

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

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Abstract

The increasing use of digital media has created new opportunities for learning authentic *English* beyond the classroom. One of the most popular platforms among university students is Spotify, which provides access to song lyrics containing *English slang* and *daily expressions* frequently used in real-life communication. However, limited studies have specifically explored students' perceptions of using Spotify lyrics as a learning resource for understanding informal *English*. Therefore, this study aimed to investigate *English Education* students' perceptions toward the use of Spotify lyrics for learning *English slang* and *daily expressions*. 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, selected through *proportionate stratified random sampling*. Data were collected using a closed-ended questionnaire based on four indicators: understanding, use, benefits, and challenges. The data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores with the assistance of *IBM SPSS* and *Microsoft Excel*. The findings revealed that students had positive perceptions toward the use of Spotify lyrics as a learning medium. They demonstrated good understanding of *English slang* and *daily expressions*, actively used lyrics as an independent learning resource, and perceived benefits such as vocabulary improvement, increased exposure to authentic *English*, higher learning motivation, and more enjoyable learning experiences. Although students encountered challenges related to unfamiliar slang, figurative language, pronunciation, and fast song tempo, they applied effective learning strategies to overcome these difficulties. The findings suggest that Spotify lyrics can serve as an accessible and meaningful resource for learning authentic *English* in higher education.

Keywords: *Spotify lyrics, English slang, daily expressions, students' perceptions, English language learning*

INTRODUCTION

The rapid development of digital technology has transformed the way students learn English. Today, language learning extends beyond textbooks and classrooms because learners can easily access authentic English materials through various digital platforms. Mobile applications, social media, music streaming services, and podcasts provide continuous opportunities to encounter English in real-life contexts. Such environments encourage students to learn independently while increasing their motivation and engagement with the language (Tai & Chen, 2022). Likewise, regular interaction with authentic digital content enables learners to develop language awareness through meaningful communication rather than relying solely on formal instruction (Escamilla-Fajardo et al., 2022). Informal Digital Learning of English (IDLE) also provides learners with broader opportunities to experience authentic language use in everyday situations (Kohnke et al., 2024).

One of the most popular digital platforms among university students is Spotify. Besides functioning as a music streaming application, Spotify offers features such as real-time lyrics, replay options, playlists, and podcasts that can support English learning. Through English songs, students are naturally exposed to vocabulary, pronunciation, idiomatic expressions, slang, and daily expressions commonly used by native speakers. Repeated exposure to song lyrics enables learners to connect spoken and written language while improving comprehension. Previous studies have shown that students perceive Spotify as an enjoyable and effective learning medium that contributes to vocabulary growth and authentic language exposure (Aristia et al., 2025). Similarly, repeated interaction with song lyrics helps learners

improve vocabulary mastery and recognize contextual meanings more effectively (Aurora & Fiftinova, 2025).

Authentic materials have become increasingly important in English language learning because classroom materials often emphasize grammar and formal vocabulary, whereas real communication frequently involves informal language. Authentic English exposure helps learners become familiar with natural communication patterns and improves their confidence when interacting in English (Lee & Drajeti, 2023). Furthermore, continuous interaction with authentic content strengthens learners' engagement with the language and enhances communicative competence (Escamilla-Fajardo et al., 2022). Authentic materials also contribute to stronger language retention because learners understand vocabulary within meaningful contexts rather than through isolated memorization (Derakhshan et al., 2023). Therefore, authentic resources such as English songs provide valuable learning opportunities that complement formal classroom instruction.

Among authentic language features, slang and daily expressions play an important role in everyday communication. Slang reflects contemporary language used in informal conversations, entertainment media, and online communication, making it essential for learners who wish to communicate naturally (Muhartoyo, 2014). Exposure to digital media also helps students recognize current language trends and understand how informal expressions are used in different social contexts (Al-Khayyat et al., 2024). Likewise, daily expressions such as greetings, responses, and conversational phrases enable learners to participate more confidently in real-life interactions because they provide ready-to-use language for common situations (Simatupang, 2026). Continuous exposure to these expressions gradually develops learners' communicative fluency and confidence (Kohnke et al., 2024).

Spotify lyrics have become one of the most accessible sources of authentic English for university students. English songs commonly contain slang, contractions, idiomatic expressions, and conversational language that are rarely discussed in textbooks. Students often read lyrics while listening to songs, replay difficult sections, and search for unfamiliar expressions to understand their meanings. Research indicates that Spotify songs help learners interpret idiomatic expressions and contextual meanings more naturally because language is presented within meaningful situations (Divanauli et al., 2025). In addition, repeated interaction with English lyrics increases students' familiarity with authentic vocabulary and informal communication patterns (Aurora & Fiftinova, 2025). These learning activities encourage students to become more independent and actively engage with English outside the classroom.

For English Education students, understanding authentic English is particularly important because they are expected to become future English teachers. Modern English communication is strongly influenced by digital culture, entertainment media, and social networking platforms, where informal language frequently appears. Consequently, future teachers should not only master formal English but also understand contemporary expressions commonly encountered by learners. Informal digital learning environments help prospective teachers adapt to authentic communication practices while expanding their awareness of current language use (Kohnke et al., 2024). Likewise, digital media introduces learners to practical English that reflects present-day communication trends (Al-Khayyat et al., 2024). Such knowledge enables future teachers to connect classroom instruction with authentic language use and create more meaningful learning experiences.

Students at the English Education Department of Universitas Nusantara PGRI Kediri (UNP Kediri) are also familiar with using Spotify in their daily activities. Many of them listen to English songs while reading synchronized lyrics to identify unfamiliar vocabulary, understand slang, and interpret daily expressions. Some students replay songs several times or consult dictionaries and translation tools to clarify unfamiliar expressions. Similar learning

strategies have been reported in previous studies, which found that students frequently combine lyric reading, repeated listening, and online resources to improve vocabulary and language comprehension (Widi & Putri, 2026). These practices indicate that Spotify functions not only as an entertainment platform but also as an informal learning resource.

Despite its potential benefits, students may have different perceptions regarding the effectiveness of Spotify lyrics for learning English slang and daily expressions. Some learners believe that repeated exposure to authentic lyrics helps them understand contextual meanings and recognize informal language more easily. Others, however, encounter difficulties caused by unfamiliar slang, figurative language, rapid song tempo, or unclear pronunciation. These challenges may reduce comprehension, particularly when learners have limited prior exposure to authentic English. Previous research also reports that students frequently experience difficulties interpreting fast lyrics and informal expressions found in English songs (Aristia et al., 2025). Therefore, investigating students' perceptions is important to understand both the advantages and limitations of using Spotify lyrics as a learning medium.

Previous studies have primarily examined Spotify in relation to listening comprehension, vocabulary acquisition, pronunciation, and idiomatic expressions. Research has shown that Spotify songs improve listening ability and increase students' motivation during English learning (A'yun & Wahyuni, 2024). Other studies have reported positive student perceptions regarding the use of Spotify for learning idiomatic expressions and expanding vocabulary (Divanauli et al., 2025). Vocabulary development through English songs has also been widely discussed (Aristia et al., 2025), while learning strategies involving Spotify and YouTube have been explored by Widi and Putri (2026). However, limited attention has been given to students' perceptions of using Spotify lyrics specifically for learning English slang and daily expressions, particularly among English Education students in Indonesian universities.

Based on this research gap, the present study investigates students' perceptions toward the use of Spotify lyrics for learning English slang and daily expressions among English Education students at UNP Kediri. The study focuses on students' understanding, learning practices, perceived benefits, and challenges when using Spotify lyrics as an informal English learning resource. The findings are expected to enrich the literature on authentic language learning and Informal Digital Learning of English while providing practical insights for students, lecturers, and future researchers regarding the educational potential of Spotify lyrics in supporting English language learning.

RESEARCH METHODOLOGY

This study used a *quantitative* approach with a *descriptive survey* design to investigate students' perceptions toward the use of Spotify lyrics for learning *English slang* and *daily expressions*. The study focused on describing students' opinions, experiences, and evaluations without examining causal relationships among variables. A *quantitative* approach was considered appropriate because it enabled the researcher to collect measurable data and analyze the findings objectively through statistical procedures (Creswell & Creswell, 2018). Descriptive research systematically describes a phenomenon based on data collected from respondents (Sugiyono, 2022). Data were collected using a closed-ended questionnaire with a five-point *Likert Scale*. The questionnaire was developed based on four indicators, namely understanding, use, benefits, and challenges.

The population of this study consisted of 101 second- and fourth-semester students of the *English Education Department* at Universitas Nusantara PGRI Kediri (*UNP Kediri*) during the 2026/2027 academic year. These students were selected because they had experience in university-level *English* learning and were familiar with digital learning media, including Spotify. The sample size was determined using the Slovin formula with a 10% margin of error, resulting in 50 participants. The Slovin formula is widely used to determine representative

samples from a known population (Sugiyono, 2022). The researcher employed *proportionate stratified random sampling* to ensure proportional representation from each semester group. This sampling technique provides equal opportunities for participants in each stratum to be selected (Etikan, 2016). The final sample consisted of 19 second-semester students and 31 fourth-semester students.

The research was conducted at the *English Education Department* of *UNP Kediri* from May to June 2026. During this period, the researcher prepared the research instrument, validated the questionnaire, distributed the questionnaire through *Google Forms*, collected the responses, and organized the data for analysis. The main research instrument was a closed-ended questionnaire designed to measure students' perceptions of using Spotify lyrics for learning *English slang* and *daily expressions*. The questionnaire employed a five-point *Likert Scale* ranging from *Strongly Agree* to *Strongly Disagree*. A questionnaire is an efficient instrument for collecting data from a relatively large number of respondents (Sugiyono, 2022). The questionnaire items were developed based on four perception indicators and adapted from previous studies on digital language learning.

After all responses had been collected, the data were analyzed using *IBM SPSS* and *Microsoft Excel*. The analysis employed *descriptive statistics*, including frequencies, percentages, and mean scores, to describe students' perceptions toward the use of Spotify lyrics as a learning medium. *Descriptive statistics* provide a clear summary of numerical data collected from respondents (Creswell & Creswell, 2018). Operational definitions were established to ensure that each research indicator could be measured consistently. Operational definitions translate abstract concepts into observable and measurable indicators (Sugiyono, 2022). The selected research design, sampling technique, instrument, and data analysis procedures were considered appropriate for describing students' perceptions of learning *English slang* and *daily expressions* through Spotify lyrics.

RESULT AND DISCUSSION

Result

The findings include the description of the research setting, respondent characteristics, instrument testing, *classical assumption tests*, regression analysis, hypothesis testing, the coefficient of determination, and students' perceptions toward the use of Spotify lyrics for learning *English slang* and *daily expressions*. This study was conducted at the *English Education Department* of Universitas Nusantara PGRI Kediri (*UNP Kediri*) during the 2025/2026 academic year because the students had experience learning *English* and using Spotify as part of their daily activities. The participants were second- and fourth-semester students who were considered suitable for investigating the use of Spotify lyrics as a learning medium due to their familiarity with authentic *English* materials and digital learning resources. The discussion interprets the findings by relating them to the research objectives, relevant theories, and previous studies.

Table 1. Respondents Based on Semester

Semester	Frequency	Percent	Valid Percent	Cumulative Percent
Fourth	31	62.0	62.0	62.0
Second	19	38.0	38.0	100.0
Total	50	100.0	100.0	

The distribution of respondents based on semester shows that the majority of participants came from the fourth semester, followed by students from the second semester. This composition indicates that most respondents had relatively more exposure to university-level *English* learning, particularly in understanding academic content and engaging with digital learning resources. Students in higher semesters generally possess more developed language

awareness due to prolonged learning experiences, which may influence their ability to interpret *English slang* and *daily expressions* encountered in Spotify lyrics. Meanwhile, second-semester students, although fewer in number, contributed important perspectives as learners who are still in the early stages of adapting to higher education learning environments. Their participation enriched the dataset by providing insights from a different academic experience level. The combination of both groups created a balanced representation of students with varying degrees of language proficiency and familiarity with authentic *English* exposure, allowing the study to capture more comprehensive perceptions regarding the use of Spotify lyrics as a learning medium.

Table 2. Respondents Based on Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	32	64.0	64.0	64.0
Male	18	36.0	36.0	100.0
Total	50	100.0	100.0	

The demographic distribution based on gender reveals that female students dominated the sample, while male students formed a smaller proportion of respondents. This composition reflects the general tendency in *English Education* programs where female students often show higher participation rates in language-related studies. The dominance of female respondents may influence the overall perception results, particularly in relation to engagement with digital learning tools such as Spotify. However, the inclusion of male respondents remains essential to ensure diversity of perspectives and to avoid bias in interpreting students' perceptions. Both groups contributed valuable insights regarding the use of Spotify lyrics in learning *English slang* and *daily expressions*, allowing the study to represent a broader spectrum of learner experiences. The variation in gender composition also provides an opportunity to observe whether different demographic backgrounds influence attitudes toward informal *English* learning through music-based media, even though this study primarily focuses on overall perceptions rather than gender-based comparison.

Table 3. Respondents Based on Spotify Usage Frequency

Frequency	Frequency	Percent	Valid Percent	Cumulative Percent
Often	18	36.0	36.0	36.0
Rarely	5	10.0	10.0	46.0
Sometimes	11	22.0	22.0	68.0
Very Often	16	32.0	32.0	100.0
Total	50	100.0	100.0	

The data regarding Spotify usage frequency indicate that most respondents regularly use the platform, with a significant proportion reporting frequent or very frequent engagement. This suggests that Spotify is not only a source of entertainment but also a familiar digital environment for students in accessing *English* content. Regular exposure to English songs and lyrics potentially enhances students' incidental learning of vocabulary, expressions, and pronunciation patterns found in authentic language use. Meanwhile, a smaller group of respondents reported occasional or rare usage, indicating differences in digital learning habits among students. These variations in usage frequency provide an important context for interpreting students' perceptions, as higher exposure to Spotify may lead to greater familiarity with *English slang* and *daily expressions*. Overall, the distribution shows that most participants have sufficient experience with Spotify to evaluate its role as a supportive medium for informal

English learning, making the dataset relevant for examining how digital music platforms contribute to language acquisition outside formal classroom settings.

Table 4. Validity Test Results of Variable X

Item	r- count	r- table	Result
X1	0.840	0.279	Valid
X2	0.827	0.279	Valid
X3	0.840	0.279	Valid
X4	0.827	0.279	Valid
X5	0.840	0.279	Valid
X6	0.827	0.279	Valid

The validity test results for Variable X confirm that all questionnaire items meet the required criteria for measuring the use of Spotify lyrics in learning *English slang* and *daily expressions*. Each item produced an r-count value higher than the r-table value, indicating that all statements are statistically valid and appropriate for further analysis. This consistency demonstrates that the instrument effectively captures the intended construct, particularly students' engagement with Spotify lyrics as a learning resource. The high r-count values also reflect strong item reliability in representing students' learning behaviors, such as understanding and using song lyrics for language learning purposes. Since no item failed the validity threshold, all questions were retained in the final instrument, ensuring that the data collected accurately represent the construct being measured. Overall, the validity results strengthen the credibility of the instrument and confirm its suitability for analyzing students' use of Spotify lyrics in learning informal *English* expressions.

Table 5. Validity Test Results of Variable Y

Item	r- count	r- table	Result
Y1	0.716	0.279	Valid
Y2	0.743	0.279	Valid
Y3	0.788	0.279	Valid
Y4	0.722	0.279	Valid
Y5	0.698	0.279	Valid
Y6	0.685	0.279	Valid
Y7	0.759	0.279	Valid

The validity test for Variable Y shows that all items measuring students' perceptions toward learning *English slang* and *daily expressions* through Spotify lyrics are valid. Each item exceeds the minimum r-table value, indicating that the questionnaire effectively measures students' evaluative responses, including perceived understanding, benefits, and challenges. Although the r-count values of Variable Y are slightly lower than Variable X, they remain within a strong and acceptable range, confirming the adequacy of the instrument in capturing students' perceptions. This result indicates that the items are capable of representing different dimensions of perception, such as cognitive understanding, behavioral engagement, and experiential evaluation. Since all items met the validity criteria, no revisions were required, and the instrument was deemed suitable for further statistical analysis. Overall, these findings confirm that the questionnaire has a solid construct validity in measuring students' perceptions of using Spotify lyrics as a medium for informal *English* learning.

Table 6. Reliability Test Results of Variable X (Use of Spotify Lyrics for Learning English Slang and Daily Expressions)

Reliability Statistics	
Cronbach's Alpha	0.912

Number of Items	6
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The reliability analysis indicates that Variable X achieved a Cronbach's Alpha coefficient of 0.912 across six questionnaire items. Since this value is substantially higher than the recommended minimum criterion of 0.70, the instrument demonstrates excellent internal consistency and reliability. This result suggests that all items consistently measure the same construct related to students' use of Spotify lyrics for learning *English slang* and *daily expressions*. The high reliability coefficient also indicates that respondents answered the items in a stable and consistent manner, reflecting the quality of the questionnaire in capturing students' learning behaviors. Furthermore, the result minimizes the possibility of measurement errors and strengthens the credibility of the collected data. Therefore, the instrument can be considered highly reliable and appropriate for subsequent statistical analyses, including regression and hypothesis testing.

Table 7. Reliability Test Results of Variable Y (Students' Perceptions toward Learning English Slang and Daily Expressions through Spotify Lyrics)

Reliability Statistics	
Cronbach's Alpha	0.820
Number of Items	7

The reliability test for Variable Y produced a Cronbach's Alpha coefficient of 0.820, indicating that the questionnaire possesses good internal consistency. The obtained coefficient exceeds the accepted reliability threshold of 0.70, confirming that the seven questionnaire items consistently measure students' perceptions toward learning *English slang* and *daily expressions* through Spotify lyrics. Although the coefficient is slightly lower than that of Variable X, it remains within the category of high reliability, suggesting that respondents interpreted the questionnaire items consistently. This finding demonstrates that the instrument is capable of providing dependable data regarding students' opinions, experiences, and evaluations of Spotify lyrics as a learning medium. Consequently, all questionnaire items were retained because they fulfilled the reliability requirement and were suitable for further statistical analyses.

Table 8. Normality Test

One-Sample Kolmogorov-Smirnov Test	Unstandardized Residual
N	50
Mean	0.0000000
Std. Deviation	2.55450571
Test Statistic	0.190
Asymp. Sig. (2-tailed)	0.070

The normality test was conducted using the *Kolmogorov-Smirnov* procedure to determine whether the residual data followed a normal distribution before performing regression analysis. The obtained significance value of 0.070 is higher than the required significance level of 0.05, indicating that the residuals are normally distributed. In addition, the residual mean is approximately zero, while the standard deviation reflects an acceptable distribution of residual values around the mean. These findings suggest that there is no significant deviation from the normal distribution, allowing the regression analysis to be conducted without violating the normality assumption. Therefore, the dataset satisfies one of the essential assumptions of parametric analysis, indicating that the statistical procedures applied in this study are appropriate and capable of producing valid and reliable results.

Table 9. Multicollinearity Test

Model	B	Std. Error	Beta	t	Sig.	Toleranc e	VIF
(Constant)	-27.338	7.080	—	-3.861	0.468	—	—

Total_Y	1.633	0.217	0.736	7.532	0.321	1.000	1.000
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The multicollinearity test was performed to examine whether strong correlations existed among the independent variables included in the regression model. The results show a tolerance value of 1.000 and a *Variance Inflation Factor (VIF)* value of 1.000, indicating that no multicollinearity problem is present. A tolerance value above 0.10 and a *VIF* value below 10 are generally considered evidence that the regression model is free from multicollinearity. The significance value of 0.321 further supports that the predictor variable does not create instability within the model. These findings demonstrate that the independent variable contributes unique information to the regression analysis without overlapping substantially with other predictors. Consequently, the regression model satisfies the multicollinearity assumption and can be interpreted confidently in explaining the relationship between students' perceptions and the use of Spotify lyrics for learning *English slang* and *daily expressions*.

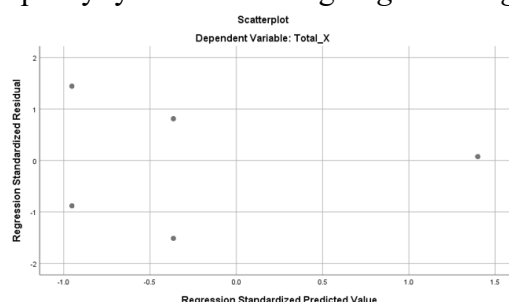


Figure 1. Heteroscedasticity Test (Scatterplot)

The scatterplot was examined to determine whether heteroscedasticity existed in the regression model by observing the distribution pattern of standardized residuals against standardized predicted values. The figure shows that the data points are randomly scattered above and below the horizontal axis without forming a systematic pattern such as a funnel, wave, or clustered shape. This random distribution indicates that the residual variance remains relatively constant across all predicted values. Consequently, the regression model does not exhibit heteroscedasticity, meaning that the assumption of homoscedasticity has been fulfilled. The absence of heteroscedasticity suggests that the regression coefficients are estimated accurately and that the standard errors generated by the model are reliable. Therefore, the regression model is appropriate for further inferential analyses and provides dependable statistical estimates for examining the relationship between the research variables.

Table 10. Regression Analysis

Model	B	Std. Error	Beta	t	Sig.
(Constant)	-27.338	7.080	—	-3.861	0.000
Total_Y	1.633	0.217	0.736	7.532	0.000

The regression analysis was conducted to examine the relationship between students' perceptions toward learning *English slang* and *daily expressions* through Spotify lyrics and their use of Spotify lyrics as a learning resource. The analysis generated the regression equation $X = -27.338 + 1.633Y$, indicating a positive relationship between the two variables. The positive regression coefficient signifies that every one-unit increase in students' perception scores is associated with a 1.633-unit increase in the predicted score of Spotify lyric usage. Moreover, the standardized Beta coefficient of 0.736 reflects a strong positive relationship between the variables. The significance value of 0.000 confirms that the regression coefficient is statistically significant, demonstrating that students with more positive perceptions tend to utilize Spotify lyrics more actively for learning *English slang* and *daily expressions*. These findings indicate that students' perceptions play an important role in encouraging the use of Spotify lyrics as an authentic and meaningful language learning resource, supporting the proposed regression model and providing empirical evidence for the relationship examined in this study.

Table 11. Partial Test (t-Test)

Variable	t-count	t-table	Sig.	Decision
Total_Y → Total_X	7.532	2.011	0.000	Accepted

The *t*-test results indicate that the *t*-count (7.532) is higher than the *t*-table (2.011), while the significance value (0.000) is lower than 0.05. These findings indicate that the proposed hypothesis is accepted. Students' perceptions toward learning *English slang* and *daily expressions* through Spotify lyrics have a significant positive effect on the use of Spotify lyrics as a learning resource, suggesting that more positive perceptions are associated with greater use of Spotify lyrics for learning.

Table 12. Simultaneous Test (F-Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	377.931	1	377.931	56.734	0.000
Residual	319.749	48	6.661		
Total	697.680	49			

The *F*-test produced an *F*-value of 56.734 with a significance value of 0.000, which is below 0.05. This result indicates that the regression model is statistically significant and suitable for explaining the relationship between students' perceptions and the use of Spotify lyrics for learning *English slang* and *daily expressions*.

Table 13. Coefficient of Determination (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.736	0.542	0.532	2.581

The analysis produced an *R Square* value of 0.542, indicating that 54.2% of the variation in the use of Spotify lyrics can be explained by students' perceptions. The remaining 45.8% is influenced by other variables outside this study. The correlation coefficient ($R = 0.736$) also indicates a strong positive relationship between the variables.

Table 14. Students' Perceptions toward the Use of Spotify Lyrics for Learning English Slang and Daily Expressions

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Understanding	50	4.00	4.24	4.1200	0.08571
Use	50	4.10	4.31	4.2022	0.07901
Benefits	50	4.00	4.20	4.1000	0.07143
Challenges	50	3.60	3.84	3.7168	0.09029

The descriptive results show that students had positive perceptions toward the use of Spotify lyrics for learning *English slang* and *daily expressions*. The Use indicator obtained the highest mean score (4.2022), followed by Understanding (4.1200) and Benefits (4.1000), while Challenges recorded the lowest mean (3.7168). Overall, these findings indicate that Spotify lyrics are perceived as a useful and engaging learning resource despite several learning challenges.

Discussion

Students' Understanding of *English Slang* and *Daily Expressions* Through Spotify Lyrics

The findings showed a mean score of 4.1200, indicating that students had positive perceptions of using Spotify lyrics to understand *English slang* and *daily expressions*. Authentic song lyrics helped learners recognize informal vocabulary and contextual expressions commonly used in everyday communication. This finding is consistent with Lee and Drajiati (2023), who state that authentic language exposure improves learners' understanding of real communication. In addition, Aurora and Fiftinova (2025) explain that the

real-time lyrics feature helps students connect spoken and written language, making unfamiliar expressions easier to understand.

Students' Use of Spotify Lyrics for Learning *English Slang* and *Daily Expressions*

The use indicator obtained the highest mean score (4.2022), showing that students actively used Spotify lyrics as a learning resource. Many respondents reported reading lyrics, replaying songs, and exploring unfamiliar expressions while listening to music. This finding suggests that Spotify supports independent learning by providing flexible access to authentic *English* materials. Tai and Chen (2022) argue that digital learning environments increase learner engagement by allowing students to learn anytime and anywhere, while Aurora and Fiftinova (2025) highlight that synchronized lyrics encourage more active language learning.

The Benefits of Using Spotify Lyrics for Learning *English Slang* and *Daily Expressions*

The benefits indicator achieved a high mean score of 4.1000, indicating that students considered Spotify lyrics useful for improving vocabulary, understanding authentic expressions, and increasing learning motivation. Regular exposure to song lyrics enables learners to experience natural language used by native speakers rather than textbook examples. Lee and Drajati (2023) explain that authentic materials promote language development through real communication, whereas Kohnke et al. (2024) emphasize that enjoyable digital learning environments encourage continuous language exposure and independent learning.

The Challenges in Using Spotify Lyrics for Learning *English Slang* and *Daily Expressions*

The challenges indicator recorded a mean score of 3.7168, suggesting that although students viewed Spotify positively, they still encountered several learning difficulties. The most common challenges included unfamiliar slang, figurative language, fast song tempo, and contextual meanings that were difficult to interpret. Muhartoyo (2014) explains that slang is closely related to informal social contexts, making it difficult for language learners to understand, while Aristia et al. (2025) report that pronunciation and rapid song delivery often reduce learners' listening comprehension.

The Influence of Spotify Lyrics on Students' Perceptions of Learning *English Slang* and *Daily Expressions*

The regression analysis demonstrated a positive and significant relationship between the use of Spotify lyrics and students' perceptions, as indicated by a significance value of 0.000 and a regression coefficient of 1.633. These results suggest that students who used Spotify lyrics more frequently tended to develop more positive perceptions of learning *English slang* and *daily expressions*. This finding supports Kohnke et al. (2024), who argue that *Informal Digital Learning of English* enhances language learning through authentic digital experiences, and is consistent with Divanauli et al. (2025), who found that Spotify provides meaningful exposure to contextual and informal *English*.

CONCLUSION

This study concludes that *English Education* students have positive perceptions toward the use of Spotify lyrics for learning *English slang* and *daily expressions*. Students demonstrated good understanding of informal vocabulary and expressions, actively used Spotify lyrics as an independent learning resource, and perceived several benefits, including vocabulary improvement, greater exposure to authentic *English*, increased learning motivation, and more enjoyable learning experiences. Although students encountered challenges such as unfamiliar slang, figurative language, fast song tempo, and pronunciation, they were able to overcome these difficulties by replaying songs, rereading lyrics, and searching for the meanings of unfamiliar expressions.

The findings support the role of Spotify lyrics as an authentic digital learning resource that contributes to *Informal Digital Learning of English (IDLE)* and technology-assisted language learning. Practically, students are encouraged to use Spotify lyrics regularly to

improve their understanding of authentic *English*, while lecturers may integrate song lyrics into classroom activities to provide more engaging and contextual learning experiences. *English Education* programs are recommended to incorporate authentic digital materials into language learning, and future researchers are encouraged to investigate the effectiveness of Spotify lyrics in developing specific language skills, such as speaking, listening, vocabulary, and communicative competence, using larger samples and different research designs.

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