Participant 5, for instance, struggled with fast speakers and had to replay sections frequently. Others noted that Spotify's entertainment nature sometimes made it harder to stay focused.

These challenges are consistent with findings from recent studies on podcast-based learning. Research by Lestari (2020) and Nurhayati (2021) indicates that the absence of transcripts and the complexity of authentic speech can hinder comprehension, especially among intermediate EFL learners. Lack of visual support and variable audio length were also identified as factors affecting focus and understanding. Thus, while Spotify offers rich authentic input, learners may still require supplementary resources such as transcripts, guided note-taking, or teacher-led scaffolding to overcome these obstacles.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The findings indicate that students hold a generally positive perception of Spotify as an alternative listening learning tool. All five participants reported that Spotify is effective, flexible, and convenient for improving their listening skills. They appreciated the platform's accessibility, allowing them to listen anytime and anywhere, particularly while performing daily activities such as commuting, resting, or studying. Additionally, Spotify's diverse audio content such as podcasts, storytelling, interviews, talk shows, and various music genres provides rich exposure to authentic English input that supports listening development.

Participants also perceived Spotify as more engaging and enjoyable compared to traditional listening materials. This aligns with previous studies such as Hidayati and Aulia (2021), who found that enjoyable digital platforms increase motivation and reduce learning anxiety. Similarly, Alhassan (2020) highlighted that constant access to authentic audio input enhances learner engagement. The participants in this study expressed the same sentiment, emphasizing that Spotify feels less like formal studying and more like natural exposure to English.

Moreover, students valued the platform's ability to introduce them to various accents, intonation patterns, pronunciations, and expressions, which are essential components of listening competence. These perceptions support the

arguments of Rahman (2020), who emphasized that mobile-assisted learning tools promote continuous exposure beyond the classroom environment. Therefore, the findings of this study confirm that students perceive Spotify as an effective and meaningful alternative to improve English listening skills through enjoyable, flexible, and authentic listening experiences.

B. Suggestion

Based on the findings of this study, several recommendations can be proposed to support the effective use of Spotify as an alternative listening tool. Students are encouraged to utilize Spotify consistently by selecting content that matches their interests and proficiency levels, such as podcasts, storytelling, or music with clear pronunciation, in order to maximize exposure to authentic English input. Teachers may also incorporate Spotify-based materials into classroom activities, for example through guided listening tasks, vocabulary identification, or pronunciation analysis, to create more engaging and context-rich listening experiences. Institutions could further support this approach by providing training or workshops on how digital platforms like Spotify can be integrated into language learning.

For future research, scholars are recommended to explore the use of Spotify with larger and more diverse participant groups to obtain broader insights into its effectiveness across different learner backgrounds. Additional studies could also compare Spotify with other digital platforms, examine how specific features such as lyrics display or playback controls impact listening development, or investigate

long-term improvements in listening proficiency through sustained Spotify use. Such research would deepen the understanding of how audio-streaming applications can contribute to modern language education and strengthen the evidence supporting technology-assisted listening practices.



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APPENDIX A

Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1089 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

- DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara :
Fithriyah, S.Ag., M.Pd
- Untuk membimbing Skripsi
Nama : Muhammad Fadhil
NIM : 210203138
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perceptions of Using Spotify as an Alternative Learning Tool to Enhance English Listening Skills
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 28 Juli 2025
Dekan,


Safri Muluk

Tembusan

1. Selanjut Kementerian Agama RI di Jakarta;
2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendahkaraan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepada Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



APPENDIX B

The Result of The Interview

Participant 1

No	Interview Aspects	Interview Question
1	Students Perception of using spotify	<p>In your opinion, can Spotify be an effective alternative compared to other listening learning methods? Please explain your reasons.</p> <p>Answer: I think so, because Spotify is not just an application for listening to songs, but also has podcasts, storytelling, and audiobooks that can help our listening.</p>
2	Spotify to Enhance Listening Skills	<p>How do you use Spotify as an alternative tool to improve your listening skills?</p> <p>Answer: Usually I listen to English podcasts and storytelling on Spotify.</p>
3	Type of Listening Content	<p>What types of content do you usually listen to on Spotify to improve your listening skills?</p> <p>Answer: songs, storytelling and podcasts, but I prefer podcasts and storytelling because not all pronunciations are clear when learning listening skills from songs.</p>

4	<p>Specific Listening Aspects</p>	<p>How does that type of content help you improve your listening skills?</p> <p>Answer: It helps me get used to real pronunciation, accents, and common expressions. Songs help me memorize vocabulary, and podcasts help me understand longer conversations.</p> <p>Which specific aspects do you focus on when using Spotify to develop your English listening skills?</p> <p>Answer: I focus on pronunciation, vocabulary, accents, listening comprehension, and understanding the main ideas.</p>
5	<p>Challenges of Using Spotify</p>	<p>What difficulties or challenges do you face when using Spotify to improve your English listening skills?</p> <p>Answer: Sometimes speakers talk too fast, use unfamiliar words, or have different accents. Some content also has no transcript, which makes it harder to follow.</p>

Participant 2

No	Interview Aspects	Interview Question
1	Students Perception of using spotify	<p>In your opinion, can Spotify be an effective alternative compared to other listening learning methods? Please explain your reasons.</p> <p>Answer: Yes, I think Spotify can be an effective alternative. It's flexible, I can use it anywhere, and the content is interesting. It doesn't feel like I'm studying, but I'm still learning.</p>
2	Spotify to Enhance Listening Skills	<p>How do you use Spotify as an alternative tool to improve your listening skills?</p> <p>Answer: I usually use Spotify by picking topics I actually enjoy for example like TEDTalks, Busy yet pretty, and something like that. When it's something I like, it's easier to stay focused. I also try to listen a little bit every day so my ears slowly get used to English.</p>
3	Type of Listening Content	<p>What types of content do you usually listen to on Spotify to improve your listening skills?</p>

		<p>Answer: I mostly listen to podcasts, interviews, storytelling shows, and sometimes songs with clear lyrics like joji</p>
4	<p>Specific Listening Aspects</p>	<p>How does that type of content help you improve your listening skills?</p> <p>Answer: Those types of content help me get used to how English really sounds like the tone, the speed, and different accents. Storytelling helps me follow context better, and songs make it easier for me to remember new words.</p> <p>Which specific aspects do you focus on when using Spotify to develop your English listening skills?</p> <p>Answer: I usually focus on pronunciation, intonation, and how native speakers put their sentences together. I also pay attention to common expressions they use in daily conversations.</p>
5	<p>Challenges of Using Spotify</p>	<p>What difficulties or challenges do you face when using Spotify to improve your English listening skills?</p>

		<p>Answer: One challenge I face is staying focused for a long time. Even with the new subtitles, sometimes my mind drifts, especially when the topic gets too heavy or the speakers talk for too long. I have to replay parts to really understand them.</p>
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Participant 3

No	Interview Aspects	Interview Question
1	Students Perception of using spotify	<p>In your opinion, can Spotify be an effective alternative compared to other listening learning methods? Please explain your reasons.</p> <p>Answer: yes it could, with many types of music available in spotify itself, and many genres that you can find, i think it's acceptable to call spotify more than effective to learn listening in English.</p>
2	Spotify to Enhance Listening Skills	<p>How do you use Spotify as an alternative tool to improve your listening skills?</p> <p>Answer: by using it to listen to music.</p>
3	Type of Listening Content	<p>What types of content do you usually listen to on Spotify to improve your listening skills?</p>

		<p>Answer: rap, hip hop, trap, dubstep, 90s music, hardstyle i can go on but theres a lot of genres so here's sone of them.</p>
4	<p>Specific Listening Aspects</p>	<p>How does that type of content help you improve your listening skills?</p> <p>Answer: with many variations of accent used in certain types of music, and god knows how long i have been listening to music using spotify, but with each unique accent that every music that is avalaible i tend to get used to different types of accents, words, slangs, language that is used inside the music itself, and etc.</p> <p>Which specific aspects do you focus on when using Spotify to develop your English listening skills?</p> <p>Answer: words, that's it, oh and pronunciations.</p>
5	<p>Challenges of Using Spotify</p>	<p>What difficulties or challenges do you face when using Spotify to improve your English listening skills?</p>

	Answer: nothing no struggles no problem nothing.
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Participant 4

No	Interview Aspects	Interview Question
1	Students Perception of using spotify	<p>In your opinion, can Spotify be an effective alternative compared to other listening learning methods? Please explain your reasons.</p> <p>Answer: Yes, it can. Spotify is no longer limited to music; it now offers a wide range of podcasts that can support listening practice. These different types of audio content give me more flexible options to train my listening skills compared to traditional learning methods.</p>
2	Spotify to Enhance Listening Skills	<p>How do you use Spotify as an alternative tool to improve your listening skills?</p> <p>Answer: When I listen to songs on Spotify, I usually read the lyrics provided in the app. Doing this helps me match the sounds I hear with the written words. For podcasts, I often listen during my free time,</p>

		<p>such as when I'm resting or about to sleep.</p> <p>This habit makes listening practice feel more natural and consistent in my daily routine.</p>
3	Type of Listening Content	<p>What types of content do you usually listen to on Spotify to improve your listening skills?</p> <p>Answer: As I mentioned before, I enjoy listening to songs by UK-based artists such as Adele, Ed Sheeran, Lewis Capaldi, and Bring Me The Horizon. Their accents can be challenging, but that makes the listening practice more engaging. I also like listening to podcasts such as TED Talks on Spotify, especially because some of them provide subtitles.</p>
4	Specific Listening Aspects	<p>How does that type of content help you improve your listening skills?</p> <p>Answer: Because I love music, I never go a day without listening to it. I'm the type of person who needs to know the lyrics, so I usually try to understand what the singer is saying first. If I get confused or mishear something, then I check the lyrics on</p>

		<p>Spotify to confirm. This process helps me learn naturally. For podcasts, I can measure my understanding by how well I follow the discussion. Being able to follow the message already helps improve my listening comprehension.</p> <p>Which specific aspects do you focus on when using Spotify to develop your English listening skills?</p> <p>Answer: mainly focus on matching spoken words with written lyrics, recognizing different accents, especially British accents, and understanding meaning without relying too quickly on text support. I also pay attention to overall comprehension in podcasts, trying to grasp the main ideas before checking subtitles or additional explanations.</p>
5	Challenges of Using Spotify	<p>What difficulties or challenges do you face when using Spotify to improve your English listening skills?</p> <p>Answer: Some new or older songs do not</p>

		<p>have lyrics available on Spotify, and this makes it difficult when I want to confirm what the singer is saying. Similarly, some podcasts do not provide subtitles, which can be challenging when I need to double-check whether I've understood the audio correctly.</p>
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Participant 5

No	Interview Aspects	Interview Question
1	Students Perception of using spotify	<p>In your opinion, can Spotify be an effective alternative compared to other listening learning methods? Please explain your reasons.</p> <p>Answer: Yes, I think Spotify can be an effective alternative because it's easy to access and I can listen anytime, especially when I'm doing other activities. The audio quality is clear, and there are many learning-related materials available, so it feels more flexible than traditional methods.</p>

2	<p>Spotify to Enhance Listening Skills</p>	<p>How do you use Spotify as an alternative tool to improve your listening skills?</p> <p>Answer: Usually I listen to English podcasts or playlists while commuting or before sleeping. Sometimes I repeat certain episodes to catch words that I missed the first time.</p>
3	<p>Type of Listening Content</p>	<p>What types of content do you usually listen to on Spotify to improve your listening skills?</p> <p>Answer: Mostly storytelling podcasts, stand up comedy and sometimes interviews or talk shows with native speakers.</p>
4	<p>Specific Listening Aspects</p>	<p>How does that type of content help you improve your listening skills?</p> <p>Answer: Podcasts and talk shows help me get used to natural pronunciation and real life conversation speed. Storytelling helps me understand context and vocabulary because the flow is easier to follow.</p> <p>Which specific aspects do you focus on when using Spotify to develop your English listening skills?</p>

		<p>Answer: I focus on pronunciation, vocabulary, intonation, and how speakers connect words in fast speech. Sometimes I also pay attention to expressions or phrases they use.</p>
5	<p>Challenges of Using Spotify</p>	<p>What difficulties or challenges do you face when using Spotify to improve your English listening skills?</p> <p>Answer: Sometimes the speakers talk too fast, so it's hard to catch every word. Also, there are no subtitles, so if the topic is unfamiliar, I need to replay the audio several times. Another challenge is staying focused because Spotify is not specifically a learning platform.</p>

APPENDIX C

Documentation of Interview

Participant 1



Participant 2



Participant 3



Participant 4



Participant 5



AUTOBIOGRAPHY

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