

**SURVEY ON STUDENTS' PERCEPTION TOWARDS THE USE OF
SPOTIFY APPLICATION IN SPEAKING SKILLS AT SMAN 8 KEDIRI**

SKRIPSI

Presented as a Partial Fulfillment of the Requirement the
Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



BY:

RISA ANANDA YUANITA

NPM: 2114050010

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2025

APPROVAL PAGE

SKRIPSI

By :

RISA ANANDA YUANITA

NPM. 2114050010

ENTITLED :

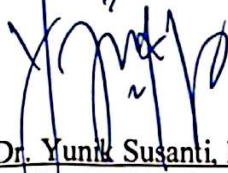
**SURVEY ON STUDENTS' PERCEPTION TOWARDS THE USE OF
SPOTIFY APPLICATION IN SPEAKING SKILLS AT SMAN 8 KEDIRI**

Approved by the Advisors to be proposed to
The Education English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 10th of July 2025


Advisors,

First Advisor



Dr. Yuni Susanti, M.Pd.
NIDN. 0718017801

Second Advisor



Dr. Suhartono, M.Pd.
NIDN. 0714026901

APPROVAL SHEET

SKRIPSI

By :

RISA ANANDA YUANITA
NPM. 2114050010

ENTITLED :

**SURVEY ON STUDENTS' PERCEPTION TOWARDS THE USE OF
SPOTIFY APPLICATION IN SPEAKING SKILLS AT SMAN 8 KEDIRI**

Approved and Accepted by Its All Qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 10th of July 2025

Board of Examiners,

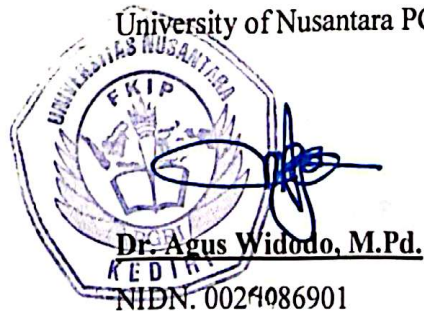
Committee Examiners, :

1. Chairman : Dr. Yunik Susanti, M.Pd.
2. First examiner : Dr. Diani Nurhajati, M.Pd.
3. Second examiner : Dr. Suhartono, M.Pd.



The Dean of the Faculty of Teacher
Training and Education

University of Nusantara PGRI Kediri



Dr. Agus Widodo, M.Pd.
NIDN. 0024086901

THE STATEMENT OF WRITING ORIGINALITY

The undersigned below, :

Name : Risa Ananda Yuanita
Gender : Female
Place/Date of Birth : Lamongan/March 22nd, 2003
NPM : 2114050010
Faculty/Dapartement : FKIP/English Education Dapartment

States that :

1. The Skripsi is never collected to any institute of higher education for any academic degree
2. The Skripsi is totally independent of my work and not the result of plagiarism from the work of others
3. If someday proved of this Skripsi as a result of plagiarism, I would be willing to bear all the legal consequences occur

Kediri, 10th of July 2025

Signed by:



Risa Ananda Yuanita

NPM. 2114050010

MOTTO AND DEDICATION

MOTTO :

Don't be afraid to fail, but be afraid if you don't want to start

Failure is not the end of everything, but a beginning of success

There is no success without failure

There is no success without struggle

DEDICATION :

"I am very grateful to Allah SWT for His continuous guidance and strength during the completion of this skripsi. My sincere appreciation also goes to Prophet Muhammad SAW, whose life and teachings continue to inspire me to be a better person and contribute positively to others. Lastly, I dedicate this work to the most special people in my life, my beloved mother and my strong father who have instilled in me the values of mindset, knowledge, ethics, and patience."

ABSTRACT

Risa Ananda Yuanita : Survey on Students' Perception Towards the Use of Spotify Application in Speaking Skills at SMAN 8 Kediri, Skripsi, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2025.

Keywords: Students' Perception, Spotify, Speaking Skill.

Speaking becomes one of the most important skills in English. Speaking is a productive skill that must be mastered by students to express ideas, thoughts, and feelings through oral language. In academic context, many students face difficulties in speaking such as pronouncing words correctly, understanding grammar, and using appropriate vocabulary. In this era of rapid technological development, students can learn English from various digital sources. Therefore, students need new and interesting learning media to keep improving their speaking skills. As a solution, educators are expected to innovate by using online-based media in the learning process. In this research, the researcher used one of the most popular music streaming platforms, namely Spotify, as a media to facilitate students' speaking skill. Spotify provides features such as digital music, song lyrics, and podcasts that can support speaking activities in an enjoyable way.

The aim of this research is to find out the students' perceptions toward the use of Spotify in speaking skills at SMAN 8 Kediri, especially regarding its usefulness, effectiveness, and the obstacles faced by the students in using the application. The researcher used a quantitative research design in the form of a one-shot survey method. This research involved 293 students from tenth, eleventh, and twelfth grades. The students were asked to fill out a questionnaire consisting of several statements related to Spotify features and speaking components. The data collected were then analyzed using percentage calculation and interpreted into category scales.

The result shows that 40% of students stated the song lyrics feature is very helpful in facilitating their speaking skill, especially in pronunciation. 83% of students agreed that reading and following lyrics helped them understand correct pronunciation, and 82% felt it improved their vocabulary. In terms of effectiveness, digital music scored 81% in pronunciation, and podcasts scored 66% in grammar. However, students also experienced challenges, particularly in pronunciation and vocabulary aspects, with 23% reporting difficulty in understanding pronunciation through digital music and 17% facing limited vocabulary access through song lyrics. In conclusion, Spotify gives a significant contribution to students' speaking skill development. It helps students to learn pronunciation more effectively and makes the learning process more enjoyable. Therefore, the researcher suggests that teachers prepare additional support such as transcript and vocabulary lists to optimize the learning outcomes when applying Spotify in the classroom.

ACKNOWLEDGEMENT

Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher is able to finish this skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This skripsi entitle “ Survey on Students’ Perception Towards the Use of Spotify Application in Speaking Skills at SMAN 8 Kediri”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she still needs critic and suggestion to make it better. Therefore, she would like to express her gratitude to :

1. Dr. Zainal Afandi, M.Pd. as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Agus Widodo, M.Pd. as the Dekan of Faculty of Teacher Training and Education of University of Nusantara PGRI Kediri.
3. Dr. Khoiriyah, M.Pd. as the head of English Education Department of University of Nusantara PGRI Kediri.
4. Dr. Yunik Susanti, M.Pd. as the first advisor who has many valuable hours to give guidance, suggestion and correction.
5. Dr. Suhartono, M.Pd. as the second advisor who has many valuable hours to give guidance, suggestion and correction.
6. All lecturers of English Department who have given valuable knowledge given all this time at the teacher training and education faculty of Nusantara PGRI Kediri University.
7. Mardji, S.Pd., M.Pd. as the Head Master of SMAN 8 Kediri, who has given the researcher a chance to conduct a research in this school
8. Meikrisnawati, S.Pd. as English teacher in SMAN 8 Kediri, who has helpen her patienly in doing research
9. The Tenth, Eleventh, and Twelfth in SMAN 8 Kediri for the great contribution in making this research happened

10. The researcher's beloved parents who always pray all the time for finishing this skripsi and their greatest support, love and impression.
11. Special thanks to all her support system in her whole life. (Abdullah Yusron Farizeki, and all her friends "Yuk Semangat Yuk" who are always there for her and accompany her in any situation)

TABLE OF CONTENT

COVER PAGE	i
APPROVAL PAGE	ii
APPROVAL SHEET	iii
THE STATEMENT OF WRITING ORIGINALITY	iv
MOTTO AND DEDICATION	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLE	xi
LIST OF GRAPHIC	xii
LIST OF APPENDIXES.....	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Identification of the Problem	3
C. Limitation of the Problem.....	4
D. Formulation of the Problem.....	4
E. Purpose of the Research.....	5
F. Significance of the Research	5
G. Definition of Key Terms	6
1. Students' perception	6
2. Spotify	6
3. Speaking skills	6
CHAPTER II REVIEW OF RELATED RESEARCH	7
A. Speaking Skills.....	7
B. Problems in Speaking Skills	9
C. Learning Speaking Skills.....	10
D. Music Streaming Service.....	12
E. Spotify Application.....	13
F. Students' Perception	15

G. Types of Perception.....	16
CHAPTER III RESEARCH METHOD	18
A. Identification of Research Variable	18
B. Technique and Approach of the Research	18
C. Place and Time of the Research	19
D. Population and Sample of the Research	20
E. Instrument and Procedure of Collecting Data of the Research	22
F. Technique of Data Analysis	24
CHAPTER IV RESEARCH RESULT AND DISCUSSION.....	25
A. Result.....	25
1. Spotify Features that Facilitates Students' Speaking Skills	25
2. The Ways Spotify Features Facilitate Speaking Skills	27
3. Challenges of Using Spotify to Facilitate Speaking Skills.....	29
B. Discussion	31
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION ...	35
A. Conclusion	35
B. Implication	36
1. Theoretical Implication	36
2. Practical Implication	37
C. Suggestion.....	37
BIBLIOGRAPHY	39
APPENDICES.....	44

LIST OF TABLE

Table 3.1 Time of the Research.....	19
Table 3.2 Population of the Research	20
Table 3.3 Students' Perception Criteria	23

LIST OF GRAPHIC

Graphic 4.1 Spotify Features that Facilitates Students' Speaking Skills	26
Graphic 4.2 The Ways Digital Music Features Facilitate Speaking Skills	27
Graphic 4.3 The Ways Song Lyrics Features Facilitate Speaking Skills.....	28
Graphic 4.4 The Ways Podcast Features Facilitate Speaking Skills	29
Graphic 4.5 Challenges of Using Spotify to Facilitate Speaking Skills	30

LIST OF APPENDIXES

Appendix 1 Instrument	45
Appendix 2 Score of Students Questionare.....	49
Appendix 3 Total and Presentages Score of Students Questionare	58
Appendix 4 Documentation.....	59
Appendix 5 Permission Letter	60
Appendix 6 Statement Letter from SMAN 8 Kediri.....	61
Appendix 7 Skripsi Guidance Form	62
Appendix 8 Appoval Examination	64

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the background of the research, identification of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of the key term.

A. Background of the Research

Since language is utilized for both speaking and communication, it is an indispensable instrument in human life. Proficiency in speaking ensures that the message is communicated properly and efficiently, improving interpersonal communication. According to (Mandasari & Aminatun, 2020) Speaking is two-way oral communication between a speaker and a listener that requires both receptive understanding and productive speaking abilities. Furthermore, Srinivas (2019) stated that, in today's world, communication skills are extremely important, and in order to achieve success in one's selected field, it is necessary to have a strong command of these abilities. In order to communicate effectively in our global society, speaking is the most critical ability out of the four language skills that are available. Learners are required to develop the communication skills necessary to communicate effectively in English in order to achieve success in their various industries. This is because English is extensively used all over the world. Wulandari et al (2022) said, One nation where students are less motivated to study English is Indonesia. Speaking English is seen as quite challenging by many high school students.

This study focuses on speaking skills, because speaking plays important roles in the global word. There are several factors that cause difficulties in speaking English. First, because of a variety of speaking issues, including bored with the media used in the teaching and learning process, many students lack motivation to practice speaking. (Mandasari & Aminatun, 2019). Moreover, Suprayogi & Pranoto (2020) discovered that since English phonology differs from Indonesian phonology in some ways, students may have trouble pronouncing

English words. Furthermore, the majority of students are lazy enough to look up the context in dictionaries, and thus are unable to improve their speaking abilities. (Pratiwi & Ayu, 2020).

Students need media that can reach for their interest and make speaking more comfortable (Sinaga & Oktaviani, 2020). Otherwise, these days the phrase "Industrial Revolution 5.0" is used all over the world. Technological developments have really improved many areas of education such as teaching, learning and research, which provide various resources that help teachers and students learn independently (Aminatun, 2019). This means that in the teaching and learning aspect, technological developments encourage students to learn independently and interestingly (Oktaviani and Mandasari, 2020). Apart from that, if students have the will to develop their speaking skills, they can learn independently by taking advantage of technological developments.

The Spotify application is an example of media to improve speaking skills. Thus, they can learn speaking independently using memory strategies and the Spotify application. Spotify is an easy-to-use tool with exciting features, it is the most necessary pick in this case. Spotify is a digital music streaming platform that offers a large selection of English-language songs by different artists. Among other things, users can search for music by mood, genre, album, or even artist. It also offers radio stations and playlists that may be modified. Additionally, users have the ability to create and share custom playlists with others. Spotify is a music program that can be used on devices including laptops and smartphones (Shafwati et al., (2023). Salsabila et al. (2021:157) explain that Spotify is a digital platform for streaming music and podcasts, offering users access to millions of songs and various content from artists worldwide. Through Spotify's lyrics feature, students can also enhance their understanding of English tenses by studying the language used in songs. Additionally, Lazuardy, Susanti, and Suhartono (2023) note that one of the advantages of using Spotify is the ability to repeatedly listen to the same content, which helps students reinforce their listening and comprehension skills.

Using digital audio applications as interactive media is necessary to review because digital audio applications can help students increase their abilities. First, a study conducted by Shafwati et al. (2023) stated that using Spotify as an instructional medium can enhance students' English-speaking abilities. With its wide range of audio content and user-friendly access, students are able to engage in speaking practice, listen to various dialogues, and rehearse spoken expressions in English. This exposure can lead to improved fluency and increased confidence in oral communication. Second, Mayalisa et al. (2023) represent the use of English songs on Spotify to improve students' speaking skills and motivate students to learn at SMP 2 Purnama Semarang. Another study by Afriyuninda et al. (2021), reveals that listening to English songs on a digital audio platform helps students improve their listening ability, good and correct pronunciation, and increase new vocabulary.

There are a lot of researches on students' perceptions of using Spotify. (Azizah 2023) Students' perception on listening, (Purba 2023) Students' perception on pronunciation , and (Hamzah 2023) Students' perception on vocabulary. However, there is no research about students' perceptions of using Spotify in speaking skills. In order to fill in the gap of knowledge about the use of Spotify in speaking skill, this present's research focuses on speaking skills, especially in senior high school students. The researcher intends to conduct a study entitled Survey on Students' Perception Towards the Use of Spotify Application in Speaking Skills at SMAN 8 Kediri.

B. Identification of the Problem

Based on the research background above, the following problems are identified: First, the use of Spotify as one of the most popular music streaming applications in the world as a medium of instruction in listening English song. Second, Spotify has many features such as digital music, song lyrics, and podcasts. The high number of students who access the Spotify application and use the various features in it. They can listen to songs while reading and following the lyrics. Knowing new vocabulary, correct pronunciation, and knowing grammar in

sentences, these are the aspects of speaking ability.

C. Limitation of the Problem

For this research to be carried out more effectively and efficiently, it is necessary to have limitations in studying the problems that arise as mentioned in problem identification. Researcher limited the problem to be studied only by surveying to find out students' perceptions of using the Spotify application in speaking skills in tenth, eleventh, and twelfth grade of SMAN 8 Kediri. Perceptions in this research relate to the perceived usefulness when using Spotify, the effectiveness of using Spotify in learning, and obstacles in learning English through Spotify. The main features of Spotify are divided into three namely, digital music , song lyrics, and podcasts (Spotify., 2024). There are three areas of knowledge that composes speaking ability, namely; pronunciation, grammar, and vocabulary (Kürüm, E. Y. 2016).

D. Formulation of the Problem

The research questions are formulated as follows:P

1. General research question :

What are the students' perception towards using Spotify as a tool to enhance their speaking skills ?

2. Spesific research question :

- a. Which Spotify features can facilitate students' speaking skills ?
- b. How do those Spotify features facilitate students' speaking skills ?
- c. What challenges do students face when using Spotify to facilitate their students' speaking skills ?

E. Purpose of the Research

According to the research question, this research has several aims:

1. General purpose

To know the students' perception towards the use of the Spotify application in speaking skills at SMAN 8 Kediri.

2. Spesific purpose

- a. To know which Spotify features can facilitate students in speaking skills
- b. To find out how the Spotify features can facilitate students' speaking skills
- c. To know challenges do students face when using Spotify for speaking skill improvement

F. Significance of the Research

1. For Teachers

As a facilitator for students, the teacher benefits from understanding students' perceptions of the Spotify application, which enables them to design more effective learning materials. By bringing engaging and familiar voices and conversations into language instruction, educators can increase students' motivation, engagement, and overall language proficiency.

2. For Researcher

By conducting thorough research, the author developed a deeper understanding of students' perceptions of using Spotify in speaking skills. Researching current topics can help writers expand vocabulary, improve sentence structure, and develop writing style. Carrying out research can add new insight and knowledge regarding the topic being researched.

3. For Other Researchers

This study is expected to provide valuable insights for future researchers who are interested in conducting further studies in related fields, as well as to encourage them to explore the use of media, such as Spotify, to enhance students' motivation and interest in developing their speaking skills.

G. Definition of Key Terms

1. Student's Perception

Perceptions are divided into three, namely based on perceived usefulness, effectiveness, and obstacles in learning English through Spotify (Hamzah 2023). This process also occurs in students' perceptions of learning in class to produce achievement. Student perception is a student's view of something that happens in the learning process in class and produces it with suggestions or arguments to the teacher or classmates to improve the learning process (Ansow et al., 2022)

2. Spotify

Spotify is a digital streaming service offering a vast collection of music, podcasts, and video content from global creators. It supports multiple devices, including desktops, mobile phones, tablets, TVs, and car systems, and enables smooth transitions between them via Spotify Connect. Access to content is limited to its official app platforms (Spotify., 2024).

3. Speaking skills

Speaking is an interactive process of conveying messages or information and, if necessary, being followed up by listeners. There are three areas of knowledge composes speaking ability, namely; pronunciation, grammar, and vocabulary (Kürüm, E. Y. 2016).

BIBLIOGRAPHY

- Afriyuninda, E., & Oktaviani, L. (2021). The Use of English Songs to Improve English Students'listening Skills. *Journal of English Language Teaching and Learning*, 2(2), 80-85.
- Agustina, U. W., Ma'arif, I. B., Ningrum, E. G. C., & Mufidah, C. N. (2022). LS Media (Learning Speaking)-Application for Senior High School. *SALIENCE: English Language, Literature, and Education*, 2(2).
- Ansow, D. F., Olii, S. T., & Kumayas, T. (2022). A Study on Students'Perception Toward English Learning at Smp Katolik St. Theresia Tanawangko. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(3), 375-385.
- Arikunto, S. (2010). Prosedur penelitian suatu pendekatan praktek.
- Ary, D., Jacobs, L. C., & Razavieh, A. (1972). Introduction to research in education.
- Asghari, P., Rahmani, A. M., & Javadi, H. H. S. (2019). Internet of Things applications: A systematic review. *Computer Networks*, 148, 241-261.
- Azizah, P. N., Ichwany, S. S. F., Mahfudz, A. A., Sari, R. I., & Setyowati, L. (2023). The Implementation of Songs for Listening and Speaking Activities for Eleventh Graders in SMAN 1 Lawang. *EDUCAFL: Journal on Education of English as Foreign Language*, 6(1).
- Fitri, H. (2016). *Students' perception on the use of group work technique in speaking V Subject* . Batusangkar, West Sumatera: STAIN Batusangkar.
- Hamzah, I. (2023). Students'perception of the Use of Spotify Application to Improve Students'vocabulary Mastery. *Journal of English Language Teaching and Learning*, 4(1), 19-25.
- Irawati, I. (2014). Improving students' speaking ability through communicative language games. *Magistra*, No. 87 Th. XXV, 25-36
- Khorashadyzadeh, A. (2014). Why to use short stories in speaking classes? *International Journal of Foreign Language Teaching in the Islamic World*, 2(1), 9-15.
- Kürüm, E. Y. (2016). Teaching speaking skills. *Annals of the University of Oradea: Economic Science*, 25(1), 264-273.

- Lazuardy, Y., Susanti, Y., & Suhartono, S. (2023). *The Effect of Using on Viral Playlist at Spotify on the Students'listening Skill At The Tenth Grade Man 1 Kota Kediri* (Doctoral dissertation, Universitas Nusantara PGRI Kediri).
- Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill.
- Mandasari, B., & Aminatun, D. (2019). Uncovering students' attitude toward vlogging activities in improving students' speakin ability (Vol. 8, Issue 2). <https://fkip.ummetro.ac.id/journal/index.php/english>
- Mandasari, B., & Aminatun, D. (2020). Improving Students'speaking Performance Through Vlog. *English Education: Journal of English Teaching and Research*, 5(2), 136-142.
- Mayalisa, I., Susanto, D. A., & Widiyanto, M. W. (2023). The Use of English Songs on Spotify to Motivate Students'speaking Ability: A Case of the Eighth Students of SMP Purnama 2 Semarang in the Academic Year 2022/2023. *J-MAS: Jurnal Pengabdian Masyarakat*, 1(5), 665-680.
- Mustafa, M., & Manahutu, N. (2022). Improving Aspect and Compotency of Speaking Skill on EFL Students by Utilizing Zoom App.
- Purba, J., Natalia, L., & Sapira, L. (2023). The students' perception on using Spotify towards their English pronunciation. *ENLIT*, 3(1), 37-49.
- Pratiwi, Z. F., & Ayu, M. (2020). The use of describing picture strategy to improve secondary students' speaking skill. In *Journal of English Language Teaching and Learning (JELTL)* (Vol. 1, Issue 2). <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- Salsabila, W., Irianti, L., & Thooyibah, L. (2021). The Effectiveness of Georgiana's Podcast on Spotify to Improve Students Listening Skills. *TLEMC (Teaching and Learning English in Multicultural Contexts)*, 5(2), 156-163.
- Shafwati, D., Munifatullah, F., & Nurdiana, N. (2023). The effect of Spotify application on students' speaking ability. *PROCEEDING AISELT (Annual International Seminar on English Language Teaching)*, 8(1), 50-60.

- Schwind, A., Wamser, F., Gensler, T., Tran-Gia, P., Seufert, M., & Casas, P. (2018, May). Streaming characteristics of spotify sessions. In *2018 Tenth International Conference on Quality of Multimedia Experience (QoMEX)* (pp. 1-6). IEEE.
- Sinaga, R. R. F., & Oktaviani, L. (2020). The implementation of fun fishing to teach speaking for elementary school students. *Journal of English Language Teaching and Learning*, 1(1), 1-6.
- Srinivas Rao, P. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*, 2(2), 6–18.
- Suprayogi, & Pranoto, B. E. (2020). Students' perspectives toward news voiceover activity in pronunciation class.
- Susanti, Y. (2020). Student engagement in EFL on-line class. *Lingual Journal of Language and Culture*, 10(2).
- Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). Exploring Students' Learning Strategies in Speaking Performance. *International Journal of Language Education*, 2(1), 65-71.
- Wahyuni, A., Utami, A. R., & Education, E. (2021). the Use of Youtube Video in Encouraging Speaking Skill. *Pustakailmu. id*, 7(3), 1-9.
- Wulandari, N. A., Amalia, S., & Ramdhani, M. I. (2022). Investigating speaking difficulties of senior high school students: linguistics and psychological problems. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 6(1), 151-166.
- Zuhriyah, M. (2017). Storytelling to improve students' speaking skill. *English Education: Jurnal Tadris Bahasa Inggris*, 10(1), 119-134.