



COLLEGE STUDENTS' PERSPECTIVES ON THE USE OF SPOTIFY APPLICATION FOR IMPROVING LISTENING SKILLS: A QUALITATIVE STUDY

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Accepted :

14 July 2026

Published :

15 July 2026

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ABSTRACT

This study aims to investigate the perspectives of students from the English Education Study Program at Universitas Muhammadiyah Palembang regarding the use of the Spotify application as a learning medium for improving listening skills. The research was motivated by the importance of listening skills in English language learning and the advancement of technology that offers various alternative learning media, such as Spotify. This research employed a quantitative approach using a survey method with a questionnaire distributed to 50 students. The findings revealed that students had a positive perception of using Spotify as a listening learning tool. Most respondents agreed that Spotify helps enhance their listening abilities, provides diverse learning materials, and motivates them to study English independently. In conclusion, Spotify can be considered an effective alternative learning medium for improving students' listening skills

Keywords: *Student Perception, Spotify, Learning Media, Listening Skills, English Language.*

1. INTRODUCTION

English is widely recognized as an international language that plays a crucial role in education, communication, science, and professional development (Saputri et al., 2025; Alfisuma et al., 2024; Fitria, 2022). To achieve communicative competence, learners are expected to master four fundamental language skills: listening, speaking, reading, and writing. Among these skills, listening serves as the foundation for language acquisition because it provides learners with the linguistic input necessary to develop vocabulary, pronunciation, grammar, and overall communicative ability (Brown, 2017; Muslimin et al., 2022; Suyitno et al., 2021). According to Rost (2011), listening is not merely a passive activity of hearing sounds but an active cognitive process involving understanding, interpreting, and responding

to spoken language. Similarly, Nation and Newton (2020) emphasize that listening provides essential language input that supports the development of other language skills.

Despite its importance, listening remains one of the most challenging skills for English as a Foreign Language (EFL) learners. Many university students experience difficulties in understanding authentic spoken English due to factors such as unfamiliar vocabulary, different accents, rapid speech delivery, and limited exposure to real-life English communication. Traditional classroom instruction often provides limited opportunities for students to practice listening outside formal learning environments, making it necessary to integrate digital learning resources that facilitate autonomous and continuous

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learning (Vandergrift & Goh, 2012; Xu et al., 2017; Dash, 2022).

The rapid development of digital technology has significantly transformed language learning by providing learners with greater access to authentic learning materials through mobile applications and online platforms (Nguyen & Habók, 2022; Azamatova et al., 2023; Hoe, 2022). Mobile-assisted language learning (MALL) enables students to learn English anytime and anywhere using smartphones and internet-based applications (Ginting & Fithriani, 2021; Darsih & Asikin, 2020; Shortt et al., 2023). Previous studies have shown that mobile technologies increase learner flexibility, motivation, engagement, and independent learning habits (Kukulska-Hulme & Shield, 2008; Burston, 2015). Consequently, educational technology has become an increasingly important component of English language instruction in higher education.

Among the various digital platforms available, Spotify has emerged as a popular audio-streaming application that offers diverse English-language content, including podcasts, audiobooks, interviews, educational programs, and songs (Novak et al., 2023; Widiastuti et al., 2022). Unlike conventional listening materials used in classrooms, Spotify provides authentic audio resources that expose learners to natural pronunciation, various English accents, contextual vocabulary, and real-world communication. Its personalized recommendations, offline listening feature, playlist organization, and ease of accessibility make Spotify a potentially valuable medium for supporting listening practice beyond classroom settings.

Previous research has demonstrated the educational benefits of Spotify in English language learning. Cahya et al. (2024) reported that Spotify significantly improved students' listening achievement by providing engaging and authentic listening materials. Likewise, Hasan and Hoon (2013) argued that authentic audio materials contribute

positively to learners' listening comprehension because they expose students to natural language use in meaningful contexts. However, while numerous studies have examined the effectiveness of Spotify in improving listening performance, relatively few have explored how university students perceive the application as a learning medium, particularly from a qualitative perspective that allows learners to express their experiences, opinions, and challenges in depth.

Students' perspectives are important because learners' acceptance of educational technology influences their willingness to use it consistently. According to Davis's (1989) Technology Acceptance Model (TAM), two major factors determine technology acceptance: perceived usefulness and perceived ease of use. When students believe that a technology is useful and easy to operate, they are more likely to adopt it as part of their learning process. Furthermore, Gardner (2019) argues that learners' motivation and attitudes toward language learning significantly influence their language achievement. Therefore, understanding students' perceptions of Spotify can provide valuable insights into how digital media support listening development and learner motivation.

Based on these considerations, this study aims to explore college students' perspectives on the use of the Spotify application for improving English listening skills. Specifically, the study investigates students' perceptions of Spotify's usefulness, accessibility, content quality, and contribution to listening comprehension and learning motivation. Through a qualitative approach supported by questionnaire data and interviews, this study seeks to provide a deeper understanding of students' learning experiences while offering pedagogical implications for English lecturers seeking to integrate digital audio platforms into listening instruction.

COLLEGE STUDENTS' PERSPECTIVES ON THE USE OF SPOTIFY APPLICATION FOR IMPROVING LISTENING SKILLS: A QUALITATIVE STUDY

2. LITERATURE REVIEW

In research, perspective often refers to the study subject's viewpoint on a certain phenomenon being observed or examined. This viewpoint is important in research because it influences how people see, evaluate, and interpret the event under study. The perspective of students refers to their beliefs, attitudes, and motivations regarding the use of technology in learning (Gardner, 2004). There is the Technology Acceptance Model (TAM) (Davis, 1989). Theory Technology Acceptance Model (TAM) (Davis, 1989). The perspective is influenced by perceived usefulness and perceived ease of use. Gardner's Motivation Theory is a combination of integrative motivation (interest in the culture of the language) and instrumental motivation (practical goals). Perspective is the internal process by which individuals experience and interpret an object or event, shaped by exposure to carefully selected and controlled external stimuli (Siregar, 2022)

Multimedia is defined as the use of various media to represent or transmit information, including text, graphics, animations, audio, video, or a combination of these components. The use of the Spotify platform as a medium for learning English through features such as podcasts, songs, and audio materials (Rusman, 2018). Additionally, listening is an activity that is frequently used in our daily lives. During the listening process, listeners should focus on what they are hearing. Then, by trying to gather information from what they had listened to, people learn a language by listening. A person learning a second language will first listen to the language, then speak it, and subsequently learn how to read and write. Listening is an active process that requires full attention, understanding, and processing of the information being heard.

Listening requires effort and mental engagement because it is not just about

hearing sounds but also about understanding the message conveyed or the meaning behind those sounds. Listening is half of the communication process. It presupposes a willingness and the competence to understand what is said. Hearing and listening are also processes of communication and learning, as well as communication and visual learning, where a message is delivered by the sender and explained by the receiver (Smaldino, 2012)

The previous researcher's work is "Spotify Application as a Medium to Improve Students' Listening Ability" by Cahya in 2024. The study's results demonstrated that pupils' listening skills improved significantly after using the Spotify app. The mean test scores rose from 42.89 in the pre-test to 82.42 in the post-test, representing a 39.52% improvement in listening skills. This improvement was further validated by statistical analysis, with a t-test result of 5.72 over the threshold value of 2.026, suggesting a statistically significant difference. Furthermore, the research found that Spotify's many features—such as music discovery, personalised playlists, lyrics integration, and offline access—helped students engage and strengthen their listening abilities. Overall, the findings support the idea that Spotify is a useful, entertaining, and interactive medium for improving students' listening abilities while also motivating them via an

3. METHODS

This study employed a qualitative descriptive design to explore college students' perspectives on the use of the Spotify application for improving English listening skills. Data were collected through questionnaires, semi-structured interviews, and documentation. The questionnaire, consisting of 15 Likert-scale items, was administered to 50 students from different semesters of the English Education Study Program at FKIP Universitas Muhammadiyah Palembang to obtain

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information regarding their perceptions of Spotify as a learning medium. The interview data were used to provide deeper insights and support the questionnaire findings. Data were analyzed descriptively by summarizing questionnaire responses using percentages and interpreting the interview results to address the research objectives (Sugiyono, 2017).

On this research consists of open and ended questions. Five-point scales are also used for Likert scale questionnaires that require individuals to select one of the poles when a "neutral" option is not available. The following table of the Likert scale:

Table 1. Likert Scale

No.	Items	Score
1.	Strongly Disagree	1
2.	Disagree	2
3.	Neutral	3
4.	Agree	4
5.	Strongly Agree	5

Source : Sugiyono, (Mixed Methods) (2014)

The researcher interviewed five college students in different semesters of the English study program FKIP Muhammadiyah University Palembang. The following steps were used to interview the participants :

1. Determined who the participants interviewed. The participants were five college students from different semesters of the English study program FKIP Muhammadiyah University Palembang.
2. Gave the questions that relate to this issue.
3. Confirmed the summary from the results of the interview.
4. Wrote down the results in notes.
5. Identified follow-up interviews that have already been obtained.

Documentation refers to items such as photographs, videos, and films that are now utilized as supporting or supplementary information. In this study, the writer employs photographs as a documentation tool.

This section describes the procedures used to analyze the data and answer the research questions. The data analysis

techniques involved processing the interview transcript, observation notes, and document review. The data were analyzed using the interactive model of analysis, as proposed by Huberman & Miles in (Sugiyono, 2017):

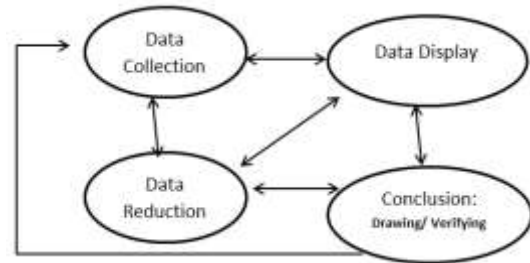


Figure 1. Component of data analysis on Qualitative Data Analysis (Source: Huberman & Miles in Sugiyono (2013))

After collecting data through questionnaires, interviews, and documentation. The data from the questionnaires were analyzed using a Likert scale to measure the questionnaire. The result of the questionnaire was analyzed using a percentage system. The supervisor can test the entire study process, from beginning to conclusion (Jaya, 2021). In this study, the writer used dependability by applying the outcome time from Karl Pearson, as follows:

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

F = Frequence

N = Number of Samples

100% = Constant Value

4. RESULTS AND DISCUSSION

As indicated by the findings, the results of the questionnaires and interviews demonstrate that listening to the Spotify application improves the students' English listening skills at the university. And it can be shown by the questionnaire that revealed students had a positive response, with a total of 37 students Strongly Agree that the Spotify app is very effective in improving their English listening skills, and 13 students

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agree that the Spotify app is very effective in improving their English listening.

Similarly, the interviews also indicated that most students had positive responses regarding the impact of dialects on their pronunciation. Based on the questionnaire results above, the respondents are female, with 40 respondents (80%), and for males, there are 10 people (20%). From that result, we can conclude that 80% of female respondents showed a higher interest in using Spotify for language learning. There are 35 respondents using Spotify for learning English (70%), 5 respondents using Spotify for listening to music (10%), 5 respondents using Spotify for study source (10%), and five other respondents using Spotify for podcast/radio (10%).

From that result, we can draw a conclusion that the user's purpose of using Spotify is for learning English, with a total of 35 respondents (70%) showing a higher interest in Spotify for language learning. The user frequency of Use per Week is 3 hours, with a total of 25 respondents (50%) showing a higher interest in using Spotify for language learning. 70% of respondents use Spotify specifically to learn English. Heavy users (>3 hours/week) account for 50%. And from the Perspective, students show results, Positive Perception of Technology (X1.1), that 70% agree that technology helps learning. Belief in the Benefits of Technology (X1.2) shows that 65% believe technology improves English proficiency.

Lastly, Motivation (X1.4) shows that 60% have a high motivation to learn English. And Variable of Spotify (X2) shows the result that from the questionnaire, all respondents Frequency of Use (X2.1): 50% used Spotify regularly (≥ 3 hours/week). Ease of Access (X2.3): 80% agreed that Spotify is easy to access.

Appropriate Content (X2.2): 60% felt the content aligned with their proficiency level. and in variables Y is Improving listening Skills shows High percentages noted quick gains in comprehension (e.g., 80% for Item 12) .Long-Term Benefits: Over half (56%) recognized sustained improvement

(Item 13) and Effectiveness of Spotify in improving listening skill, as medium shows 74% strongly agreed Spotify is effective (Item 15).

5. CONCLUSION

The analysis and the discussion showed that some students who used the Spotify application showed improvement in listening skills. Based on the data that the researcher has collected and analyzed through questionnaires and interviews. The result of the questionnaire showed that a total of 37 students Strongly Agree that the Spotify app is very effective in improving their English listening skills, and 13 students agree that the Spotify app is very effective in improving their English listening. Furthermore, the result of the interview showed that most students said that their English skills improve by listening to podcasts and music on the Spotify app.

6. ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to all participants who contributed to this study. Special appreciation is extended to the Rector of Universitas PGRI Palembang, the Dean of the Faculty of Teacher Training and Education, the Head of the English Education Study Program, and the research supervisors for their valuable guidance, encouragement, and academic support throughout this research. The authors also gratefully acknowledge the support and encouragement provided by their families, colleagues, and friends. Their assistance and motivation have been invaluable in the completion of this study.

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