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EFL Students' Perception on the Use of Spotify to Enhance English Pronunciation

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Abstract

This study aimed to investigate students' perceptions of using Spotify to enhance their English pronunciation. A quantitative descriptive approach was used, with data collected through a structured questionnaire distributed to 57 sixth-semester students of the English Education Study Program at the University of Bengkulu. The research applied two theoretical lenses: the Technology Acceptance Model (TAM) and sensory perception theory, to examine how students interact with Spotify as a pronunciation tool. The findings indicate that students generally had a positive perception of using Spotify in their learning. The majority believed that Spotify was useful, easy to use, and enjoyable, which encouraged repeated practice and exposure to native English pronunciation. Features like synchronized lyrics, audio looping, and various English accents were seen as highly supportive. Furthermore, sensory elements such as listening, reading lyrics, and app interaction contributed to learners' engagement and pronunciation development. However, not all students responded the same way, suggesting that the tool's effectiveness depends on individual learning styles and preferences. While Spotify was considered a valuable supplementary resource, students did not view it as a complete replacement for formal instruction. Overall, this study supports the potential of integrating Spotify into EFL contexts to make pronunciation learning more accessible, flexible, and engaging.

Keywords: English as a Foreign Language (EFL); English pronunciation; Perception; Sensory perception theory; Spotify; Technology acceptance Model (TAM)

Introduction

One of the most important components presented in English is pronunciation. Gilakjani (2016) states that one of the very important in effective oral communication is pronunciation which significantly affects intelligibility. This is because pronunciation is a way of pronouncing words that plays an important role in developing effective communication. According to Mulatsih (2015), pronunciation is essential for effective communication in English because of the difference between symbols and sounds.

Clear and accurate pronunciation will facilitate mutual understanding between speaker and listener, allowing for more meaningful interactions. As a result, pronunciation instruction should be an essential part of any EFL curriculum. However, traditional methods are frequently perceived as repetitive, demotivating, or overly theoretical. As a result, it is critical to investigate alternate techniques and media that can make pronunciation practice more interesting and accessible.

Several studies have highlighted the value of integrating digital platforms into language learning. For instance, Anjani & Lubis (2023) found that tertiary students appreciated Spotify for its convenience and motivation-enhancing features, especially the ability to access lyrics and repeat songs for pronunciation practice. Similarly, Arsyawan et al. (2023) observed that EFL students gained confidence in their pronunciation after regularly using Spotify to mimic native speakers. Ilyas & Kaniadewi (2023) further reported that Spotify supported learners' vocabulary, listening, and pronunciation skills through repeated exposure. Although these studies affirmed the potential of Spotify, they were often limited by small sample sizes, qualitative methods, and a lack of theoretical frameworks. Moreover, they did not examine how students' cognitive and sensory experiences such as how they respond to sound and visual lyrics impact their pronunciation learning process.

This study seeks to address those gaps by applying the Technology Acceptance Model (TAM) (Davis, 1989) and sensory perception theory (Walgito, 2010) to examine students' perceptions of using Spotify in improving pronunciation. The TAM framework allows the study to measure how students perceive the usefulness, ease of use, attitude, behavioral intention, and actual usage of Spotify. Meanwhile, sensory perception theory helps assess how students' sensory experiences especially hearing, sight, and touch to support English pronunciation practice. By combining these two models, the study gives a more complete picture of how students use technology like Spotify not just what motivates them, but also how they actually perceive it through their senses and daily learning habits.

Therefore, the purpose of this study is to find out the perceptions of sixth-semester English Education students at the University of Bengkulu regarding the use of Spotify as a tool to enhance their English pronunciation. By applying the Technology Acceptance Model (TAM) and sensory perception theory, this research investigates how students engage with Spotify's features such as music, lyrics, and podcasts and how cognitive acceptance and sensory experiences, particularly hearing, sight, and

touch, influence their learning pronunciation practice. This study aims to fill the gap in existing research by providing broader, generalizable insights into the effectiveness of Spotify as a supplementary digital learning resource for pronunciation improvement. The findings are expected to provide meaningful insights into integrating modern digital tools in language learning, especially in enhancing English pronunciation.

Research Methodology

Quantitative descriptive method approach with survey design were used in this study. According to Creswell (2017), descriptive quantitative research is suitable for understanding students' perspectives because it describes a situation without changing any variables, allowing the researcher to collect consistent responses through surveys. This method helps identify patterns and general opinions about using Spotify in pronunciation learning, while ensuring objectivity and reliability through statistical analysis. Here the quantitative is embodied in collecting data through questionnaire with a four Scale, which would be given to students to find out students' perception on the use of Spotify to enhance their English pronunciation.

This research focused on the population of the sixth-semester students enrolled in the English Education Study Program at the University of Bengkulu during the 2024/2025 academic year. There were 104 sixth-semester students in the English Education Study Program at the University of Bengkulu. From that total, 57 students voluntarily participated in this research by completing the questionnaire, making up about 54.8% of the population.

Likert scale questionnaires were used to obtain the data. The questionnaires were designed by the researcher based on the theory of perception by Walgito (2010), specifically focusing on the sensory components: sight, hearing, touch, taste, and smell. Each statement is aligned with one component of perception, connected with the Technology Acceptance Model (TAM) variables Perceived Usefulness, Perceived Ease of Use, Attitude Toward Use, Behavioral Intention to Use, Actual Usage and linked to a specific pronunciation indicator. The questionnaire consists of 36 questions was assessed by a four scale. The questionnaires were shared via Google form and filled out by 57 volunteer students. Respondents were asked to rate each statement using a Likert scale, ranging from (1) Strongly Agree, (2) Agree, (3) Disagree, to (4) Strongly Disagree. To ensure validity and reliability, the questionnaire was

reviewed by academic supervisors and piloted with a small group of students before full implementation.

The data were analyzed using descriptive statistics, which included calculating both percentages and mean scores for each questionnaire item. The percentage formula was used to determine how many students selected each response category:

$$P = (F / N) \times 100\%.$$

In addition, a mean score was calculated for each item using the following formula:

$$\text{Mean} = \frac{(SA \times 4) + (A \times 3) + (D \times 2) + (SD \times 1)}{100}$$

This helped the researcher determine the average level of agreement for each statement on a Likert scale from 1 (Strongly Disagree) to 4 (Strongly Agree). The use of mean scores allowed for easier interpretation of student perceptions in a numerical range, helping to identify which aspects of Spotify were viewed most positively.

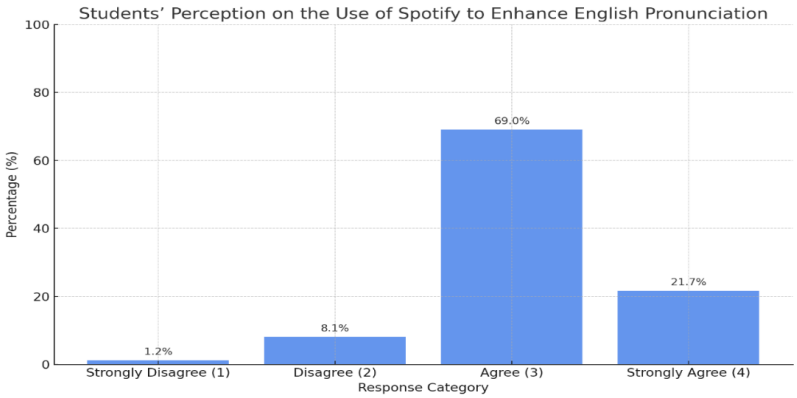
Findings and Discussion

Findings

Students' perception of using Spotify in improving English pronunciation

The results of this study shows that students have a positive perception of using Spotify to improve their English pronunciation. A positive perception in this study means that the majority of students view Spotify as a helpful and enjoyable tool to improve their English pronunciation. This is shown by the fact that most responses in the survey were positive, although some students still had neutral or negative opinions. Overall, the results indicate that many students feel more confident and motivated to practice their pronunciation using Spotify, even though not everyone agrees.

Graph. 1. Percentage of students' Perception of using Spotify in improving English Pronunciation



- Total all of respond: **2052**
- The Category:
  - Strongly Agree (4) = 445
  - Agree (3) = 1415
  - Disagree (2) = 167
  - Strongly Disagree (1) = 25

While overall variable items, the total mean score of students' perception of using Spotify in improving English pronunciation is showed in the Graph 2 of the average scores for five important factors about using Spotify: how useful students think it is, how easy it is to use, their attitude toward using it, their intention to keep using it, and how much they actually use it. All these scores are above 3.0, which means the students generally have a positive perception about Spotify.

Graph 2. Mean score of Students' Perception questionnaire items of using Spotify in improving English Pronunciation

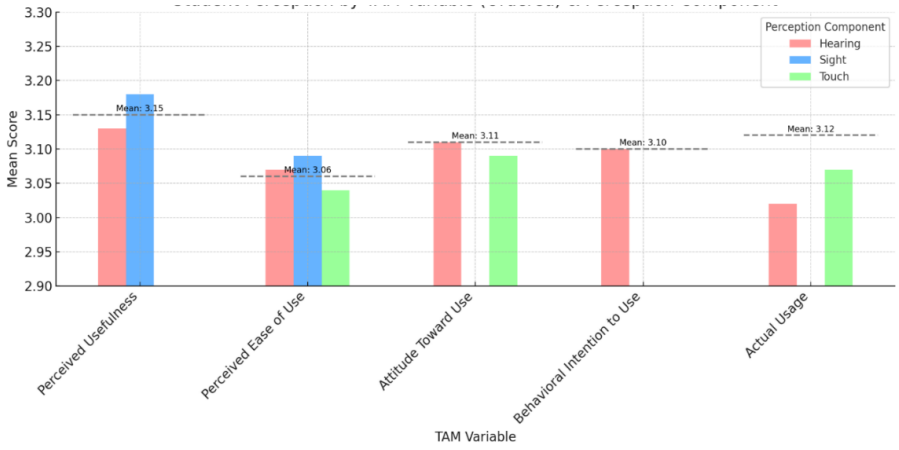


Table1. Main Data of Respondents

			n=57			
Items	**SA**	**A**	**D**	**SD**	**Mean**	**Category**
Q1	12.3%	84.2%	3.5%	0%	3.06	**Positive**
Q2	19.3%	71.9%	8.8%	0%	3.11	**Positive**
Q3	26.3%	70.2%	3.5%	0%	3.23	**Positive**
Q4	19.3%	70.2%	10.5%	0%	3.09	**Positive**
Q5	19.3%	63.2%	17.5%	0%	3.02	**Positive**
Q6	26.3%	66.7%	7%	0%	3.19	**Positive**
Q7	17.5%	75.4%	7%	0%	3.10	**Positive**
Q8	26.3%	59.6%	12.3%	1.8%	3.10	**Positive**
Q9	28.1%	63.2%	7%	1.8%	3.18	**Positive**
Q10	29.8%	63.2%	5.3%	1.8%	3.21	**Positive**
Q11	26.3%	59.6%	10.5%	3.5%	3.08	**Positive**
Q12	28.1%	64.9%	5.3%	1.8%	3.20	**Positive**
Q13	28.1%	68.4%	3.5%	0%	3.25	**Positive**
Q14	26.3%	70.2%	3.5%	0%	3.23	**Positive**
Q15	19.3%	66.7%	12.3%	1.8%	3.04	**Positive**
Q16	19.3%	68.4%	10.5%	1.8%	3.05	**Positive**
Q17	24.6%	63.2%	12.3%	0%	3.13	**Positive**
Q18	17.5%	75.4%	5.3%	1.8%	3.09	**Positive**
Q19	17.5%	64.9%	14%	3.5%	2.96	**Positive**
Q20	29.8%	68.4%	1.8%	0%	3.28	**Positive**
Q21	24.6%	68.4%	5.3%	1.8%	3.16	**Positive**
Q22	21.1%	71.9%	7%	0%	3.14	**Positive**
Q23	12.3%	68.4%	14%	5.3%	2.88	**Positive**
Q24	22.8%	70.2%	5.3%	1.8%	3.14	**Positive**
Q25	22.8%	70.2%	7%	0%	3.16	**Positive**
Q26	22.8%	70.2%	7%	0%	3.16	**Positive**
Q27	26.3%	68.4%	5.3%	0%	3.21	**Positive**
Q28	19.3%	64.9%	8.8%	7%	2.97	**Positive**
Q29	12.3%	77.25	7%	3.5%	2.98	**Positive**
Q30	21.1%	70.2%	8.8%	0%	3.13	**Positive**
Q31	19.3%	68.4%	8.8%	3.5%	3.04	**Positive**
Q32	21.1%	68.4%	8.8%	1.8%	3.09	**Positive**
Q33	15.8%	68.4%	15.8%	0%	3.00	**Positive**

Q34	22.8%	64.9%	12.3%	0%	3.11	**Positive**
Q35	17.5%	78.9%	3.5%	0%	3.14	**Positive**
Q36	**17.5%**	**75.4%**	**7%**	**0%**	**3.10**	**Positive**

Following the visualization in Graph 2, Table 1 presents the detailed mean scores and response distributions for each item in the student questionnaire. Each item was evaluated using a 5-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The total number of respondents was 57.

Discussion

This study aimed to investigate how EFL students perceive the use of Spotify as a tool for improving English pronunciation. Grounded in the Technology Acceptance Model (TAM) and sensory perception theory, the findings reveal an overall positive perception of Spotify, as evidenced by average scores above 2.50 across all five TAM variables: Perceived Usefulness (PU), Perceived Ease of Use (PEU), Attitude Toward Use (ATU), Behavioral Intention to Use (BIU), and Actual Usage (AU). These results suggest that students view Spotify not only as a useful and easy-to-use platform but also as enjoyable and worth continuing to use in their language learning routines.

Perceived Usefulness received the highest average score (M = 3.15), with many students agreeing that Spotify helps them better understand native English pronunciation, including various accents (e.g., Q13: M = 3.25). This supports Davis' (1989) TAM theory, which posits that users are more likely to adopt a tool when they believe it improves their performance. Students' strong agreement with item Q29, stating that Spotify provides authentic pronunciation models, further reinforces this perception. However, a few responses also reflected that Spotify is seen more as a supplementary aid than a substitute for formal instruction, as seen in Q29's moderate mean (M = 2.98).

Students also responded positively to the platform's ease of use (PEU: M = 3.06). Features such as synchronized lyrics and the replay function were frequently mentioned as helpful for pronunciation practice (Q26: M = 3.16). On the other hand, some functions like playback speed control were underutilized (Q23: M = 2.88), possibly due to lack of familiarity. This pattern aligns with Davis' assertion that ease of use increases likelihood of continued use, and it resonates with Walgito's (2010) sensory theory, which highlights how sensory interaction (hearing, sight, and touch) can reinforce learning engagement.

The positive perception of Spotify's usability and usefulness translated into a favorable attitude (ATU: M = 3.11). Most students reported enjoying pronunciation practice through songs (Q12: M = 3.20), suggesting that enjoyment plays a vital role in sustaining learning motivation. However, fewer students engaged in analytical comparisons of formal vs informal pronunciation (Q33: M = 3.00), indicating that while music-based learning is engaging, it may not always encourage deeper linguistic analysis. According to TAM, this emotional response is a crucial step between belief and behavior.

These beliefs also influenced students' Behavioral Intention to Use (M = 3.10), where most participants expressed a willingness to continue using Spotify for pronunciation practice. Strong motivation was noted in Q9, with many students stating that Spotify inspires them to improve their pronunciation. However, Q28 (M = 2.97) revealed that some students remain cautious about relying solely on Spotify, instead combining it with other resources. This reflects a balanced perception of Spotify's role in language learning.

In terms of Actual Usage (M = 3.12), the findings showed that students actively use Spotify to mimic native pronunciation (Q10: M = 3.21), suggesting that the platform fosters practical engagement. Yet, Spotify was not always integrated into formal academic settings (Q19: M = 2.96), highlighting a gap between informal usage and curriculum-based application. This is an important implication for educators, as integrating Spotify into classroom strategies could optimize its learning potential. These findings are in line with studies by Anjani & Lubis (2023) and Arsyawan et al. (2023), who emphasized the tool's positive effect on independent pronunciation practice and student confidence.

While previous studies mostly focused on engagement or motivation, this research presents a more comprehensive view by examining cognitive, behavioral, and sensory factors together. It shows that tools like Spotify, originally designed for entertainment, can be effectively repurposed for educational use when combined with thoughtful instructional design and learner autonomy.

Conclusion and Suggestion

Conclusion

This study concludes that most sixth-semester English Education students at the University of Bengkulu have a positive perception of using Spotify as a tool to improve

their English pronunciation. Features such as synchronized lyrics, audio repetition, and access to authentic English input were seen as highly supportive in helping students imitate and practice accurate pronunciation. The flexibility and enjoyment offered by Spotify make it suitable for independent learning, especially outside the classroom environment.

Despite these positive outcomes, it is important to recognize that the effectiveness of Spotify may vary among students depending on their individual learning styles and levels of motivation. While many students found Spotify beneficial, others may prefer more structured classroom instruction or different learning tools. Therefore, Spotify should be seen as a supplementary tool rather than a full replacement for traditional pronunciation instruction.

Suggestions

Based on the results, several recommendations can be made. For future researchers, it is recommended to expand the scope of the study to other universities or regions and explore Spotify's impact on other language skills such as speaking fluency or vocabulary development. Incorporating different research methods such as interviews or classroom observations could offer deeper insights into how learners engage with the platform.

For English teachers, Spotify can be integrated into pronunciation lessons by using English songs or spoken podcasts. These materials can expose students to natural intonation and stress patterns. Activities like lyric repetition, accent imitation, or song-based pronunciation tasks can make learning more interactive and enjoyable.

For students, Spotify should not only serve as entertainment but also as a daily tool for pronunciation practice. By listening to native speakers and following along with lyrics, students can develop a better sense of rhythm, stress, and articulation. Using Spotify regularly outside class time can help learners strengthen their pronunciation skills at their own pace.

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