

**ENGLISH STUDENTS' PERCEPTIONS OF USING SPOTIFY
LYRICS TO LEARN SLANG AND DAILY EXPRESSIONS AT
NUSANTARA PGRI KEDIRI UNIVERSITY**



SKRIPSI

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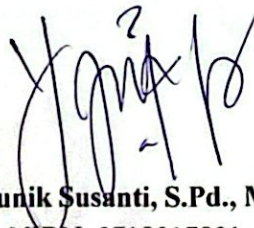
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MOTTO AND DEDICATION

MOTTO:

“Let others look down on me. I don't need to prove anything to them only to myself, and I will always thank myself for enduring”

DEDICATION:

- 1) Allah SWT, who has continuously bestowed His mercy, blessings, and endless love upon me throughout the process of completing this undergraduate thesis.
- 2) My beloved mother, Umi Kusnawiyah, thank you for giving me life and for your unconditional love, endless sacrifices, unwavering support, and constant belief in me. Your prayers and love are the reason I never give up. Your love is irreplaceable and will never be surpassed by anything in this world.
- 3) My beloved father, Nuryanto, thank you for your unconditional love, sacrifices, support, and the trust you have always placed in me.
- 4) My beloved siblings, thank you for your endless prayers, encouragement, and support throughout my journey.
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- 8) All my close friends, whose names I cannot mention one by one. My heart will always remember each and every one of you.
- 9) All English Language Education Department Lecturers, thank you for your guidance, support, encouragement, and for shaping me into the person I am today throughout my academic journey.

ABSTRACT

NAME: *English Students' Perceptions of Using Spotify Lyrics to Learn Slang and Daily Expressions at Nusantara PGRI Kediri University*, Skripsi, the Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri, 2026.

Keywords: Students' Perceptions, Spotify Lyrics, English Slang, Daily Expressions, English Learning.

This research aims to investigate English Education students' perceptions of using Spotify lyrics to learn English slang and daily expressions at Universitas Nusantara PGRI Kediri. Slang and daily expressions are important components of authentic English communication because they frequently appear in everyday conversations, digital media, and entertainment content. Many students still experience difficulties understanding informal English due to unfamiliar vocabulary, contextual meanings, figurative language, and pronunciation differences. Spotify provides a lyrics feature that allows learners to listen to English songs while reading synchronized lyrics, making it easier to recognize unfamiliar expressions, understand contextual meanings, and learn authentic language beyond classroom activities.

This study employed a quantitative approach using a descriptive survey design. The participants were 50 second- and fourth-semester students of the English Education Department at Universitas Nusantara PGRI Kediri who were selected through proportionate stratified random sampling. The data were collected using a closed-ended questionnaire distributed online through Google Forms. The questionnaire was developed based on four dimensions of students' perceptions, namely understanding, use, benefits, and challenges. The collected data were analyzed using descriptive statistics, validity and reliability tests, classical assumption tests, simple linear regression, *t*-test, *F*-test, and the coefficient of determination (R^2) with the assistance of SPSS.

The findings indicate that students generally have positive perceptions toward the use of Spotify lyrics for learning English slang and daily expressions. Students perceive that reading synchronized lyrics while listening to English songs helps them understand the meanings of slang and daily expressions, improve vocabulary knowledge, recognize authentic language used by native speakers, and increase learning motivation. Spotify lyrics also encourage independent learning through activities such as replaying songs, rereading lyrics, and searching for unfamiliar expressions. Despite these positive perceptions, students still encounter several challenges, including unfamiliar slang expressions, fast song tempo, figurative language, contextual meanings, and pronunciation differences. It can be concluded that Spotify lyrics are perceived as an effective and enjoyable digital learning medium for improving students' understanding of English slang and daily expressions while supporting authentic English language learning.

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This thesis is entitled "Students' Perceptions of Using Spotify Lyrics to Learn Slang and Daily Expressions at Nusantara PGRI Kediri University." The researcher realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of this study.

On this valuable occasion, the researcher would like to express her deepest gratitude and sincere appreciation to:

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Without their cooperation, time, and valuable responses, this study could not have been completed.

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Finally, the researcher realizes that this thesis still has many shortcomings. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this research.

Kediri, July 2026

Respectfully,



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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, research questions, objectives of the study, significance of the study, and definition of key terms. These sections are provided to explain the rationale of the research and the issues related to students' perceptions toward the use of Spotify lyrics for learning English slang and daily expressions.

A. Research Background

English language learning has changed significantly alongside the rapid growth of digital technology. Students no longer depend only on printed textbooks or classroom explanations because language exposure can now be accessed through digital platforms used in everyday life. Technology-based learning environments create opportunities for learners to interact with authentic English materials more flexibly and independently. Tai and Chen (2022) explain that technology-enhanced English learning increases students' motivation and engagement because learning activities feel more interactive and connected with daily routines. Escamilla-Fajardo et al. (2022) also highlight that continuous interaction with digital content encourages language engagement through authentic communication exposure. Kohnke et al. (2024) further note that digital English learning environments provide learners with broader opportunities to encounter real language use beyond formal instruction. Digital media eventually becomes part of students' learning habits, especially among young learners who spend much of their time using smartphones and online applications.

Mobile-Assisted Language Learning has transformed the way students develop English skills beyond classroom activities. Learning opportunities are no longer restricted by time or location because students can access music platforms, podcasts, videos, and social networking applications whenever needed. Escamilla-Fajardo et al. (2022) mention that social networking platforms support language engagement through continuous interaction with authentic English content. Tai and Chen (2022) state that technology-enhanced learning environments increase

participation and learning motivation through flexible access to educational resources. A comparable view is presented by Kohnke et al. (2024), who argue that informal digital learning encourages sustained exposure to authentic language patterns. Students often acquire vocabulary, pronunciation, and conversational expressions naturally while interacting with entertainment-based content.

Spotify has emerged as one of the most widely used digital platforms for accessing English songs and audio materials among university students. The application provides several practical features, including real-time lyrics, replay options, playlists, and podcasts that can facilitate English learning. Aristia et al. (2025) explain that students perceive Spotify as an effective and enjoyable learning medium because English songs support vocabulary growth, pronunciation improvement, and understanding of both formal and informal expressions. Similar findings are reported by Aurora and Fiftinova (2025), who found that repeated interaction with song lyrics contributes to vocabulary enhancement. Anggraeni (2025) also notes that English songs available through Spotify increase language exposure and strengthen vocabulary acquisition. Repeated listening activities enable learners to revisit unfamiliar words until their meanings and pronunciations become easier to understand.

Authentic materials occupy an important position in English language learning because students need exposure to communication patterns that genuinely occur among native speakers. Classroom materials frequently focus on grammar and formal vocabulary, yet real-life interaction often contains contractions, informal expressions, and conversational language. Lee and Drajeti (2023) explain that authentic English exposure strengthens communication confidence because learners become more familiar with practical language use. Escamilla-Fajardo et al. (2022) reveal that continuous interaction with authentic content increases language engagement and communication awareness. Derakhshan et al. (2023) also argue that authentic materials support stronger language retention and help learners understand communication used in real-world situations. Students who rely exclusively on textbook materials may encounter difficulties when interpreting English used in songs, films, podcasts, or social media.

One important aspect of authentic English communication is slang. Informal expressions such as “gonna,” “bro,” “lit,” or “what’s up” frequently appear in digital conversations, entertainment media, and English songs (Muhartoyo, 2024). Al-Khayyat et al. (2024) explain that digital media exposure helps learners understand authentic communication styles used in everyday interaction. Slang expressions often reflect emotional meaning, social identity, and modern communication culture among young people. Learners who understand slang may adapt more comfortably during conversations because they recognize how English is naturally used outside formal situations.

Daily expressions also play a major role in helping students achieve natural fluency during communication. Expressions such as “Take care,” “No worries,” or “Sounds good” are commonly used in casual interaction and help conversations feel more natural (Simatupang, 2026). Kohnke et al. (2024) explain that informal English exposure supports learners in adapting to authentic communication patterns more confidently. Students who recognize practical expressions often respond more spontaneously during conversations because they already possess ready-to-use phrases for interaction. Repeated exposure to daily expressions gradually builds communication habits that sound more fluent and realistic.

English songs available on Spotify have become one of the most accessible sources of slang and daily expressions for students today (A’yun & Wahyuni, 2024). Song lyrics frequently contain informal vocabulary, contractions, idiomatic expressions, and conversational phrases that are rarely discussed in formal learning materials. Divanauli et al. (2025) explain that students show positive perceptions toward the use of Spotify songs for understanding idiomatic expressions because songs help them recognize contextual meaning more naturally. Learners often become curious about unfamiliar expressions they hear repeatedly through music, then try to search for meanings independently through lyric features or translation tools.

Future English teachers are expected to understand not only formal language forms but also contemporary English frequently encountered by learners. English communication today is strongly influenced by digital culture,

entertainment media, and online interaction. Dependence on textbook-oriented language alone may limit educators' ability to relate classroom learning to actual language use. Aurora and Fiftinova (2025) explain that Spotify provides exposure to authentic vocabulary, idiomatic expressions, and contemporary language patterns through lyric features and repeated listening activities. Kohnke et al. (2024) state that informal digital English learning helps learners adapt to authentic communication practices commonly used in modern society. Al-Khayyat et al. (2024) likewise emphasize that digital media introduces learners to current language trends and communication styles. Such exposure can increase familiarity with practical English encountered in everyday interaction.

The development of *Mobile-Assisted Language Learning* has also influenced how students build English skills outside formal classrooms. Learning activities now happen anytime and anywhere through music platforms, podcasts, videos, and social networking applications. Escamilla-Fajardo et al. (2022) mention that social networking platforms support language engagement because learners interact continuously with authentic English content. Tai and Chen (2022) explain that technology-based learning environments increase learners' participation and motivation through flexible access to learning materials. Kohnke et al. (2024) also emphasize that informal digital English learning provides continuous exposure to authentic language use beyond classroom settings. Students often learn vocabulary, pronunciation, and conversational expressions naturally while consuming entertainment content. This kind of exposure creates a learning atmosphere that feels lighter and less monotonous compared with conventional classroom methods.

Among many digital platforms used by students today, Spotify has become one of the most popular applications for accessing English songs and audio content. Spotify offers practical features such as real-time lyrics, replay options, playlists, and podcasts that help learners understand English more easily. Aristia et al. (2025) explain that students positively perceive Spotify as an effective and enjoyable learning medium because English songs help them improve vocabulary, pronunciation, and understanding of formal as well as informal expressions. Aurora and Fiftinova (2025) also found that Spotify supports vocabulary enhancement

through repeated exposure to English songs and lyrics. Anggraeni (2025) further reports that English songs available on Spotify contribute to vocabulary acquisition and language exposure among learners. Listening activities through Spotify also allow students to replay unfamiliar words repeatedly until they understand the meaning and pronunciation more clearly.

The use of authentic materials has become increasingly important in English language learning because students need exposure to real communication styles used by native speakers. Classroom materials often emphasize grammar rules and formal vocabulary, yet real conversations usually contain informal expressions, contractions, and casual communication patterns. Lee and Draji (2023) explain that authentic English exposure strengthens students' communication confidence because learners become more familiar with practical language use. Escamilla-Fajardo et al. (2022) state that regular interaction with authentic English content increases language engagement and communication awareness. Derakhshan et al. (2023) also argue that authentic materials contribute to stronger language retention and support learners' understanding of real-world communication. Students who only rely on textbook materials may experience difficulties understanding modern English communication found in songs, movies, podcasts, and social media interactions.

One important aspect of authentic English communication is *slang*. Informal expressions such as “gonna,” “bro,” “lit,” or “what’s up” frequently appear in digital conversations, entertainment media, and English songs (Muhartoyo, 2014). Al-Khayyat et al. (2024) explain that digital media exposure helps learners understand authentic communication styles used in everyday interaction. Kohnke et al. (2024) note that informal digital learning environments expose learners to contemporary language forms commonly used by native speakers. Lee and Draji (2023) also emphasize that familiarity with authentic language use supports communication confidence and interaction skills. *Slang* expressions often reflect emotional meaning, social identity, and modern communication culture among young people. Learners who understand *slang* may

adapt more comfortably during conversations because they recognize how English is naturally used outside formal situations.

Daily expressions also play a major role in helping students achieve natural fluency during communication. Expressions such as “Take care,” “No worries,” or “Sounds good” are commonly used in casual interaction and help conversations feel more natural (Simatupang, 2026). Kohnke et al. (2024) explain that informal English exposure supports learners in adapting to authentic communication patterns more confidently. Lee and Draji (2023) state that practical communication experiences help learners become more comfortable using English in everyday situations. Escamilla-Fajardo et al. (2022) also found that regular engagement with authentic English content supports the development of communicative competence. Students who recognize practical expressions often respond more spontaneously during conversations because they already possess ready-to-use phrases for interaction. Repeated exposure to *daily expressions* gradually builds communication habits that sound more fluent and realistic.

English songs available on Spotify have become one of the most accessible sources of *slang* and *daily expressions* for students today (A'yun & Wahyuni, 2024). Song lyrics frequently contain informal vocabulary, contractions, idiomatic expressions, and conversational phrases that are rarely discussed in formal learning materials. Divanauli et al. (2025) explain that students show positive perceptions toward the use of Spotify songs for understanding idiomatic expressions because songs help them recognize contextual meaning more naturally. Aurora and Fiftinova (2025) report that repeated interaction with English song lyrics increases students' familiarity with authentic expressions and vocabulary. Anggraeni (2025) also found that English songs expose learners to language patterns that support vocabulary growth and language awareness. Learners often become curious about unfamiliar expressions they hear repeatedly through music, then try to search for meanings independently through lyric features or translation tools.

Students from English Education programs are expected to understand both formal and informal English because future teachers need to adapt to language development used by modern learners. English communication today is strongly

influenced by digital culture, entertainment media, and online interaction. Future educators cannot rely only on rigid textbook language if they want to communicate effectively with younger generations. Aurora and Fiftinova (2025) explain that Spotify provides exposure to authentic vocabulary, idiomatic expressions, and modern language patterns through real-time lyrics and repeated listening activities. Kohnke et al. (2024) state that exposure to informal digital English learning helps learners adapt to authentic communication practices used in contemporary society. Al-Khayyat et al. (2024) also emphasize that digital media plays a significant role in introducing learners to current language trends and communication styles. This exposure helps learners become more familiar with practical English used in real communication situations.

The ability to understand *slang* and *daily expressions* has become increasingly important for English Education students because communication in English today is not limited to academic or formal situations. English is widely used through social media, online communities, entertainment platforms, and international interactions that frequently involve informal language. Many expressions commonly used by native speakers cannot be found easily in textbooks, even though they appear regularly in authentic communication. Learners who are unfamiliar with informal expressions may understand grammatical structures correctly yet still experience difficulties interpreting the intended meaning of conversations. Lee and Drajeti (2023) explain that exposure to authentic language helps learners become more confident and capable of participating in practical communication. Al-Khayyat et al. (2024) also state that digital media provides extensive exposure to informal English forms commonly used in everyday interaction.

The importance of understanding *slang* and *daily expressions* is closely related to the role of English Education students as future English teachers. Language used by younger generations continues to develop through digital communication, music, films, and social networking platforms. Future teachers are expected not only to master formal English but also to recognize contemporary language forms encountered by students outside the classroom. Kohnke et al. (2024)

explain that continuous exposure to informal digital English learning environments helps learners adapt to authentic communication patterns. Escamilla-Fajardo et al. (2022) also mention that interaction with authentic English content through digital platforms supports language engagement and communication development. Knowledge of *slang* and *daily expressions* may help prospective teachers connect classroom learning with real language use and create learning experiences that are more relevant to students' communicative needs.

A similar phenomenon can also be observed among students of English Education at UNP Kediri. Many students frequently listen to English songs on Spotify while reading the lyrics to identify unfamiliar words and recognize daily expressions used by native speakers. Some students replay certain song parts repeatedly because they want to catch pronunciation, understand expressions, or interpret hidden meanings inside the lyrics. Widi and Putri (2026) explain that students often use strategies such as reading lyrics, replaying songs, and using translation tools to improve vocabulary understanding through Spotify and YouTube. These habits show that Spotify lyrics are not only used for entertainment purposes but also function as an informal language learning medium among university students.

Even though Spotify lyrics are frequently used by students during English learning activities, learners may show different perceptions regarding their effectiveness for understanding English slang and daily expressions. In this research, slang refers to informal English expressions commonly used in casual communication, while daily expressions refer to conversational phrases frequently used in everyday interaction. Some students perceive Spotify lyrics as helpful because repeated exposure to song lyrics allows them to recognize authentic expressions, understand contextual meaning, and become more familiar with informal communication patterns used by native speakers. However, other students still experience difficulties understanding slang meaning, fast song tempo, unclear pronunciation, and unfamiliar informal vocabulary. Aristia et al. (2025) explain that students often face challenges related to rapid lyrics, informal language patterns, and slang expressions while learning English through Spotify songs.

Previous studies discussing Spotify in English language learning have mostly focused on listening comprehension, vocabulary mastery, and idiomatic expressions. A'yun and Wahyuni (2024) found that Spotify songs improve listening comprehension and increase students' motivation during English learning activities. Divanauli et al. (2025) also reported positive students' perceptions toward the use of Spotify songs for understanding idiomatic expressions. However, studies specifically investigating students' perceptions of using Spotify lyrics to learn English slang and daily expressions are still limited. Existing studies generally emphasize listening ability, vocabulary learning, or idiomatic expressions without specifically examining how students perceive Spotify lyrics as a source of informal English expressions used in authentic communication. In addition, research involving English Education students in the Indonesian EFL university context, particularly at UNP Kediri, remains underexplored.

Numerous studies have examined the use of Spotify in English language learning. A'yun and Wahyuni (2024) reported that Spotify songs contribute positively to listening comprehension and learning motivation. Divanauli et al. (2025) found positive student perceptions regarding the use of Spotify songs for understanding idiomatic expressions. Aristia et al. (2025) concentrated on vocabulary development through English songs, whereas Widi and Putri (2026) explored vocabulary learning strategies through Spotify and YouTube. Aurora and Fiftinova (2025) also emphasized the contribution of Spotify to vocabulary enhancement and exposure to authentic English expressions. Existing studies predominantly investigate listening skills, vocabulary acquisition, pronunciation, or idiomatic expressions. Research specifically examining students' perceptions of Spotify lyrics as a source for learning *slang* and *daily expressions* remains limited. Little attention has been directed toward how English Education students perceive the benefits and challenges of using Spotify lyrics to understand informal English frequently encountered in authentic communication. This situation indicates a research gap that requires further investigation, particularly among English Education students at UNP Kediri.

This research focuses on students' perceptions toward the use of Spotify lyrics for learning English slang and daily expressions among English Education students at UNP Kediri. The study investigates students' experiences, perceived benefits, and challenges when using Spotify lyrics to understand informal English expressions frequently found in songs and daily communication. This research is expected to provide a clearer understanding of how Spotify lyrics function as an informal English learning medium in the context of authentic language exposure.

B. Research Questions

This study aims to investigate students' perceptions regarding the use of Spotify lyrics in English language learning, namely:

1. How do English Education students understand English slang and daily expressions through Spotify lyrics?
2. How do English Education students use Spotify lyrics to learn English slang and daily expressions?
3. What benefits do students gain from using Spotify lyrics to learn English slang and daily expressions?
4. What challenges do students experience when using Spotify lyrics to learn English slang and daily expressions?

C. Research Objectives

This research is conducted to identify students' perceptions toward the use of Spotify lyrics in learning English slang and daily expressions, namely:

1. To identify students' understanding of English slang and daily expressions through Spotify lyrics.
2. To describe how students use Spotify lyrics to learn English slang and daily expressions.
3. To identify the benefits gained from using Spotify lyrics.
4. ☐ To identify the challenges experienced when using Spotify lyrics.

D. Research Benefits

This research is expected to provide useful contributions for English language learning, namely:

1. For Students

This research is expected to help students understand how Spotify lyrics can support the learning of English slang and daily expressions through enjoyable and familiar learning activities.

2. For Lecturers

This research is expected to provide references for lecturers in using digital media, especially Spotify lyrics, as alternative learning materials for teaching informal English expressions and daily communication.

3. For Future Researchers

This research is expected to become a reference for future studies related to Spotify, song lyrics, slang, daily expressions, and English language learning through digital platforms.

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