



## From Playlist To Pronunciation: Exploring Students' Views On Spotify In Language Learning

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### Abstract

*This study explores students' perceptions of using the Spotify application as a tool to improve English pronunciation. Conducted at SMA Negeri 4 Tanjungpinang, the research involved 32 students who responded to a structured questionnaire. The aim was to understand how students engage with English songs on Spotify and how they perceive its effectiveness in supporting pronunciation learning. The results show that the majority of students held positive perceptions, viewing Spotify as a helpful resource for pronunciation improvement through repeated listening and exposure to native speaker models. A significant 78.13% of students reported using Spotify specifically to enhance pronunciation, with many focusing on suprasegmental features such as intonation (75%), stress (80.65%), and rhythm (77.42%). These elements are essential for achieving natural-sounding and intelligible English speech. However, only 41.94% of students reported noticeable improvement, indicating that passive listening may not be sufficient for pronunciation development. This suggests that while Spotify provides accessible and authentic input, it must be supported by structured strategies such as repetition, shadowing, and phonetic awareness activities. Furthermore, 59.38% of students expressed willingness to recommend using Spotify for pronunciation, showing moderate endorsement. Pop songs were identified as the most helpful genre due to their clear lyrics, repetitive patterns, and moderate tempo. These findings underscore the potential of music-based learning as a motivational and effective supplement to formal pronunciation instruction. To maximize results, educators are encouraged to integrate music platforms like Spotify into classroom activities that promote active listening and pronunciation practice.*

**Keywords:** Students' Perceptions, Spotify Application, Pronunciation Improvement

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## 1 INTRODUCTION

The integration of technology into language instruction has gained significant attention in recent years, particularly due to its potential to enhance students' speaking and listening skills. Among the wide array of digital tools, music streaming platforms like Spotify present a creative, accessible, and engaging medium for language learners to interact with authentic linguistic input. Unlike traditional classroom materials, songs and spoken-word content on Spotify expose learners to real-life communication patterns, including natural intonation, rhythm, stress, and pronunciation. This kind of exposure is critical for developing accurate pronunciation—a key element of effective communication in a foreign language.

Repeated listening to songs or podcasts in English allows students to become familiar with how words are pronounced in context, often helping them mimic native-like speech more easily. Furthermore, the rhythm and melody of songs can enhance memory retention, making it easier for learners to internalize pronunciation patterns and vocabulary. For learners who struggle with confidence, the informal and personal nature of using Spotify can lower the affective filter, creating a more relaxed and motivating environment for pronunciation practice.

This study aims to explore students' perceptions of using the Spotify app to improve their English pronunciation. Understanding learners' attitudes and experiences with non-traditional, technology-based resources is essential, as it can provide valuable insights into the effectiveness of these tools in actual learning environments. Such insights are crucial for educators looking to implement more engaging and student-centered teaching strategies that cater to diverse learning preferences.

Pronunciation is often one of the most difficult aspects of English to master, especially for learners whose native languages differ significantly in phonetic structure. Poor pronunciation can affect a student's ability to be understood, potentially hindering participation and confidence in communication. In this context, the use of technology—particularly applications that offer frequent and varied input—has opened up new opportunities for practice and improvement. Though typically used for entertainment, Spotify has untapped potential as an educational resource. Its extensive library of songs, audiobooks, and podcasts provides abundant material for repeated listening, shadowing, and pronunciation drills, especially when combined with lyrics and playlist features.

Previous research supports this potential. For instance, students perceive Spotify as helpful for improving their English pronunciation, intonation, and vocabulary (Purba, Natalia, & Sapira, 2023). Ilyas and Kaniadewi (2023) found that features such as synchronized lyrics and curated playlists made Spotify particularly suitable for pronunciation practice. Moreover, Arsyawan, Shodiq, and Wulandri (2023) highlighted that student who used Spotify with a focus on pronunciation elements—such as intonation and stress—achieved better results, showing its potential as both an engaging and flexible learning tool.

By examining how students use Spotify and how it influences their pronunciation skills, this study contributes to the growing field of technology-enhanced language learning. It emphasizes the role of innovative and easily accessible tools in supporting language acquisition, while also advocating for more integrated and student-centered approaches to pronunciation instruction.

Spotify is a popular digital music streaming service that has revolutionized the way people listen to music across the globe. With access to millions of songs from various genres and artists, Spotify offers an engaging and convenient platform, especially appealing to the younger generation. Its widespread popularity, including in Indonesia, highlights a significant shift in how music is consumed in the digital era. Instead of using traditional media like CDs or radio, today's youth prefer to stream music online using smartphones, making apps like Spotify an essential part of their daily routines (Zhang et al., 2013; Netti & Irwansyah, 2018; Maghfiroh & Putri, 2022).

Moreover, songs have always been a universal form of entertainment and education, appealing to people of all ages. In recent years, English songs, in particular, have become

valuable tools in English language learning. Teachers and students have started using them to improve various language skills, including listening, vocabulary, and pronunciation (Andayani, 2022; Hadi, 2019). Research has shown that using the Spotify application can enhance students' pronunciation skills (Diah, 2022), as it offers a fun and immersive way to learn. Pronunciation itself, as defined by Aufa (2017), is how words are spoken and understood, making it a crucial part of mastering a new language.

Furthermore, Spotify's built-in lyrics feature allows users to follow along with the words while listening. This is particularly helpful for language learners, as it exposes them to new vocabulary and shows them the correct pronunciation through repeated listening and practice (Kusuma Dewi & Sukarni, 2020). Therefore, Spotify not only provides entertainment but also serves as an innovative and effective tool for learning English.

## **II METHOD**

This research employs a descriptive qualitative design to explore students' perceptions of using the Spotify application as a tool to improve their English pronunciation. The qualitative approach was selected to allow for a deeper understanding of students' thoughts, feelings, and experiences in relation to the use of Spotify in their language learning process. The study was conducted at SMA Negeri 4 Tanjungpinang, a senior high school located in Tanjungpinang, Indonesia. The participants consisted of 32 students from a selected class who had experience using Spotify, particularly for learning English. The sample was chosen through purposive sampling, focusing on students who were actively involved in pronunciation learning and familiar with the Spotify platform.

Data were collected through questionnaires. The questionnaire included closed-ended questions, using a Likert scale to gather quantifiable data. The instruments used in this study included a questionnaire. The questionnaire was designed to assess various aspects such as the ease of use of the Spotify application, the frequency with which students used it for pronunciation practice, their perceived improvement in pronunciation, and their overall motivation and interest. Data analysis involved both quantitative descriptive. Responses from the closed-ended questionnaire items were tabulated and analysed using descriptive statistics to determine trends and overall perceptions. This process explores students' perceptions, advantages, and suggestions for using Spotify as a pronunciation learning tool.

## **III RESULT**

The following is the results of questionnaire distributed to participants:

Table 1.  
Spotify Use for Pronunciation Improvement

No	Statements	Yes	%	No	%
1	Students listen to English songs using Spotify to improve your English pronunciation.	25	78.13	7	21.88
2	Students use English songs to focus on improving specific aspects of pronunciation like intonation.	24	75.00	8	25.00

3	Students use English songs to focus on improving specific aspects of pronunciation like stress.	25	80.65	6	19.35
4	Students use English songs to focus on improving specific aspects of pronunciation like rhythm.	24	77.42	7	22.58
5	There is improvement to the aspect that you focus on when listening to English songs on Spotify.	13	41.94	18	58.06

The findings suggest that English songs, especially when accessed through digital platforms like Spotify, are widely used by students as a strategy for improving pronunciation. A significant 78.13% of students (Statement 1) reported listening to English songs via Spotify with the goal of enhancing their pronunciation. This supports the idea that music provides an enjoyable and immersive environment for language acquisition. Recent studies have highlighted the role of music in engaging cognitive processes that facilitate language learning.

More specifically, students appear to target distinct suprasegmental features of pronunciation when listening to songs. According to the data, 75% focused on intonation (Statement 2), 80.65% on stress (Statement 3), and 77.42% on rhythm (Statement 4). These aspects are crucial for intelligibility and naturalness in spoken English. Current research emphasizes that teaching suprasegmental features such as stress and intonation enhances learners' speaking fluency and listening comprehension. Songs, due to their rhythmic and melodic structure, naturally reinforce these features.

However, a concerning discrepancy is revealed in Statement 5, where only 41.94% of students agreed that their pronunciation had improved despite their use of English songs. This discrepancy points to the complexity of pronunciation learning. Listening alone may not be sufficient for measurable improvement, especially if students are passively exposed without engaging in more active learning strategies such as repetition, shadowing, or phonetic transcription. Recent pedagogical approaches suggest that improvement in pronunciation requires deliberate practice, feedback, and attention to phonetic detail.

Another important consideration is the learners' autonomy and awareness. Although students may listen to songs frequently, they may not consciously analyse the pronunciation patterns embedded in the lyrics. Metacognitive awareness plays a key role in developing listening and speaking skills. Without reflective practice, students may enjoy the exposure but fail to internalize the correct pronunciation patterns.

Furthermore, the role of technology in language learning should not be overlooked. Platforms like Spotify offer endless access to authentic language materials, but they lack interactive features such as phonetic feedback or pronunciation modelling, which are critical for pronunciation development. While mobile-assisted language learning (MALL) enhances accessibility, its pedagogical impact depends on how learners engage with the content. Without structured guidance, students may struggle to convert passive listening into active pronunciation learning.

Additionally, individual learner differences—such as learning style, language aptitude, and motivation—can affect outcomes. For instance, aptitude for phonological coding and working memory significantly influence one's ability to acquire accurate pronunciation. Therefore, students who are naturally musically inclined or auditory learners may benefit more from song-based learning than others.

In conclusion, while English songs on platforms like Spotify are widely used by students for pronunciation improvement and are beneficial for exposing learners to authentic language input, their impact may be limited without structured practice and instructional support. To maximize the benefits, educators should integrate songs into classroom instruction with tasks that promote active listening, pronunciation drills, and peer feedback. Combining the

motivational power of music with explicit pedagogical strategies may bridge the gap between exposure and effective learning outcomes.

Table 2  
Listening Frequency and Pronunciation Perceptions

No	Statements	Students Perception							
		Most Positiv e	%	Positiv e	%	Negativ e	%	Most Negativ e	%
1	The frequency of listening to English songs using Spotify.	5	17.24	19	65.52	4	13.79	1	3.45
2	Listening to English songs can help improve pronunciation.	9	29.03	14	45.16	7	22.58	1	3.23
3	The effectiveness of listening to English songs in improving English pronunciation.	6	19.35	19	61.29	4	12.90	2	6.45
4	Many users have noticed improvements in their English pronunciation since using English songs on Spotify.	8	25.00	11	34.38	10	31.25	3	9.38
5	Using English songs on Spotify is recommended as a helpful strategy for English learners to enhance their pronunciation skills.	5	15.63	14	43.75	10	31.35	3	9.38

The results from the student perception survey suggest that the use of English songs, particularly through Spotify, is generally viewed positively in relation to improving English pronunciation skills. Each item in the questionnaire highlights varying degrees of agreement among students, with a majority expressing either positive or most positive responses.

Firstly, the data indicates that students frequently listen to English songs on Spotify. With 65.52% responding "Positive" and 17.24% "Most Positive", it shows that English songs are an accessible and commonly used resource. This aligns with the idea that extensive exposure to authentic language input, such as music, can support language acquisition. Recent studies have highlighted the role of music in engaging cognitive processes that facilitate language learning.

Regarding pronunciation improvement, 74.19% of respondents (combining "Positive" and "Most Positive") agreed that listening to English songs helps improve pronunciation. This is consistent with findings by Supeno (2018), who emphasized the phonological benefits of music in second language learning. Music supports learners in recognizing sounds, stress, and intonation patterns, which are crucial in developing pronunciation skills.

The third statement regarding the effectiveness of using songs to improve pronunciation saw 80.64% of respondents selecting either "Positive" or "Most Positive". This reinforces the notion that students perceive English songs as an effective medium for learning pronunciation. According to Sardegna (2022), songs can improve learners' phonemic awareness, which is essential for accurate pronunciation.

When students were asked whether they or others noticed improvements in pronunciation after listening to English songs on Spotify, 59.38% responded positively. This suggests that while many recognize the benefits, some students may not have experienced or noticed substantial improvements, possibly due to differences in learning styles or listening intensity.

Finally, the statement regarding recommending Spotify and English songs as a pronunciation strategy received 59.38% positive responses. This shows moderate endorsement from students, indicating that while songs are seen as helpful, they might not be universally considered a primary strategy for pronunciation enhancement. This reflects the findings of Sardegna (2022), who noted that while music is beneficial, it should complement structured language instruction rather than replace it.

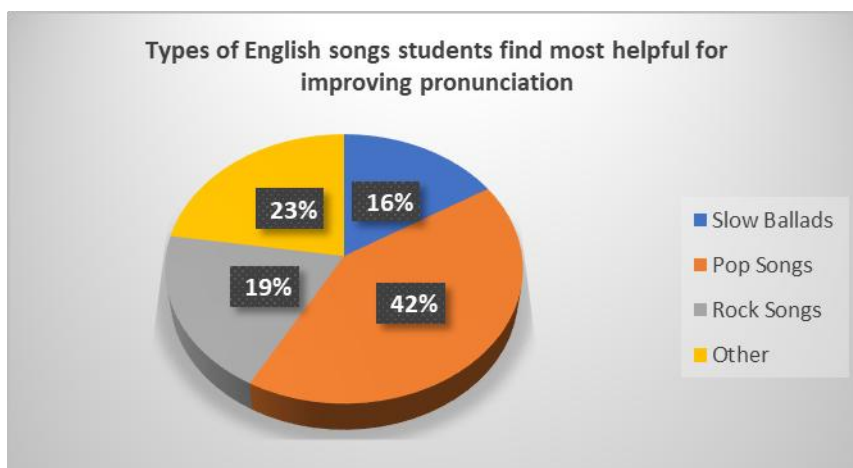


Figure 1.  
Helpful English Song Types for Pronunciation

The chart illustrates students' perceptions regarding the types of English songs that are most helpful for improving pronunciation. The majority of students (42%) identified pop songs as the most beneficial. This preference can be attributed to several characteristics of the genre—such as clear lyrics, repetitive structures, and moderate tempo—which make pop songs more accessible and easier to follow. Recent studies have highlighted the role of music in engaging cognitive processes that facilitate language learning.

Interestingly, 23% of students selected “Other” types of songs, which may include genres like rap, R&B, country, or EDM. This result highlights the diversity in learners' musical preferences and suggests that different genres may support language learning in different ways. As noted by Fonseca-Mora et al. (2022), students' emotional engagement with music can significantly influence learning outcomes. The effectiveness of a song in improving pronunciation, therefore, may not only depend on the genre's linguistic features but also on the learner's personal interest and motivation.

Rock songs were chosen by 19% of the respondents. While rock music can sometimes include unclear articulation due to fast tempos or vocal distortion, it can still be helpful in exposing learners to authentic stress patterns and intonation. Recent research emphasizes that music plays a role in enhancing learners' understanding of suprasegmental features such as rhythm and intonation, which are crucial components of pronunciation.

On the other hand, only 16% of students chose slow ballads as the most helpful genre, which may seem unexpected since slow songs typically feature clear diction and slower tempos—elements that are often recommended for language learners. One possible explanation is that learners might prefer more energetic and engaging genres despite the technical advantages of slower songs. Nevertheless, recent studies argue that slow-paced songs are especially helpful for beginner learners as they allow more time to process pronunciation and mimic sounds accurately.

In conclusion, while pop songs were rated the most helpful for improving pronunciation, the findings suggest that a variety of musical genres can support pronunciation learning depending on the learners' preferences and goals. This underscores the importance for educators to integrate different types of music into language learning activities to accommodate various learning styles and maintain student motivation.

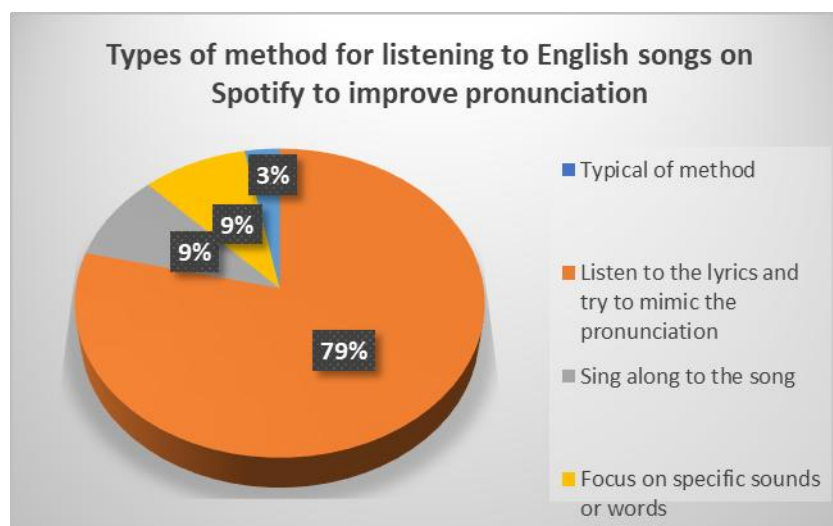


Figure 2.  
Methods for Spotify Pronunciation Practice

The chart presents the types of methods students use when listening to English songs on Spotify to improve their pronunciation. An overwhelming majority of students (79%) reported that they listen to the lyrics and try to mimic the pronunciation, making it the most preferred strategy by far. This result aligns with the concept of shadowing in language learning, where learners listen to spoken input and immediately repeat it, which helps in developing pronunciation, rhythm, and fluency. Recent studies have highlighted the effectiveness of shadowing techniques in enhancing learners' phonological awareness and supporting the internalization of stress patterns and intonation.

A smaller percentage of students (9%) chose to sing along to the song, which, while less popular, is also an effective method for pronunciation improvement. Singing along allows students to practice pronunciation in a more relaxed and enjoyable context, which can reduce anxiety and increase motivation. Research has emphasized that singing helps learners absorb the prosodic features of language—such as pitch, rhythm, and stress—making it an ideal supplementary practice for pronunciation.

Another 9% of students reported that they focus on specific sounds or words, a strategy that requires more analytical listening. This method may be more beneficial for advanced learners who aim to fine-tune their pronunciation by targeting problematic phonemes. Recent studies suggest that focused phonetic training helps learners recognize and produce sounds that are absent or difficult in their native language, improving their intelligibility in English communication.

Interestingly, only 3% of students reported using a typical or unspecified method, which may reflect a lack of structured strategy or a passive listening habit. This suggests that most students are consciously engaging with songs as a tool for pronunciation development rather than treating them solely as entertainment. Recent research highlights that intentional listening—combined with targeted mimicry—yields greater pronunciation gains than passive listening alone.

In summary, the findings suggest that most learners prefer active engagement with lyrics, particularly through mimicking pronunciation, as a strategy to improve their spoken English. While other methods such as singing and sound targeting are also valuable, the success of each approach may vary depending on learner goals, proficiency level, and motivation. Educators might consider encouraging varied techniques to suit different learning styles and to promote more effective pronunciation learning through music.



Figure 3  
Challenging Aspects of English Pronunciation

The chart presents students' self-reported struggles with different aspects of English pronunciation. The two most significant challenges identified were word stress (47%) and "other" aspects (41%), while consonants (6%) and vowels (6%) were reported as less problematic. The high percentage of learners struggling with word stress highlights a crucial area of difficulty in English pronunciation. English is a stress-timed language, meaning that



stress placement significantly affects meaning, comprehension, and intelligibility. Misplaced stress can lead to misunderstanding, even if the individual sounds are correct. Recent studies have emphasized the importance of accurate word stress in effective oral communication. For instance, Wang and Nakajima (2023) developed a self-attention model to detect syllable-level pronunciation stress, highlighting that misplacement of syllable stress may lead to misunderstandings. Similarly, Korzekwa et al. (2020) proposed an attention-based deep learning model to detect lexical stress errors in non-native English speech, achieving a precision of 94.8% in detecting incorrectly stressed words.

The second-largest category, "other" (41%), may reflect challenges not categorized in traditional phonemic terms, such as intonation, rhythm, or connected speech. These prosodic features often go under-taught in classrooms but are crucial for natural-sounding pronunciation and fluent speech. Zhang, Shi, and Chen (2021) examined speech evaluation across English, Malay, and Tamil, emphasizing the importance of suprasegmental qualities such as rhythm and intonation in pronunciation performance.

In contrast, consonants and vowels were each reported by only 6% of learners as primary struggles. This may suggest that segmental features—though still important—are perceived as more manageable, possibly because they are more frequently addressed in traditional language instruction and are easier to isolate and practice. Kitashov, Svitanko, and Dutta (2018) developed a model to adjust foreign English accents by learning phonetic patterns, indicating that while segmental features can be addressed through modeling, suprasegmental features require more nuanced approaches.

The findings imply that while learners may master individual sounds, they still face significant hurdles in mastering the broader phonological system of English, particularly in word stress and prosody. This suggests that pronunciation instruction should not only focus on articulation of sounds but should also place greater emphasis on stress patterns and rhythm. Teachers are encouraged to integrate more prosody-focused activities—such as music, poetry, and speech shadowing—to help learners become more aware of and comfortable with stress in spoken English.

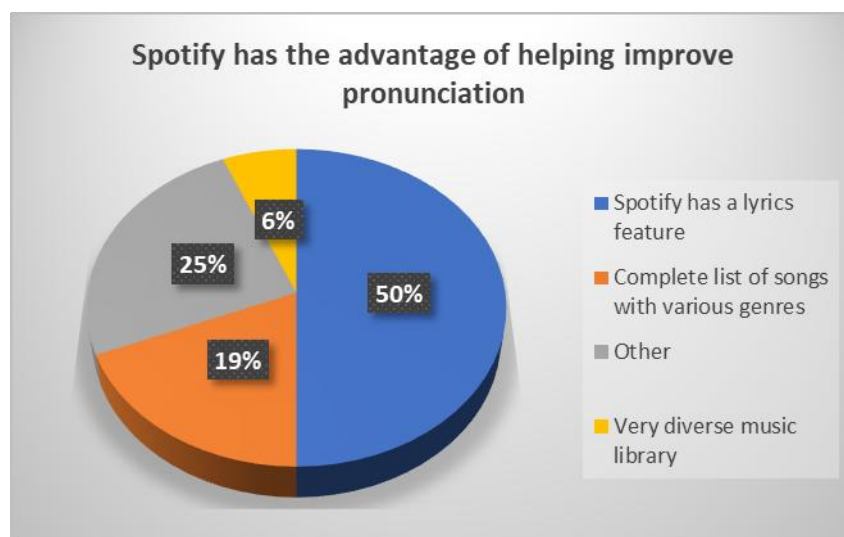


Figure 4  
Spotify Benefits for Pronunciation Practice

The chart highlights students' perceptions of Spotify's advantages in enhancing their English pronunciation. Half of the students (50%) identified Spotify's lyrics feature as the most

beneficial tool. This finding suggests that real-time access to song lyrics significantly supports pronunciation learning by allowing learners to read while listening, enhancing phonological awareness and aiding in mapping sounds to written forms. Recent studies corroborate this, indicating that Spotify's lyrics feature enables learners to directly associate spoken words with their textual representations, facilitating improved pronunciation and vocabulary acquisition.

Additionally, 25% of respondents pointed to “other” advantages, which may include features such as playlist customization, algorithmic recommendations, or podcasts. A further 19% appreciated Spotify's extensive song library across various genres, highlighting the importance of exposure to diverse linguistic inputs. This aligns with findings that engaging with a variety of authentic materials—especially through music—exposes learners to different accents, intonation patterns, and vocabulary in context, thereby enhancing overall language acquisition, including pronunciation.

Only 6% of students acknowledged the platform's diverse music library as a unique advantage, indicating that while variety is appreciated, students may prioritize functional tools such as synchronized lyrics more. The relatively low percentage for this category also suggests that while content diversity is important, accessibility and interactivity (like reading lyrics while listening) play a more active role in pronunciation improvement.

Overall, the findings indicate that Spotify's integration of textual and audio content—through its lyrics feature—is a key element supporting English learners' pronunciation. This feature enables learners to bridge the gap between listening and speaking, allowing them to better imitate native pronunciation and rhythm. Educators might consider encouraging learners to use such tools deliberately as part of their pronunciation practice. Recent research supports the incorporation of multimodal input in pronunciation instruction, suggesting that platforms like Spotify can naturally facilitate this through engaging, authentic content.

#### IV DISCUSSION

The findings strongly suggest that English songs, especially when accessed via digital platforms like Spotify, are widely regarded by students as a beneficial tool for pronunciation improvement. With 78.13% of students reporting intentional use of English songs to enhance pronunciation, this study supports a growing body of evidence that music offers an engaging and immersive context for language learning. Music provides authentic linguistic input and naturally reinforces suprasegmental features such as rhythm, stress, and intonation, which are often underemphasized in traditional instruction (Fonseca-Mora et al., 2022).

Student responses revealed high engagement with active learning strategies like mimicking lyrics (79%), underscoring the effectiveness of shadowing techniques. According to Rahimi and Abedini (2012), such strategies increase phonological awareness and fluency. However, despite high exposure, only 41.94% of students perceived noticeable pronunciation improvement.

The preference for pop songs (42%) highlights learners' inclination toward genres with clear lyrics and predictable patterns. As noted by Fonseca-Mora et al. (2011), musical features such as melody and repetition facilitate prosodic learning, contributing to improved intelligibility. Yet, learner diversity in genre preference (e.g., rock or R&B) suggests that emotional engagement, a key motivational factor, influences learning success (Fonseca-Mora, 2022).

#### V CONCLUSION

In conclusion, while English songs are a valuable supplement for pronunciation learning—particularly in enhancing prosodic features—their effectiveness depends on active engagement and structured instructional design. Educators should integrate music-based activities with explicit pronunciation training to transform exposure into measurable gains. As supported by recent research (Sardegna et al., 2022; Fonseca-Mora et al., 2022), a blended

approach combining music and pedagogy optimizes pronunciation development and caters to diverse learner needs.

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