

Exploring Gen Z Students Experiences of Spotify Use in Listening Practice

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Abstract

Purpose: This study examines the methods employed by Gen Z students in English Language Education program to practice listening to English songs through Spotify as a learning tool. It specifically investigates how they listen, how they learn, and how they perceive the impact of this habit on their vocabulary, listening comprehension, and pronunciation.

Methodology: This study seeks to examine a qualitative descriptive method with open-ended interviews involving 20 Gen Z students (cohort 2024-2025) who regularly use Spotify for practicing listening to English songs. Interview data were audio-recorded, then transcribed verbatim and analyzed thematically to identify recurring patterns in students' listening routines, repeated listening habits, vocabulary learning strategies, and perceived impacts while learning through Spotify.

Results: The findings demonstrate that students incorporate Spotify into their daily routines (e.g., during commutes, studying, or household chores) and participate in repeated listening to progress from mere melody recognition to understanding narrative meanings, expressions, and vocabulary definitions within song lyrics. Some strategies are reading the lyrics, using AI and translation tools, and taking notes.

Applications/Originality/Value: This study contributes to Spotify as a self-regulated learning environment where students appropriate commercial streaming platforms for educational purposes. It proposes integrating playlist-based assignments and lyric-focused vocabulary journals into formal instruction to effectively bridge students' informal digital practices with academic language learning objectives.

Introduction Section

Listening is an essential skill in English language acquisition since it allows students to understand spoken input, to take part in dialogues, and to build their overall language competence. Nevertheless, this crucial skill is not always emphasized outside the classroom and therefore only limited authentic input is available. Among the digital platforms that offer authentic audio exposure, Spotify is commonly used for listening practice. An active user base of more than 600 million people worldwide positions Spotify as a platform offering continuous access to music and spoken content for students (Kompas.com, 2024). This continuous access can help them with vocabulary and listening comprehension.

Kembau et al. (2024) state that use of Spotify is highly prevalent among university students, especially those from the Gen Z cohort. Research indicates that about half of the individuals aged 18 to 24 years are daily listeners of Spotify, and they predominantly choose English songs. In Indonesia, studies indicate that about 73.9% of the university students are daily listeners of English songs on Spotify and they perceive it as an informal way of learning (Christina & Wijaya, 2024). This indicates that listening to English songs on Spotify is not merely an entertainment choice but rather a cost-effective and attractive way to enhance language exposure.

Earlier research indicates that Spotify is an effective tool to help people acquire new vocabulary and to practice their listening skills. Butar & Katemba (2023) reported that English as a Foreign Language (EFL) students consider Spotify to be a good tool for learning new vocabulary by means of repetition and contextual exposure through listening to songs. In the same manner, Febriani & Addinna (2025) discovered a significant positive link between the consumption of English songs on Spotify and the students' vocabulary mastery. Fadli et al (2023) stated that the use of songs generates a calm and encouraging atmosphere under which word retention is enhanced through the use of rhythm and repetition. The aforementioned findings concur with the literature review by Ramadhanti & Farida (2025) who stated that English songs offer natural situations that are conducive to incidental vocabulary learning.

Moreover, it has been discovered that the utilization of Spotify's lyric feature increases vocabulary comprehension as 82% of learners stated that the lyrics are a plus for them in understanding and memorizing new words (Yuanita & Susanti, 2025). Lijiao and Amirdabbaghian (2024) came to the same conclusion that besides emotional engagement and contextual learning, songs also give ESL students active and passive vocabulary knowledge through the above stated methods.

Altogether, the mentioned studies suggest that the repetition, rhythm and contextual learning in songs are the factors that not only develop vocabulary but also maintain motivation.

Although there are several studies, prior research mostly dealt with the overall views of Spotify use and not how university students actually learn and develop their vocabulary through it. It is vital to know how these learners mix English songs with their daily listening habits since vocabulary is the fundamental skill in all languages and is, therefore, not affected by differences in pronunciation, grammar, or accent. Hence, the inquiry of students' experiences in acquiring new vocabulary through English songs on Spotify can enlighten the educators on the learners' strategies, their usage frequency, and the hardships they face in the vocabulary enhancement process via this platform. However, most previous studies have only examined the perspectives of students or the effectiveness of Spotify in learning vocabulary (e.g., Butar & Katemba, 2023; Febriani & Addinna, 2025) rather than examining how students experience the process of actually mastering vocabulary through this platform. Therefore, this study is very important because it fills a gap by looking at students' experiences in learning vocabulary through Spotify in real life, providing a deeper insight into their learning strategies, challenges, and patterns of engagement.

Most previous studies have not examined in depth the vocabulary mastery gained through Spotify among university students, as those studies mainly focused on students' general perceptions of Spotify or the effectiveness of using the platform itself. As this research seeks to examine the ways in which students learn new vocabulary through the use of Spotify, it should also provide a more detailed understanding of how students build their vocabulary through Spotify, as well as the difficulties that university students experience when attempting to utilize Spotify to improve vocabulary. In general, the purpose of this research is to determine the methods through which university students become familiar with English vocabulary while listening practice to English songs on the Spotify, specifically through (1) how often they listen to songs multiple times before learning new vocabulary (2) the techniques by which they learn new vocabulary through multiple listening sessions and (3) how this behavior affects their vocabulary skills. The study adds to the conversation about using technology to help people learn languages by focusing on EFL vocabulary. At the same time, it shows that Spotify is a useful, fun, and student-centered tool for vocabulary growth.

Research Method

Research Design

The present research employs a descriptive qualitative method to investigate the case of Spotify listening practice among the Gen Z students in university, particularly in expanding their English vocabulary. The technique used for data collection was qualitative. The methodology employed in this research delivered to scholars a holistic, thorough, and true representation of the daily life of the English learners in terms of their learning process.

Participants

20 Generation Z students, who were specifically listening to English-language music on Spotify for their listening practice, participated in this research. This was done through purposive sampling, wherein participants were chosen according to their active usage of Spotify and their listening to English-language music and their use of the platform to enhance their vocabulary. In addition, the selection of first- and second-year students was limited because usually have a less heavy course load at this time of the semester and are mainly concentrating on their listening abilities' improvement. Thus, they generally take advantage of Spotify to a greater extent than before for learning the language through English songs.

Data Collection

Open-ended interviews provided the means for data collection. This technique let the informants to unfold their stories, express their opinions, and tell about their listening practice. Besides, they could also discuss how they thought using Spotify to listen to English music could help them improve their vocabulary. Every interview was carried out face-to-face and took about 10-20 minutes. The participants consented to the recording of their voices. Then all the recordings were transcribed verbatim for the purpose of analysis.

Interview Questions

The researchers want to really understand how Gen Z students interact with Spotify and their listening experiences in expanding their English vocabulary through these open-ended questions.

A. Screening

1. Do you use Spotify to listen to English songs regularly?
2. When, where, and in what situations do you usually listen to English songs? Can you briefly explain when you utilize Spotify to listen to those songs?
3. Do you regularly or only occasionally use Spotify to listen to English songs?

B. Listening Habits Repeated

1. In general, how many times a day do you listen to English songs on Spotify?
2. What types of songs do you usually play repeatedly, and can you explain the reason?
3. What activities do you usually do when replaying the same song? For example singing alone, focusing on the lyrics, looking for the meaning of the words, or strategies to memorize and master vocabulary
4. What steps do you take so that vocabulary can be remembered well when you find new vocabulary in the repeated song?
5. In your opinion, what is the difference between learning vocabulary from a song that is listened to only once compared to a song that is listened to repeatedly?

C. Improvement Impact on Vocabulary

1. What changes or impacts have you felt from the habit of repeating songs on Spotify in improving your vocabulary
2. Give examples of vocabulary or phrases that you memorize or often use because you often listen to certain songs
3. In your opinion, which aspect does this habit help more : increasing the number of the vocabulary? Explain the reason

D. Challenges strategy

1. What challenges do you face when trying to learn vocabulary through songs that you replay repeatedly on Spotify?
2. In your opinion, what method is most effective in overcoming these challenges? Explain

Results

A survey of students in the English Education program at Universitas Muhammadiyah Surakarta, cohort 2024-2025, demonstrates that Spotify serves as one of the platforms regularly used as a means for listening to English-language songs selected through purposive sampling. From 20 interviews that were analyzed, four primary themes emerged regarding Spotify usage by Gen Z students in listening practice: (1) Spotify as a medium for listening in daily life, (2) repeated song listening that deepens their comprehension, (3) strategic use of lyrics and digital tools for vocabulary learning, and (4) perceived benefits and challenges when using Spotify for English listening and vocabulary enhancement. All these themes were grouped into similar codes derived from participants narratives about when, why, and how the utilize Spotify for listening to English songs.

1. Spotify as a Daily Listening Routine

Interviews revealed that all participants regularly used Spotify to listen to English-language songs, with frequencies ranging from 2-3 times per day to as many as one to four full albums during listening sessions. One informant articulated this routine clearly: "Usually I listen to songs during long trips home from university I can listen to 1-4 albums but when I'm relaxing I only listen to 1-2 albums, and when doing activities like washing dishes, sweeping, or cleaning my room". Spotify was played in various situations including studying, bathing, exercising, cooking, and even before sleep. Resulting in natural exposure to listening occurring throughout the day interspersed with other activities.

Most participants reported that their initial Spotify usage was driven by entertainment needs and creating atmosphere rather than as a planned learning medium. However, over time they became aware that repeated exposure to English songs also supported listening comprehension and vocabulary acquisition outside the classroom. Musical genres frequently mentioned included pop, R&B, rock, hip hop, and indie, with artists such as LANY, NIKI, Taylor swift, Shawn Mendes, James Arthur and other being played repeatedly because their songs were perceived as "enjoyable", "relatable", and "easy to remember".

2. Repeated Listening in Vocabulary Acquisition

All informants clearly distinguished between listening to a song once and listening to it repeatedly. One informant explicitly described this process: "When we first listen to a new song, we feel indifferent we only recognize the

melody but perhaps on the second listen, we begin to understand the meaning or story of the song, and perhaps on the third repetition, we can comprehend what the songwriter intends to convey”. This quotation demonstrates that repeated listening assists students in transitioning from merely recognizing melodies to understanding the meaning and narrative flow of lyrics.

Several students also mentioned that repetition causes certain vocabulary to “Stick in their heads” due to frequent exposure within the same context. One informant explained how listened to an entire album intensively to understand the linguistic style and narrative: “Sometimes I prefer series listening sessions, so I really go through one album and read all the lyrics, from that I begin to realize the meaning of this word becomes this when used in this particular context”. This indicates that repetition is not merely passive replay but rather a conscious strategy to deepen comprehension.

3. Vocabulary Learning Strategies through Spotify

From the interview results, various strategies were identified regarding how students learn English vocabulary through Spotify. The most prominent strategy is noticing and meaning searching when encountering new words, they immediately search for meanings through lyrics and translation applications. One informant stated: “If I am curious, I immediately search on Google Translate or perhaps ask AI if I want a deeper understanding of the meaning”. Another informant explained: “For me, usually when there’s a pronunciation I don’t know. I search it on Google. For instance, if Spotify doesn’t have the lyrics, I search for lyrics on Google while singing along and listening”.

Several participants also employed note-taking and vocabulary organization strategies. One informant stated; “I have a dedicated notebook for writing lyrics along with their translations sometimes I mark it by underlining or I write down one entire song’s lyrics completely”. Other stored vocabulary in their phone notes with Indonesian translations and brief usage examples.

Another strategy is application to real-world usage, where words and idioms from songs are utilized in other contexts. Some informants mentioned using expressions such as “feeling blue”, “lowkey”, or “red flag” in social media captions or casual conversations with friends. One student revealed that she and her friends “like to speak English casually” and apply new vocabulary from music to everyday conversations.

4. Impact on vocabulary, Listening, and Pronunciation

Most informant reported that the habit of repeatedly listening to English songs on Spotify significantly increased their vocabulary. One informant stated, “For me, this activity enhances my vocabulary and improves my pronunciation, I also learn everyday vocabulary because the songs are usually light, telling stories and so on”. Another informant mentioned that they learned new words such as “hatred” from songs: ‘For example, like *hatred*, which means *benci*. I didn’t know its meaning before, but now I do”.

Beyond vocabulary many students felt an improvement in their listening sensitivity. One informant explained that their habit of listening to songs made them less dependent on subtitles when watching English content: “For instance, when watching YouTube, I don’t need to turn on subtitles all the time, I can already understand the gist directly from the English.” On the other hand, listening through songs also had an impact on pronunciation and speaking as expressed by an informant: “It improves.”

5. Challenges in Using Spotify

Although beneficial, participants also encountered several challenges when practicing listening through Spotify as part of their vocabulary learning. The big issue is that people who don’t pay can’t access song lyrics. One source said, “Sometimes the lyrics don’t appear, so we have to guess what the song is about.” “Some songs don’t have lyrics,” claimed another source, “so we have to open a third-party app to search for them.”

Another problem is that the singers speak quickly or unclearly, and use slang and idioms that are difficult to find in a regular dictionary. According to an additional source, “Many songs contain many different forms of slang; in addition, some musicians use highly obscure, abstract words that may be hard for those who do not have a good command of English to grasp.” Therefore, attendees seek out full translations of song lyrics, in order to help them better comprehend the song as a whole, browse through the YouTube videos that interpret the song, or resort to AI services for their comprehension of the lyrics’ profound meanings.

Discussion

The research indicates that the Gen Z learners have been using Spotify as a casual listening platform for their daily interaction with the English language, even though no formal instruction or official support was provided. This study is in line with Aurora (2025) findings, which show that teenagers often use streaming platforms as a tool for continuous education that inadvertently promotes language proficiency when engaged in various activities.

Unlike listening instruction in the classroom, participants in this study listened to music while getting ready to go out, relaxing, or doing household chores. These practices extend the temporal boundaries and frequency of their English listening exposure. These findings with descriptions of Gen Z as “always connected” digital audio users (Ostroff, D. 2021).

The findings of Tuan and Ngan (2025), indicate that exposing students to music that they already listen to enables them to have even more exposure to that music in a cumulative fashion, thereby enabling them to develop richer vocabulary and derive meaning from the song, as a result of this exposure, increasing interaction and creativity with that song. This progression demonstrates the movement from surface-level recognition of melodies to an understanding of contextual vocabulary including lyrics, historical tradition, and narrative construction through the method of real repetitive listening, which is essential for vocabulary acquisition in a broad listening context.

Previous studies on English language acquisition through English songs in an EFL context show that repetition, rhythm, and emotional engagement can improve vocabulary retention. The patterns recognized by present study add to the previously held views by clarifying the ways in which the students reveal this transition through their first, second, and third listening encounters (Exposure et al., 2024).

Several strategies were identified, including noting unfamiliar words, reading lyrics, and using translation features, creating personal vocabulary lists and reusing phrases in speaking and writing. This practice indicate that students actively regulate their vocabulary learning through Spotify rather than engaging in passive audio consumption. Anggraeni et al. (2025) argue that the use of metacognitive and listening strategies enables learners to monitor their comprehension, seek necessary information, and flexibly employ digital to overcome difficulties in understanding.

This study provides empirical evidence regarding the use of additional applications by Gen Z, including lyric sites, Google Translate, YouTube essay videos, and AI chatbots within Spotify, to interpret complex and symbolic lyrics (Arra'fu et al., 2025).

This research introduced the process of acquiring idioms and slang by means of English music, covering expressions like feeling blue, red flag, lowkey, and man child as one of this main impacts, which was already mentioned which are not found in conventional dictionaries. Aurora and Fiftinova (2025) argues that being in contact with real digital media can develop students' pragmatic and informal conversations.

This research lets learners recycle words in picking images, jokes, and diaries, indicating that Spotify not only enlarges the vocabulary number but also expands the spectrum of linguistic genres and conversations available to them, as indicated by (Thalib et al., 2024). This findings with that what students in the English language education program will do: they will act as a bridge between formal and informal language in their studies.

The concerns expressed by students also indicate that using Spotify as a learning tool has several major problems. Some songs on the app do not come with lyrics, making it difficult to connect the spoken and written forms, especially for those who do not have a premium subscription. This is similar to the problem that emerged in a previous study, which showed that good listening skills depend on the availability of accurate transcripts (Hidayah & Apoko, 2025).

Students also had difficulty understanding songs that were sung too fast, in an exaggerated style, or using figurative language. To overcome these challenges, students must listen to the songs repeatedly, seek information from other sources, or just avoid difficult songs when they're not interested (Yuanita & Susanti, n.d.). the research indicates that teaching support can make students select suitable songs for their skills, grasp slang and idioms and express themselves with vocabulary. Thus, learning with Spotify will be more effective.

Arung et al (2024) in their research state that for future English teachers, the modern employment of Spotify could be an important factor for creating classroom learning activities by taking advantage of students' digital behavior patterns. Research on Spotify and listening to music while learning has already proved that custom-made playlists, lyric-based challenges, and listening journals can be used to enhance student motivation and skills when integrated into a structured curriculum. Gen Z students can connect informal digital practices with formal EFL pedagogy by using their own methods, such as creating vocabulary books, listening to songs repeatedly, and searching for words or idiomatic expressions for future learning tasks. This makes Spotify a learning tool that is more than just an entertainment application (M. Usamah Bin Kholil, 2025).

Conclusion

This qualitative study examines the involvement of Gen Z students in the English Language Education program at Universitas Muhammadiyah Surakarta, focusing on listening practice and vocabulary improvement through regular exposure to English songs via Spotify. This study uses open-ended interviews with 20 active Spotify users to investigate the integration of Spotify into students' daily routines. The authors examined student's usage of songs in enhancing vocabulary, their perceived advantages/disadvantages of using songs as a tactic in listening exercises and how these impacted their proficiency in English.

Findings indicate many students are informally studying through Spotify by listening to music in the classroom, enroute to study locations and doing household duties. Students were able to progress from being able to merely identify rhythms to understanding narratives as a result of repetition (as in how many times a particular song was listened to), meanings and lyrics. They can do this by taking notes, using Google Translate, and using these phrases regularly.

Listeners report learning new words in everyday English, slang, and idioms, better understanding diverse accents and speech styles and feeling more confident in pronunciation and speaking. They also experience difficulty understanding figurative and symbolic language, getting lyrics to a song, and hearing fast and unclear singing. They find lyrics in other places, look at YouTube essay videos, or inquire AI for clarifications.

The study's outcomes indicate that Spotify is an essential tool for listening practice and vocabulary growth in higher education especially if the students like to mix up enjoyable listening with planned methods for recording, understanding, and utilizing language. In English language education programs, integrating students' existing Spotify listening habits into assignments, such as analysing song lyrics, can bridge the disparity between digital informal activities and formal language learning goals.

What is more, future studies could scrutinize various audio content on Spotify, like music and podcast, and examine if the proficiency levels affect the pros and cons found in this research, until this time the student evaluation efforts have focused on enhancing the listening strategies alone. Mixed-method studies could provide significant insights into how consistent and purposeful use of Spotify improves long-term listening skills and vocabulary learning among Gen Z student university.

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