

CHAPTER FOUR

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research entitled “Exploring First-Year Students’ Perceptions of Using English Songs via Spotify to Enhance Listening Skills in the English Education Study Program.” The data were obtained through questionnaires and semi-structured interviews conducted with first-year students of the English Education Study Program at Universitas Galuh. The findings are organized based on the research question regarding students’ perceptions of using English songs on Spotify to enhance listening skills.

4.1 Research Findings

The research findings were derived from two instruments, namely questionnaires and semi-structured interviews. The questionnaire data were used to identify general patterns of students’ perceptions toward the use of English songs via Spotify in listening activities, while the interviews provided deeper explanations regarding students’ experiences, feelings, and opinions.

4.1.1 Questionnaire Findings

The questionnaire was distributed to five first-year students of the English Education Study Program who had experience using Spotify to listen to English songs. The instrument consisted of ten statements measured using a five-point Likert Scale ranging from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

The purpose of the questionnaire was to identify students' perceptions regarding the use of English songs through Spotify to enhance listening skills. The results of the questionnaire are presented in Table 4.1.

Table 4.1 Students' Responses toward the Use of English Songs via Spotify

Statement	SA	A	N	D	SD
I often listen to English songs through Spotify.	40%	60%	0%	0%	0%
I listen to English songs every day.	40%	40%	20%	0%	0%
Spotify helps me become familiar with listening to English.	60%	40%	0%	0%	0%
Spotify improves my listening skills.	40%	40%	20%	0%	0%
Spotify helps me find new vocabulary through song lyrics.	60%	20%	20%	0%	0%
Listening to English songs helps me remember vocabulary more easily.	40%	40%	20%	0%	0%
Spotify makes learning listening more interesting.	20%	60%	20%	0%	0%
Reading lyrics helps me memorize English words.	60%	40%	0%	0%	0%
Spotify is effective for improving listening skills and vocabulary.	20%	60%	20%	0%	0%
I have difficulty understanding songs without reading the lyrics.	0%	20%	80%	0%	0%

Based on Table 4.1, the questionnaire results indicate that the participants generally have positive perceptions toward the use of English songs via Spotify as a medium for learning English. None of the participants selected Disagree or Strongly Disagree for any statement, suggesting that Spotify is positively perceived as a learning platform.

For the first statement, all participants reported that they frequently listened to English songs through Spotify. Three participants (60%) selected Agree, while two participants (40%) selected Strongly Agree. This finding indicates that listening to English songs via Spotify has become part of the participants' daily learning habits.

Regarding the frequency of listening, four participants (80%) agreed that they listened to English songs every day, whereas one participant (20%) selected Neutral. This suggests that English songs are regularly incorporated into students' daily activities.

The third statement received the strongest positive response. Three participants (60%) strongly agreed and two participants (40%) agreed that Spotify helped them become familiar with English listening. These findings indicate that frequent exposure to authentic English songs contributes to improving students' listening habits.

Similarly, four participants (80%) agreed that Spotify improved their listening skills, while one participant (20%) remained neutral. These responses suggest that students perceive Spotify as an effective medium for listening practice.

The participants also acknowledged that Spotify supported vocabulary learning. Most participants (60%) strongly agreed that they often encountered new vocabulary because Spotify provides song lyrics. Furthermore, four participants (80%) agreed that listening to English songs helped them remember vocabulary more easily.

Another notable finding concerns the lyrics feature. Three participants (60%) strongly agreed and two participants (40%) agreed that reading song lyrics helped them memorize English words. This finding indicates that combining audio and written text facilitates vocabulary acquisition and listening comprehension.

Finally, most participants perceived Spotify as an enjoyable learning medium. Four participants (80%) agreed that Spotify made listening activities more interesting, while one participant (20%) selected Neutral. Likewise, four participants (80%) believed that Spotify effectively improved both listening skills and vocabulary mastery.

Overall, the questionnaire findings demonstrate that first-year students have positive perceptions of using English songs through Spotify. The participants

viewed Spotify as an enjoyable, accessible, and effective platform that supports listening practice, vocabulary development, and autonomous learning.

4.1.2 Interview Findings

Before presenting the interview findings, the researcher analyzed the interview transcripts using thematic analysis. The analysis involved several stages, including familiarizing with the data, generating initial codes, categorizing similar responses, identifying themes, and interpreting the findings. Based on this analysis, five major themes emerged from the participants' responses.

Table 4.2 Themes Generated from Interview Data

Initial Codes	Categories	Themes
Listening to favorite songs, entertainment, following music trends	Initial reasons for using Spotify	Students initially used Spotify for entertainment before recognizing its educational value
Repeating songs, becoming familiar with pronunciation, understanding spoken English	Listening improvement	Spotify enhances students' listening skills
Reading lyrics, matching pronunciation with written words, checking unfamiliar vocabulary	Learning support	Spotify's lyrics feature facilitates listening comprehension

Initial Codes	Categories	Themes
Learning unfamiliar vocabulary, remembering words through repetition	Vocabulary acquisition	Spotify supports vocabulary development
Learning anywhere, learning independently, enjoyable learning experience	Learning motivation	Spotify promotes autonomous and enjoyable learning

Table 4.2 summarizes the themes identified through thematic analysis. These themes represent the participants' shared experiences and perceptions regarding the use of English songs via Spotify to improve their listening skills. Each theme is explained in detail in the following sections.

To obtain a deeper understanding of students' perceptions toward the use of English songs via Spotify, the researcher conducted semi-structured interviews with five selected participants. The interviews aimed to explore the participants' experiences, opinions, and reasons for using Spotify as a medium for improving their listening skills. To protect the participants' privacy and maintain research ethics, all participants are identified using pseudonyms, namely Participant 1 (P1), Participant 2 (P2), Participant 3 (P3), Participant 4 (P4), and Participant 5 (P5).

After transcribing, reviewing, and coding the interview data, several themes emerged. These themes represent the participants' perceptions and experiences

regarding the use of English songs via Spotify. The findings are presented as follows.

4.1.2.1 Students' Initial Experience in Using Spotify

The researcher asked the participants about their initial experience using Spotify and the reasons why they chose the application to listen to English songs. This question aimed to identify the participants' first impressions and motivations before using Spotify as a learning medium.

The interview excerpts are presented in Transcript 1.

Transcript 1

Interviewer:

Can you tell me why you first started using Spotify?

Participant 1 (P1):

"At first, I used Spotify only because many of my friends used it. I just wanted to listen to my favorite songs. After listening to English songs more often, I realized that Spotify helped me understand English pronunciation better because I could follow the lyrics while listening."

Participant 2 (P2):

"Initially, I downloaded Spotify because I liked listening to music. Later, I realized that English songs helped me improve my listening ability and learn new vocabulary."

Participant 4 (P4):

"In the beginning, Spotify was only for entertainment. However, after listening to English songs repeatedly, I found that it became easier for me to understand English words and pronunciation."

Based on Transcript 1, the participants explained that they initially used Spotify as a music streaming application for entertainment rather than as a learning medium. Most of them were interested in Spotify because it was popular among their friends and provided easy access to a wide variety of songs. However, after frequently listening to English songs, the participants gradually realized that Spotify offered educational benefits beyond entertainment.

The participants reported that repeated exposure to English songs enabled them to become more familiar with English pronunciation and vocabulary. In addition, the lyrics feature encouraged them to connect spoken and written forms of English, making it easier to understand song lyrics and remember unfamiliar words. These experiences gradually changed the participants' perceptions of Spotify from a platform used solely for entertainment into a useful tool for learning English independently.

These findings indicate that authentic digital media can encourage students to engage in autonomous language learning. Although the participants did not initially intend to use Spotify for educational purposes, their continuous interaction with English songs led them to recognize its potential as a medium for improving English listening skills.

4.1.2.2 Spotify Helps Students Improve Their Listening Skills

The second interview question focused on the participants' perceptions of whether listening to English songs through Spotify helped improve their listening

skills. The researcher intended to explore the participants' experiences after using Spotify regularly.

The interview excerpts are presented in Transcript 2.

Transcript 2

Interviewer:

Do you think listening to English songs through Spotify helps improve your listening skills? Why?

Participant 2 (P2):

"Yes. When I listen to English songs repeatedly, I become more familiar with the pronunciation of native speakers. Sometimes I can understand words that I couldn't recognize before."

Participant 3 (P3):

"Spotify really helps me improve my listening because I often repeat songs. After listening many times, I can distinguish English words more clearly."

Participant 5 (P5):

"Listening to English songs through Spotify makes me more accustomed to hearing English. Little by little, I can understand the meaning without translating every word."

Based on Transcript 2, all participants agreed that listening to English songs through Spotify contributed positively to the improvement of their listening skills. They explained that listening repeatedly enabled them to become familiar with English pronunciation, rhythm, and intonation. As a result, they gradually found it easier to recognize spoken words and understand the meaning of songs.

Another important finding is that repeated listening helped the participants develop confidence in understanding spoken English. Rather than relying solely on classroom instruction, they practiced listening independently whenever they

had free time. This suggests that Spotify provides authentic listening input that encourages continuous exposure to English outside the classroom.

Furthermore, the participants emphasized that improvement occurred gradually through consistent practice. Instead of expecting immediate progress, they believed that frequent listening to English songs enabled them to recognize words more naturally and understand spoken English more effectively. These findings demonstrate that Spotify functions not only as a source of entertainment but also as an effective digital learning medium that supports listening development through authentic language exposure.

4.1.2.3 The Role of Spotify's Lyrics Feature in Supporting Listening Comprehension

One of the interview questions focused on the participants' opinions regarding the lyrics feature available on Spotify. This question aimed to explore how the lyrics feature contributes to students' listening comprehension and English learning.

The interview excerpts are presented in Transcript 3.

Transcript 3

Interviewer:

"How does the lyrics feature on Spotify help you when listening to English songs?"

Participant 1 (P1):

"The lyrics feature helps me understand the words that I cannot hear clearly. While listening, I can read the lyrics at the same time, so I know the correct pronunciation and spelling."

Participant 2 (P2):

"I usually read the lyrics while listening to the song. If I find unfamiliar words, I look for their meanings immediately. This makes it easier for me to understand the song."

Participant 3 (P3):

"The lyrics feature is very helpful because I can compare what I hear with what is written. It helps me recognize English words more accurately."

Based on Transcript 3, the participants agreed that the lyrics feature is one of the most useful features provided by Spotify for learning English. They explained that reading the lyrics while listening to songs enabled them to identify words that were difficult to recognize through listening alone. This process helped them connect spoken English with its written form, allowing them to understand song lyrics more accurately.

The participants also mentioned that the lyrics feature reduced confusion caused by fast pronunciation, connected speech, or unfamiliar accents commonly found in English songs. Instead of relying on guessing, they could immediately confirm the correct words by reading the lyrics. Consequently, they became more confident in recognizing English pronunciation and sentence patterns.

Another important finding is that the lyrics feature encouraged students to become more active learners. Whenever participants encountered unfamiliar vocabulary, they tended to search for the meanings, repeat the songs, and compare the pronunciation with the written text. These activities indicate that Spotify not only provides listening input but also promotes independent learning strategies that support listening comprehension and vocabulary acquisition.

Overall, the findings suggest that the lyrics feature serves as an effective learning aid because it integrates listening and reading activities simultaneously. This combination enables students to receive authentic language input while improving their understanding of pronunciation, spelling, and meaning.

4.1.2.4 Spotify Helps Students Develop Vocabulary

Besides improving listening skills, the participants also explained that listening to English songs through Spotify contributed to their vocabulary development. Therefore, the researcher asked the participants about their experiences in learning new English words while using Spotify.

The interview excerpts are presented in Transcript 4.

Transcript 4

Interviewer:

"Do English songs on Spotify help you learn new vocabulary? Please explain your experience."

Participant 2 (P2):

"Yes. I often find new words from the songs I listen to. After reading the lyrics, I usually search for the meanings and try to remember them."

Participant 3 (P3):

"Whenever I listen to English songs, I often discover vocabulary that I have never learned before. Repeating the songs helps me remember those words."

Participant 5 (P5):

"Listening to English songs increases my vocabulary because I often see and hear the same words repeatedly. It makes them easier to remember."

Based on Transcript 4, all participants acknowledged that Spotify contributed to their vocabulary development. The participants explained that English songs exposed them to unfamiliar words and expressions that they rarely encountered in textbooks or classroom activities. Instead of memorizing vocabulary through traditional methods, they acquired new words naturally while enjoying music.

The findings also reveal that repetition played an important role in vocabulary learning. Participants stated that listening to the same songs repeatedly enabled them to remember vocabulary more effectively because the words appeared continuously in meaningful contexts. In addition, reading the lyrics encouraged participants to verify spelling and meaning, making vocabulary learning more comprehensive.

These findings indicate that Spotify provides authentic linguistic input that facilitates incidental vocabulary learning. Rather than focusing solely on memorization, students learned vocabulary through repeated exposure, contextual understanding, and self-directed exploration. Consequently, Spotify can be regarded as a valuable supplementary learning resource that supports vocabulary acquisition alongside listening practice.

4.1.2.5 Spotify Promotes Autonomous and Enjoyable Learning

The last interview question aimed to explore the participants' overall perceptions of using Spotify as a medium for learning English and whether they would recommend it to other students. This question also sought to identify the factors that encouraged students to continue using Spotify for listening practice.

The interview excerpts are presented in Transcript 5.

Transcript 5

Interviewer:

"Would you recommend Spotify to other students as a medium for learning English? Why?"

Participant 1 (P1):

"Yes, I would. Learning through songs is more enjoyable than only reading books. We can learn while relaxing, so it doesn't feel boring."

Participant 3 (P3):

"I recommend Spotify because we can study anytime and anywhere. We only need a smartphone and earphones, so it is very practical."

Participant 4 (P4):

"Spotify motivates me to learn English because I enjoy listening to music every day. It makes learning more interesting than conventional methods."

Participant 5 (P5):

"I think Spotify is suitable for students who want to improve their listening skills. We can choose songs based on our interests, so learning becomes more enjoyable."

Based on Transcript 5, the participants expressed positive perceptions regarding the use of Spotify as a learning medium and agreed that it should be recommended to other English learners. They believed that Spotify provides a flexible learning environment because students can access English songs anytime and anywhere using their smartphones. This flexibility enables learners to practice listening outside formal classroom settings and at their own pace.

The participants also emphasized that learning through music is more enjoyable than conventional learning methods. Since they already listened to music in their daily lives, integrating English learning into this activity did not feel burdensome. Instead, learning became more engaging and motivating because it was connected to their personal interests. These findings suggest that students' positive emotions toward music contribute to maintaining their motivation to practice listening regularly.

Another important finding is that Spotify encourages autonomous learning. Rather than depending solely on teachers or classroom instruction, participants independently selected songs, repeated listening activities, read lyrics, and searched for the meanings of unfamiliar words. Such learning behaviors demonstrate that students actively managed their own learning process and took responsibility for improving their English skills.

Overall, the interview findings indicate that Spotify is perceived not only as a digital entertainment platform but also as an accessible learning resource that promotes motivation, learner autonomy, and continuous listening practice.

Therefore, Spotify has the potential to become an effective supplementary medium for English language learning, particularly in developing listening skills among university students.

4.1.3 Summary of Interview Findings

Based on the thematic analysis of the interview data, five major themes emerged from the participants' responses. First, students initially used Spotify for entertainment but gradually recognized its educational value. Second, Spotify helped students improve their listening skills through repeated exposure to authentic English input. Third, the lyrics feature played an important role in facilitating listening comprehension by allowing students to connect spoken and written language. Fourth, Spotify supported vocabulary development by exposing students to new words in meaningful contexts. Finally, Spotify promoted autonomous and enjoyable learning because students could practice English independently according to their interests and learning preferences.

Overall, the interview findings demonstrate that the participants had positive perceptions toward the use of English songs via Spotify. The participants viewed Spotify as an effective, flexible, and enjoyable learning medium that supported listening practice beyond the classroom. These findings are consistent with the questionnaire results, which also revealed positive responses toward the use of Spotify in English language learning.

4.2 Discussion

This section discusses the findings of the study by relating them to the research questions, the theories presented in Chapter II, and previous studies. The discussion focuses on students' perceptions of using English songs via Spotify to enhance listening skills and the factors that influence those perceptions.

4.2.1 Students' Positive Perceptions toward Spotify as a Learning Medium

The findings of this study reveal that first-year students generally had positive perceptions toward using English songs via Spotify as a medium for supporting their listening skills. The questionnaire findings showed that most participants agreed that Spotify helped them become more familiar with English listening, improved their listening skills, helped them discover new vocabulary, and made listening activities more interesting. The interview findings supported these results, as the participants described Spotify as a practical, enjoyable, and accessible medium that could be used beyond formal classroom activities. Therefore, the findings indicate that the students did not perceive Spotify merely as a platform for entertainment but also recognized its potential as a supplementary learning medium.

The positive perceptions of the participants can be explained by the combination of educational and entertainment functions provided by Spotify. Unlike conventional listening materials that may be specifically designed for classroom instruction, English songs are often connected to students' personal interests and daily routines. This connection can make listening practice feel less

formal and less demanding. When students listen to songs that they enjoy, they may be more willing to listen repeatedly and spend a longer time engaging with English input. In this sense, the students' personal interest in music became an important factor that encouraged their continued exposure to English.

This finding is consistent with Marsela et al. (2024), who reported that students had positive perceptions of using English songs and podcasts on Spotify for listening practice. Their findings showed that students considered digital music platforms enjoyable and useful for supporting English learning. Similarly, Nureani and Warni (2023) found that Spotify could create an engaging and flexible learning experience because students could access English audio materials according to their own preferences and schedules. Alam et al. (2023) also reported that the use of English songs through Spotify increased students' interest and participation in listening activities. These findings support the present study by demonstrating that students' positive attitudes toward Spotify are closely related to the platform's accessibility, familiarity, and ability to connect language learning with entertainment.

The present findings also support the view that students' perceptions influence their willingness to engage in learning activities. When learners perceive a learning medium as useful and enjoyable, they may be more motivated to use it consistently. In this study, the participants' positive perceptions encouraged them to listen to English songs repeatedly, read the lyrics, search for unfamiliar words, and continue using English songs as a form of listening practice. Thus, the

students' positive perceptions were not only expressed through their opinions but were also reflected in their learning behaviors.

Furthermore, Spotify provides students with access to a wide range of English songs. This variety allows students to select materials according to their interests, preferred singers, music genres, and levels of difficulty. Such choice can make students feel that they have greater control over their learning. This finding is important because students may have different preferences and learning needs. A song that is interesting and understandable for one learner may not necessarily be suitable for another learner. Therefore, the ability to select materials may contribute to students' positive experiences.

The findings are also related to the concept of Mobile-Assisted Language Learning (MALL), which emphasizes the use of mobile technologies to support language learning beyond traditional classroom boundaries. Through smartphones, students can access English songs at different times and locations. This flexibility enables listening practice to become part of students' everyday activities. However, the findings of this study also suggest that the educational value of Spotify does not come solely from the application itself. Rather, its value emerges from the interaction between the platform, the English content, and the students' active engagement with the learning material.

Overall, the findings indicate that Spotify was positively perceived because it provided a learning experience that was accessible, enjoyable, flexible, and connected to students' interests. The results are consistent with previous research

showing that music-based and digital learning media can increase students' motivation and engagement in English learning (Alam et al., 2023; Marsela et al., 2024; Nureani & Warni, 2023; Utari, 2023). Therefore, Spotify can be considered a useful supplementary medium for supporting English listening practice among first-year students.

4.2.2 Spotify Enhances Listening Skills through Authentic English Input

One of the most significant findings of this study is that the participants believed Spotify helped improve their listening skills through repeated exposure to authentic English input. The interview data revealed that students gradually became more familiar with English pronunciation after listening to English songs regularly. Several participants explained that they initially found it difficult to distinguish English words, but repeated listening enabled them to recognize pronunciation more accurately and understand the meaning of songs more easily.

This finding suggests that repeated listening plays an important role in developing listening comprehension. The participants did not expect immediate improvement; instead, they acknowledged that their listening ability improved gradually through continuous practice. Such experiences demonstrate that learning through English songs is a process of building familiarity with authentic spoken language rather than memorizing isolated vocabulary items.

The findings support Krashen's Input Hypothesis, which argues that language acquisition occurs when learners are exposed to meaningful and comprehensible input. Although English songs may initially contain unfamiliar

vocabulary or rapid speech, repeated exposure enables learners to understand language more effectively over time. Spotify provides abundant authentic listening input that students can replay according to their individual learning needs, making it an appropriate platform for developing listening skills.

The findings are also consistent with the study by Babayev (2025), who concluded that digital music applications contribute positively to listening development by exposing learners to authentic spoken English. Similarly, Suwarni et al. (2023) reported that students who regularly listened to English songs demonstrated greater confidence and improved listening comprehension compared with those who relied solely on traditional learning materials.

Overall, the findings indicate that Spotify provides authentic English input that facilitates listening development through repeated exposure, learner autonomy, and meaningful engagement with English songs.

4.2.3 The Contribution of Spotify's Lyrics Feature to Listening Comprehension

Another important finding of this study is the significant role of Spotify's lyrics feature in supporting students' listening comprehension. The interview results revealed that almost all participants considered the lyrics feature one of the most useful aspects of Spotify because it enabled them to read the written text while listening to English songs. This feature helped the participants recognize words that were difficult to understand through listening alone and reduced confusion caused by fast pronunciation or unfamiliar accents.

The interview findings showed that students frequently used the lyrics feature to compare the pronunciation they heard with the written form of the words. When they encountered unfamiliar vocabulary, they immediately searched for the meaning and pronunciation before listening to the songs again. This learning strategy allowed the participants to become more familiar with English pronunciation and sentence patterns through repeated exposure.

The questionnaire findings also support this result. Most participants agreed that reading song lyrics helped them remember English vocabulary more easily and made listening activities more effective. These findings indicate that combining listening and reading activities contributes positively to students' comprehension of authentic English materials.

These findings are consistent with the theory of multimedia learning, which explains that language learning becomes more effective when learners receive information through multiple channels simultaneously. By listening to English songs while reading the lyrics, students processed auditory and visual information at the same time, enabling them to understand the language more accurately. This combination also reduced cognitive difficulties when participants encountered unfamiliar vocabulary or connected speech.

Furthermore, these findings support the concept of authentic materials discussed in Chapter II. English songs represent authentic language because they contain natural pronunciation, stress, rhythm, and expressions used by native

speakers. The lyrics feature complements this authentic input by allowing learners to verify what they hear and gradually improve their listening comprehension.

The present findings are in line with the study conducted by Utari (2023), which reported that song lyrics facilitate listening comprehension by helping learners recognize pronunciation and vocabulary simultaneously. Similarly, Marsela et al. (2024) found that integrating music and written lyrics encouraged students to become more active learners because they frequently repeated songs and searched for the meanings of unfamiliar words. Therefore, the findings of this study confirm that the lyrics feature is one of the main factors contributing to students' positive perceptions of Spotify as a learning medium.

Overall, the lyrics feature functions not only as a supporting tool but also as an important component that enhances students' listening comprehension through repeated exposure to authentic spoken and written English.

4.2.4 Spotify Supports Vocabulary Development

Besides improving listening skills, the findings indicate that Spotify also contributes to students' vocabulary development. Both the questionnaire and interview results demonstrate that participants frequently learned new English words while listening to songs. Most participants explained that they encountered unfamiliar vocabulary through song lyrics and remembered these words more easily because they repeatedly listened to the same songs.

The interview findings further revealed that participants tended to search for the meanings of unfamiliar words immediately after finding them in song lyrics. Some participants also explained that they repeated songs several times until they understood both the pronunciation and the meaning of the vocabulary used in the lyrics. This process demonstrates that vocabulary learning occurred naturally through meaningful language exposure rather than through rote memorization.

These findings support the idea that incidental vocabulary learning occurs when learners are exposed to authentic language in meaningful contexts. Instead of studying vocabulary from isolated word lists, students learned new words while enjoying music that matched their personal interests. Consequently, vocabulary acquisition became more enjoyable and less stressful.

The findings of this study are consistent with Babayev (2025), who reported that music streaming applications expose learners to a wide range of authentic vocabulary and expressions commonly used by native speakers. Likewise, Suwarni et al. (2023) concluded that students who frequently listened to English songs demonstrated greater vocabulary growth because repeated exposure reinforced word recognition and retention.

Although vocabulary improvement was not the primary focus of this research, it emerged as an important supporting outcome of using Spotify for listening practice. The participants perceived vocabulary acquisition as a natural consequence of listening to English songs regularly, indicating that Spotify

provides multiple educational benefits beyond improving listening comprehension.

4.2.5 Factors Influencing Students' Perceptions toward Using Spotify

The second research question of this study sought to identify the factors influencing students' perceptions toward using English songs via Spotify for listening practice. Based on the questionnaire and interview findings, several factors contributed to students' positive perceptions of Spotify.

First, ease of access was identified as an important factor. Participants explained that Spotify could be accessed anytime and anywhere using smartphones, allowing them to practice listening during their daily activities. This flexibility encouraged students to engage in English learning without being limited by classroom schedules.

Second, the lyrics feature significantly influenced students' learning experiences. Participants considered this feature helpful because it enabled them to compare spoken English with written text while listening. As a result, they were able to improve both listening comprehension and vocabulary simultaneously.

Third, personal interest in music motivated students to continue practicing English. Since listening to music was already part of their daily routine, integrating English learning into this activity made learning more enjoyable and

less stressful. Students felt more motivated because they could choose songs that matched their own preferences.

Finally, repeated exposure to authentic English input influenced students' perceptions positively. Participants believed that frequent listening enabled them to become more familiar with pronunciation, rhythm, and commonly used vocabulary. Consequently, they gradually developed greater confidence in understanding spoken English.

Overall, the findings indicate that students' positive perceptions of Spotify are influenced by a combination of technological features, authentic learning materials, personal motivation, and opportunities for autonomous learning. These factors make Spotify an effective supplementary medium for enhancing listening skills among first-year students of the English Education Study Program.