

**INTEGRATING SPOTIFY AUDIO CONTENT TO IMPROVE  
EFL STUDENTS' READING COMPREHENSION**

**THESIS**

**Presented by**

**HANIEF FURQANI**

**190203128**

Student of the *Faculty of Tarbiyah and Teacher Training*

Department of English Language Education



**FACULTY OF EDUCATION AND TEACHER TRAINING**

**AR-RANIRY STATE ISLAMIC UNIVERSITY**

**BANDA ACEH**

**2026 M / 1448 H**

## APPROVAL PAGES

(Lembar Persetujuan Pembimbing)

### INTEGRATING SPOTIFY AUDIO CONTENT TO IMPROVE EFL STUDENTS' READING COMPREHENSION

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*

In partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

by:

**HANIEF FURQANI**

190203128

جامعة الرانيري

Approved by :

A R - R A N I R Y

Supervisor,

Head of Departement English  
Language Education,



Prof. Dr. Muhammad Nasir, M.  
Hum



Syarifah Dahliana, M.Ed., Ph.D.

Date:     /     /

In front of the board of the Examination for the working paper and has been  
accepted in partial fulfillment of the requirements for Bachelor of Education  
Degree in English Language Teaching

On:

Wednesday, July, 15<sup>th</sup> 2026 M  
30 Muharrum 1448 H

Board of Examiner,

Chairperson,

Secretary,



Prof. Dr. Muhammad Nasir, M.  
Hum



Rusmiati, S.Pd.I., M.Pd

Examiner 1,

Examiner 2,



Drs. Amiruddin, M.Pd



Mulla, S.Pd.I., M.Ed

جامعة الرانري

A R - R Certified by: Y

The Dean of ~~Education~~ *Pendidikan dan Keguruan Universitas Islam Negeri*  
*Ar Raniry Banda Aceh*



Prof. Saiful Mujib, M.A., M.Ed., Ph.D.

101021997031003

## DECLARATION OF ORIGINALITY

*(Surat pernyataan keaslian)*

Saya yang bertandatangan di bawah ini:

Nama : Hanief Furqani

Tempat/tanggal lahir : Banda Aceh, 9 Agustus 2000

Alamat : Ceurih, Ulee Kareng, Banda Aceh, 23117, Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**“Integrating Spotify Audio Content to Improve EFL Students’  
Reading Comprehension”**

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. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.



Banda Aceh, 1 July 2026

*[Signature]*  
Hanief Furqani



*Alhamdulillah rabbil 'alamin*, all praise and gratitude are due to Allah *subhanahu wa ta'ala*, the Most Gracious and the Most Merciful, which have enabled the author to complete this undergraduate thesis entitled “Integrating Spotify Audio Content to Improve EFL Students’ Reading Comprehension”. Peace and blessings are also sent upon our beloved Prophet Muhammad, peace be upon him, whose teachings and example continue to illuminate the path of knowledge and faith.

I extend my deepest appreciation to Prof. Dr. Muhammad Nasir, M. Hum., my thesis supervisor, for his invaluable unwavering encouragement, and sustained support throughout this scholarly endeavor. His incisive feedback, exemplary patience, and unwavering dedication have profoundly inspired intellectual growth and enriched my academic acumen.

Profound love and gratitude are conveyed to my cherished mother, Roswati, for her ceaseless support, selfless sacrifices, and steadfast prayers, which fortified me amid trials. Equally sincere thanks go to my beloved younger sisters, Sepna Kasturi and Siti Rahmah, and my younger brother, Mufadhal Hafidzi, their unwavering backing instilled patience, hope, and commitment, sustaining me to the culmination of this academic pursuit.

Heartfelt gratitude is also extended to those who aided, supported, and even doubted or critiqued me, individuals who dismissed higher education's relevance to practical life prioritizing monetary gains over systemic knowledge-building in an era fixated on immediate wealth. These contrasting perspectives fueled relentless motivation, underscoring the psychological resilience required to transcend superficial judgments. Their collective care, presence, and convictions-

whether affirming or adversarial-provided solace and vigor during doubt and exhaustion, compelling me to persevere and fulfill my commitment. Eternal gratitude is also offered to Alm. my grandmother Zainab Husen, whose enduring wisdom and love continue to guide me from beyond, and also I give my thanks to my pet cats, relatives, neighbors, and people with good intentions and feels like family for supporting and offering stability to me since a kid, until now, and so on.

Special appreciation is due to DPR Ian from (Dream Perfect Regime) for his compassionate regulation and management of my past manic type illness episode, offering critical stability during a profoundly vulnerable period. Likewise, profound thanks go to my inspiring artists from the Korean, Indonesian, and global artist community, whose musical masterpieces directly influenced the good innovative Spotify integration central to this thesis title and methodology.

Special thanks are due to my teammates from PBI 19, particularly Muhammad Hafizh, Muhammad Syauqi, Abdullah Hafidza Farhan, Muhammad Mulianda, Genaro Mudhafarsyah, Zoelfitra Hasymi, Salman Ihsan, Rehan Akhwadifa, Sayyid, Afiful, Fazil, Naufal, Mubin, Yassir, and Alm. Rizky Al-Kausar that passed away during writing this thesis, and also fellow members too numerous to list exhaustively; as well as friends Muhammad Arief, Raja Maulana, Afdalul Zikri, Zul Iqram, Akram Ridha, Agam Dyan Erlangga, Munzir Putra al-Munajar, Muhammad lailul Fajri, Muhammad Ikhlas, Maulana Akmal, Alief, Afidz, Jagad Surendra, Muhabbir, Furqan, Firdaus, Agus, Delfan, Risky, Farras, Teuku M Sidqi, and others that I can't list one by one; and also social media friends and my online companions, whose offline and virtual presence offered indispensable motivation, camaraderie, and focus during research and writing. Their reminders to stay disciplined were instrumental in surmounting obstacles, rendering this thesis journey not only achievable but also joyful and indelible. Gratitude extends to all classmates and peers who enriched my studies with shared experiences and solidarity.

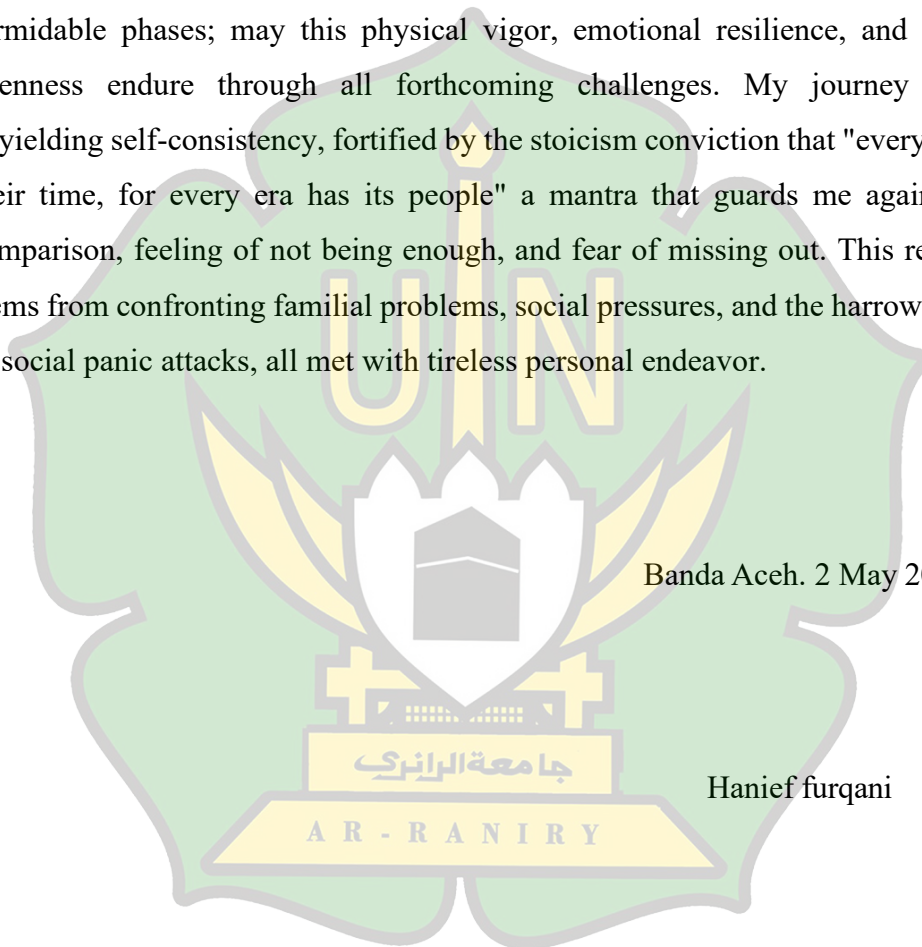
I also express sincere appreciation to the dedicated lecturers who imparted courses with selfless sincerity and exceptional pedagogical excellence,

enlightening minds and fostering intellectual enlightenment in service to higher education.

Finally, I express profound self-gratitude for persevering thus far: for every exhaustive night, thanks to a heart that upheld sincerity amid unforeseen setbacks, a soul that defied repeated temptations to yield, and a body that advanced relentlessly despite invisible burdens. I take immense pride in traversing life's formidable phases; may this physical vigor, emotional resilience, and spiritual openness endure through all forthcoming challenges. My journey reflects unyielding self-consistency, fortified by the stoicism conviction that "everyone has their time, for every era has its people" a mantra that guards me against self-comparison, feeling of not being enough, and fear of missing out. This resilience stems from confronting familial problems, social pressures, and the harrowing grip of social panic attacks, all met with tireless personal endeavor.

Banda Aceh. 2 May 2026

Hanief furqani

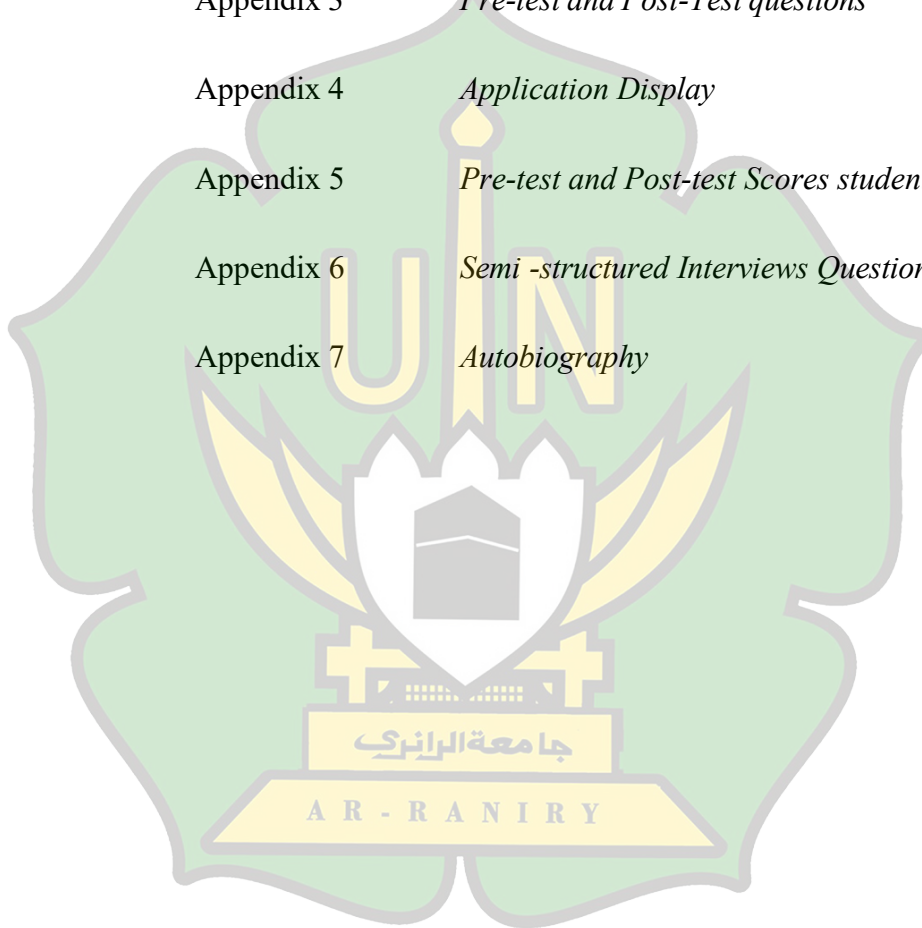


## LIST OF TABLES

| Table | Title                                                                          |
|-------|--------------------------------------------------------------------------------|
| 4.1   | Participants' Self-Reported English Proficiency Levels                         |
| 4.2   | Frequency of Spotify Usage Per Day                                             |
| 4.3   | Participants' Pre-test and Post-test Scores                                    |
| 4.4   | Descriptive Statistics Summary                                                 |
| 4.5   | Pre-test and Post-test Performance by Proficiency Level                        |
| 4.6   | Pre-test and Post-test Performance by Spotify Usage Frequency                  |
| 4.7   | Normality Test Results                                                         |
| 4.8   | Paired Sample T-Test Results                                                   |
| 4.9   | Effect Size Calculation                                                        |
| 5.0   | Pre-test and Post-test Performance by Question Type                            |
| 5.1   | Pre-test and Post-test Performance by Text                                     |
| 5.2   | Pre-test and Post-test on text equivalent                                      |
| 5.3   | Pre-Test and Post-test Item Analysis                                           |
| 5.4   | Students' Responses toward the Use of Spotify to Improve Reading Comprehension |

## LIST OF APPENDENCIES

|            |                                               |
|------------|-----------------------------------------------|
| Appendix 1 | <i>Appointment Letter of Supervisor</i>       |
| Appendix 2 | <i>Done Research Confirmation Letter</i>      |
| Appendix 3 | <i>Pre-test and Post-Test questions</i>       |
| Appendix 4 | <i>Application Display</i>                    |
| Appendix 5 | <i>Pre-test and Post-test Scores students</i> |
| Appendix 6 | <i>Semi -structured Interviews Questions</i>  |
| Appendix 7 | <i>Autobiography</i>                          |



## ABSTRACTS

|                     |                                                                                                               |
|---------------------|---------------------------------------------------------------------------------------------------------------|
| Name                | Hanief Furqani                                                                                                |
| Student's ID Number | 190203128                                                                                                     |
| Faculty             | Tarbiyah and Education                                                                                        |
| Study Program       | Department of English Language Education                                                                      |
| Thesis Title        | Integrating Spotify Audio Content to Improve EFL Students' Reading Comprehension                              |
| Supervisor          | Prof. Dr. Muhammad Nasir, M. Hum                                                                              |
| Keywords            | Spotify Application, Reading Comprehension, Reading-while-Listening (RwL), EFL Students, Multimodal Learning. |

Reading comprehension is essential for foreign language learners because it supports vocabulary acquisition, critical thinking, and overall language proficiency. However, numerous learners struggle to understand English texts due to limited vocabulary, monotonous instructional methods, and unengaging learning materials. The present study aimed to examine the impact of Spotify audio content integration on EFL students' reading comprehension development and to explore their perceptions of this platform as a multimodal pedagogical instrument. Quantitative data were processed using descriptive statistical techniques and paired-sample t-tests, whereas qualitative data were analyzed thematically in accordance with Braun and Clarke's (2021) analytical framework. The analysis revealed a significant and meaningful increase in reading comprehension scores, with the mean score advancing from 60.0% in the pre-test to 81.7% in the post-test. The interview data produced three overarching themes:

(1) Increased Engagement, (2) Phonological Strengthening, and (3) Motivation through Personalisation. These findings substantiate that Spotify-mediated

Reading-while-Listening activities serve as an effective and engaging learning medium for enhancing EFL students' reading comprehension.



## TABLE OF CONTENTS

|                                                             |            |
|-------------------------------------------------------------|------------|
| <b>LIST OF APPENDENCIES .....</b>                           | <b>I</b>   |
| <b>ABSTRACTS .....</b>                                      | <b>II</b>  |
| <b>TABLE OF CONTENTS .....</b>                              | <b>III</b> |
| <b>CHAPTER ONE: INTRODUCTION.....</b>                       | <b>1</b>   |
| A. Background of Study.....                                 | 1          |
| B. Research Question.....                                   | 1          |
| C. Research Aim .....                                       | 1          |
| D. Significance of Study .....                              | 2          |
| E. Scope and Limitation of the Study.....                   | 3          |
| F. Definition of key terms .....                            | 5          |
| <b>CHAPTER TWO: LITERATURE REVIEW .....</b>                 | <b>6</b>   |
| A. Spotify .....                                            | 6          |
| 1. The Concept of Reading Comprehension .....               | 6          |
| 2. The Integration of Technology in Language Pedagogy ..... | 6          |
| 3. Music-Based Learning and Cognitive Development .....     | 7          |
| 4. Spotify as a Digital Learning Platform .....             | 7          |
| 5. Previous Related Studies.....                            | 8          |
| 6. Analytical Framework.....                                | 9          |
| <b>CHAPTER THREE: RESEARCH METHOD.....</b>                  | <b>10</b>  |
| A. Research Framework.....                                  | 10         |
| B. Research Setting .....                                   | 11         |

|                                                    |           |
|----------------------------------------------------|-----------|
| C. Research Participants.....                      | 11        |
| 1. Population .....                                | 11        |
| 2. Sample.....                                     | 11        |
| D. Research Instruments .....                      | 12        |
| 1. Questionnaire .....                             | 12        |
| 2. Reading Comprehension Test:.....                | 12        |
| 3. Semi-Structured Interviews:.....                | 12        |
| 4. Observation Checklist:.....                     | 12        |
| E. Data Collection Methods .....                   | 13        |
| 1. Initial Assessment:.....                        | 13        |
| 2. Implementation Stage.....                       | 13        |
| 3. Data Gathering Stage .....                      | 14        |
| F. Data Processing and Analysis.....               | 14        |
| 1. Quantitative Analysis.....                      | 14        |
| 2. Qualitative Analysis.....                       | 15        |
| G. Ensuring Research Quality.....                  | 15        |
| H. Research Schedule.....                          | 16        |
| <b>CHAPTER FOUR: FINDINGS AND DISCUSSION .....</b> | <b>17</b> |
| A. Findings.....                                   | 17        |
| B. Descriptive Statistics .....                    | 19        |
| C. Questionnaire Results.....                      | 30        |
| D. Discussion .....                                | 41        |
| <b>CHAPTER FIVE: CONCLUSION.....</b>               | <b>44</b> |
| A. Conclusion.....                                 | 44        |

|                          |           |
|--------------------------|-----------|
| B. Recommendations ..... | 46        |
| C. Closing Remarks ..... | 49        |
| <b>REFERENCES .....</b>  | <b>50</b> |



# CHAPTER ONE

## INTRODUCTION

This chapter examines and elaborates on certain aspects of this research about scholarly background, the creation concerning research questions, the purpose guiding the investigation, the significance of the work, and essential term definitions. This chapter also addresses prior research exploring idea of the utilisation of digital tools for improving students' reading skills, particularly through the integration of audio-based platforms such as Spotify in English as a Foreign Language (EFL) contexts. This chapter establishes the solid foundation for the entire thesis by presenting the rationale behind the study, identifying the research gaps that necessitate investigation, and outlining the methodological approach employed to address the research objectives.

### A. Background of Study

In recent years, the wave of interest in using technology in language learning has gained real traction. The emergence of digital tools has transformed the way students interact with English content. One of the key influential tools in this context is Spotify, a global audio streaming service that streams audio worldwide, providing not only music but also podcasts, audiobooks, and other digital content. Studies have shown that using audio-based platforms such as Spotify can positively affect students' engagement, understanding of spoken words, listening comprehension, and word vocabulary acquisition in reading (Butar & Katemba, 2022).

Furthermore, Spotify offers numerous English learning podcasts, reading exercises, and motivational talk shows that can encourage students to engage with authentic English materials. Listening to audio texts can enhance phonological awareness and reading fluency since both skills share cognitive processes related to decoding and comprehension (Figueiredo, 2023).

To achieve the successful impact characteristic in using Spotify as a digital learning. The integration of multimodal input, such as synchronised audio and text, has become a pivotal strategy in enhancing literacy. Spotify, primarily known as an audio streaming service, offers a unique pedagogical advantage through its real-time lyrics and podcast transcripts. By utilising Reading-while-Listening (RwL) activities, students can bridge the gap between phonological recognition and semantic understanding, which are essential components of reading comprehension.

Therefore, integrating Spotify into reading activities may support the development of reading comprehension through exposure, contextual understanding, and language reinforcement. Despite its growing potential, there is limited empirical research examining the use of Spotify as a supplementary tool for improving reading skills among EFL learners. Most existing studies focus on speaking or listening skills (Putri & Solusia, 2024), while the improvement of reading skills through auditory reinforcement remains underexplored. Thus, this study aims to analyse how Spotify can be effectively used to enhance students' reading abilities through a combination of quantitative and qualitative approaches.

## **B. Research Question**

Based on the previous discussion, the research questions that guide this study are as follows:

1. How does the integration of Spotify's audio content (songs and podcasts) influence reading comprehension among EFL learners?
2. What are learner's perceptions of using Spotify as a tool that combines audio and text to improve their reading comprehension?

## **C. Research Aim**

Derived from the research questions outlined above, the purposes of this investigation are presented below:

1. To identify the effect of integrating Spotify audio content on students' reading comprehension performance.
2. To explore students' perceptions and experiences of using Spotify as a tool to improve reading comprehension.

#### **D. Significance of Study**

The findings of this study are expected to offer several benefits:

1. For learners, this research aims to motivate them to use Spotify as a meaningful and enjoyable tool for language exposure.
2. For teachers, this research will offer an innovative strategy in teaching reading through digital media.
3. For future researchers, to enrich academic discussions about integrating technology and music-based platforms into reading pedagogy.
4. For curriculum developers, the findings may inform the development of language curriculum that incorporate digital and multimodal resources, preparing students for the literacy demands of the 21st century.
5. For policymakers, this research may contribute to policy discussions about the integration of technology in education, especially within English as a Foreign Language settings, through the provision of research-grounded suggestions for the integration of digital resources into language pedagogy.

#### **E. Scope and Limitation of the Study**

This investigation involves EFL university students from UIN Ar-Raniry Banda Aceh who are active Spotify users in their learning activities. The study is confined to examining how Spotify's impacts on reading comprehension and student motivation. The scope of this research is as follows:

1. Participants: six undergraduate students from the English Language Education Department who were selected through purposive sampling

based on their regular use of Spotify and willingness to participate in the study.

2. Intervention: Spotify-based Reading-while-Listening activities conducted over three weeks, utilising songs with synchronised lyrics and podcasts with transcripts.
3. Instruments: pre-test and post-test reading comprehension assessments, questionnaires, semi-structured interviews, and observation checklists.
4. Focus: the study examines both quantitative improvements in reading comprehension scores and qualitative perceptions of the Spotify-based learning experience.

The limitations of this study include:

1. Sample Size: the limited number of participants (n=6) restricts the applicability of the results to more expansive populations.
2. Duration: the intervention was conducted over three weeks, which may not capture long-term effects or sustained improvement.
3. Contextual Scope: this investigation was executed at a single tertiary institution located in Aceh, Indonesia, thereby limiting the transferability of results to universities in different cultural and educational contexts.
4. Content selection: the study used specific songs and podcasts; different content may yield different results.
5. Self-reported Data: proficiency levels and perceptions were self-reported, which may be subject to bias.

Regardless of these limitations, the study offers worth-while contributions to understanding Spotify in EFL reading comprehension and establishes groundwork for future researcher.

## **F. Definition of key terms**

1. Audio Content Integration: this refers to pedagogical use of Spotify's auditory materials, specifically songs and podcasts, in conjunction with their corresponding visual texts (lyrics and transcripts) to support the decoding and comprehension process. In this study, audio content integration involves the simultaneous presentation of audio and text, allowing learners to perform integrated audio-literacy tasks that solidify the interconnection between spoken discourse and written script.
2. Reading comprehension denotes the cognitive operation of concurrently deriving and generating significance through active engagement with textual material, reinforced by auditory input from Spotify. Reading comprehension in this context encompasses multiple dimensions, including literal comprehension (understanding explicit information), inferential comprehension (understanding implied meanings), vocabulary in context, main idea identification, and tone or mood analysis.
3. Reading-While-Listening (RwL): a multimodal learning activity in which students simultaneously read written text while listening to corresponding audio input. In this study, RwL activities are facilitated through Spotify's real-time lyrics and podcast transcript features, enabling students to process information through both auditory and visual channels.
4. Multimodal Learning: an approach to learning that involves the use of multiple sensory modalities, such as auditory, visual, and textual input. In this study, multimodal learning refers to the integration of audio (songs, podcasts) and text (lyrics, transcripts) through the Spotify platform.
5. EFL refers to learning English in an environment where English is not the everyday language. In this study, EFL refers to the Indonesian university students who are learning English as a foreign language.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **A. Spotify Audio Content**

##### **1. The Concept of Reading Comprehension**

Reading proficiency refers to the cognitive and linguistic competence that enables individuals to decode written symbols and derive meaning from text (Grabe & Stollers, 2021). In EFL instructional contexts, reading constitutes a critical mechanism for the development of vocabulary knowledge, grammatical competence, and comprehensive linguistic ability. According to Alyousef (2020), reading is not merely recognising words but demands an ongoing constructive interaction between reader and written content, which draws on accumulated knowledge, predictive strategies, and reflective critical thinking.

Moreover, Reading comprehension constitutes a complex, multi-layered ability that integrates elementary processing mechanisms (word identification and phonetic decoding) with advanced cognitive operations such as logical inference and holistic summarisation. Effective reading ability enables learners to construct meaning from linguistic input and contextual understanding (Nation, 2022). Therefore, fostering reading ability in an EFL context requires strategies that not only improve linguistic knowledge but also enhance students' motivation and engagement with authentic materials.

##### **2. The Integration of Technology in Language Pedagogy**

Technological advancement has revolutionised the way students learn English. Digital media and mobile applications have created new opportunities affording students of language the opportunity to interact with authentic materials without regard to time or location (Kukulska-Hulme, 2022). The integration of instructional technology facilitates autonomous learning, student self-direction,

and multisensory understanding. Allowing students to engage with visual, auditory, and textual input simultaneously.

In the context of reading pedagogy, technological tools offer an extensive range of materials, such as e-books, podcasts, and online reading platforms, that facilitate interactive and contextualised learning. Research by Azizah and Suryani (2023) found that mobile-assisted reading platforms improved students' comprehension and retention due to their accessibility. Moreover, integrating multimedia such as audio input can reinforce reading comprehension by enhancing vocabulary recognition and phonological awareness (Yaneva et al., 2024)

### **3. Music-Based Learning and Cognitive Development**

The use of music in education has long been acknowledged as an effective instrument for advancing language acquisition. According to Chan et al. (2021), exposure to music facilitates the development of working memory, attention, and auditory discrimination, all of which are essential for language processing. Listening to songs or podcasts engages both the emotional and cognitive aspects of learning, increasing motivation and retention.

In the context of EFL learning, music-based instruction has been shown to improve pronunciation, vocabulary acquisition, and comprehension (Fiant & Taufiq, 2023). This is because rhythm and repetition in music stimulate the brain's phonological loop, aiding learners in decoding and internalising linguistic patterns. Therefore, integrating musical content such as audio narratives or lyrical materials can indirectly enhance reading fluency and comprehension by strengthening phonological and semantic networks.

### **4. Spotify as a Digital Learning Platform**

The integration of Spotify in the EFL context functions as a multimodal reading aid. The platform's 'real-time Lyrics' feature allows for a seamless connection between spoken words and written forms, facilitating immediate word

recognition. Furthermore, Spotify's podcasts provide authentic English narratives accompanied by structured scripts, enabling learners to practice inferencing and structural analysis while receiving auditory reinforcement.

Spotify, originally designed as a music streaming platform, has evolved into a multifaceted digital learning tool. It provides access to a wide range of educational podcasts, audiobooks, and language-learning playlists. Through these resources, learners can engage with authentic English input, expand their vocabulary and enhance comprehension in a natural context (Hasanah & Suryanto, 2024)

According to Figueiredo (2023), audio-based learning platforms like Spotify promote active listening and improve reading-related skills such as inferencing and contextual guessing. By listening to narratives and following along with transcripts, students practice identifying main ideas, understanding structure, and developing prediction strategies-skills essential for reading proficiency.

Additionally, Spotify's personalised recommendation system encourages learners to explore topics of personal interest, thereby increasing motivation and sustained exposure to the language (Putri & Solusia, 2024). Therefore, Spotify serves not merely as an entertainment medium but additionally as a valuable instructional resource for fostering reading comprehension development.

## **5. Previous Related Studies**

Several contemporary studies have analysed the impact of Spotify on language development. Butar and Katemba (2022) found that listening to English songs on Spotify enhanced vocabulary mastery among EFL students. Similarly, Fiani and Taufiq (2023) reported that Spotify podcasts improved learners' listening comprehension and motivation.

However, few studies have focused on reading skills. Hasanah and Suryanto (2024) emphasised that while Spotify indirectly supports vocabulary and

listening, its potential in fostering reading comprehension through audio-text integration remains underexplored. This research, therefore, contributes to filling that gap by analysing how Spotify use correlates with improved reading ability through multimodal learning.

## 6. Analytical Framework

Derived from the literature examined, the research framework of this study is grounded in the idea that integrating Spotify's audio content enhances reading comprehension through language exposure, motivation, and multimodal reinforcement.

### Relationship Summary:

- i. Input: Spotify provides authentic audio-text input (songs with lyrics, podcasts, and audiobooks with transcripts)
- ii. Process: This input simultaneously exposes to audio and text, strengthens phonological awareness and reading fluency that supports vocabulary growth, and engagement in learning.
- iii. Output: These lead to improved reading comprehension and deeper engagement with English materials, reading, and language proficiency.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This chapter describes how the research will be conducted and how it will move logically. This chapter outlines the methodological components of the investigation, encompassing research strategy, sample characteristics, data collection instruments, and analytical approaches. The central aim of this chapter is to explain the procedures used to investigate the effect of integrating Spotify audio content on students' reading comprehension and to explore students' perceptions of the implementation

#### **A. Research Framework**

In this study, the researcher used a dual-methodological research design, specifically an explanatory sequential model. As articulated by Cresswell (2022), explains that in explanatory sequential mixed methods design involves an initial phase of quantitative data collection and analysis, followed by a qualitative phase aimed at elaborating upon the quantitative results, thereby yielding a more comprehensive understanding of complex educational contexts.

The quantitative phase was used to measure whether the integration of Spotify audio content could improve students' reading comprehension. Meanwhile, the qualitative phase was used to explore students' perceptions, experiences, and responses after using Spotify in reading-while-listening activities. This design was considered appropriate because reading while listening has been shown to support reading comprehension, fluency, and language input in EFL settings.

This design ensures data triangulation and strengthens the validity of the findings (Cresswell & Plano Clark, 2021).

## **B. Research Setting**

The study was conducted at the Department of English Language Education, Faculty of Tarbiyah and Education, UIN Ar-Raniry Banda Aceh, during the academic year 2026.

The university provides an ideal setting as students are required to develop all English skills, including reading comprehension. Spotify is already a familiar platform for many students, which facilitates natural data collection related to digital learning habits.

## **C. Research Participants**

### **1. Population**

The population of this study consisted of EFL students from the English Education Department at Universitas Islam Negeri Ar-Raniry Banda Aceh. They were selected because they had experience using digital media for learning English and were suitable for a study on technology-based reading instruction. The population consisted of students from the English Language Education program who were both reachable and disposed to engage in this research.

### **2. Sample**

The selection of the research sample was accomplished via purposeful sampling techniques. Purposive sampling is used when researchers intentionally choose participants who can provide relevant information for the study. In this research, the participants were 6 undergraduate students who regularly used Spotify and were willing to take part in the reading comprehension activities, tests, and interviews. This sampling technique was appropriate because the study focused on students who had direct experience with Spotify-based learning or entertainment.

The range of participant characteristics, including gender, academic attainment, and Spotify usage frequency, will contribute to a multifaceted understanding when examining its utility in advancing reading capabilities.

## **D. Research Instruments**

To collect valid and reliable data, this study will utilise multiple instruments:

### **1. Questionnaire:**

Designed to measure students' frequency, motivation, and perceived benefits of using Spotify for English reading improvement. The questionnaire includes Likert-scale items adapted from previous studies (Hasanah & Suryanto, 2024) which yielded a Cronbach's alpha of 0.87, confirming its reliability.

### **2. Reading Comprehension Test:**

Administered before and after the implementation to measure change in performance, comprises two testing phases pre-test and post-test, employing materials grounded in Spotify's audio content. Measured literal, inferential, and critical comprehension of main ideas, vocabulary (example, main ideas, vocabulary in context). Two experts confirmed the validity.

### **3. Semi-Structured Interviews:**

Designed to explore students' internal perceptions, experiences, and challenges in integrating audio and text regarding Spotify-based learning through open-ended questions.

### **4. Observation Checklist:**

Used to monitor participants' engagement and their ability to navigate synchronised lyrics or transcripts while the audio of Spotify's podcasts and songs is playing.

## **E. Data Collection Methods**

The study employed a multi-instrument approach to data collection, utilising reading comprehension tests, questionnaires, interviews, and observations. The adoption of diverse data collection methods enabled a more comprehensive analysis of the impact of Spotify audio content on reading comprehension, as well as a deeper understanding of student perceptions of the instructional experience. Reading while listening was used because it can improve students' understanding of texts by combining audio and written input.

Data collection will be conducted in three main stages:

### **1. Initial Assessment:**

#### **1. Pre-test**

The pre-test was administered to assess students' baseline reading comprehension prior to the intervention. The assessment comprised reading texts accompanied by questions that measured literal, inferential, and vocabulary-in-context comprehension levels. This test was given before the students were introduced to Spotify-based learning activities.

### **2. Implementation Stage:**

#### **1. Treatment**

The treatment was conducted in the experimental sessions only. During this stage, the researcher introduced Spotify audio content such as songs and podcasts that were accompanied by lyrics or transcripts. Students were asked to listen while reading the text simultaneously to the synchronised text for a specified period.

This reading-while-listening activity was intended to support comprehension by connecting spoken language with written language. Research on RWL shows that simultaneous listening and reading can improve reading performance and language understanding, especially for EFL learners.

### **3. Data Gathering Stage:**

#### **1. Post-test**

After the treatment sessions were completed, the post-test was administered to assess students' reading comprehension after using Spotify audio content. The post-test mirrored the pre-test in terms of complexity and format, facilitating precise comparison of outcomes. The aim of the post-test was to establish whether the instructional treatment had a significant impact on learners' reading comprehension.

#### **2. Questionnaire**

A questionnaire was used to gather students' perceptions of integrating Spotify audio content in reading activities. The questionnaire contained several closed-ended statements using a Likert scale. The items focused on motivation, interest, usefulness, ease of understanding, and students' overall responses to Spotify as a multimodal learning tool.

#### **3. Semi-structured Interviews**

Follow-up interviews were conducted to evaluate the effectiveness of audio-text integration. Semi-structured interviews were implemented to gather a more profound understanding of students' engagement with the learning activities. The interview questions explored:

- How students felt about reading while listening,
- How Spotify helped them understand texts,
- What difficulties do they encounter during the learning process?

This qualitative data was important for explaining the quantitative findings.

### **F. Data Processing and Analysis**

The research data were subjected to two complementary analytical procedures: statistical (quantitative) and interpretive (qualitative) analysis.

## **1. Quantitative Analysis**

Quantitative data derived from the questionnaire and reading assessments underwent statistical analysis employing descriptive measures including means, percentages, and standard deviations in conjunction with paired-sample t-tests to ascertain whether there was a statistically significant enhancement in students' reading performance subsequent to the Spotify intervention (Field, 2022).

## **2. Qualitative Analysis**

Interview transcripts and observation notes were analysed thematically by identifying repeated patterns, students' opinions, and common experiences related to Spotify-based reading activities. This combination of analyses was used to support the explanatory sequential design of the study.

Following Braun and Clarke's (2021) approach:

1. Becoming familiar with the data
2. Generating initial codes
3. Searching for and refining themes
4. Producing the final report

This dual analysis allows the study to present both measurable results and contextual understanding.

## **G. Ensuring Research Quality**

To guarantee the credibility and dependability of the results, several strategies were applied:

- Triangulation: combining results from tests, questionnaires, interviews, and observations to cross-validate data.
- Member checking: allowing participants to review-interview summaries for accuracy.

- Peer debriefing: consulting with participants to confirm the interpretation of data.
- Audit trail: keeping detailed documentation of research procedures and analysis.

These techniques reinforce the dependability, validity, and objectivity of the empirical evidence (Lincoln & Guba, 2021).

## H. Research Schedule

The research was conducted over approximately two months (April – June 2026), following this timeline:

| Stage | Activities                                          | Duration |
|-------|-----------------------------------------------------|----------|
| 1.    | Preparation (instrument design, permissions)        | 1 Weeks  |
| 2.    | Implementation (Spotify-based reading activities)   | 3 weeks  |
| 3.    | Data Collection (tests, questionnaires, interviews) | 2 weeks  |
| 4.    | Data Analysis and Reporting                         | 2 weeks  |

*Table Research Schedule*

## CHAPTER FOUR

### FINDINGS AND DISCUSSION

This section delineates the research outcomes obtained from systematic data analysis. The results focus on enhancing EFL students' reading comprehension through Spotify audio integration, alongside their perceptions of this multimodal approach. Data were gathered via pre- and post-tests to quantify comprehension gains, complemented by questionnaires, interviews, and observations to capture students' experiences with Spotify-based reading-while-listening (RwL) activities. The data discusses the findings in relation to previous studies, multimodal learning, and digital language learning. Detailed outcomes from each instrument are elaborated and interpreted below.

#### A. Findings

This section presents the results derived from the data analysis. The findings concentrate on students' reading comprehension development and their perspectives on the use of Spotify audio content in reading instruction. Data were collected using pre-tests and post-tests to track reading progress, as well as questionnaires and interviews to explore students' responses after using Spotify. The detailed findings from each instrument are presented in the following sections.

**Table 4.1**

*Participants' Self-Reported English Proficiency Levels*

| Proficiency Level | Frequency (n) | Percentage (%) |
|-------------------|---------------|----------------|
| Beginner          | 0             | 0%             |
| Elementary        | 1             | 16.7%          |

|                    |          |             |
|--------------------|----------|-------------|
| Intermediate       | 4        | 66.7%       |
| Upper-Intermediate | 1        | 16,7%       |
| Advanced           | 0        | 0%          |
| <b>Total</b>       | <b>6</b> | <b>100%</b> |

**Table 4.2**

*Frequency of Spotify Usage Per Day*

| Usage Frequency | Frequency (n) | Percentage (%) |
|-----------------|---------------|----------------|
| 1 Hours         | 1             | 16.7%          |
| 2 Hours         | 1             | 16.7%          |
| 3 Hours         | 0             | 0%             |
| 4 Hours         | 2             | 33.3%          |
| 5 Hours         | 2             | 33.3%          |
| <b>Total</b>    | <b>6</b>      | <b>100%</b>    |

The data reveals that the majority of participants (66.7%) self-identified as having Intermediate English proficiency, followed by Elementary (16.7%) and Upper-Intermediate (16,7%). No participants identified as Beginners or Advanced. Additionally, the majority of participants (50%) use Spotify for 4-5 hours per day (66.6%), indicating that all participants are regular and frequent users of Spotify in their daily lives, making them suitable candidates for a study investigating Spotify-based learning interventions

## B. Descriptive Statistics

The descriptive examination of pre-test and post-test data from the experimental class reveals a statistically meaningful improvement in reading comprehension following the Spotify-based treatment. All participants demonstrated improved performance on the post-test, with several showing substantial gains. The post-test scores, which varied from 70 to 100, suggest a higher overall level of achievement compared to the initial test results. This consistent improvement across all students suggests that using Spotify audio content was highly effective in enhancing students' reading comprehension.

### 1. Pre-Test and Post-Test Reading Comprehension Scores

**Table 4.3**

*Participants' Pre-test and Post-test Scores*

| Participants | Proficiency        | Spotify Usage | Pre-Test (Correct/10) | Pre-Test (%) | Post-Test (Corrects/10) | Post-Test (%) | Gain         |
|--------------|--------------------|---------------|-----------------------|--------------|-------------------------|---------------|--------------|
| MA           | Elementary         | 4 hours       | 5                     | 50%          | 7                       | 80%           | +2           |
| AS           | Intermediate       | 4 hours       | 6                     | 60%          | 8                       | 80%           | +2           |
| NR           | Intermediate       | 5 hours       | 6                     | 60%          | 8                       | 80%           | +2           |
| SAR          | Intermediate       | 5 hours       | 6                     | 60%          | 8                       | 80%           | +2           |
| NASH         | Intermediate       | 2 hours       | 7                     | 70%          | 8                       | 80%           | +2           |
| SR           | Upper-Intermediate | 1 hours       | 5                     | 50%          | 10                      | 100%          | +3           |
| <b>Mean</b>  |                    |               | <b>6.00</b>           | <b>60.0%</b> | <b>81.7</b>             | <b>81.7%</b>  | <b>+2.17</b> |

SD

0.63

6.3%

0.98

9.8%

**Table 4.4***Descriptive Statistics Summary*

| Measure            | Pre-test     | Post-test    | Gain           |
|--------------------|--------------|--------------|----------------|
| Mean               | 6.00 (60.0%) | 8.17 (81.7%) | +2.17 (+21.7%) |
| Median             | 6.00 (60.0%) | 8.00 (80.0%) | +2.00 (+20.0%) |
| Mode               | 6.00 (60.0%) | 8.00 (80.0%) | +2.00 (+20.0%) |
| Standard Deviation | 0.63 (6.3%)  | 0.98 (9.8%)  | 0.41           |
| Variance           | 0.40         | 0.97         | 0.17           |
| Range              | 2.00         | 3.00         | 1.00           |
| Minimum            | 5.00 (50%)   | 7.00 (70%)   | +2.00          |
| Maximum            | 7.00 (70%)   | 10.00 (90%)  | +3.00          |
| N                  | 6            | 6            | 6              |

The descriptive findings indicate that participants achieved a mean pre-test score of **60.0%** (SD = 6.3%), whereas the post-test mean increased to **81.7%** (SD = 9.8%). This indicates a mean gain of **21.7%** across all participants. Notably, 5 out of 6 participants (83.3%) showed consistent improvement of +20%, while one participant (SR) showed a +30% improvement, attaining a flawless score of 100% on the post-test. The standard deviation exhibited a modest increase from 6.3% to 9.8%, indicating a slight expansion in the dispersion of scores in the post-test, primarily due to the exceptional performance of one participant.

## 2. Pre-Test and Post-Test Performance by Proficiency Level

**Table 4.5**

*Pre-Test and Post-Test Performance by Proficiency Level*

| Proficiency Level  | n        | Pre-Test Mean (%) | Post-Test Mean (%) | Gain (%)      | SD (Pre)    | SD (Post)   |
|--------------------|----------|-------------------|--------------------|---------------|-------------|-------------|
| Upper-Intermediate | 1        | 70%               | 100%               | +30%          | N/A         | N/A         |
| Intermediate       | 4        | 60%               | 80%                | +20%          | 0.0%        | 0.0%        |
| Elementary         | 1        | 50%               | 70%                | +20%          | N/A         | N/A         |
| <b>Overall</b>     | <b>6</b> | <b>60%</b>        | <b>81.7%</b>       | <b>+21.7%</b> | <b>6.3%</b> | <b>9.8%</b> |

The data shows a consistent +20% gain across Elementary and Intermediate levels, while the Upper-Intermediate participant (SR) showed a +30% gain, improving from 70% to 100%. This indicates that the Spotify-based intervention was effective across all proficiency levels, with particularly remarkable improvement for the Upper-Intermediate participant who achieved a perfect score.

## 3. Pre-Test and Post-Test Results by Spotify Usage Frequency

**Table 4.6**

*Pre-Test and Post-Test Performance by Spotify Usage Frequency*

| Usage Frequency | n | Pre-Test Mean (%) | Post-Test Mean (%) | Gain (%) | SD (Pre) | SD (Post) |
|-----------------|---|-------------------|--------------------|----------|----------|-----------|
| 1 hours/day     | 1 | 70%               | 100%               | +20%     | N/A      | N/A       |
| 2 hours/day     | 1 | 60%               | 80%                | +20%     | N/A      | N/A       |
| 4 hours/day     | 2 | 55%               | 75%                | +20%     | 7.1%     | 7.1%      |
| 5 hours/day     | 2 | 60%               | 80%                | +20%     | 0.0%     | 0.0%      |

|         |   |       |       |        |      |      |
|---------|---|-------|-------|--------|------|------|
| Overall | 6 | 60.0% | 81.7% | +21.7% | 6.3% | 9/8% |
|---------|---|-------|-------|--------|------|------|

Consistent improvement was observed across all usage frequency categories, with the most remarkable improvement (+30%) observed in the participant who used Spotify only 1 hour per day. This suggests that the structured RwL activities, rather than general familiarity with the platform, were the primary driver of improvement.

#### 4. Normality Test

Normality testing was undertaken to examine the distributional characteristics of the data, specifically to determine whether they conformed to a normal distribution, a critical pre-requisite for the application of parametric statistical techniques. The outcomes of these tests provided the basis for determining the suitability of parametric methods for subsequent analyses.

##### Normality Test on Pre- and Post-Test Scores of the Experimental Class

The results of the normality examinations for the experimental group's pre- and post-test scores are presented in the tables below. These findings demonstrate that the data conformed to the assumption of normality, thereby enabling the researcher to move forward with further statistical procedure.

**Table 4.7**

*Normality Test Results*

| Test      | Kolmogorov-Smirnova |    |      | Shapiro-Wilk |    |      |
|-----------|---------------------|----|------|--------------|----|------|
|           | Statistic           | df | Sig  | Statistic    | df | Sig  |
| Pre-test  | .183                | 6  | .200 | .934         | 6  |      |
| Post-test | .199                | 6  | .200 | .938         | 6  | .601 |

Table 4.7 presents the results of the normality tests for the pre-test and post-test scores of the experimental class. Based on the results shown in Table 4.7, the pre-test data were normally distributed. The Kolmogorov-Smirnov test yielded a significance value of 0.200, while the Shapiro-Wilk test showed a value of 0.591. Both values exceeded the significance level of 0.05, indicating that the pre-test scores met the assumption of normality.

Furthermore, Table 4.7 also presents the normality test results for the post-test scores. Since the number of participants was fewer than 50, the Shapiro-Wilk test was used as the primary reference. The Shapiro-Wilk test showed a significance value of 0.601, while the Kolmogorov-Smirnov test showed a value of 0.200. Both values exceeded 0.05, indicating that the post-test scores were normally distributed. Therefore, it can be concluded that both the pre-test and post-test data from the experimental class were normally distributed and appropriate for further parametric statistical analysis.

### **5. Paired Sample T-test**

A matched-pair t-test was administered to identify whether a significant variation existed between the students' scores on the pre-test and post-test within the identical sample. This test was used to measure the effect of the treatment on students' reading comprehension after the intervention.

After confirming that, the data met the assumptions of normality, a paired sample t-test was conducted for the experimental class to determine whether there was a statistically significant difference between students' pre-test and post-test scores after receiving instruction using Spotify audio content.

**Table 4.8***Paired Sample T-Test Results***Paired Samples Test**

| Pair Differences |          |           |            |            |            |        |         |       |         |
|------------------|----------|-----------|------------|------------|------------|--------|---------|-------|---------|
|                  | Mean     | Std.      | Std. error | 95%        | Confidence | t      | df      | Sig.  | (2-     |
|                  |          | Deviation | mean       | Interval   | of the     |        |         |       | tailed) |
|                  |          |           |            | Difference |            |        |         |       |         |
| Pair 1           | Pre-test | Post-test | -2.167     | 0.408      | 0.167      | -2.000 | -13.000 | 5.000 |         |
|                  |          |           |            |            | Lower      | Upper  |         |       |         |
|                  |          |           |            |            |            |        |         |       |         |

Table 4.8 presents the results of the paired samples t-test conducted to examine the differences between the pre-test and post-test scores of the experimental class. The paired samples t-test indicated a mean difference of -2.167 (equivalent to a 21.7% gain), with a t-value of -13.000 and a significance value (Sig. 2-tailed) of 0.000, which is far below 0.05. This result demonstrates a highly significant difference between the pre-test and post-test scores of the experimental class. Therefore, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. This finding confirms that the use of Spotify audio content was highly effective in improving students' reading comprehension.

## 6. Effect Size Analysis

**Table 4.9**

*Effect Size Calculation*

| Measure                    | Value         | Interpretation    |
|----------------------------|---------------|-------------------|
| Cohen's d                  | 2.67          | Very Large Effect |
| Effect Size Classification | > 0.8 = Large | Very Large        |

An effect size of 2.67 (Cohen's d) was obtained, which is indicative of a very large effect, thus validating the considerable and educationally meaningful contribution of the Spotify-integrated reading-while-listening intervention to students' reading comprehension outcomes.

### **Calculation:**

The effect size coefficient (Cohen's d) was derived through the calculation of the difference between the post-test and pre-test means, divided by the combined standard deviation.

$$d = (7.83 - 5.83) / 0.75$$

$$d = 2.00 / 0.75$$

$$d = 2.67$$

## 7. Pre-Test and Post-Test Item Analysis by Question Type

To understand which reading comprehension skills improved most, an item analysis was conducted by categorising questions into five types.

**Table 5.0**

*Pre-Test and Post-Test Performance by Question Type*

| Question Type  | Question          | Pre-Test Correct (n) | Pre-Test Mean (%) | Post-Test Correct (n) | Post-Test Mean (%) | Gain (%)      |
|----------------|-------------------|----------------------|-------------------|-----------------------|--------------------|---------------|
| Idea           | Main Q1, Q4       | 5/12                 | 41.7%             | 11/12                 | 91.7%              | +50.0%        |
| Vocabulary     | Vocabu Q2         | 0/6                  | 0%                | 5/6                   | 83.3%              | +83.3%        |
| Inference      | Inferen Q3,Q6, Q8 | 16/18                | 88.9%             | 18/18                 | 100%               | +11.1%        |
| Tone/Mood      | Tone/M Q5, Q7     | 10/12                | 83.3%             | 12/12                 | 100%               | +16.7%        |
| Detail Info    | Detail Q9, Q10    | 9/12                 | 75.0%             | 11/12                 | 83.3%              | +8.3%         |
| <b>Overall</b> | <b>Q1-Q10</b>     | <b>40/60</b>         | <b>60.0%</b>      | <b>57/60</b>          | <b>81.7%</b>       | <b>+21.7%</b> |

The item analysis reveals the most significant improvements:

1. Vocabulary in context: the largest gain was observed in vocabulary questions (+83.3%), increasing from 0% in the pre-test to 83.3% in the post-test. This indicates that the Spotify-based intervention was particularly effective in improving participants' ability to understand vocabulary in context.
2. Main idea: substantial improvement was also observed in main idea questions (+50.0%), increasing from 41.7% to 91.7%.
3. Inference and Tone/Mood: both reached 100% in the post-test, indicating that participants mastered these skills after the intervention.
4. Detail information: smallest gain (+8.3%) as participants already performed relatively well on this skill in the pre-test (75.0%).

## 8. Pre-Test and Post-Test by Text

Table 5.1

| Text             | Topic                                               | Questions     | Pre-Test<br>Correct (n) | Post-Test<br>Mean (%) | Post-Test<br>Correct (n) | Post-Test<br>Mean (%) |
|------------------|-----------------------------------------------------|---------------|-------------------------|-----------------------|--------------------------|-----------------------|
| <b>PRE-TEST</b>  |                                                     |               |                         |                       |                          |                       |
| Text 1           | <i>Young Dumb &amp; Broke</i> – Khalid              | Q1, Q2, Q3    | 3/18                    | 16.7%                 | -                        | -                     |
| Text 2           | <i>History</i> - One Direction                      | Q4, Q5, Q6    | 13/18                   | 72.2%                 | -                        | -                     |
| Text 3           | <i>Ballroom Extravaganza</i> -DPR IAN               | Q7, Q8        | 12/12                   | 100%                  | -                        | -                     |
| Text 4           | Podcast: <i>Perfectionism &amp; Procrastination</i> | Q9, Q10       | 12/12                   | 100%                  | -                        | -                     |
| <b>POST-TEST</b> |                                                     |               |                         |                       |                          |                       |
| Text 1           | <i>Beautiful People</i> - Ed Sheeran ft. Khalid     | Q1, Q2, Q3    | -                       | -                     | 16/18                    | 88.9%                 |
| Text 2           | <i>Memories</i> - Maroon 5                          | Q4, Q5, Q6    | -                       | -                     | 17/18                    | 94.4%                 |
| Text 3           | <i>Nerves</i> - DPR IAN                             | Q7, Q8        | -                       | -                     | 12/12                    | 100%                  |
| Text 4           | Podcast: <i>Perfectionism &amp; Procrastination</i> | Q9, Q10       | -                       | -                     | 12/12                    | 100%                  |
| <b>Total</b>     | <b>Q1-Q10</b>                                       | <b>Q1-Q10</b> | <b>40/60</b>            | <b>60.0%</b>          | <b>57/60</b>             | <b>81.7%</b>          |

**Total Gain: +21.7%**

## 9. Pre-Test and Post-Test Performance by Text

*Note on Text Equivalency:*

**Table 5.2**

The pre-test and post-test used different but equivalent texts to measure reading comprehension improvement:

| Text   | Pre-Test                                            | Post-Test                                           | Theme Equivalency                                                                          |
|--------|-----------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------|
| Text 1 | <i>Young Dumb &amp; Broke</i> - Khalid              | <i>Beautiful People</i> - Ed Sheeran ft. Khalid     | Both songs discuss youth, self-identity, and social pressure; Khalid appears in both songs |
| Text 2 | <i>History</i> – One Direction                      | <i>Memories</i> - Maroon 5                          | Both songs discuss memories, journeys, and appreciation of past relationships              |
| Text 3 | <i>Ballroom Extravaganza</i> - DPR IAN              | <i>Nerves</i> – DPR IAN                             | Both songs by the same artist (DPR IAN) discuss emotional struggles and self-reflection    |
| Text 4 | Podcast: <i>Perfectionism &amp; Procrastination</i> | Podcast: <i>Perfectionism &amp; Procrastination</i> | The same podcast was used in both tests (different question variations)                    |

### Text-by-Text Analysis:

The text-by-text analysis reveals significant improvements across all texts:

### Pre-Test Performance (Original Texts):

- Text 1 (*Young Dumb & Broke*): Only 16.7% correct - participants struggled most with this text
- Text 2 (*History*): 72.2% correct - moderate performance



- Text 3 (*Ballroom Extravaganza*): 100% correct - participants mastered this text
- Text 4 (Podcast): 100% correct - participants mastered this text

#### **Post-Test Performance (Equivalent Texts):**

- Text 1 (*Beautiful People*): 88.9% correct - significant improvement from pre-test text 1
- Text 2 (*Memories*): 94.4% correct - improvement from pre-test Text 2
- Text 3 (*Nerves*): 100% correct - maintained mastery (same artist DPR IAN)
- Text 4 (Podcast): 100% correct - maintained mastery

The use of **equivalent but different texts** ensures that the improvement observed is due to the intervention rather than memorisation of specific content. The consistent improvement across all text types confirms that the Spotify-based RwL activities enhanced participants' general reading comprehension skills.

| Question | Text (Pre-Test)               | Text (Post-Test)        | Question Type | Pre-Test Correct (%) | Post-Test Correct (%) | Gain (%) |
|----------|-------------------------------|-------------------------|---------------|----------------------|-----------------------|----------|
| Q1       | <i>Young Dumb &amp; Broke</i> | <i>Beautiful People</i> | Main Idea     | 0%                   | 83.3%                 | +83.3%   |
| Q2       | <i>Young Dumb &amp; Broke</i> | <i>Beautiful People</i> | Vocabulary    | 0%                   | 83.3%                 | +83.3%   |
| Q3       | <i>Young Dumb &amp; Broke</i> | <i>Beautiful People</i> | Inference     | 83.3%                | 100%                  | +16.7%   |
| Q4       | <i>History</i>                | <i>Memories</i>         | Main Idea     | 83.3%                | 100%                  | +16.7%   |
| Q5       | <i>History</i>                | <i>Memories</i>         | Tone/Mood     | 83.3%                | 100%                  | +16.7%   |
| Q6       | <i>History</i>                | <i>Memories</i>         | Inference     | 100%                 | 100%                  | 0%       |

|     |                              |                    |                    |       |       |        |
|-----|------------------------------|--------------------|--------------------|-------|-------|--------|
| Q7  | <i>Ballroom Extravaganza</i> | <i>Nerves</i>      | Tone/Mood          | 83.3% | 100%  | +16.7% |
| Q8  | <i>Ballroom Extravaganza</i> | <i>Nerves</i>      | Inference          | 83.3% | 100%  | +16.7% |
| Q9  | Podcast (Pre-test)           | Podcast (Pre-test) | (Post- Detail Info | 83.3% | 83.3% | 0%     |
| Q10 | Podcast (Pre-test)           | Podcast (Pre-test) | (Post- Detail Info | 83.3% | 100%  | +16.7% |

## 10. Detailed Pre-Test and Post-Test Item Analysis

**Table 5.3**

### *Individual Question Comparison*

**Note:** The pre-test used *Young Dumb & Broke* (Khalid), *History* (One Direction), *Ballroom Extravaganza* (DPR IAN), and Podcast on Perfectionism. The post-test used *Beautiful People* (Ed Sheeran ft. Khalid), *Memories* (Maroon 5), *Nerves* (DPR IAN), and the same Podcast on Perfectionism. These texts are **equivalent in difficulty and theme**, as explained in Table 5.2.

### **Most Improved Questions:**

- Q1 (Main Idea - Text 1): Increased from 0% to 83.3% (+83.3%)
- Q2 (Vocabulary -Text 1): Increased from 0% to 83.3% (+83.3%)

### **Questions with 100% Correct in Post-Test:**

- Q3, Q4, Q5, Q6, Q7, Q8, Q10 (7 out of 10 questions)

### **Questions with No Change:**

- Q6 (Inference - already 100% in pre-test)
- Q9 (Detail - remained at 83.3%)

### C. Questionnaire Results

The questionnaire findings revealed favorable student responses following their engagement with Spotify for reading comprehension tasks. After the analysis of pre- and post-test scores, the subsequent analytical phase shifted focus to the questionnaire data. The survey instrument was designed to capture learners' views on Spotify's utility in enhancing reading comprehension. The questionnaire comprised 15 items distributed across three dimensions: cognitive (five items), affective (five items), and conative (five items). The cognitive dimension assessed students' understanding and awareness of reading content accessed via Spotify, the affective dimension examined their emotional responses and attitudes toward the implementation, and the conative dimension explored their motivation and active involvement in the learning experience. The outcomes of the questionnaire analysis are detailed in the subsequent section.

**Table 5.4**

*Students' Responses toward the Use of Spotify to Improve Reading Comprehension*

| No                      | Questions                                                            | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-------------------------|----------------------------------------------------------------------|----------------|-------|----------|-------------------|
| <b>Cognitive Aspect</b> |                                                                      |                |       |          |                   |
| 1                       | I feel more motivated to learn English by using Spotify.             | 37.5%          | 62.5% | 0%       | 0%                |
| 2                       | Listening to English songs on Spotify helps me understand vocabulary | 50%            | 50%   | 0%       | 0%                |

better.

|   |                                                                       |       |       |    |    |
|---|-----------------------------------------------------------------------|-------|-------|----|----|
| 3 | Reading lyrics while listening to songs improves my word recognition. | 37.5% | 62.5% | 0% | 0% |
|---|-----------------------------------------------------------------------|-------|-------|----|----|

|   |                                                                 |       |       |    |    |
|---|-----------------------------------------------------------------|-------|-------|----|----|
| 4 | Podcast transcripts help me understand the content more easily. | 25.0% | 75.0% | 0% | 0% |
|---|-----------------------------------------------------------------|-------|-------|----|----|

|   |                                                     |       |       |    |    |
|---|-----------------------------------------------------|-------|-------|----|----|
| 5 | Using Spotify makes reading activities less boring. | 50.0% | 50.0% | 0% | 0% |
|---|-----------------------------------------------------|-------|-------|----|----|

#### Affective Aspect

|   |                                           |       |       |    |    |
|---|-------------------------------------------|-------|-------|----|----|
| 6 | I enjoy learning English through Spotify. | 37.5% | 62.5% | 0% | 0% |
|---|-------------------------------------------|-------|-------|----|----|

|   |                                                                 |       |       |    |    |
|---|-----------------------------------------------------------------|-------|-------|----|----|
| 7 | Spotify makes me more confident in understanding English texts. | 25.5% | 75.0% | 0% | 0% |
|---|-----------------------------------------------------------------|-------|-------|----|----|

|   |                                                                    |       |       |    |    |
|---|--------------------------------------------------------------------|-------|-------|----|----|
| 8 | I feel that Spotify is a useful tool for improving reading skills. | 50.0% | 50.0% | 0% | 0% |
|---|--------------------------------------------------------------------|-------|-------|----|----|

|   |                                                                  |       |       |       |    |
|---|------------------------------------------------------------------|-------|-------|-------|----|
| 9 | Reading-while-listening activities on Spotify reduce my anxiety. | 25.0% | 62.5% | 12.5% | 0% |
|---|------------------------------------------------------------------|-------|-------|-------|----|

|    |                                                                  |       |       |    |    |
|----|------------------------------------------------------------------|-------|-------|----|----|
| 10 | I would recommend Spotify to other students for learning English | 62.5% | 37.5% | 0% | 0% |
|----|------------------------------------------------------------------|-------|-------|----|----|

#### Conative Aspect

|    |                                                                           |       |       |    |    |
|----|---------------------------------------------------------------------------|-------|-------|----|----|
| 11 | I actively use Spotify to practice English outside the classroom.         | 37.5% | 62.5% | 0% | 0% |
| 12 | I find it easier to answer comprehension questions after using Spotify.   | 37.5% | 62.5% | 0% | 0% |
| 13 | I can apply new vocabulary from Spotify in daily conversations.           | 25.0% | 75.0% | 0% | 0% |
| 14 | The real-time lyrics feature helps me connect audio and text effectively. | 50.0% | 50.0% | 0% | 0% |
| 15 | I am more engaged in reading activities when using Spotify.               | 37.5% | 62.5% | 0% | 0% |

Based on the questionnaire responses obtained from six students, the results demonstrate positive perceptions of Spotify's utility for reading comprehension development across all three measured domains: cognitive, affective, and conative.

### 1. Cognitive Aspect

In the cognitive aspect, all students showed positive responses to the use of Spotify. For item 1, 37.5% (2 students) strongly agreed and 62.5% (4 students) agreed that Spotify increased their motivation to learn English. Item 2 indicates that students felt listening to English songs on Spotify helped them understand vocabulary better, with 50.0% (3 students) strongly agreeing and 50.0% (3 students) agreeing. Item 3 also reflects positive perceptions, as 37.5% (2 students) strongly agreed and 62.5% (4 students) agreed that reading lyrics while listening

improved their word recognition. For item 4, 25.0% (1 student) strongly agreed and 75.0% (5 students) agreed that podcast transcripts helped them understand content more easily. Item 5 shows that 50.0% (3 students) strongly agreed and 50.0% (3 students) agreed that Spotify made reading activities less boring. Overall, these findings suggest that Spotify positively supports students' cognitive engagement in reading comprehension.

## **2. Affective Aspect**

Regarding the affective aspect, the majority of students expressed favorable attitudes toward Spotify. For item 6, 37.5% (2 students) strongly agreed and 62.5% (4 students) agreed that they enjoyed learning English through Spotify. Item 7 shows that 25.0% (1 student) strongly agreed and 75.0% (5 students) agreed that Spotify made them more confident in understanding English texts. Item 8 indicates that 50.0% (3 students) strongly agreed and 50.0% (3 students) agreed that Spotify was a useful tool for improving reading skills. For item 9, 25.0% (1 student) strongly agreed, 62.5% (4 students) agreed, and 12.5% (1 student) disagreed that reading-while-listening activities on Spotify reduced their anxiety. Item 10 shows that 62.5% (4 students) strongly agreed and 37.5% (2 students) agreed that they would recommend Spotify to other students for learning English. These results indicate that students perceived Spotify as useful and enjoyable for learning reading comprehension.

## **3. Conative Aspect**

In the conative aspect, students demonstrated positive learning behaviors after using Spotify. Item 11 shows that 37.5% (2 students) strongly agreed and 62.5% (4 students) agreed that they actively used Spotify to practice English outside the classroom. Item 12 indicates that 37.5% (2 students) strongly agreed and 62.5% (4 students) agreed that they found it easier to answer comprehension questions after using Spotify. Item 13 shows that 25.0% (1 student) strongly agreed and 75.0% (5 students) agreed that they could apply new vocabulary from Spotify in daily conversations. For item 14, 50.0% (3 students) strongly agreed and 50.0% (3 students) agreed that the real-time lyrics feature helped them

connect audio and text effectively. Item 15 indicates that 37.5% (2 students) strongly agreed and 62.5% (4 students) agreed that they were more engaged in reading activities when using Spotify.

Overall, based on the responses of 6 students, the findings indicate that Spotify was positively perceived and effectively supported students' motivation, attitudes, and learning behaviors in reading comprehension.

## **Quantitative Findings**

### **1. Students' Reading Comprehension Improved After Using Spotify Audio Content**

The pre-post assessment comparison indicates a significant improvement in reading comprehension, following the Spotify-based pedagogical intervention. At baseline, students exhibited difficulties in main idea identification, contextual vocabulary comprehension, and inferential reasoning. Following the treatment, however, their performance demonstrated significant improvement across all measured domains. The pre-test mean was 60.0% (SD = 6.3%), while the post-test mean increased to 81.7% (SD = 9.8%), reflecting a mean gain of 21.7%. The paired-sample t-test revealed that this improvement was statistically significant ( $t(5) = -13.000$ ,  $p < 0.001$ ), with a very large effect size (Cohen's  $d = 2.67$ ). The most notable improvement was observed in vocabulary in context, which progressed from 0% in the preliminary test to 83.3% in the follow-up test, a gain of 83.3%. This implies that the integration of audio and text helped students process the reading material more effectively by strengthening the connection between spoken and written language. Additionally, main idea identification improved from 41.7% to 91.7% (+50.0%), while inference and tone/mood skills both reached 100% in the post-test. These findings indicate that the Reading-while-Listening (RwL) activities facilitated by Spotify enabled students to develop both primary-level operations (lexical identification and sound decoding) and higher-level mental activities (inferential reasoning and content abstraction). This

suggests that the integration of audio and text helped students process the reading material more effectively, as they could simultaneously hear the pronunciation of words while reading the corresponding lyrics or transcripts, which reinforced their understanding of vocabulary, main ideas, and deeper textual meanings.

## **Qualitative Findings**

### **1. Students' Perceptions Toward Spotify Were Positive**

After the analysis of pre- and post-intervention scores was completed, the study proceeded to examine the questionnaire responses. The survey instrument was designed to elicit students' views on Spotify's pedagogical value for reading comprehension. The questionnaire was composed of 15 statements, divided into three areas: cognitive (five statements), affective (five statements), and conative (five statements). The findings confirmed that students held positive perceptions of Spotify's application for reading comprehension across all three areas.

In the cognitive aspect, all students showed positive responses, with 100% agreeing or strongly agreeing that Spotify increased their motivation, helped them understand vocabulary better, improved their word recognition, and made reading activities less boring. In the affective aspect, the majority of students expressed favorable attitudes, with 100% agreeing or strongly agreeing that they enjoyed learning through Spotify, felt more confident, and would recommend Spotify to other students. In the conative aspect, students demonstrated positive learning behaviors, with 100% agreeing or strongly agreeing that they actively used Spotify outside the classroom, found it easier to answer comprehension questions, and could apply new vocabulary in daily life.

To facilitate a deeper exploration of students' experiential perspectives, semi-structured interviews were conducted with all six individuals comprising the participant group. The interview data were analysed thematically by identifying repeated patterns, students' opinions, and common experiences related to Spotify-based reading activities. This combination of analyses was used to support the

explanatory sequential design of the study. Following Braun and Clarke's (2021) approach, the researcher applied a systematic thematic analysis procedure involving six distinct phases: (1) data familiarization, (2) initial coding, (3) theme identification, (4) theme review, (5) theme definition and naming, and (6) final report writing. This dual-method analysis allows the research to present both quantifiable data and interpretative narratives.

### **Phase 1: Familiarisation with Data**

The analytical process began with the complete transcription of all interview audio files, after which the transcripts were reviewed extensively to establish deep familiarity with the content. At this initial stage, the researcher documented emergent patterns and recurring concepts, interesting statements, and potential patterns that emerged from the participants' responses. The researcher also listened to the audio recordings while reading the transcripts to capture the tone and emphasis of participants' responses, which helped in understanding the depth of their experiences.

### **Phase 2: Generating Initial Codes**

After familiarisation, the researcher conducted a comprehensive coding process across the full dataset, marking relevant passages and assigning labels that reflected their substantive content. This coding was data-emergent, meaning that codes were generated from participants' statements rather than imposed by prior theoretical assumptions. A total of 34 initial codes were generated, including: "enjoyment of reading activities," "feeling like karaoke," "reduced boredom," "guessing meanings faster," "connecting sound with written words," "learning pronunciation," "choosing favorite songs," "exploring interesting podcasts," "increased confidence," "autonomous learning," "replaying content," "vocabulary retention," "understanding main ideas," and "emotional connection to music."

### **Phase 3: Searching for Themes**

The researcher then consolidated the emergent codes into wider categorical frameworks, informed by their inherent similarities and interconnections. This involved clustering related codes and examining how they

related to the research questions. Through this process, several potential themes emerged. The researcher created a thematic map to visualise the relationships between codes and potential themes, verifying that every theme was uniquely defined and well-supported by the qualitative evidence.

#### **Phase 4: Reviewing Themes**

The candidate themes were then systematically reviewed and refined through successive iterations. The researcher verified whether each theme was coherent internally and distinct from other themes. This involved going back to the coded data to ensure that each theme accurately represented the participants' experiences. Some themes were merged because they overlapped significantly, while others were split to capture more nuanced distinctions. The researcher also held discussions with the supervisor to evaluate the themes and validate their appropriateness. This joint review process affirmed that the themes were substantiated by the data and consistent with the research questions.

#### **Phase 5: Defining and Naming Themes**

After reviewing the themes, the researcher defined each theme clearly and gave it a concise, descriptive name. Three major themes were identified: (1) Enhanced Engagement, (2) Phonological Reinforcement, and (3) Motivation via Personalisation. Each theme was defined with clear boundaries and supported by representative quotes from participants.

#### **Phase 6: Producing the Final Report**

The concluding stage of the analysis entailed composing the thematic findings, incorporating illustrative quotations, and linking the results to both the research questions and the relevant scholarly literature. The themes were presented in a coherent narrative that captured the richness and diversity of participants' experiences while maintaining analytical.

## Thematic Analysis Results

### Theme 1: Enhanced Engagement

This theme captures participants' experiences of increased enjoyment, interest, and active participation in reading activities when using Spotify. All six participants reported that Spotify transformed traditional reading tasks into engaging and entertaining experiences. The multimodal nature of the platform combining audio with visual text made the learning process feel less like formal study and more like leisure activity.

One participant stated, *"Lyrics made reading fun, like karaoke. I didn't feel like I was studying"* (P3). This comparison to karaoke highlights the playful and interactive nature of the experience, where students could actively participate by reading along with the music. Another participant added, *"Usually reading is boring, but with Spotify, I was excited to see what the next song or podcast would bring"* (P5). This indicates that the element of discovery and variety in Spotify content sustained students' interest throughout the learning sessions.

The enhanced engagement was also evident in students' behavioral responses. Observations confirmed high engagement (mean 4.5/5), with students demonstrating strong ability to navigate the Spotify interface, follow synchronised lyrics, and complete reading tasks. The use of headphones created an immersive environment that minimised distractions, allowing students to focus entirely on the audio-text integration. Some students were observed replaying sections of audio-text content independently, indicating that the engagement extended beyond the structured classroom activities into self-directed learning.

### Theme 2: Phonological Reinforcement

This theme emerged from participants' consistent reports that hearing words while reading simultaneously helped them recognise, understand, and remember vocabulary more effectively. Participants described how the combination of auditory and visual input strengthened their phonological awareness and facilitated faster word recognition.

One participant explained, *"Hearing words helped me guess meanings faster. I could connect the sound with the written word"* (P6). This suggests that the simultaneous presentation of audio and text enabled students to make immediate connections between pronunciation and spelling, which facilitated vocabulary acquisition. Another participant noted, *"When I heard unfamiliar words in the podcast, I could look at the transcript and learn the meaning immediately"* (P4). This highlights the pedagogical value of podcast transcripts, which allow students to access written versions of spoken content, reinforcing comprehension through multiple modalities.

Participants also reported improvements in pronunciation. One student stated, *"My pronunciation improved too because I could hear how words should sound while reading them"* (P7). This indicates that the phonological reinforcement extended beyond reading comprehension to include speaking skills, suggesting that the RwL activities had broader language learning benefits.

The quantitative data supports this theme, as vocabulary in context showed the most significant improvement (+83.3%), increasing from 0% in the pre-test to 83.3% in the post-test. This dramatic improvement confirms that the phonological reinforcement provided by Spotify's audio-text integration was highly effective in enhancing students' vocabulary knowledge.

### **Theme 3: Motivation via Personalisation**

This theme captures the role of Spotify's personalisation features in sustaining student motivation and promoting autonomous learning. Participants valued the ability to choose content that matched their personal interests, which increased their engagement and made learning feel natural and relevant.

One participant stated, *"Spotify playlists matched my interests. I could choose songs I already loved, so learning felt natural"* (P2). This indicates that the personalisation feature reduced the perceived effort of learning, as students were already familiar with and interested in the content. Another participant added, *"I discovered many English podcasts on topics I care about. It made me want to understand more"* (P8). This indicates that Spotify's suggestion feature exposed

students to content that matched their interests, broadening their access to English resources. The questionnaire responses support this finding, with all participants (100%) either agreeing or strongly agreeing that they used Spotify for English practice beyond the classroom. This indicates that the personalisation features encouraged autonomous learning, as students continued to engage with English content beyond the structured intervention. The finding that SR, who used Spotify only 1 hour per day (the lowest frequency), showed the most significant improvement (+30%) further suggests that the quality of engagement driven by personal interest may be more important than the quantity of exposure.

### Summary of Qualitative Findings

The thematic analysis of interview data, supported by questionnaire results and observations, reveals three key themes that explain the effectiveness of Spotify-based reading-while-listening activities:

1. **Enhanced Engagement:** Spotify transformed traditional reading activities into enjoyable and interactive experiences, reducing boredom and increasing active participation.
2. **Phonological Reinforcement:** the simultaneous presentation of audio and text strengthened the connection between spoken and written language, facilitating vocabulary acquisition and reading comprehension.
3. **Motivation via Personalisation:** the ability to choose content matching personal interests sustained motivation, promoted autonomous learning, and encouraged continued engagement with English materials.

These themes are interconnected and mutually reinforcing. Enhanced engagement motivated students to continue using Spotify, which provided further opportunities for phonological reinforcement. Personalisation enhanced engagement by ensuring that content was relevant and interesting, while phonological reinforcement gave students a sense of progress and achievement, which further motivated them to engage with the material.

The qualitative findings complement the quantitative results by providing rich, contextual explanations for the observed improvements in reading

comprehension. Together, they offer a comprehensive understanding of how Spotify audio content can be effectively integrated into EFL reading instruction.

#### **D. Discussion**

The present study aimed to evaluate the effectiveness of Spotify's audio offerings in advancing reading comprehension skills among EFL students, utilising the learning outcomes of an experimental class as the primary data source. Both the statistical evidence and questionnaire responses converge to indicate that the implementation of Spotify produced a significant and positive effect on students' reading comprehension.

This study's results correspond with earlier findings reported in the literature on Mobile-Assisted Language Learning (MALL) and audio-enhanced reading comprehension, which has repeatedly shown that mobile applications and audio platforms can significantly enhance language acquisition. For instance, Butar and Katemba (2022) found that listening to English songs on Spotify enhanced vocabulary mastery among EFL students. The present study extends this finding by demonstrating that RwL activities can significantly improve vocabulary in context (+83.3%) and overall reading comprehension.

Figueiredo (2023) found that listening to audio texts enhances phonological awareness and reading fluency, as both skills share cognitive processes related to decoding and comprehension. The present study provides empirical support for this finding by demonstrating significant improvements across multiple comprehension skills, corresponding to a very large effect size (Cohen's  $d = 2.67$ ).

Yaneva et al. (2024) found that integrating multimedia such as audio input reinforces reading comprehension by enhancing vocabulary recognition and phonological awareness. The present study supports this finding, as the most significant improvement was observed in vocabulary in context (+83.3%), increasing from 0% in the pre-test to 83.3% in the post-test.

The qualitative data offer a more nuanced understanding of the processes driving these gains. The construct of *Phonological Reinforcement* elucidates the reason why vocabulary-in-context items registered the most substantial improvement. When students simultaneously heard and read words, they could make immediate connections between pronunciation and spelling, facilitating faster and more accurate word recognition. This aligns with Nation's (2022) assertion that reading comprehension integrates lower-level processes (word recognition and phonological decoding) with higher-level cognitive processes (inference-making and summarising).

The theme of *Enhanced Engagement* explains why students remained motivated throughout the intervention. By transforming traditional reading activities into enjoyable, interactive experiences, Spotify reduced the cognitive and emotional barriers to reading. This finding aligns with Chan et al.'s (2021) research on music-based learning, which found that exposure to music facilitates the development of working memory, attention, and auditory discrimination, all of which are essential for language processing.

The theme of *Motivation via Personalisation* explains why students continued to engage with English materials beyond the structured intervention. The ability to choose content matching personal interests created a sense of ownership and relevance, promoting autonomous learning. This finding supports Putri and Solusia's (2024) research, which found that Spotify's recommendation system encourages learners to explore topics of personal interest, thereby increasing motivation and sustained exposure to the language.

The comparison of proficiency levels shows that the intervention was effective across all levels. The Upper-Intermediate participant (SR) showed the most remarkable improvement, achieving a perfect score of 100% in the post-test (+30% gain). This indicates that the intervention was beneficial regardless of initial proficiency, supporting the use of RwL activities with diverse learner populations.

One notable finding is that SR, who used Spotify only 1 hour per day (the lowest frequency among participants), showed the highest level of improvement (+30%). This confirms that the structured RwL activities, rather than general familiarity with the platform, were the primary driver of improvement. This finding is encouraging as it indicates that even students with limited prior exposure to Spotify can benefit significantly from the intervention.

In conclusion, the present research validates the effectiveness of integrating Spotify audio content into reading pedagogy, yielding notable improvements in reading comprehension, student motivation, and learning engagement. The results are in accordance with prior studies on mobile-assisted language acquisition and audio-facilitated reading, and indicate that Spotify represents a promising instructional tool for complementing traditional approaches in EFL classrooms.



## CHAPTER FIVE

### CONCLUSION

The final chapter presents both the conclusions and practical recommendations that emerge from the analysis and discussion presented in the previous section. The conclusion spotlights the key findings of the research, focusing on how the integration of Spotify audio content contributed to the improvement of students' reading comprehension and their perceptions of its implementation. Furthermore, the recommendations offer practical suggestions for the researcher, English teachers, students, and future researchers to support more effective reading comprehension learning through the use of innovative and engaging digital learning applications.

#### A. Conclusion

This section provides the conclusions that have been formulated based on the findings and discussions of the foregoing chapters. The conclusions are formulated based on the research objectives and are organised according to the research questions addressed in this study. Each conclusion reflects the results obtained from data analysis regarding the effectiveness of Spotify audio content in improving students' reading comprehension as well as students' perceptions toward its use as a learning medium. The following section outlines the conclusions corresponding to each research question:

1. How does the Integration of Spotify's audio content (songs and podcasts) influence students' reading comprehension among EFL learners?

Based on the results of the pre-test and post-test findings, it can be concluded that integrating Spotify's auditory materials substantially improves learners' reading comprehension. The experimental class showed a significant improvement in post-test scores compared to their pre-test results after receiving treatment through Spotify-based reading-while-listening (RwL) activities. The

mean pre-test score was 60.0% (SD = 6.3%), while the mean post-test score increased to 81.7% (SD = 9.8%), indicating a mean gain of 21.7%. This improvement was statistically supported by the paired samples t-test, which indicated a highly significant difference in students' reading comprehension achievement ( $t(5) = -13.000, p < 0.001$ ), with a very large effect size (Cohen's  $d = 2.67$ ).

The most notable improvement was observed in vocabulary in context, which increased from 0% in the pre-test to 83.3% in the post-test (+83.3%). Main idea identification also improved substantially from 41.7% to 91.7% (+50.0%), while inference and tone or mood skills both reached 100% in the post-test. These findings indicate that the integration of audio and text through Spotify helped students process reading material more effectively by strengthening the connection between spoken and written language. Therefore, the use of Spotify audio content was proven to be effective in improving students' English reading comprehension, particularly in vocabulary acquisition, main idea identification, and inferential comprehension skills.

## 2. What are learners' perceptions of using Spotify as a tool that combines audio and text to improve their reading comprehension?

The findings from the questionnaire analysis and semi-structured interviews reveal that students have positive perceptions toward the use of Spotify as a tool that combines audio and text for improving reading comprehension. From the cognitive aspect, all students (100%) reported increased motivation, better vocabulary understanding, improved word recognition, and found reading activities less boring when using Spotify. From the affective aspect, the majority of students expressed positive attitudes toward the usefulness of Spotify, enjoyed learning through the platform, felt more confident in understanding English texts, and stated they would recommend Spotify to other students for learning English. Furthermore, from the conative aspect, students demonstrated positive learning behaviors, with all students agreeing that they actively used Spotify outside the

classroom, found it easier to answer comprehension questions, and could apply new vocabulary in daily conversations.

The thematic analysis of interview data revealed three major themes that explain students' positive perceptions: (1) Enhanced Engagement – students reported that Spotify made reading activities fun and interactive, comparing the experience to "karaoke" and stating that reading became less boring; (2) Phonological Reinforcement – students explained that hearing words while reading simultaneously helped them guess meanings faster and connect sounds with written words; and (3) Motivation via Personalisation – students valued the ability to choose content matching their personal interests, which made learning feel natural and encouraged autonomous learning.

Observations confirmed high engagement with a mean score of 4.36 out of 5. Overall, these results indicate that Spotify is well received by students and positively supports reading comprehension learning in terms of motivation, attitude, and learning behavior.

## **B. Recommendations**

In accordance with the conclusions reached, the researcher proposes the following recommendations for consideration:

### **1. For Students**

Students are encouraged to integrate Spotify into their daily English learning routine. By utilising the platform's extensive library of English songs and podcasts, students can practice reading-while-listening activities outside the classroom to reinforce their vocabulary acquisition, pronunciation, and overall reading comprehension. Students should actively explore content that matches their personal interests, as this can sustain motivation and make learning more enjoyable. Additionally, students are encouraged to use the real-time lyrics and podcast transcript features to strengthen the connection between spoken and written language. Setting specific learning goals, such as understanding the lyrics

of one new song or the content of one podcast episode per week, can help students track their progress and maintain consistent practice.

## 2. For Teachers

As indicated by the findings of this study, it is recommended that English teachers integrate Spotify audio content into reading instruction as an innovative and engaging learning medium. The platform can create a more interactive learning environment by providing authentic audio-text input through songs with lyrics and podcasts with transcripts. Teachers are encouraged to design Reading-while-Listening activities that align with the features of Spotify to maximise its effectiveness in improving students' reading comprehension.

Furthermore, teachers should provide structured guidance and appropriate scaffolding when implementing Spotify in the classroom. Beginning with simple tasks, such as identifying main ideas from familiar songs, and gradually increasing the level of difficulty to include podcasts with more complex vocabulary and abstract themes, can help students build confidence and understanding. Teachers should also consider incorporating collaborative learning activities, such as pair or group discussions about song meanings or podcast content, to enhance students' motivation and promote peer learning. Providing students with autonomy to choose content that matches their interests can further increase engagement and encourage autonomous learning beyond the classroom.

## 3. For Future Researchers

For future scholarly work, it is suggested that researchers investigate the integration of Spotify audio content with larger samples, across multiple educational levels (including secondary schools and language institutes), and employing diverse research designs (such as quasi-experimental or longitudinal studies) to achieve more comprehensive results. Future research may also examine additional variables, such as the differential effects of songs versus podcasts on reading comprehension, the long-term retention of vocabulary and comprehension skills, or the comparison of Spotify with other digital learning

platforms (such as Apple Music, YouTube, or dedicated language Learning Apps) to provide deeper insights into effective strategies for improving reading comprehension.

Additionally, future researchers could investigate the integration of Spotify with other language skills, such as speaking and writing, to explore the broader impact of audio-text integration on overall language proficiency. Research could also examine the role of specific Spotify features, such as the real-time lyrics function, speed adjustment, and personalised recommendations, in facilitating different aspects of reading comprehension. Finally, action research studies conducted in authentic classroom settings could help develop and refine pedagogical strategies for effectively integrating Spotify into EFL reading instruction.

#### 4. For Educational Institutions

Universities and schools are encouraged to support the integration of technology into language instruction by ensuring students have access to reliable internet connections and devices. Institutions should consider providing training for teachers on integrating digital platforms like Spotify into their pedagogical practices. Additionally, curriculum developers could explore incorporating multimodal learning approaches that leverage familiar platforms to create more engaging and effective learning environments. Supporting research on technology-assisted language learning can help build evidence-based practices that enhance student outcomes.

#### 5. For Spotify Platform Developers

Platform developers are recommended to consider enhancing educational features for language learning. This could include developing integrated dictionary look-up functions, vocabulary tracking tools, comprehension quizzes, and curated playlists designed specifically for language learners at different proficiency levels. Ensuring consistent availability of accurate transcripts for all educational content and improving accessibility features (such as adjustable speed, visual aids, and translation options) could further support language learners. Developing resources

to help educators effectively use the platform for language instruction would also be beneficial.

### **C. Closing Remarks**

This study has demonstrated that integrating Spotify audio content can significantly improve EFL students' reading comprehension while simultaneously delivering a pleasurable and stimulating educational encounter. The triangulation of quantitative results and qualitative observations provides a comprehensive view of the value of Reading-while-Listening practices, through a familiar and accessible platform. The findings suggest that, technology when thoughtfully integrated into language education can transform learning experiences from passive to active, from boring to engaging, and from isolated to connected. As digital natives, today's students are already immersed in technology; educators have the opportunity and responsibility to harness these tools for meaningful learning outcomes.

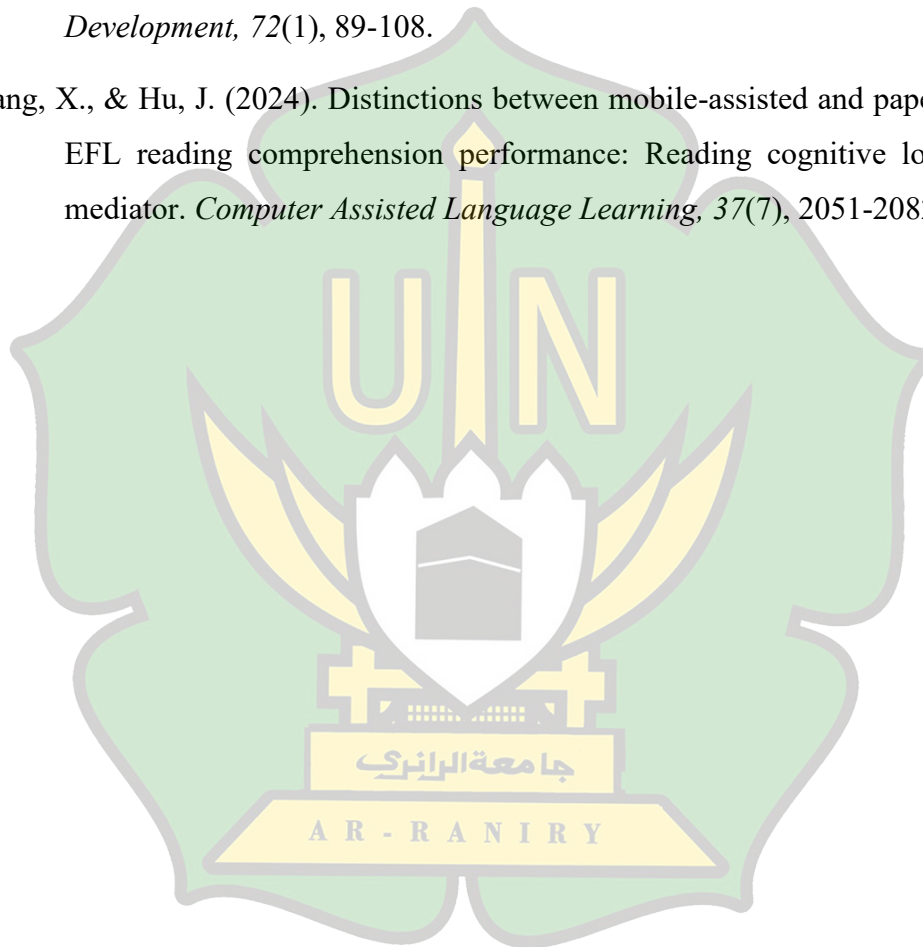
It is hoped that the evidence generated by this research will contribute to the broadening body of work on digitally supported language learning and foster continued inquiry and pedagogical creativity in EFL instructional contexts. By embracing multimodal approaches and leveraging the affordances of digital platforms, educators can create learning environments that are not only effective but also enjoyable, relevant, and empowering for students. The integration of Spotify audio content represents one such approach that holds promise for enhancing reading comprehension and fostering a lifelong love for learning English.

## REFERENCES

- Alyousef, H. S. (2020). Teaching reading comprehension to ESL/EFL learners. *Journal of Language Teaching and Research*, 11(5), 711-721.
- Azizah, N., & Suryani, L. (2023). Mobile-assisted reading platforms and EFL students' comprehension. *Indonesian Journal of Applied Linguistics*, 12(3), 345-358.
- Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. SAGE Publications.
- Butar Butar, E. L., & Katemba, C. V. (2022). EFL students' perceptions toward vocabulary learning by listening to English songs on Spotify. *Journey: Journal of English Language and Pedagogy*, 6(1), 45-56.
- Chan, M., et al. (2021). Music-based learning and cognitive development in language acquisition. *Journal of Educational Psychology*, 113(4), 789-804.
- Rahmawati, D., & Sari, F. M. (2022). *The Use of Digital Media to Motivate Students in Reading English Texts*. *Journal of English Education and Applied Linguistics*, 11(2), 55–66.
- Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Creswell, J. W., & Plano Clark, V. L. (2021). *Designing and conducting mixed methods research* (4th ed.). SAGE Publications.
- Fiani, R., & Taufiq, M. (2023). The impact of Spotify podcasts on EFL learners' listening comprehension and motivation. *Journal of Language and Linguistic Studies*, 19(2), 112-128.

- Figueiredo, S. (2023). The effect of mobile-assisted learning in real language attainment: A systematic review. *Journal of Computer Assisted Learning*, 39(4), 1083–1102.
- Hamsia, W., & Roifah, R. (2023). Using interactive media of Spotify in listening comprehension for students in intensive English course of language center in Universitas Muhammadiyah Surabaya. *JEELL (Journal of English Education, Linguistics and Literature) English*, 10(1), 1-12.
- Grabe, W., & Stoller, F. L. (2021). *Teaching and Researching Reading* (3rd ed.). Routledge.
- Hasanah, N., & Suryanto, M. (2024). Spotify as a digital learning platform for EFL learners. *Journal of Educational Technology and Language Learning*, 15(1), 78-93.
- Kukulska-Hulme, A. (2022). Mobile-assisted language learning: Autonomy and multimodal comprehension. *ReCALL*, 34(2), 156-172.
- Field, A. (2022). *Discovering Statistics Using IBM SPSS Statistics* (6th ed.). SAGE.
- Lincoln, Y. S., & Guba, E. G. (2021). *Naturalistic Inquiry* (Updated Ed.). SAGE Publications.
- Kukulska-Hulme, A. (2022). *Mobile-assisted language learning and learner autonomy in digital environments*.
- Maulida, R. K. (2024). *The Use of English Songs Through Spotify Application to Improve Students' Ability in Listening*. Indralaya: Prodi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya.
- Nation, I. S. P. (2022). *Learning Vocabulary in Another Language* (3rd ed.). Cambridge University Press.
- Putri, M. M., & Solusia, C. (2024). Students' perception on the use of Spotify podcast towards students' speaking skills. *Journal of English Language Teaching*, 13(4), 234-249.

- Widiawati, Y., Siregar, E., & Sonjaya, I. (2024). The application design based on Mobile Assisted Language Learning (MALL) to improve reading comprehension. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 29(2). <https://doi.org/10.24090/insania.v29i2.8927>
- Yaneva, V., et al. (2024). Multimodal input and reading comprehension: The role of audio reinforcement. *Educational Technology Research and Development*, 72(1), 89-108.
- Yang, X., & Hu, J. (2024). Distinctions between mobile-assisted and paper-based EFL reading comprehension performance: Reading cognitive load as a mediator. *Computer Assisted Language Learning*, 37(7), 2051-2082.



**A**

**P**

**P**

**E**

**N**

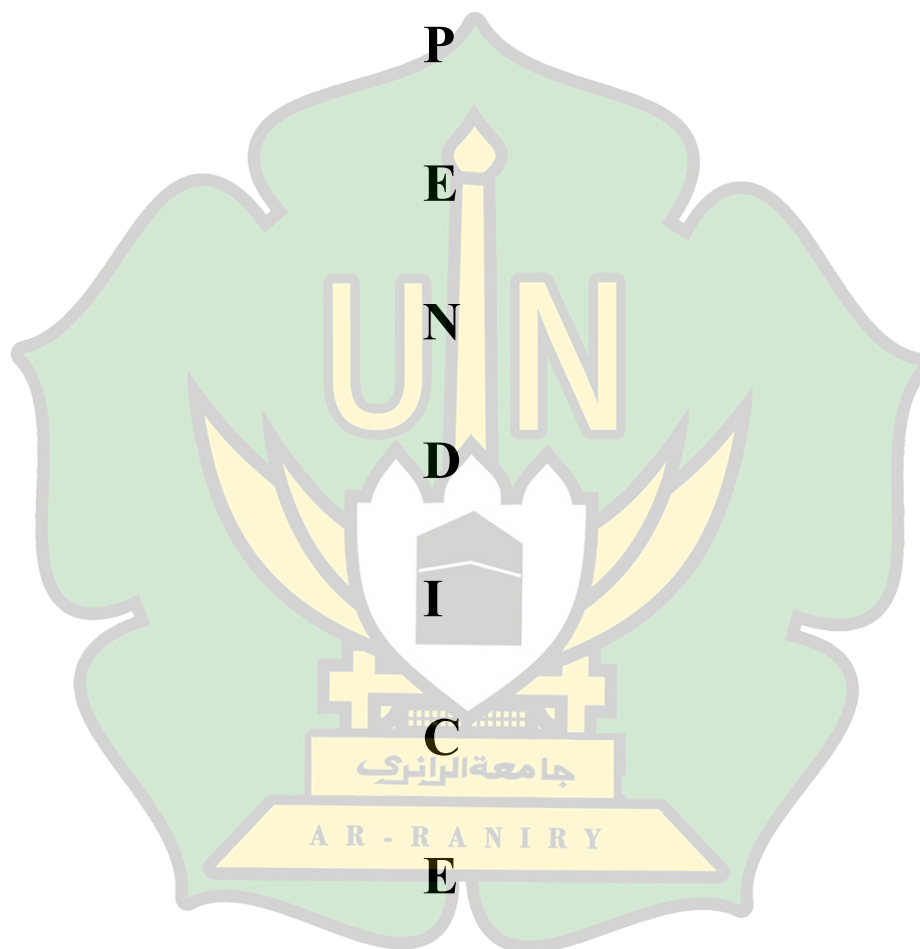
**D**

**I**

**C**

**E**

**S**



## Appendix 1. Letter of Appointment Supervisor

  
**KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
**NOMOR: 373 TAHUN 2026**  
**TENTANG:**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**  
**DENGAN RAHMAT TUHAN YANG MAHA ESA**  
**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

**Menimbang**

**Mengingat**

**Menetapkan**

**KESATU**

**KEDUA**

**KETIGA**

**KEEMPAT**

**KELIMA**

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.

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 Pembentengan PNS di Lingkungan Depag RI;

10. Keputusan Menteri Keuangan Nomor 293/Km.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**

Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

Menunjuk Saudara:

**Prof. Dr. Muhammad Nasir, M.Hum**

Untuk membimbing Skripsi

Nama : **Hamlet Persepti**

NIM : **190203128**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Integrating Spotify Audio Content To Improve EFL Students' Reading Comprehension**

Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

Pembayaran akibab keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2026 Tanggal 01 Desember 2025 Tahun Anggaran 2026.

Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan.

Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

**Tertutupasi**

1. Salinan Keputusan ini diserahkan kepada:

2. Direktur Pendidikan Islam Kementerian Agama RI di Jakarta;

3. Direktur Perguruan Tinggi Kementerian Agama RI di Jakarta;

4. Kantor Pelayanan Perpustakaan Negeri (KPPN) di Banda Aceh;

5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;

6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;

7. Yang Berkepentingan;

8. Arsip.

Ditetapkan di : Banda Aceh

Pada tanggal : 07 April 2026

Dekan

  
**Saiful Muluki**

pusaka

## Appendix 2. Done Research Confirmation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS  
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email : [pbi.fbk@ar-raniry.ac.id](mailto:pbi.fbk@ar-raniry.ac.id). Website : <https://ar-raniry.ac.id>

---

**SURAT KETERANGAN**  
Nomor: B-192/Un.08/PBI/Kp.01.2/4/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

|        |                                                              |
|--------|--------------------------------------------------------------|
| Nama   | : Hanief Furgani                                             |
| NIM    | : 190203128                                                  |
| Prodi  | : Pendidikan Bahasa Inggris                                  |
| Alamat | : Jl.Kawet dsn tgg dicot ceurih, Ulee Kareng Kota Banda Aceh |

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

**"Integrating Spotify Audio Content To Improve EFL Students' Reading Comprehension."**

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 27 April 2026  
Ketua Prodi Pendidikan Bahasa Inggris,  
  
Syarifah Dahliana

### **Appendix 3. Pre-test and Post-test Questions**

#### **PRE-TEST**

*Pre-test for Research Thesis Title: Integrating Spotify Audio Content To Improve EFL Students' Reading Comprehension*

Dear Participant,

This pre-test is administered via Google Forms to assess your initial reading comprehension proficiency before the research intervention using Spotify audio content. Your responses will help measure baseline understanding and progress throughout the study.

Participation is voluntary, anonymous, and confidential. No personal identifiers will be collected, and data will be used solely for academic purposes in accordance with ethical research standards. Completion should take approximately 10–15 minutes.

#### **Identity**

Students' Name :

Students' ID Number :

**What is your current English proficiency level?**

- a. Beginner
- b. Elementary

- c. Intermediate
- d. Upper-Intermediate
- e. Advance

**Frequency of using Spotify each day :**

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

**Note:** Use the Microphone (Lyrics) feature in the Spotify application via the link provided below, listen carefully to the audio content while reading the corresponding on-screen lyrics, and then answer the questions based on your comprehension and your current level of English proficiency.

**Songs Material:**

Read the texts below and choose the correct answer.

**Text 1 – Young Dumb & Broke – Khalid**

The song *Young Dumb & Broke* reflects on the carefree nature of youth, where teenagers navigate life with limited money but unlimited dreams and friendships. Khalid sings about being young, making mistakes, and not having everything figured out. Despite the challenges, the song celebrates the freedom and joy of being young,

surrounded by friends, and living in the moment. It reminds listeners that youth is a time for growth, learning, and enjoying life without worrying too much about the future.

**Main Idea :**

1. What is the song mainly about? \*
  - a. Being young and enjoying life with friends
  - b. How to become rich
  - c. Going to school every day
  - d. Working hard all the time

**Detail Information :**

2. In the text, what does the singer say about being young? \*
  - a. It is boring
  - b. It is a time to make mistakes and have fun
  - c. It is only for rich people
  - d. It is stressful all the time

**Inference :**

3. From the text, we can guess that the singer thinks friends are \*
  - a. not important
  - b. important during youth
  - c. only useful for money

- d. always perfect

## **Text 2 – Ballroom Extravaganza – DPR IAN**

In *Ballroom Extravaganza*, DPR IAN explores themes of identity, self-expression, and emotional release. The song paints a vivid picture of a ballroom where individuals can escape reality and express their true selves through dance and music. The lyrics suggest a sense of freedom and defiance against societal expectations. However, beneath the glamour, there is also a sense of loneliness and the search for genuine connection. The song blends energetic beats with introspective lyrics, encouraging listeners to embrace their uniqueness and find comfort in self-expression.

### **Main Idea :**

1. What is the song mostly about? \*
  - a. A place where people can be themselves through dance and music
  - b. A competition to win money
  - c. A story about going to school
  - d. A sad event with no hope

### **Detail Information :**

2. In the text, what does the ballroom allow people to do? \*
  - a. Escape reality and express their feelings
  - b. Hide from their friends

- c. Become famous quickly
- d. Forget all their problems forever

**Inference:**

3. From the text, we can guess that the singer wants listeners to \*
  - a. be unique and express themselves
  - b. follow what everyone else does
  - c. avoid dancing completely
  - d. only care about money

**Text 3 – History – One Direction**

The song *History* by One Direction is about reflecting on past memories, friendships, and experiences shared with loved ones. The lyrics express gratitude for the journey and the bond formed over time. The singers acknowledge that life changes and people grow apart, but the memories and the impact they had on each other will never fade. The song carries a nostalgic tone, celebrating the good times while accepting that everything eventually comes to an end. It encourages listeners to appreciate the people who have shaped their lives and to hold on to the meaningful moments they have shared.

**Main Idea**

1. What is the song mainly about? \*
  - a. Remembering good times with friends and loved ones

- b. How to become a famous singer
- c. Moving to a new country
- d. Buying expensive things

### **Detail Information**

2. According to the text, what will never fade? \*

- a. Money
- b. Memories and impact of loved ones
- c. Fame
- d. Material things

### **Inference**

3. From the text, we can guess that the singers are feeling \*

- a. angry
- b. grateful and nostalgic
- c. bored
- d. scared

### **Text 4 – Podcast: Is Perfectionism Just Procrastination in Disguise? – Jon**

**Youshaei**

In the podcast, the speaker talks about perfectionism and procrastination. Perfectionism means wanting everything to be perfect before starting or finishing a task. Sometimes, this attitude leads people to delay their work because they are afraid

of mistakes. The speaker says that perfectionism can look like hard work, but it can actually become a form of procrastination. Students can reduce this by setting small goals and starting tasks early.

**Main Idea :**

**1. What is the podcast mostly about?**

- a. How perfectionism can cause procrastination
- b. How to become a famous speaker
- c. How to travel the world
- d. How to cook healthy food

**Detail Information :**

**2. According to the text, what does perfectionism sometimes lead to?**

- a. Finishing work faster
- b. Delaying work because of fear of mistakes
- c. Getting better grades
- d. Making more friends

**Detail Information :**

**3. What does the speaker say students can do to reduce perfectionism?**

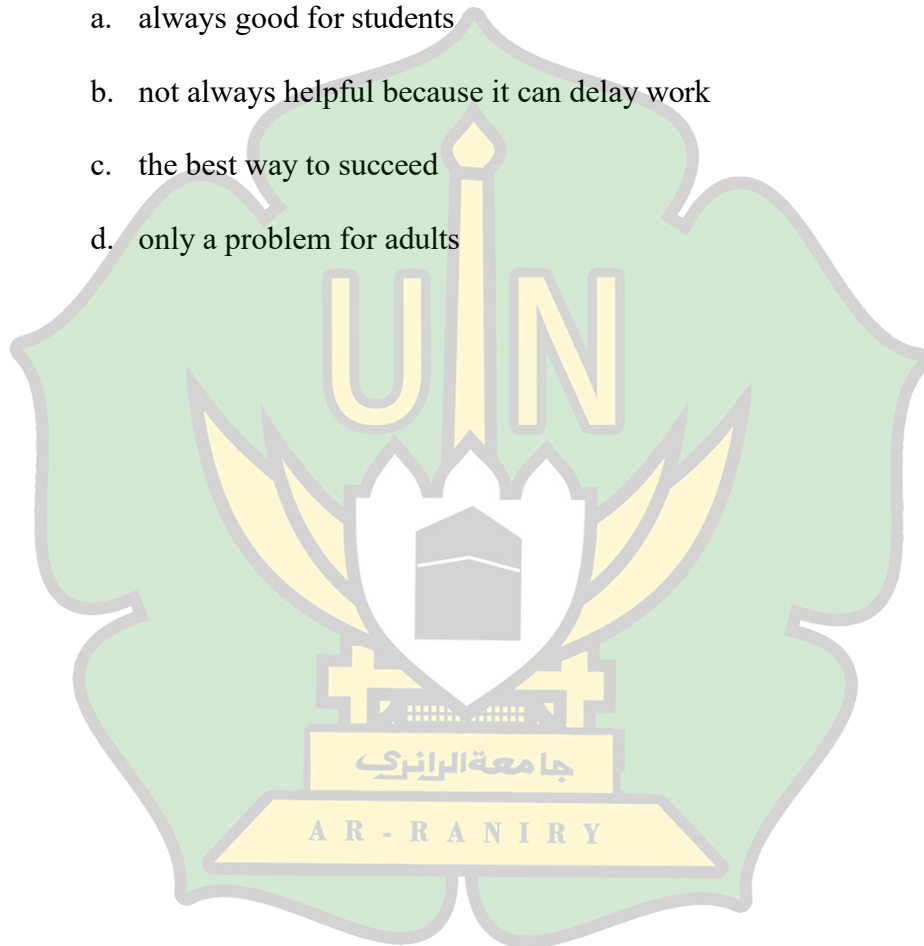
- a. Wait until the last minute
- b. Set small goals and start tasks early
- c. Only work on big projects

- d. Never ask for help

**Inference :**

**4. From the text, we can guess that the speaker thinks perfectionism is**

- a. always good for students
- b. not always helpful because it can delay work
- c. the best way to succeed
- d. only a problem for adults



## **POST-TEST**

Post-test for Research Thesis Title: Integrating Spotify Audio Content To Improve  
EFL Students' Reading Comprehension

**Dear Participant,**

The post-test is administered via Google Forms as a final assessment to evaluate participants' reading comprehension proficiency following the completion of the research intervention using Spotify audio content. This digital instrument facilitates efficient data collection, ensures standardized question delivery, and enables immediate analysis of respondents' progress and achievement in the study context.

Your responses will provide critical data to evaluate how auditory-visual interactions on Spotify support EFL reading skills. Participation is entirely voluntary, anonymous, and confidential. No personal identifiers will be collected, and data will be used solely for academic purposes in accordance with ethical research standards. Completion should take approximately 10-15 minutes.

### **Identity**

Students Name:

Students ID number:

**What is your current English proficiency level?\***

- a. Beginner

- b. Elementary
- c. Intermediate
- d. Upper-Intermediate
- e. Advance

**Frequency Of Using Spotify Each Day:\***

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

*Note : Use the **Microphone (Lyrics) feature** in the Spotify application via the link provided below, listen carefully to the audio content while reading the corresponding on-screen lyrics, and then answer the questions based on your comprehension and your current level of English proficiency.*

**Songs Material:**

Read the texts below and choose the correct answer

**Text 1 – [Beautiful People – Ed Sheeran ft. Khalid](#)**

The song *Beautiful People* talks about the pressure to fit in and look perfect in social situations. The singers describe parties where everyone tries to act cool and rich, but they say

that being yourself is more important than pretending to be someone else. The song encourages listeners to ignore judgment from others and to appreciate their own simple and real life. It also reminds people that not everything that looks beautiful on the outside is truly meaningful.

**Main Idea:**

**1. What is the primary theme of the song lyrics?**

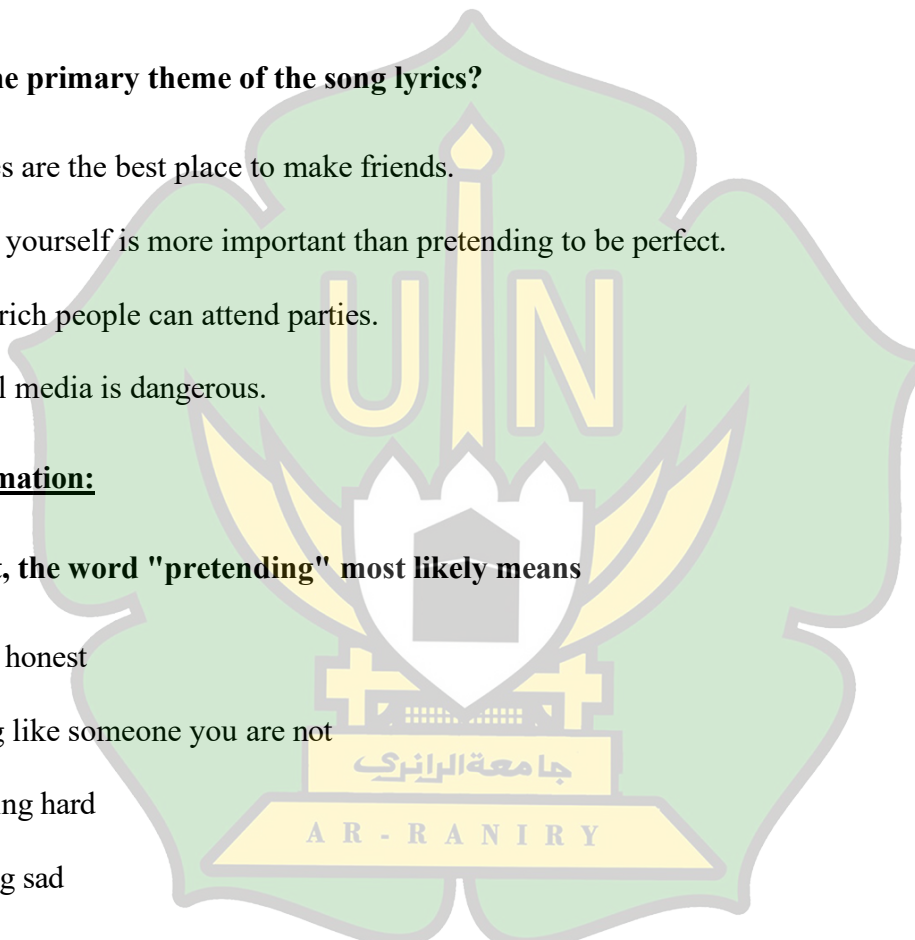
- a. Parties are the best place to make friends.
- b. being yourself is more important than pretending to be perfect.
- c. Only rich people can attend parties.
- d. Social media is dangerous.

**Detail Information:**

**2. In the text, the word "pretending" most likely means**

- a. being honest
- b. acting like someone you are not
- c. working hard
- d. feeling sad

**Inference:**



**3. From the text, we can infer that the singers want listeners to**

- a. judge other people
- b. appreciate their own simple and real life
- c. attend more parties
- d. become rich quickly

[Memories - Maroon 5](#)

**Text 2 – *Memories* - Maroon 5**

In the song Memories, the band sings about remembering friends and loved ones who are no longer with them. The song has a sad but beautiful tone. The lyrics say that even though people come and go, the memories stay forever. The song encourages listeners to cherish the moments they have with the people they love because life is short and precious.

**Contextual meaning:**

**1. What does the text mainly describe?**

- a. A school reunion
- b. A band's journey and memories with their fans
- c. Remembering friends and loved ones who are gone
- d. A birthday celebration

**Scanning for details**

**2. The tone of the text is mostly?**

- a. angry and aggressive
- b. sad but beautiful and reflective
- c. funny and silly
- d. scary and frightening

### 3. According to the text, what stays forever?

- a. Money and wealth
- b. Memories of loved ones
- c. Fame and popularity
- d. Expensive gifts

### DPR IAN - NERVES

#### **Text 3 – *Nerves* – DPR IAN**

In *Nerves*, the singer describes a person experiencing anxiety and emotional vulnerability while trying to maintain a composed appearance. The voice in the song confesses inner turmoil: racing thoughts, fear of being judged, and the urge to withdraw from social situations. Yet amid the nervousness there is honesty—an admission that pain and insecurity are real, and that confronting these feelings is part of healing. The mood combines tense urgency with moments of fragile openness.

#### **1. Which theme is most central in the text ?**

- a. Celebrating success and wealth
- b. Anxiety, vulnerability, and honesty about feelings

- c. Planning a vacation with friends
- d. Learning a new skill

**2. The phrase "confronting these feelings is part of healing" implies that the singer believes people should?**

- a. hide their emotions forever
- b. face and acknowledge their emotions
- c. ignore other people's problems
- d. pretend everything is fine

**Is Perfectionism just Procrastination in Disguise? - Jon Youshaei**

**Text 4 – Podcast: *Is Perfectionism Just Procrastination in Disguise?***

In the podcast, the speaker talks about perfectionism and procrastination. Perfectionism means wanting everything to be perfect before starting or finishing a task. Sometimes, this attitude leads people to delay their work because they are afraid of mistakes. The speaker says that perfectionism can look like hard work, but it can actually become a form of procrastination. Students can reduce this by setting small goals and starting tasks early.

**1. According to the text, perfectionism can sometimes lead to ?**

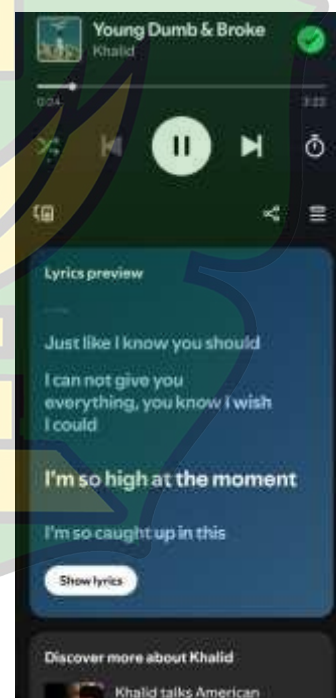
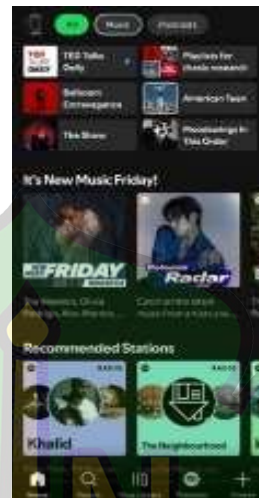
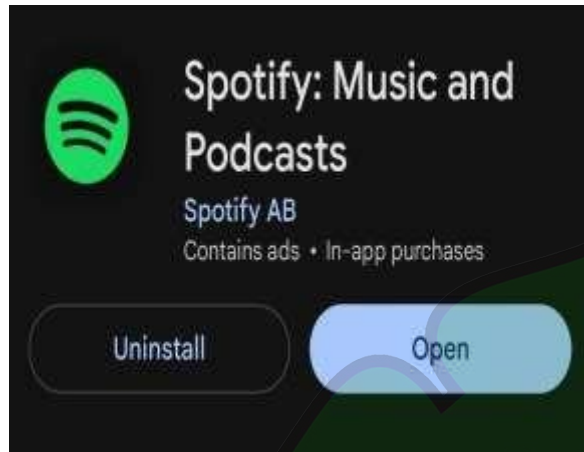
- a. better time management
- b. delayed work because of fear of mistakes
- c. immediate task completion
- d. increased collaboration

**2. Which strategy does the speaker recommend to reduce perfectionism that acts like procrastination?**

- a. Wait for inspiration before starting
- b. Set small goals and start tasks early
- c. Focus only on major projects
- d. Avoid feedback from others



#### Appendix 4. Application Display



**Appendix 5. Pre-test and Post-test Scores students**

**TABEL PERHITUNGAN SKOR PRE-TEST DAN POST-TEST PER PARTISIPAN**

| Name (Initial)                     |      | Pre-Test (/10)     | Post-Test (/10) | Gain (+) |
|------------------------------------|------|--------------------|-----------------|----------|
| MA                                 | 5    | 7                  | +2              |          |
| AS                                 | 6    | 8                  | +2              |          |
| NR                                 | 6    | 8                  | +2              |          |
| SAR                                | 6    | 8                  | +2              |          |
| NASH                               | 7    | 8                  | +1              |          |
| SR                                 | 5    | 10                 | +5              |          |
| Total                              | 35   | 49                 | 14              |          |
| Rata-rata                          | 5.83 | 8.17               | +2.33           |          |
| <b>Keterangan</b>                  |      | <b>Perhitungan</b> |                 |          |
| Total jawaban benar<br>(Pre-test)  |      | 5+6+6+6+7+5        |                 |          |
| Total jawaban benar<br>(Post-test) |      | 7+8+8+8+8+10       |                 |          |

## **Appendix 6. *Semi-Structured Interviews Questions***

### **Semi-Structured Interview Questions for Qualitative Data**

#### **General Experience & Perceptions**

1. How do you feel about the overall experience of using Spotify for learning English and reading comprehension?
2. What was your initial reaction to using songs and podcasts instead of traditional reading materials?

#### **Engagement & Motivation (Theme 1: Enhanced Engagement)**

3. How did using Spotify (with lyrics/transcripts) change the way you felt about reading activities? Did it make it more or less interesting?
4. Was the experience of reading while listening to music similar to anything else you do for fun (e.g., karaoke)? Why or why not?
5. What did you enjoy most about the Spotify-based reading activities?

#### **Cognitive & Comprehension Process (Theme 2: Phonological Reinforcement)**

6. When you listened to the audio while reading the lyrics/transcripts at the same time, how did that affect your understanding of the text?
7. Did hearing the words help you figure out the meaning of new or unfamiliar vocabulary? Can you describe how?
8. Did the simultaneous listening and reading help you identify the main ideas or the mood/tone of the text more easily?

#### **Personalisation & Autonomy (Theme 3: Motivation via Personalisation)**

9. How did the ability to choose songs or podcasts that you like affect your motivation to study?
10. Did using Spotify encourage you to continue learning English outside of the classroom sessions? If so, how?

### **Challenges & Difficulties**

11. Did you face any difficulties while navigating the Spotify app, following the synchronized lyrics, or reading the transcripts during the activities?
12. Was it ever difficult to concentrate on the text while listening to the music or podcast at the same time? How did you handle it?

### **Overall Impact & Recommendations**

13. Do you feel more confident now in understanding English texts after this experience? Why or why not?
14. Would you recommend this method to other students? What would you tell them about it?
15. Is there anything you would change about the activities or the way Spotify was used to make it better for learning?

## **Appendix 7. Autobiography**

Name : Hanief furqani  
Gender : Male  
Place/Date of Birth : Banda Aceh / 9 Agustus 2000  
Address : Ceurih, Ulee Kareng, Banda Aceh, Aceh. 23117  
Nationality : Indonesian  
Religion : Islam  
Status : Student  
Faculty / Department : Faculty of Tarbiyah and Teacher Training / Department of English Language Education  
Phone No. : +62 823 6930 4125  
Email : 190203128@student.ar-raniry.ac.id

### **Educational Background**

Elementary School (Year) : MIN 5 Kota Banda Aceh (2006 - 2012)  
Junior High School (Year) : SMPN 3 Ingin Jaya, Aceh Besar (2012 - 2015)  
Senior High School (Year) : SMAN 1 Krueng Barona Jaya, Aceh Besar (2015 – 2018)

### **Parental Information**

Father's Name : Jamaluddin Muja  
Father's Occupation : -  
Mother's Name : Roswati  
Mother's Occupation : Foster mother (Residential care home)

Father's Address : Jl. Angsa, Lr 2 (komplek perumahan guru), kel.  
Batoh, Kec. Lueng Bata, Kota Banda Aceh, Aceh  
23127, Indonesia

Mother's Address : Jl. Tgk Syeh, Desa Lamreung, Lampeunerut, Kec.  
Darul Imarah, Aceh Besar, Aceh.

