

**STUDENTS' PERCEPTIONS OF THE USE OF SPOTIFY PODCASTS IN
FACILITATING LISTENING SKILLS AMONG ENGLISH
DEPARTMENT STUDENTS AT NUSANTARA PGRI KEDIRI
UNIVERSITY**

SKRIPSI

Submitted for Thesis Writing to Fulfill One of the Requirements Obtaining a
Bachelor of Education Degree (S.Pd.) at the English Education Program
Faculty of Teacher Training and Education University of Nusantara PGRI Kediri



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2026

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Entitled:

**STUDENTS' PERCEPTIONS OF THE USE OF SPOTIFY PODCASTS IN
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MOTTO AND DEDICATION

MOTTO:

“Hasbunallahu wa ni'mal wakil, ni'mal maula wa ni'man nasir”

Cukuplah Allah menjadi penolong kami, dan Allah adalah sebaik-baiknya pelindung.

DEDICATION:

1. Allah SWT, who has been providing blessing and mercy while authoring this skripsi.
2. My dear self, Nilna Nabila, thank you for staying strong, believing in yourself, and never giving up. This accomplishment is dedicated to you.
3. My beloved mother, thank you for your sacrifices, support, and always believing in me. Your prayers and love are the reason I never give up.
4. My father, thank you for your support, and always believing in me.
5. My beloved brothers and sister, thank you for your prayers and endless encouragement.
6. My entire extended family, whose blessings have surrounded me.
7. My dearest friend, Mukidi and BNN, for your constant presence and support that made this journey.
8. Abu Rijal Bakery, and my PPN friends, for the warmth and little joys that reminded me there is life beyond this skripsi.
9. All my close friends, whose names I cannot mention one by one-my heart remembers every single one of you.
10. All English Language Education Department lecturers, who have encouraged and shaped me throughout these years.

ABSTRACT

Nilna Nabila: Students' Perceptions of The Use Of Spotify Podcasts In Facilitating Listening Skills Among English Department Students At Nusantara PGRI Kediri University, Skripsi, the Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2026.

Keywords: Students' Perceptions, Spotify Podcasts, Listening Skills, Digital Media, English Learning.

This research aims to investigate students' perceptions of the use of Spotify podcasts in facilitating listening skills among English Department students at Nusantara PGRI Kediri University. Listening is an essential skill in English language learning because it enables learners to understand pronunciation, grammar, vocabulary, meaning, and pragmatic context in spoken communication. However, many students still experience difficulties when listening to authentic spoken English, particularly because of fast speech, unfamiliar vocabulary, different accents, unclear pronunciation, and contextual meaning. Therefore, digital media are needed to provide flexible and accessible listening practice. Spotify podcasts are considered relevant because they provide various English audio materials and features that allow students to practice independently beyond the classroom.

This study employed a quantitative approach with a one-shot survey design. The participants were 181 students from the first, second, third, and fourth academic years of the English Education Department at Nusantara PGRI Kediri University. The data were collected through a closed-ended questionnaire distributed online using Google Forms. The questionnaire was arranged based on three aspects of students' perceptions, namely usefulness, effectiveness, and obstacles. The Spotify podcast features investigated in this study were the Replay Feature, Transcript Feature, and Playback Speed Control. The listening indicators covered pronunciation, grammar, vocabulary, meaning, and pragmatic context in spoken communication. The collected data were analyzed using descriptive statistics by calculating the frequency and percentage of students' responses.

The findings showed that students generally had positive perceptions toward the use of Spotify podcast features in facilitating their listening skills. Among the

three features, the Transcript Feature obtained the highest average percentage at 83%, followed by the Replay Feature at 81% and Playback Speed Control at 80%. This indicates that students perceived the Transcript Feature as the most helpful feature because it allowed them to read and listen at the same time. The features also supported students in recognizing pronunciation, understanding vocabulary and grammar, identifying meaning, and interpreting pragmatic context. Nevertheless, students still faced obstacles, especially in understanding grammar and pragmatic context in authentic spoken English. Based on these findings, it can be concluded that Spotify podcasts are perceived as useful and effective digital media for facilitating students' listening skills, although additional learning support is still needed.

ACKNOWLEDGEMENT

Praise and thankfulness are offered to Allah, God the Almighty, who has been bestowing blessings and mercies on the researcher, allowing her to successfully complete this skripsi as a partial fulfillment of the Sarjana Degree requirements.

This skripsi entitled “Students’ Perceptions of The Use of Spotify Podcasts In Facilitating Listening Skills Among English Department Students At Nusantara Pgri Kediri University”. It is recognized that this Skripsi still has numerous laws, thus feedback and suggestions from many parties are eagerly anticipated.

On this occasion, the researcher wishes to convey her heartfelt thanks and deepest appreciation to:

1. Dr. Zainal Afandi, M.Pd, as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Agus Widodo, M.Pd, as the Dean of the Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri.
3. Dr. Khoiriyah, M.Pd, as the Head of English Education Department, for her guidance, and administrative support.
4. Dr. Yunik Susanti, S.Pd., M.Pd., as the first advisor, who has provided invaluable direction, correction, and suggestion with patient and dedication.
5. Dr. Dewi Kencanawati, S.Pd., M.Pd., as the second advisor, for her continuous guidance, thoughtful feedback, an encouragement throughout the writing process.
6. All lecturers of English Education Department, who have imparted essential knowledge, expertise, and practical experience throughout the researcher’s years of study.
7. All students of English Department of University of Nusantara PGRI Kediri who participated as the research subjects, for their cooperation, enthusiasm, and willingness to contribute to this study. Without participation, this skripsi would not have been possible.
8. Thank you to those parties who contributed significantly to the completion of this skripsi, but cannot be named individually.

It is realized that this skripsi still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Kediri, 17th July 2026

Signed by,

A handwritten signature in black ink, appearing to read 'Nilna Nabila', with a stylized flourish at the end.

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CHAPTER I

INTRODUCTION

This chapter provides an initial explanation of the research by presenting the main issue that becomes the focus of the study. It introduces the reason why the research is conducted and gives a general direction for understanding the topic.

A. Background of the Research

Listening is one of the most important skills in learning English because it enables students to understand spoken language and receive information effectively in the communication process (Karimova M et al., 2020). In English language learning, listening is often considered as a fundamental skill since learners need to understand what they hear before they are able to respond appropriately in communication. Through listening activities, students can learn how words are pronounced correctly and how English is naturally used in daily conversations. Shariyevna (2020) states that listening plays a significant role in language acquisition because it helps learners improve their vocabulary mastery, pronunciation, and comprehension of meaning. In addition, listening also supports the development of other language skills such as speaking, reading, and writing because students are exposed to authentic language input from various contexts. Furthermore, listening skill is essential for English department students since they are required to understand lectures, discussions, and learning materials delivered in English. Latupono & Nikijuluw (2022) explains that continuous listening practice can help students become more familiar with accents, intonation, and expressions used by native speakers in real communication. Therefore, mastering listening skills is very important for English learners in order to improve their overall English proficiency and communication competence.

Although listening skills are very important in English learning, many students still experience difficulties in understanding spoken English. Listening comprehension is often considered challenging because students must process information directly while identifying pronunciation, vocabulary, grammar, and meaning at the same time. Many English as a Foreign Language (EFL) students have difficulties understanding fast speech, unfamiliar words,

different accents, and unclear pronunciation during listening activities. In addition, limited exposure to authentic English audio materials also affects students' listening comprehension ability because they are not accustomed to hearing English used in natural communication. Hermida (2021) explain that students often fail to understand the main ideas of spoken texts because of limited vocabulary mastery and the speed of speech. Similarly, Indahsari (2020) states that differences in accent and intonation can make students confused and lose concentration while listening. Hardiyanto et al. (2021) also found that unfamiliar expressions and fast pronunciation become major obstacles for EFL students in listening activities. As a result, many students feel less confident and less motivated in listening classes. Therefore, appropriate learning media and strategies are needed to help students improve their listening comprehension in a more effective and engaging way.

Along with the development of technology, digital media has become one of the effective solutions to overcome students' difficulties in listening comprehension. The rapid growth of technology in education provides various innovative learning media that can support English learning more flexibly and interactively. Muhammad Adi et al. (2021) explains that the use of technology in language learning can improve students' listening comprehension because digital media provides more authentic and engaging learning experiences. Through smartphones, computers, and internet-based platforms, students can easily access English listening materials anytime and anywhere. In addition, Lanping (2022) states that mobile-assisted language learning (MALL) allows students to practice listening skills more flexibly through smartphones and online applications. Technology-enhanced learning also enables students to practice listening independently according to their own learning pace and needs. Moreover, Islam & Hasan (2020) explains that ICT tools and digital platforms can support listening activities by providing various audio materials, interactive features, and flexible learning access for students. Through the use of digital technology, students are exposed to authentic English input from native speakers, which can help them become more familiar with pronunciation, accent, intonation, and vocabulary used in real communication.

Therefore, the integration of digital technology in English learning is considered an effective way to help students improve their listening skills in a more interesting, flexible, and accessible learning environment.

Furthermore, one of the digital media that can be used to support listening learning is podcast. Podcasts have become popular in English language learning because they provide authentic audio materials that can help students improve their listening comprehension. Through podcasts, students can listen to various topics and conversations delivered by native speakers, which helps them become more familiar with English pronunciation, vocabulary, accent, and intonation used in real communication. According to Kadwa & Alshenqeeti (2020), podcasts are considered effective learning media because they provide flexible access to listening materials that students can listen to anytime and anywhere. In addition, podcasts also create a more interesting and enjoyable learning atmosphere since students can choose topics that match their interests and learning needs. Indahsari (2020) states that podcasts can improve students' listening comprehension because they expose learners to authentic English input and encourage independent learning activities. Moreover, podcast-based learning allows students to repeat listening materials several times according to their level of understanding, which helps them comprehend spoken texts more effectively. Yoestara & Putri (2019) also explains that podcasts can support students' listening and speaking performance because they provide real examples of English communication in daily contexts. Therefore, podcasts are considered one of the effective and flexible digital media to help students improve their listening skills in English language learning.

Spotify Podcast can be defined as a digital streaming platform that provides access to various audio contents such as music, podcasts, and videos. Spotify was officially launched in 2008 and has grown into one of the largest streaming platforms in the world. Fleischer & Snickars (2017) explain that Spotify became popular because it offers various attractive features, such as personalized recommendations and playlist discovery features that allow users to access content based on their interests and preferences. Along with the rapid

development of digital technology, Spotify podcasts have become increasingly popular because users can access various podcast contents anytime and anywhere through smartphones, computers, and internet-connected devices. According to Spotify Investor (2024), Spotify has developed into one of the world's leading audio streaming platforms with millions of podcast titles available for global users. In addition, Spotify's financial report (2023) stated that the platform had reached 602 million monthly active users worldwide, indicating that Spotify has become an important part of people's daily digital activities. Furthermore, Triggs (2024) explains that Spotify podcasts are widely used because they are flexible, practical, and accessible through various digital devices, making them suitable for modern listening activities. Therefore, Spotify podcast is considered one of the most practical and popular podcast applications that can support listening activities in modern learning environments.

Several previous studies have discussed the use of Spotify podcasts in improving students' listening skills. Previous research mainly focused on the effectiveness of Spotify as a digital platform for listening practice and its influence on students' listening comprehension. For instance, a study conducted by Suwarni et al. (2023) found that the use of Spotify application could enhance students' listening skills because the platform provides flexible access to various authentic English audio materials. The study also showed that students became more interested and motivated in listening activities when using Spotify as a learning medium. Similarly, another study by Masbirorotni et al. (2023) revealed that the use of "Listening Time Podcast" on Spotify significantly improved students' listening comprehension because students were able to access and repeat the listening materials according to their learning needs. In addition, research conducted by Suwarni et al. (2023) found that there was a positive relationship between listening to Spotify podcasts and students' English listening skills. The study explained that students who frequently listened to Spotify podcasts tended to have better listening comprehension because they were more exposed to authentic English input and natural communication patterns. Based on those previous studies, it can be concluded

that Spotify podcasts have positive potential in supporting listening activities and improving students' listening skills in English language learning.

Based on those previous studies, it can be concluded that Spotify podcasts have positive effects on students' listening skills and listening comprehension. However, most previous studies mainly focused on measuring students' listening improvement and the effectiveness of Spotify podcasts in listening practice. Meanwhile, studies that specifically investigate students' perceptions of the use of Spotify podcasts in facilitating listening skills are still limited, especially among English Department students at Nusantara PGRI Kediri University. Therefore, this study aims to investigate students' perceptions of the use of Spotify podcasts in facilitating listening skills among English Department students at Nusantara PGRI Kediri University.

B. Formulation of the Problem

The research questions are formulated as follows:

1. General research question:
What are the students' perceptions of using Spotify podcasts as a tool to facilitate their listening learning?
2. Spesific research question:
 - a. How do students perceive the usefulness of Spotify podcast features in facilitating their listening learning?
 - b. How do students perceive the effectiveness of Spotify podcast features in facilitating their listening learning?
 - c. What challenges do students face when using Spotify podcasts to facilitate their listening learning?

C. Purpose of the Research

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

1. General purpose:
To identify English Education students' perceptions of using Spotify podcasts in listening learning.
2. Spesific purpose:
 - a. To examine students' perceptions of the usefulness of Spotify podcast features in facilitating their listening learning.

- b. To analyze students' perceptions of the effectiveness of Spotify podcast features in facilitating their listening learning.
- c. To identify the challenges faced by students when using Spotify podcasts in listening learning.

D. Benefits of the Research

This research holds significant theoretical value as it aims to expand the understanding of students' perceptions toward the use of digital media, particularly Spotify podcasts, in facilitating listening skills in English as a Foreign Language (EFL) learning. While previous studies have mainly focused on the effectiveness of podcasts in improving listening comprehension, this study emphasizes students' perceptions in terms of perceived usefulness, effectiveness, and challenges. Therefore, this research is expected to contribute new insights to the field of language learning and educational technology by providing a deeper understanding of how learners perceive the use of digital audio platforms. In addition, the findings of this study may support the development of theoretical frameworks related to learner perception, digital learning, and listening skill acquisition in EFL contexts.

From a practical perspective, this study offers important implications for educators, especially lecturers and English teachers. The results of this study are expected to serve as a useful reference for integrating Spotify podcasts into listening learning activities as an alternative and engaging learning medium. By understanding students' perceptions, educators can design more effective and relevant learning strategies that align with students' needs and preferences. Furthermore, the use of Spotify podcasts can make listening activities more flexible and accessible, allowing students to practice listening beyond the classroom. This study may also encourage educators to utilize digital technology more effectively in teaching, thereby improving the quality of English language learning and helping students develop better listening skills in the digital era.

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