

THE ROLE OF SPOTIFY AS A SUPPORTING PLATFORM FOR LEARNING ENGLISH PRONUNCIATION AMONG COLLEGE STUDENTS

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ABSTRAK

Pengucapan merupakan aspek penting dalam kemampuan berbicara karena memengaruhi seberapa jelas pembelajar EFL (English as a Foreign Language) dapat dipahami. Namun, banyak mahasiswa masih mengalami kesulitan dalam mengembangkan pengucapan bahasa Inggris yang akurat karena terbatasnya paparan terhadap materi listening yang autentik serta kurangnya latihan pengucapan secara rutin di luar kelas. Seiring dengan pesatnya perkembangan teknologi digital, platform streaming musik seperti Spotify telah menjadi sumber belajar alternatif yang menyediakan input audio autentik, kesempatan untuk mendengarkan berulang, serta aktivitas pembelajaran berbasis lirik lagu.

Literature review tematik naratif ini bertujuan untuk menelaah penelitian-penelitian sebelumnya yang mengkaji peran Spotify dan platform digital berbasis musik lainnya dalam mendukung pembelajaran pengucapan bahasa Inggris, khususnya pada mahasiswa. Tinjauan ini mensintesis temuan dari berbagai penelitian terbaru yang diterbitkan antara tahun 2016 hingga 2025 dan dikumpulkan melalui basis data akademik seperti Google Scholar dan ERIC. Hasil kajian menunjukkan bahwa Spotify memberikan dukungan positif terhadap peningkatan pengucapan melalui latihan mendengarkan berulang, peniruan pelafalan penutur asli, peningkatan motivasi belajar, serta kesempatan belajar mandiri. Namun, sebagian besar penelitian sebelumnya masih berfokus pada peserta didik tingkat sekolah menengah, sehingga menunjukkan adanya celah penelitian terkait penggunaan Spotify dalam pembelajaran pengucapan di tingkat perguruan tinggi. Oleh karena itu, kajian ini menunjukkan bahwa Spotify dapat berfungsi sebagai platform pendukung yang efektif dalam pembelajaran pengucapan, terutama apabila dikombinasikan dengan aktivitas pembelajaran pengucapan yang terstruktur.

Kata kunci: Spotify, pengucapan bahasa Inggris, pembelajar EFL, platform pembelajaran digital, pembelajaran berbasis music

ABSTRACT

Pronunciation is an important aspect of speaking because it affects how clearly EFL (English as a Foreign Language) learners can be understood. However, many university students still experience difficulties in developing accurate English pronunciation due to limited exposure to authentic listening materials and a lack of regular pronunciation practice outside the classroom. With the rapid development of digital technology, music-streaming platforms such as Spotify have become alternative learning resources that offer authentic audio input, opportunities for repeated listening, and lyric-based learning activities.

This narrative thematic literature review aims to examine previous studies that explore the role of Spotify and other music-based digital platforms in supporting English pronunciation learning, particularly among college students. The review synthesizes findings from recent studies published between 2016 and 2025, collected through academic databases such as Google Scholar and ERIC. The findings indicate that Spotify positively supports pronunciation improvement through repeated listening practice, imitation of native pronunciation, increased learner motivation, and opportunities for autonomous learning. However, most previous studies have focused on secondary-school learners, which shows a research gap related to the use of Spotify in university-level pronunciation learning. Therefore, this review suggests that Spotify can serve as an effective supplementary platform for pronunciation learning, especially when combined with structured pronunciation learning activities.

Keyword: Spotify, English pronunciation, EFL learners, digital learning platforms, music-based learning

INTRODUCTION

Pronunciation is an essential part of speaking intelligence because it measures how clearly a speaker's message can be understood in English as a Foreign Language (EFL) communication. Learners who produce inaccurate pronunciation often experience misunderstandings even when their grammar and vocabulary are correct. However, many EFL learners still face pronunciation difficulties due to limited exposure to authentic spoken English and insufficient opportunities to practice pronunciation outside the classroom. Research suggests that effective pronunciation learning requires repeated exposure to natural spoken input and continuous imitation practice in order to develop accurate sound production (Akriani et al., 2024). Therefore, additional learning media that provide frequent listening opportunities are needed to support pronunciation instruction.

The rapid development of digital technology has created new opportunities for language learning through mobile applications and online platforms. One of the most widely used platforms is Spotify, a music-streaming application that provides access to English songs, podcasts, and audiobooks containing authentic pronunciation models. The availability of lyric-display features and replay options allows learners to listen repeatedly and imitate native speakers' pronunciation patterns. Previous experimental studies indicate that the integration of English songs through Spotify significantly improves learners' pronunciation mastery after participating in listening-and-imitation activities (Putra et al., 2024). These findings suggest that Spotify can function as a practical supplementary platform that supports pronunciation learning beyond classroom activities.

In addition to Spotify-based learning, many studies highlight the effectiveness of English songs as pronunciation learning media. Songs contain rhythmic and repetitive sound patterns that help learners recognize stress, intonation, and phonological structures more easily. Empirical research shows that song-based pronunciation activities significantly improve students' pronunciation performance while also increasing their motivation and interest in learning pronunciation (Yuliana et al., 2025; Sambonu et al., 2025). Because songs are enjoyable and easily accessible through digital platforms, learners are more likely to practice pronunciation regularly,

which contributes to gradual pronunciation improvement.

Learner perception studies also demonstrate positive attitudes toward pronunciation learning through music-based platforms. Students report that practicing pronunciation through songs makes learning more engaging, enjoyable, and easier to remember. Repeated listening activities help learners build speaking confidence and memorize correct pronunciation patterns more effectively (Trisnawati & Huda, 2024). These findings indicate that music-streaming platforms not only provide authentic listening materials but also support learner motivation and autonomous pronunciation practice.

Although many studies have confirmed the effectiveness of English songs and Spotify-assisted learning in improving pronunciation skills, most previous research has focused on school-level learners rather than university students. Research examining the role of Spotify as a structured supporting platform for pronunciation learning among college students remains limited, particularly in EFL higher-education contexts. Therefore, this article aims to review and synthesize previous studies to analyze the role of Spotify as a supporting platform for learning English pronunciation among university students and to identify research gaps that may guide future pronunciation-learning research..

METHOD

This study used a narrative thematic literature review design to analyze the role of Spotify as a supporting platform for learning English pronunciation among college students. The purpose of this method was to collect, evaluate, and synthesize previous research findings related to pronunciation learning, digital audio platforms, and the use of songs in English language learning. The analysis focused on identifying common findings, differences among studies, and research gaps related to the use of Spotify in higher-education contexts.

The data sources of this study were scientific journal articles published between 2016 and 2025. The articles were collected from several academic databases such as Google Scholar, ERIC, and open-access journal repositories. The researcher used several keywords to search the articles, including "*Spotify AND pronunciation learning*," "*English songs AND pronunciation*," "*digital platform AND EFL pronunciation*," and "*mobile*

application AND pronunciation learning.” Only peer-reviewed journal articles written in English or Indonesian and accessible online were selected for analysis.

The inclusion criteria of the articles were:

1. Articles discussing English pronunciation learning.
2. Studies involving digital audio platforms, songs, or Spotify-assisted learning.
3. Articles focusing on EFL learners, particularly students.
4. Articles published within the last ten years (2016–2025).

Meanwhile, articles that did not focus on pronunciation learning, were not accessible online, or were published before 2016 were excluded from the analysis.

The instrument used in this study was a literature review analysis table that contained several categories, including author, year of publication, research objectives, research methods, participants, research findings, and relevance to the current study. Each selected article was carefully read, summarized, and classified based on thematic similarities such as (1) effectiveness of Spotify for pronunciation learning, (2) the role of songs in improving pronunciation, and (3) students’ perceptions toward Spotify-assisted learning.

The technique of data analysis used thematic synthesis analysis. First, the researcher organized the selected studies into thematic categories. Second, the researcher compared the results of the studies to identify similarities and differences among the findings. Third, the researcher interpreted the results to explain how Spotify contributes to pronunciation learning. Finally, the researcher identified the research gap by analyzing the limitations of previous studies, especially the limited number of studies focusing on college students. This process helped provide an objective problem-solving analysis related to the use of Spotify as a supporting platform for English pronunciation learning.

RESULT AND DISCUSSION

The Effectiveness of Spotify for Pronunciation Improvement

The reviewed literature consistently shows that Spotify-assisted learning contributes positively to students’ pronunciation development. Several experimental and quasi-experimental studies indicate that learners who practiced pronunciation through listening to English songs and podcasts on

Spotify demonstrated measurable improvement in pronunciation accuracy, particularly in segmental sounds such as consonants and vowels (Hidayah & Yuliati, 2025; Swara et al., 2025). These findings suggest that frequent exposure to authentic pronunciation models allows learners to internalize phonological patterns more effectively than traditional classroom-based pronunciation drills. From a learning mechanism perspective, Spotify supports pronunciation acquisition through repeated listening and imitation processes. According to Rahmawati and Yunus (2020), repeated listening activities help learners recognize sound distinctions and improve phonological awareness, which are critical stages in pronunciation learning. Similarly, Purba et al. (2023) report that students who regularly practiced listening and repeating song lyrics showed improvement in pronunciation clarity and fluency. These results confirm that continuous exposure to authentic audio input plays a central role in pronunciation improvement.

Songs as a Medium for Learning Stress and Intonation Patterns

Another major theme identified in the literature concerns the role of English songs in developing learners’ suprasegmental pronunciation features, including stress, rhythm, and intonation. Studies show that musical rhythm and melody naturally emphasize stress patterns, making it easier for learners to recognize and imitate English pronunciation patterns (Trisnawati & Huda, 2024; Arsyawan et al., 2024). Classroom-based studies also reveal that lyric-based listening and singing activities improve learners’ ability to apply correct word stress and sentence intonation in spoken communication (Swara et al., 2025).

In addition, song-based pronunciation learning promotes better retention of pronunciation patterns because musical repetition strengthens memory recall (Purba et al., 2023). Compared with conventional pronunciation exercises, song-based activities provide contextualized pronunciation input that integrates listening, vocabulary, and speaking practice simultaneously. This integrated learning experience explains why pronunciation improvement is often accompanied by vocabulary growth and speaking confidence among learners who use Spotify as a pronunciation practice tool.

Learner Motivation and Autonomous Learning

The literature also highlights the motivational benefits of Spotify-assisted pronunciation learning.

Students report that learning pronunciation through music increases enjoyment, reduces speaking anxiety, and encourages more frequent independent practice (Arsyawan et al., 2024; Rahmawati & Yunus, 2020). Motivation plays a significant role in pronunciation learning because learners need continuous and repeated exposure to spoken language in order to develop accurate pronunciation skills.

Spotify also supports autonomous learning because it allows learners to select songs based on their interests, control playback speed, and replay audio segments multiple times. According to Purba et al. (2023), this flexibility enables learners to practice pronunciation independently outside classroom hours, increasing total learning time and improving pronunciation outcomes. Compared with traditional pronunciation instruction, which is often limited to classroom practice, Spotify-based learning extends pronunciation exposure into students' daily routines.

Comparison with Other Technology-Assisted Pronunciation Learning Tools

When compared with other computer-assisted pronunciation learning applications, Spotify provides similar benefits in terms of authentic listening input and learner autonomy (Cerezo et al., 2024; Bu et al., 2021). However, Spotify offers an additional advantage because it combines entertainment and educational functions in a platform already widely used by students. This familiarity reduces technological barriers and increases the likelihood of consistent learning engagement. While specialized pronunciation software often requires structured training sessions, Spotify can function both as an in-class instructional supplement and an out-of-class independent learning resource.

Research Gap and Future Directions

Although existing studies provide strong evidence supporting the effectiveness of Spotify in pronunciation learning, several limitations remain. Most research focuses on short-term experimental studies involving secondary-school learners, while long-term studies involving university students are still limited (Rahmawati & Yunus, 2020; Purba et al., 2023). Furthermore, few studies investigate systematic instructional models that integrate Spotify into structured pronunciation courses at the university level. Therefore, future research should explore long-term implementation strategies, instructional design frameworks, and measurable

pronunciation outcomes among college students in higher education contexts.

CONCLUSION

Based on the synthesis of previous studies, this literature review concludes that Spotify plays a meaningful role as a supporting platform for learning English pronunciation among EFL learners, including college students. The reviewed research demonstrates that Spotify contributes to pronunciation improvement by providing authentic listening input, opportunities for repeated listening, and lyric-based learning activities that help learners recognize sound patterns, stress placement, and intonation. These features enable learners to practice pronunciation more frequently and independently, which directly supports pronunciation development beyond classroom instruction.

The findings also indicate that Spotify-assisted learning increases learner motivation and engagement because the platform combines educational and entertainment elements in a familiar digital environment. As a result, students tend to participate more actively in pronunciation practice and show greater willingness to repeat listening activities, which strengthens their phonological awareness and speaking confidence. Compared with conventional pronunciation learning methods that rely primarily on classroom exposure, Spotify offers more flexible and accessible pronunciation practice opportunities.

The implication of these findings is that educators can integrate Spotify into pronunciation instruction as a supplementary learning tool by designing structured listening, imitation, and lyric-analysis activities. Such integration can enhance pronunciation learning effectiveness while encouraging autonomous learning habits among university students. For future development, further research should investigate long-term implementation models of Spotify-assisted pronunciation learning in higher education contexts and examine how structured instructional strategies using digital audio platforms influence sustained pronunciation improvement.

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