

STUDENTS' PERCEPTIONS OF SPOTIFY FEATURES IN ENGLISH SPEAKING SKILLS AT SMAN 8 KEDIRI

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Abstract

The application of technology-based digital media is an important effort in improving students' English language skills, particularly in speaking. This study aims to analyze students' perceptions of Spotify features in English-speaking skills at SMAN 8 Kediri and its impact on the quality of learning. This study used a quantitative approach with a survey method. Data were collected through a questionnaire distributed to 293 students from grades 10, 11, and 12. The questionnaire consisted of statements related to Spotify features and speaking skill components. The data were then analyzed using percentage calculations and category scale interpretation. The results showed that the song lyrics feature on Spotify was considered very helpful by students in speaking skills, especially in pronunciation. Students stated that reading and following song lyrics helped them understand correct pronunciation and felt their vocabulary increased. However, students also faced several obstacles, such as difficulty understanding pronunciation and limited vocabulary. Based on these findings, it can be concluded that the application of Spotify as a learning medium has a positive impact on students' understanding, activeness, and motivation in learning speaking skills. Therefore, it is recommended that teachers provide additional support such as transcripts and vocabulary lists to optimize learning outcomes through Spotify in the classroom.

Keywords : Speaking Skills, Spotify, Students' Perception

PERSEPSI SISWA TERHADAP FITUR *SPOTIFY* DALAM KETERAMPILAN BERBICARA BAHASA INGGRIS DI SMAN 8 KEDIRI

Abstrak

Penerapan media digital berbasis teknologi merupakan upaya penting dalam meningkatkan kemampuan berbahasa Inggris siswa, khususnya dalam berbicara. Penelitian ini bertujuan untuk menganalisis persepsi siswa terhadap penggunaan aplikasi Spotify dalam pembelajaran keterampilan berbicara bahasa Inggris di SMAN 8 Kediri dan dampaknya terhadap kualitas pembelajaran. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Data dikumpulkan melalui kuesioner yang disebarakan kepada 293 siswa dari kelas 10, 11, dan 12. Kuesioner tersebut terdiri

dari pernyataan terkait fitur Spotify dan komponen keterampilan berbicara. Data kemudian dianalisis menggunakan perhitungan persentase dan interpretasi skala kategori. Hasil penelitian menunjukkan bahwa fitur lirik lagu pada Spotify dinilai sangat membantu siswa dalam keterampilan berbicara, terutama dalam pengucapan. Siswa menyatakan bahwa membaca dan mengikuti lirik lagu membantu mereka memahami pengucapan yang benar dan merasakan peningkatan kosakata mereka. Namun, siswa juga menghadapi beberapa kendala, seperti kesulitan memahami pengucapan dan keterbatasan kosakata. Berdasarkan temuan tersebut, dapat disimpulkan bahwa penerapan Spotify sebagai media pembelajaran memberikan dampak positif terhadap pemahaman, keaktifan, dan motivasi siswa dalam mempelajari keterampilan berbicara. Oleh karena itu, disarankan agar guru memberikan dukungan tambahan seperti transkrip dan daftar kosakata untuk mengoptimalkan hasil pembelajaran melalui Spotify di kelas.

Kata kunci : Keterampilan Berbicara, Spotify, Persepsi Siswa

INTRODUCTION

Speaking is one of the key skills in learning English as a foreign language (EFL). This skill is crucial not only in academic contexts but also in social, professional, and global interactions. As a productive skill, speaking allows students to express ideas, opinions, and feelings verbally, requiring fluency, accuracy, and adequate vocabulary and grammar mastery (Leong & Ahmadi, 2017). Despite its importance, students' English speaking skills in Indonesia remain relatively low. This is demonstrated by various indicators, such as low student participation in English-language classroom discussions, a lack of courage to speak, and the results of the EF English Proficiency Index survey by Media Indonesia (2019), which ranked Indonesia 61st out of 100 countries in terms of English proficiency. Key issues frequently encountered include difficulty pronouncing words correctly, a limited understanding of grammar, and limitations in using appropriate vocabulary (Jannah & Fitriati, 2016). In addition to linguistic factors, psychological barriers such as lack of confidence, anxiety about public speaking, and fear of making mistakes also hinder the development of students' speaking skills (Haidara, 2016).

One cause of students' poor speaking skills is the lack of innovative learning media that align with their interests. Monotonous and non-contextual learning media make students less motivated to practice speaking actively. Therefore, teachers are required to utilize developments in digital technology as a means to create a fun, interactive, and meaningful learning environment. One digital platform that is popular among teenagers and holds great potential for language learning is the Spotify app. Spotify is a music and podcast streaming platform that provides millions of English-language audio content across various genres and categories. In addition to entertainment, Spotify can also be used as an effective learning medium, particularly in improving students' English language skills. Spotify's features, such as song lyrics, educational podcasts, and easy access across various devices, make it an engaging and flexible platform for use both inside and outside the classroom (Salsabila et al., 2021; Shafwati et al., 2023). Through songs and podcasts, students can be exposed to

native pronunciation, idiomatic expressions, and sentence structures used naturally by native speakers.

Theoretically, the use of Spotify in speaking learning can be explained through two main approaches: behaviorism and constructivism. Behaviorism, as proposed by B.F. Skinner, emphasizes the importance of reinforcement in the learning process. In this context, students receive positive reinforcement when repeatedly hearing correct pronunciation in songs or podcasts, which can then form correct pronunciation habits (Suparno & Yunus, 2015). Meanwhile, constructivism theory states that in multimedia-based learning, students construct meaning through independent perception, reflection, and processing of digital content. In the context of use, Spotify, as an audio medium, allows students to listen, repeat, and reflect on spoken language independently, strengthening students' personal meaning construction regarding pronunciation and language structure (Kucuk, S., & Sahin, I. 2021).

Several previous studies have shown that Spotify positively contributes to English language learning. Azizah (2023) examined students' perceptions of Spotify's use in improving listening skills and found that it improved students' pronunciation and intonation. Purba (2023) research showed that Spotify can improve students' pronunciation through listening and imitation practice. Meanwhile, Hamzah (2023) found that Spotify helps students expand their vocabulary through exposure to engaging English songs. However, research specifically addressing students' perceptions of Spotify's use in speaking skills is still very limited. Understanding student perceptions is crucial in assessing the effectiveness of a learning medium. Student perceptions reflect how students view, feel, and evaluate a learning method or medium based on their learning experiences. These perceptions can serve as a basis for teachers to evaluate teaching methods and adapt learning strategies to better suit students' needs and characteristics. In this study, student perceptions were analyzed based on three aspects: usefulness, effectiveness, and obstacles in using the Spotify application to improve speaking skills.

Therefore, this research is urgent because it contributes to the development of innovative technology-based learning media in English language learning, particularly speaking. This study not only examines the extent to which Spotify can help students practice speaking skills but also identifies challenges students may face in using it. The results of this study are expected to provide input for English teachers in designing more engaging and relevant learning experiences for today's students. Based on the background and theoretical explanations above, it can be concluded that Spotify has the potential to be an effective learning medium for facilitating students' English speaking skills. However, the success of using this medium in learning depends heavily on the perceptions of students, the primary users. Therefore, this research aims to analyze students' perceptions of the use of the Spotify application in learning speaking skills at SMAN 8 Kediri, with a focus on Spotify features that are considered helpful, how to use these features in learning practice, and the obstacles faced by students during the use of the application.

METHOD

This study used a descriptive quantitative approach. This approach was chosen because it aimed to describe students' perceptions of using the Spotify app to improve their English speaking skills. According to Sugiyono (2018), a descriptive quantitative approach is used to systematically explain or depict social phenomena based on numbers or numerical data collected from respondents. The type of research used was survey research, as the researcher wanted to determine students' responses or perceptions of using the Spotify app in a learning context. This survey was conducted once (a one-shot survey) to obtain data directly from the selected population.

The population in this study was all 1,120 students in grades 10, 11, and 12 at SMAN 8 Kediri for the 2024/2025 academic year. Due to the large population, the researcher used both purposive and random sampling techniques to determine the sample. Purposive sampling was used to select schools and classes deemed relevant to the research objectives, while random sampling was used to obtain a representative sample from each grade level. Based on the Slovin formula and considering a 5% margin of error, the resulting sample size was 293 students, consisting of grades 10, 11, and 12 who had access to and experience using Spotify as an English language learning tool.

The instrument used in this research was a closed-ended questionnaire with a Likert scale with five response options: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). This questionnaire was designed to measure three aspects of students' perceptions of Spotify, there are ; perceived usefulness, effectiveness and obstacles.

Table 1. Students' Perception Criteria

Students' Perception Criteria		
Indicators	Spotify Features	Speaking indicators
Usefulness <i>(The extent to which Spotify helps students learn to speak English)</i>	Digital Music	Pronunciation
		Grammar
		Vocabulary
	Song Lyrics	Pronunciation
		Grammar
		Vocabulary
	Podcast	Pronunciation
		Grammar
		Vocabulary
Effectiveness <i>(How Spotify's features facilitate students' speaking skills)</i>	Digital Music	Pronunciation
		Grammar
		Vocabulary
	Song Lyrics	Pronunciation
		Grammar
		Vocabulary
	Podcast	Pronunciation
		Grammar
		Vocabulary

Obstacles <i>(The obstacles students experience in using Spotify to learn to speak)</i>	Digital Music	Pronunciation
		Grammar
		Vocabulary
	Song Lyrics	Pronunciation
		Grammar
		Vocabulary
	Podcast	Pronunciation
		Grammar
		Vocabulary

The questionnaire consisted of 27 statements, each consisting of nine items. These statements were validated through a pilot test with participants (validity and reliability tests were conducted beforehand). Data were collected through a Google Form distributed to respondents within one month. Each respondent was asked to complete the questionnaire independently by reading and understanding each statement. In addition to the questionnaire, researchers also conducted light observations and informal interviews to supplement the quantitative data and understand the context of students' direct Spotify use, although the primary data still came from the survey results. The data obtained were analyzed using quantitative descriptive statistics in percentage form. The questionnaire data was analyzed using a percentage formula. The percentage formula according to Sugiyono (2018) is as follows:

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

P = percentage

f = total of respondents' answer

n = total number of respondents

Finally, the scores are interpreted using interval analysis. The following criteria are used to interpret the calculated scores so that the level of student engagement can be known (Susanti, Y. 2020).

Interval Criteria :

0% - 19.99% = Strongly Disagree

20% - 39.99% = Disagree

40% - 59.99% = Neutral

60% - 79.99% = Agree

80% - 100% = Strongly Agree

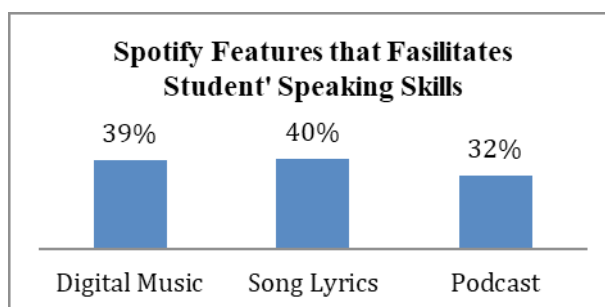
This analysis aimed to determine the tendency of students' perceptions of Spotify features, such as songs, lyrics, and podcasts, in supporting speaking skills.

RESULTS AND DISCUSSION

Results

1. Spotify Features That Facilitate Students' Speaking Skills

A survey of 293 students in grades 10, 11, and 12 of SMAN 8 Kediri found that the majority of students considered Spotify features very helpful in supporting their English speaking skills. Of the total respondents, 40% of students stated that the song lyrics feature was very helpful, followed by digital music 39% and podcasts 32%.



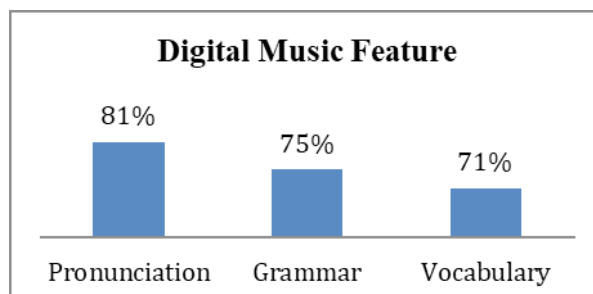
Graphic 1. Spotify Features that Facilitates Students' Speaking Skills

This indicates that the song lyrics feature is the most dominant feature considered to support speaking learning. Students found it helpful in pronunciation because they could read and follow the lyrics while listening to the songs. Most students stated that repeating words in songs helped them understand correct pronunciation and indirectly added new vocabulary.

2. The Ways Spotify Features Facilitate Speaking Skills

The Spotify app has three main features that students believe facilitate English speaking skills: digital music, song lyrics, and podcasts. These three features have distinct yet complementary characteristics in helping students improve their speaking skills, particularly in pronunciation, vocabulary, and grammar.

a. Digital Music

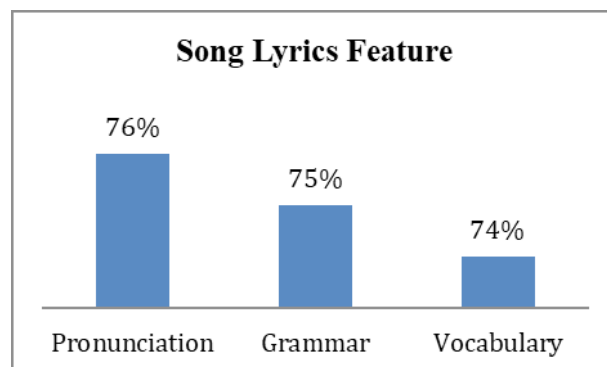


Graphic 2. The Ways Digital Music Features Facilitate Speaking Skills

From the graph above, it shows that Spotify features, especially digital music, can facilitate students' speaking skills. With a total of 81% of students agreeing that listening to music on Spotify can improve their pronunciation. Moreover, 75% of students feel they

can pay attention to correct grammar when listening to music on Spotify. On the other hand, vocabulary is rated the lowest, with 71% of students stating that they feel less attention in learning new vocabulary on digital music.

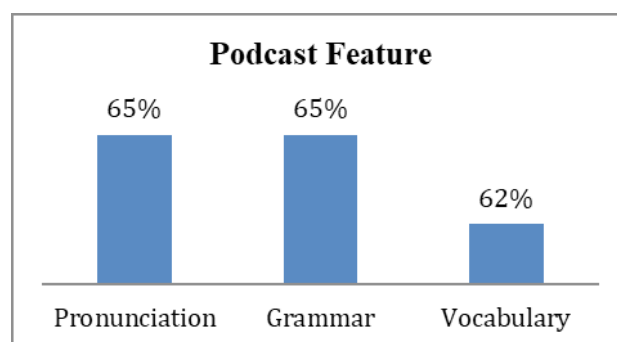
b. Song Lyrics



Graphic 3. The Ways Song Lyrics Features Facilitate Speaking Skills

Judging from the graph above for the Spotify song lyrics feature, the results show that 76% of students agree that by following the song lyrics on Spotify, students practice a lot and pay more attention to intonation in English pronunciation. Followed by the grammar aspect at 75% and vocabulary at 74%. These results state that when students read song lyrics on Spotify, students can practice a lot and pay more attention to the correct sentence structure and grammar compared to paying attention to vocabulary when reading song lyrics.

c. Podcast



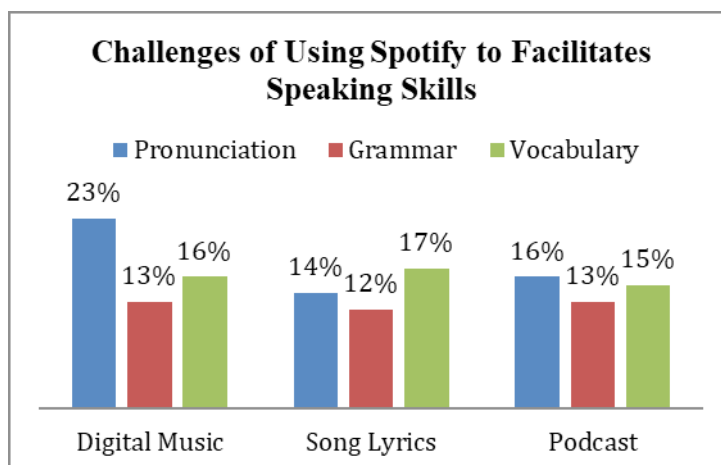
Pembahasan Graphic 4. The Ways Podcast Features Facilitate Speaking Skills

From the graph above, the podcast feature in Spotify shows that 65% of students stated that listening to podcast can help students practice and pay more attention to native speaker pronunciation. In addition, podcast can help students practice to pay attention for grammar in speaking skills. Then followed by vocabulary, a total of 62% of students less practice and less attention to new vocabulary through various topics presented in podcast on Spotify. So, students feel helped in the pronunciation and grammar aspects in the podcast feature.

From the three Spotify features above, all features show that the highest percentage result is pronunciation. This means, students feel that the most facilitated aspect of speaking skills is pronunciation.

3. Challenges Faced in Using Spotify to Improve Speaking

This topic shows the difficulties faced by students in speaking skills when using the Spotify application. The results of this data are based on students' experiences related to the use of Spotify in speaking aspects, namely; pronunciation, grammar, and vocabulary.



Graphic 5. Challenges of Using Spotify to Facilitate Speaking Skills

From the graph above, through digital music feature, 23% of students felt there was a misunderstanding in pronunciation when listening to English songs on Spotify, and 16% of students experienced a misunderstanding of the meaning of English vocabulary in Spotify music. While grammar became the lowest percentage, with 13% of students experiencing limited access to the use of English grammar. Among the three aspects, pronunciation seems to be the most challenging aspect for students in the digital music feature.

Based on the graph results above, the song lyrics have lower percentage results. 17% of students have limited access to new vocabulary, and 14% of students have limited access to the pronunciation conveyed by song lyrics on Spotify. On the other hand, the lowest percentage is grammar with 12% of students facing less misunderstandings in the English grammar lyrics. According to the student's statement above, vocabulary is the most challenging aspect of the song lyrics feature.

For the podcast feature, as many as 16% of students experienced limited access to the podcast feature that students listened to to support their pronunciation skills, and as many as 15% of students experienced limited access to the Spotify podcast feature to improve their vocabulary skills. However, the lowest percentage was in grammar, namely 13% of students experienced misunderstandings regarding the English sentence structure conveyed in the podcast feature on Spotify. So, student statements show that the pronunciation aspect of the Podcast feature is a more challenging aspect.

Thus, the main difficulty of students in using Spotify to support speaking skills is in the aspects of pronunciation and vocabulary. This is indicated by the results of the average calculation percentage with a total of 9% of students experiencing difficulties in the pronunciation aspect and 8% in the vocabulary aspect, which indicates that

they experience misunderstandings and limited access in pronouncing and paying attention to words in each Spotify feature.

Discussion

1. Spotify Features that Facilitates Students' Speaking Skills

The research results show that the song lyrics feature on Spotify significantly helps students improve their speaking skills, particularly pronunciation. This aligns with previous research that found that pronunciation learning through apps can improve students' abilities and encourage independent learning (Haryadi & Aprianoto, 2021). A total of 83% of students stated that this feature helped them with pronunciation, and 82% found it helpful in enriching their vocabulary. This finding is supported by the findings of Wang et al. (2020) and Smith (2021), which showed that reading and singing song lyrics facilitated accent understanding and the recognition of new words in memorable contexts. However, this feature was limited in its ability to aid grammar comprehension, as only 73% of students found it helpful in this area. This is due to the language used in song lyrics, which often does not conform to formal grammatical structures (Johnson, 2019).

2. The Ways Spotify Features Facilitate Speaking Skills

The study results showed that pronunciation scored higher than grammar and vocabulary across all tested Spotify features: digital music (81%), song lyrics (76%), and podcasts (65%). This indicates that repeated listening to audio, particularly songs and podcasts, effectively helps students develop intonation and rhythm. This finding is supported by Vasilopoulos (2016), who stated that emotional involvement in music accelerates understanding of intonation. However, non-standard pronunciation in songs can be confusing for beginning learners (Bacon & Conteh-Morgan, 2019). In terms of grammar, all three features also made a positive contribution (digital music and song lyrics: 75%; podcasts: 65%). Songs help reinforce grammatical structures through repetition and emotional context, while podcasts present authentic sentence structures that support indirect grammar learning (Rott & Williams, 2016). However, podcasts also contain forms of elision, inversion, and speech rate that are not common in academic contexts (Field, 2019).

For vocabulary, the lowest scores were found across all features (song lyrics: 74%; digital music: 71%; podcasts: 62%). This suggests that despite exposure to new vocabulary, students tend not to take notes or actively pay attention, resulting in passive vocabulary learning. Research by Chen & Li (2020) suggests that follow-up activities such as writing and reflection are important for activating vocabulary. Furthermore, idioms and slang in podcasts can be confusing due to the lack of visual context and students' limited cultural knowledge (Murray & Christison, 2019). Overall, Spotify features were most effective in improving pronunciation, in line with the communicative approach that emphasizes exposure to authentic spoken language. While grammar and vocabulary also helped, both require additional learning strategies such as explicit practice, vocabulary notes, and post-listening discussions for optimal results.

3. Challenges of Using Spotify to Facilitate Speaking Skills

Research shows that pronunciation is the most challenging aspect of speaking skills when using Spotify. In the digital music feature, 23% of students struggled with pronunciation due to non-standard pronunciation, fast tempo, and the artistic style of the songs, as supported by the findings of Frascini & Tao (2020). Meanwhile, 16% of students also struggled with vocabulary, as song lyrics often use informal language and idioms that are lexically dense and culturally bound (Kilgour et al., 2019). Grammar was the least challenging (3%) due to the minimal focus on grammar in the music listening experience. In the song lyrics feature, the main challenge remained vocabulary (17%), followed by pronunciation (14%) and grammar (12%). Although lyrics provide visual support (text), their effectiveness is limited if students lack strategies for understanding new words. Nation (2020) emphasized that vocabulary acquisition requires repeated exposure and active engagement, which is not sufficient simply by passively reading lyrics. Students also tend to misconnect spelling with pronunciation, resulting in persistent pronunciation problems. Grammar is easier because the repetitive nature of lyrics supports indirect learning (Celce-Murcia et al., 2019).

Podcasts show the highest challenges in pronunciation (16%) and vocabulary (15%), while grammar (13%) is also challenging. Speech speed, accent variations, and topic complexity in podcasts are major obstacles (Vandergrift & Goh, 2019). The lack of visual context and subtitles also makes new vocabulary difficult to grasp. Grammar is a challenge due to the spontaneous conversational nature of podcasts, and without listening guides or transcripts, students struggle to gain useful input (Rahimi & Katal, 2020). Among all the speaking aspects, pronunciation is the top challenge across all Spotify features, primarily due to the song speed and the singer's accent. This is followed by difficulties with vocabulary due to limited understanding of meaning and access to new words, with grammar being the least challenging aspect for students.

CONCLUSION

Based on the results of a study of 293 tenth, eleventh, and twelfth grade students at SMAN 8 Kediri, the majority of students had a positive perception of using the Spotify app in improving their English speaking skills. Of the three features studied; song lyrics, digital music, and podcasts the song lyrics feature was deemed the most helpful, especially for pronunciation. Each Spotify feature contributes differently. Digital music helps students imitate song pronunciation, song lyrics strengthen students' attention to intonation, and podcasts provide exposure to authentic spoken language, which is beneficial for pronunciation and grammar. Overall, pronunciation is the aspect most helpful, as students are able to recognize and understand sounds and sentence structures in real contexts. However, students face several challenges. When using digital music, students struggle with pronunciation; with

song lyrics, they struggle with new vocabulary; and grammar is a lesser challenge. These obstacles are caused by speech rate, variations in accent, and the use of unfamiliar idiomatic/informal language. Therefore, supporting strategies such as transcripts, vocabulary lists, and repetition practice are necessary. Overall, students found Spotify to be a fun, accessible, and relevant learning tool. Although grammar and vocabulary scored lower than pronunciation, Spotify was still considered useful. The researcher also encountered technical challenges in data collection, such as a lack of response time when distributing Google Forms and communication difficulties with school staff. They also encountered limitations in addressing specific aspects of speaking skills.

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