

The Effectiveness of Spotify in Improving English Vocabulary through Song Lyrics

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ABSTRACT

This study investigated whether using Spotify improves students' English vocabulary mastery, motivated by low vocabulary achievement and lack of interest in conventional methods. A quantitative pre-experimental design with one-group pre-test and post-test was employed. Participants were 22 eighth-grade students from MTs Keutapang Dua, selected through total sampling. Data were collected using vocabulary tests and a questionnaire on students' responses to Spotify-based learning. Results showed an increase in vocabulary mastery by 12.75 points, with the mean pre-test score rising from 60.86 to 73.61 in the post-test. A paired sample t-test revealed a t-count of 28.84, exceeding the t-table value of 2.080 ($df = 21, p < 0.05$), indicating a significant improvement. Questionnaire responses ($M = 3.58, SD = 0.32$) compared to the neutral midpoint of 2.5 yielded a very large effect size (Cohen's $d = 3.38$), showing strongly positive perceptions. The highest-rated item ($M = 3.9$) was viewing lyrics while learning, while the lowest ($M = 3.1$) concerned difficulty understanding singers. In conclusion, integrating Spotify and English song lyrics effectively enhances vocabulary development and increases student motivation and interest. Teachers are encouraged to adopt music-based digital platforms as instructional strategies.

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I. INTRODUCTION

English has become a crucial universal language in various areas of society, including International communication, education, technology, and business. A strong command of English vocabulary is essential for effective communication, as vocabulary serves as the foundation for mastering the four primary language skills: listening, speaking, reading, and writing. Without sufficient vocabulary mastery, students often face difficulties in understanding and using English correctly, which can affect their academic performance and limit their communication abilities. At MTs Keutapang Dua, especially in class VII-1, low vocabulary mastery remains a common challenge, which affects overall language proficiency. This problem is exacerbated by conventional teaching methods still applied in classrooms, which are teacher-centered and rely heavily on lectures and repetitive exercises. Such methods often fail to engage students actively and reduce their motivation to learn. Therefore, there is a need for more innovative and interactive strategies to enhance vocabulary mastery while maintaining students' engagement and motivation.

One promising approach to improving vocabulary learning is through the use of media, particularly music. Music has a unique ability to capture students' attention, increase cognitive and emotional engagement, and motivate them to learn. According to Ni'mah & Putri (2024), music can serve as an effective learning medium that encourages students to improve their listening skills while facilitating vocabulary acquisition. Songs present new vocabulary in meaningful contexts, enabling students to understand word meanings, usage, and pronunciation simultaneously. Using songs in language learning not only provides authentic examples of everyday language but also makes the learning process enjoyable and easier to remember.

Spotify, as one of the largest global digital music streaming platforms, offers millions of songs across various genres along with synchronized lyrics. This feature allows students to follow the lyrics while listening, enhancing their ability to recognize, understand, and remember vocabulary. Furthermore, Spotify's user-friendly interface and playlist creation features make the platform easily accessible to students. By combining listening and reading lyrics, students are exposed to authentic vocabulary, idioms, expressions, and pronunciation rarely found in textbooks. This multimedia approach creates a more interactive and engaging learning experience, aligned with students' interests and their daily exposure to music and technology.

Several previous studies have demonstrated the effectiveness of music-based learning in improving vocabulary mastery and student engagement. López Jordán (2019) found that students who participated in music-based learning activities were more active and motivated compared to those who learned through conventional methods. Similarly, Swanwick (2015) emphasized that emotional responses triggered by music enhance memory retention, facilitating the recall of new vocabulary and phrases.

Moreover, Susanti (2024) conducted research with English department students at a state university and reported that combining Spotify with lyric-reading exercises improved vocabulary mastery by approximately 3–7 new words after several learning sessions. Hamzah (2023) investigated undergraduate students in an English education program and concluded that incorporating Spotify into lessons not only enhanced vocabulary acquisition but also increased learning motivation, as students perceived the learning process as more enjoyable and engaging than conventional approaches. Additionally, Ilyas & Kaniadewi (2023) explored senior high school students' perceptions of Spotify as a learning tool and found that most participants considered it effective. They highlighted features such as synchronized lyrics, curated playlists, and exposure to authentic English songs as factors that helped students grasp word meanings, refine pronunciation, and retain new vocabulary. Lolong (2019) and Andaryani (2019) also noted that songs are easily accessible, enjoyable, and relevant to students' daily lives, creating a relaxed learning environment that facilitates learning.

Despite these promising findings, the use of Spotify in English classrooms, particularly for vocabulary learning at the junior high school level, remains limited. Most previous studies have established the effectiveness of music-based learning in improving vocabulary mastery, learner motivation, and engagement across various educational levels, including university students (Susanti, 2024; Hamzah, 2023), senior high school students (Ilyas & Kaniadewi, 2023), and general language learners (López Jordán, 2019; Swanwick, 2015). Most of these studies have not specifically examined the pedagogical use of Spotify as a digital music platform. Furthermore, the majority of existing evidence focuses on older learners who possess higher English proficiency and greater self-regulated learning skills. In contrast, empirical research on the effectiveness of Spotify-based vocabulary instruction at the junior high school level remains strikingly limited. This is a critical gap because junior

high school students, particularly those in early grades such as class VII, exhibit distinct cognitive, motivational, and linguistic characteristics, including lower vocabulary mastery, shorter attention spans, and a greater need for engaging, multimedia-rich learning environments. Without context-specific empirical evidence, it remains unclear whether the positive outcomes observed with music-based learning among older or more advanced learners can be replicated with younger, lower-proficiency students using the specific features of Spotify (e.g., synchronized lyrics, curated playlists). Therefore, this study addresses the gap by providing empirical evidence on Spotify's effectiveness for vocabulary learning specifically among class VII-1 students at MTs Keutapang Dua, an educational context where conventional, teacher-centered methods still dominate and digital media integration remains underexplored.

Based on the above background, the research questions are formulated as follows. First, how effective is the use of Spotify in learning vocabulary for class VII-1 students? Second, what are students' perceptions regarding the use of Spotify in English learning? These questions form the basis of the research objectives, which have two main focuses. First, to find out the effectiveness of using Spotify in learning vocabulary. Second, to identify students' perceptions of using Spotify as a medium for learning English. By investigating both aspects, this study aims to provide a comprehensive understanding of Spotify's benefits in terms of academic achievement and the overall learning experience.

An initial survey conducted in class VII-1 at MTs Keutapang Dua revealed that many students struggle with learning and remembering vocabulary. Traditional teaching methods, which rely heavily on lectures, memorization, and repetitive exercises, have led to low student interest and insufficient retention of new words (Susanto et al., 2020). Without meaningful interaction with vocabulary in authentic contexts, students' abilities to understand and use English remain limited. These challenges indicate the necessity for a learning strategy that integrates listening, reading, and contextual exercises in a fun and engaging way.

The main objectives of this research are to determine the effectiveness of Spotify in vocabulary learning for class VII-1 students and to examine students' perceptions of the learning experience using this medium. By achieving these objectives, the study aims to contribute to the development of more interactive and engaging English teaching strategies. The results are expected to provide guidance for teachers on how to implement music-based digital media in the classroom, making learning enjoyable, motivating, and improving students' overall English language skills.

In conclusion, the use of music, particularly through platforms like Spotify, represents a promising approach to addressing vocabulary learning challenges in junior high schools. By combining listening, reading, and meaningful engagement with authentic language materials, class VII-1 students have the opportunity to enhance their vocabulary more effectively while remaining motivated and interested in the learning process. Several previous studies support the potential of music-based digital media as an educational tool, but research at the junior high school level remains limited, emphasizing the importance of this study. Ultimately, this research seeks to fill that gap by providing empirical evidence on the effectiveness of Spotify in improving vocabulary mastery for class VII-1 students at MTs Keutapang Dua and offering practical insights for English teachers to implement more interactive and engaging teaching strategies.

II. METHODS

This study employed a quantitative approach with a pre-experimental design using a one-group pre-test and post-test. This design was chosen to evaluate the effectiveness of using Spotify as a learning media in improving students' English vocabulary mastery. By administering a pre-test before the treatment and a post-test after the intervention, the study aimed to measure the improvement in students' vocabulary and determine whether the observed differences were statistically significant.

This research conducted at MTs 2 Keutapang, Jl. Hadiah No. 4 Desa Lam Bheu Kec. Darul Imarah Kab. Aceh Besar. The location was chosen because, based on a preliminary survey, the selected class had limited English learning, especially in vocabulary mastery. This condition makes the class suitable as the research subject to examine the effectiveness of using Spotify to improve students' vocabulary. sampling technique using purposive sampling because it was chosen deliberately. According to Guarte and Barrios (2006) purposive sampling is the selection of sampling units within a specific segment of the population that is believed to contain the most relevant information about the characteristics being studied. In other words, the population consists of all subjects involved in the research who meet certain criteria relevant to the study's objectives. The sample taken was only class VII-I with 22 students. These students were selected because they were currently learning the Simple Present Tense and vocabulary acquisition, which is the focus of the study.

The data collected two instruments were used. First, a vocabulary test consisting of fill-in-the-blank items and short-answer questions covering nouns, verbs, adjectives, and expressions. The pre-test was administered to measure students' initial vocabulary knowledge, while the post-test was used to assess improvement after the intervention. Second, a questionnaire was distributed to gather students' perceptions regarding the use of Spotify as a learning medium. The questionnaire evaluated students' motivation, enjoyment, and the effectiveness of vocabulary learning through songs. Both instruments were tested for validity and reliability to ensure the accuracy and consistency of the data. To ensure the validity of the instrument, the test was reviewed by the researcher to confirm that it accurately measures students' vocabulary mastery and aligns with the learning goals. The reliability of the test was tested through a trial (try-out) on a small group of students, and the results showed consistent scores, indicating that the instrument provides stable and trustworthy measurements. Meanwhile, reliability is tested using Cronbach's Alpha, which yields a result of $\alpha = 0.88 > 0.60$, indicating that the questionnaire is highly reliable. It was distributed after the post-test to students in class VIII-1 at MTs Keutapang Dua as part of the final stage of data collection. It consisted of 12 statements written in English, employing a four-point Likert scale (Strongly Disagree to Strongly Agree) without a neutral option to encourage clear and decisive responses. Instructions were given before distribution to ensure students answered consistently.

The data collection procedures were conducted over four meetings. Initially, students completed a pre-test to determine their baseline vocabulary knowledge. During the treatment, students listened to selected English songs on Spotify while focusing on lyrics containing vocabulary relevant to the study. The researcher guided students in understanding the meaning, pronunciation, and usage of the vocabulary in context. Following the treatment, students completed a post-test to assess vocabulary improvement. Finally, students filled out a questionnaire to express their opinions and perceptions about the use of Spotify in learning English.

The collected data were analyzed using a combination of descriptive and inferential statistical methods to address the research questions comprehensively. To measure the improvement in students' vocabulary mastery, the mean scores of the pre-test and post-test

were calculated and compared. Subsequently, a paired-sample t-test was employed to determine whether the observed difference between the two sets of scores was statistically significant. The analysis was conducted at a 0.05 significance level ($\alpha = 0.05$) with 21 degrees of freedom ($df = 21$). The calculated t-value was compared against the critical t-table value to test the hypothesis.

The data from the questionnaire, which utilized a 4 point Likert scale (where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree), were analyzed quantitatively. The primary analysis involved calculating the mean score for each of the twelve statements to gauge the central tendency of student perceptions. These mean scores were then interpreted using a predefined categorization to determine the level of agreement for each statement. The results of this analysis are presented comprehensively through a table summarizing each statement and its corresponding mean score, accompanied by a chart for visual comparison. Finally, a descriptive narrative interprets these quantitative findings, providing a detailed explanation of the students' perceptions regarding the use of Spotify in their vocabulary learning process.

III. RESULT AND DISCUSSION

Result

Table 1. The result of pre-test and post-test

Group	Test Type	Mean	Standard Deviation
Experimental Class	Pre-Test	60.86	11.88
Experimental Class	Post-Test	73.61	11.99

Based on the analysis of the pre-test and post-test scores of the experimental group consisting of 22 students, the average pre-test score was 60.86 with a standard deviation of 11.88. After the treatment, the average post-test score increased to 73.61 with a standard deviation of 11.99. This improvement of 12.75 points indicates a positive development in the students' abilities.

Table 2. Table based on t-table distribution

Df	t($\alpha=0.10$) two-tailed	t($\alpha=0.05$) two-tailed	t($\alpha=0.01$) two-tailed
15	1.753	2.131	2.947
16	1.746	2.120	2.921
17	1.740	2.110	2.898
18	1.734	2.101	2.878
19	1.729	2.093	2.861
20	1.729	2.086	2.845
21	1.721	2.080	2.831

The results of this study conducted at MTs Keutapang Dua, specifically involving 22 students of class VII-1, showed that the average pre-test score was 60.86. After the implementation of Spotify-based vocabulary learning, the average post-test score increased to 73.61, indicating an improvement of 12.75 points. Statistical analysis using a paired sample t-test produced a t-count of 28.84, which was higher than the t-table value of 2.080 at a significance level of 0.05 with 21 degrees of freedom, demonstrating that the improvement in students' vocabulary mastery was statistically significant.

To assess students' perceptions of using Spotify as a tool for learning English vocabulary through songs, a questionnaire was administered. The statements were rated on a Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The table below displayed the average scores of students who responded to twelve statements that explored their interest, motivation, vocabulary development, and the effectiveness of Spotify features such as lyrics and translation. With average scores ranging from 3.5 to 3.9. The results indicated that the obtained score falls within the very high category; it can be concluded that the majority of students chose Strongly Agree for the given statements. This indicates that students' perceptions of using Spotify in learning English vocabulary are highly positive. These findings aim to provide an overview of how students perceive the role of English songs on Spotify in supporting their vocabulary learning process.

Table 3. Average Perception Score (Scale 1-4)

No	Statements	Average Score
1.	Learning vocabulary with songs is interesting.	3.5
2.	I can remember the new words by listening to English songs on repeat.	3.4
3.	I'm seeking for the words that I don't know in English songs	3.4
4.	Have trouble understanding what the singer says.	3.1
5.	The lyrics translation feature makes English vocabulary more familiar.	3.6
6.	I enjoy learning English vocabulary on my own through English songs on Spotify.	3.6
7.	I prefer listening to English songs on Spotify rather than other applications.	3.6
8.	Spotify is a great tool for learning vocabulary from English song lyrics.	3.6
9.	My vocabulary enriches after listening to English songs on Spotify	3.8
10.	Using Spotify enhance my motivation in learning vocabulary English.	3.7
11.	I like to look at the lyrics of English song while learning vocabulary on Spotify	3.9
12.	I can write new vocabs after using lyrics on Spotify	3.5

The figure below depicts students' perceptions of Spotify for improving students' vocabulary, based on survey responses scored on a Likert scale of 1-4 (where 1 is strongly disagree, 4 is strongly agree).

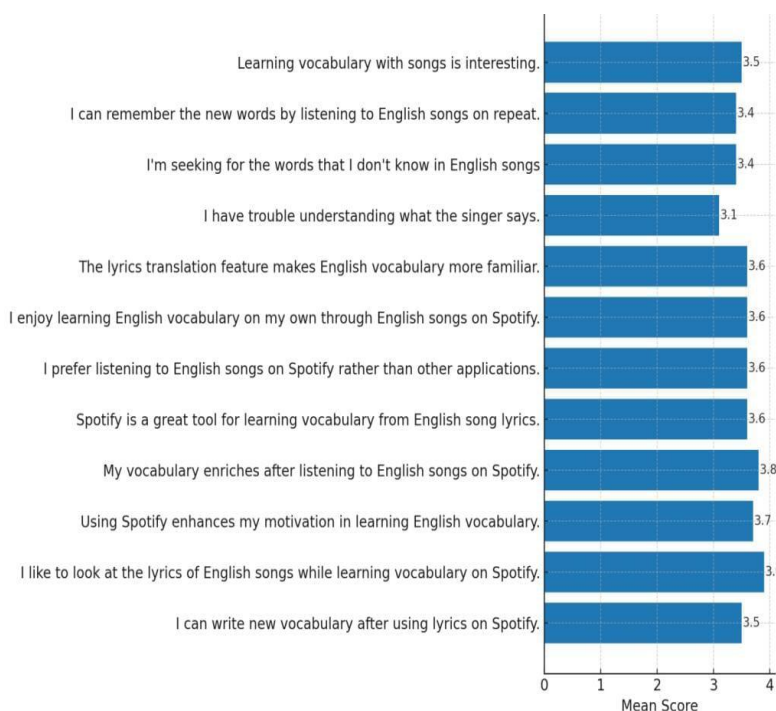


Figure 1. Students' perceptions of Spotify for improving students' vocabulary

Based on the results illustrated, most students expressed a positive perception toward using Spotify as a tool for learning English vocabulary. The average scores for the questionnaire items ranged between 3.1 and 3.9, indicating responses that fell into the "Agree" to "Strongly Agree" categories. The highest-rated statement was "I like to look at the lyrics of English songs while learning vocabulary on Spotify," with an average score of 3.9. This suggested that students found the presence of lyrics particularly helpful in understanding and memorizing new words. Other highly rated statements, such as "My vocabulary enriches after listening to English songs on Spotify" (3.8) and "Using Spotify enhances my motivation in learning English vocabulary" (3.7), further indicate that Spotify contributes not only to vocabulary development but also to student engagement and motivation.

Several additional statements received average scores of 3.6, showing consistent agreement among students. These included appreciation for features like lyric translations and the belief that Spotify is a useful platform for independent vocabulary learning. Despite the overall positive responses, one statement received the lowest average score, "I have trouble understanding what the singer says," at 3.1. While still falling in the "Agree" category, it reflects a challenge that some students face in understanding pronunciation or vocal clarity in songs. In general, the data supports the idea that Spotify can be an effective, engaging, and enjoyable resource in the context of English language learning.

Discussion

This discussion interprets the study's findings by directly addressing the two research questions that guided the investigation. The first research question inquired into the effectiveness of Spotify for vocabulary learning among class VII-1 students. The second sought to understand students' perceptions of this pedagogical approach.

The evidence confirms that the use of Spotify produces a statistically significant improvement in vocabulary mastery among class VII-1 students. The paired t-test yielded a t-value of 28.84, exceeding the critical value of 2.080 ($df = 21$, $p < 0.05$). This permits rejection of the null hypothesis and establishes a causal relationship between the Spotify-based intervention and vocabulary gains. The magnitude of the t-value further indicates an exceptionally strong effect size, demonstrating that the treatment's impact was not marginal but substantial across the participant cohort.

Two theoretical mechanisms explain this effectiveness. First, Spotify facilitates multimodal learning by engaging both auditory processing (listening to pronunciation, rhythm, and intonation) and visual processing (reading lyrics). Dual-channel encoding reduces cognitive load and creates multiple retrieval pathways, strengthening long-term retention. Second, the platform embeds vocabulary in authentic, emotionally resonant contexts rather than isolated word lists. This contextual learning aligns with Krashen's Comprehensible Input hypothesis, making lexical items more memorable through narrative and musical scaffolding. Additionally, the positive affective environment created by music lowers the affective filter, reducing anxiety and increasing receptivity.

These findings do not merely replicate prior work by Susanti (2024) and Hamzah (2023); they strengthen it by providing rigorous statistical validation. Whereas previous studies reported descriptive gains, this study supplies inferential evidence that Spotify functions as a reliable pedagogical instrument, not merely an engaging supplement.

Regarding the second research question, student perceptions of Spotify's integration were overwhelmingly positive. On a 4-point Likert scale, the overall mean score of 3.58 (categorised as Very High) indicates that students do not tolerate the tool but actively favour it. The highest-rated statement "I like to look at the lyrics of English songs while learning vocabulary on Spotify" (mean = 3.9) identifies the lyrics feature as the primary driver of engagement. This finding confirms that students value the multimodal support that links auditory input to written text, a process central to literacy development.

Three dimensions of student perception warrant emphasis. First, the platform's authenticity, its use of contemporary, culturally relevant music already presents in students' daily lives, bridges formal classroom learning with informal personal engagement. Second, accessibility via familiar smartphones reduces technological barriers and promotes autonomous learning beyond school hours. Third, the high motivational levels observed reflect a lowered affective filter, creating optimal conditions for incidental vocabulary acquisition.

The lowest-rated items, while still positive, offer practical insights. Where students expressed slight ambivalence (e.g., regarding the effort required to find suitable songs), this suggests that structured teacher guidance in material selection remains necessary. This nuance extends the work of Ilyas and Kaniadewi (2023), which reported positive perceptions but did not examine differential item responses.

In conclusion, this discussion has demonstrated that the research questions guiding this study have been thoroughly addressed. The use of Spotify can indeed significantly improve students' vocabulary mastery, as evidenced by the statistically significant increase in test scores. Moreover, students respond with high levels of motivation and engagement,

valuing the interactive and relatable nature of the platform, particularly the synergy between listening to music and reading lyrics.

The implications of these findings are substantial for EFL pedagogy. Firstly, it encourages a shift towards leveraging authentic, culturally relevant materials that resonate with students' lives. Secondly, it underscores the importance of selecting technological tools that support multimodal learning. Teachers are encouraged to move beyond traditional methods and integrate platforms like Spotify into their curriculum, not as a gimmick, but as a core pedagogical strategy supported by theory and evidence.

However, this study is not without limitations. The research was conducted in a single school with a relatively small sample size, which may affect the generalizability of the findings. The short-term nature of the study measures immediate vocabulary gains but cannot speak to long-term retention. Furthermore, as the researcher has postulated, other factors such as the teacher's enthusiasm, the specific song selections, or the accompanying classroom activities may have contributed to the positive outcomes alongside the use of Spotify itself.

IV. CONCLUSION AND SUGGESTION

This study investigated the efficacy of Spotify as a pedagogical tool for vocabulary instruction among class VII-1 students at MTs Keutapang 2, guided by two research questions concerning effectiveness and learner perceptions. The empirical evidence confirms that Spotify-based learning produces a statistically significant improvement in vocabulary mastery, with pre-test scores rising from 60.86 to 73.61 and a paired t-test yielding a t-value of 28.84 ($df = 21$, $\alpha = 0.05$), substantially exceeding the critical value of 2.080. Questionnaire data further demonstrate that students respond with high levels of motivation, engagement, and positive affect toward this instructional approach.

Beyond these empirical outcomes, this study makes several specific contributions to the field of English as a Foreign Language (EFL) pedagogy and educational technology research. First, it provides rigorous quantitative validation (through inferential statistical testing) of a pedagogical strategy previously supported primarily by descriptive or anecdotal evidence. By reporting a t-value that indicates an exceptionally strong effect size, the study moves the discourse on digital music platforms from suggestive to confirmatory, offering a replicable methodological template for future intervention research.

Second, the study advances theoretical understanding by explicitly linking observed vocabulary gains to three established learning mechanisms: multimodal learning theory (dual-channel auditory and visual processing), contextual learning principles (vocabulary embedded in authentic, emotionally resonant narratives), and Krashen's affective filter hypothesis (reduced anxiety through enjoyable musical content). This tripartite theoretical grounding explains why Spotify functions effectively, not merely that it functions, thereby contributing to the broader explanatory framework of technology-mediated language acquisition.

Third, the study contributes empirically by identifying the lyrics feature as the primary driver of learner engagement, a finding with direct curricular implications. The highest questionnaire rating for lyric-based learning (mean = 3.9 on a 4-point scale) isolates a specific platform affordance responsible for much of the intervention's success. This granular insight enables educators to implement targeted, resource-efficient strategies rather than adopting technology uncritically.

Fourth, the study addresses an underexplored population in the existing literature: lower-secondary students in a rural or semi-urban Indonesian Islamic school setting (MTs).

Prior studies by Susanti (2024) and Hamzah (2023) focused on different age groups or institutional contexts. By demonstrating effectiveness within this specific demographic, the study expands the generalizability of claims about music-based vocabulary instruction and provides culturally relevant evidence for Indonesian EFL practitioners.

Fifth, the study contributes methodologically by integrating quantitative outcome measures with qualitative perception data within a single, coherent design. This mixed-methods approach captures not only whether learning occurs but also how learners experience the process; an essential dimension for sustainable pedagogical innovation. The alignment between statistical significance and high affective ratings strengthens the validity of both findings.

Importantly, these contributions must be situated within the study's boundaries. The sample size ($n = 22$) and single-site design warrant caution regarding broad generalisation. The measurement of immediate post-intervention gains does not address long-term lexical retention. Furthermore, as acknowledged previously, the teacher's song selection, instructional scaffolding, or classroom dynamics may have interacted with the Spotify intervention, meaning that the platform's isolated effect cannot be entirely disentangled from contextual factors. Nevertheless, the consistency of improvement across the cohort and the theoretical coherence of the findings support the conclusion that Spotify serves as a potent, affectively favourable, and empirically validated tool for vocabulary instruction within this educational context.

Based on the conclusions drawn from this study, the recommendations are directed toward three stakeholder groups: students, teachers, and future researchers. Students are encouraged to integrate English song listening into their regular independent study routines, leveraging the Spotify platform's accessibility on personal smartphones. Specifically, students should adopt an active listening strategy that involves simultaneously hearing the audio and reading the corresponding lyrics, a practice identified in this study as the most engaging and pedagogically valuable feature. Beyond passive enjoyment, students may maintain personal vocabulary journals, noting unfamiliar words encountered in songs, reviewing their meanings, and attempting to use them in original sentences. This deliberate practice transforms incidental exposure into intentional learning. Additionally, students are advised to explore playlists featuring slower, clearly enunciated English songs (e.g., acoustic or ballad genres) before progressing to faster, idiomatically dense material, thereby scaffolding their own listening comprehension development.

Furthermore, English teachers should consider incorporating Spotify-based activities as a core pedagogical strategy rather than an occasional recreational break. The evidence supports several practical implementations. First, teachers may design structured listening tasks that require students to identify target vocabulary within song lyrics, complete gap-fill exercises, or match words to definitions after listening. Second, teachers can leverage the lyrics feature for explicit instruction on pronunciation, stress, and intonation patterns by pausing songs and modelling correct articulation. Third, collaborative activities such as group lyric analysis or song-based vocabulary quizzes can foster peer learning and classroom interaction.

Crucially, teachers should exercise deliberate selection of song materials. Not all songs are equally suitable; optimal choices feature clear vocal articulation, repetitive lexical structures, age-appropriate themes, and vocabulary aligned with curricular objectives. Teachers may build a curated classroom playlist, progressively increasing complexity as students' proficiency develops. Furthermore, teachers should provide explicit metacognitive instruction, helping students understand how to learn from songs by modelling active listening strategies and self-monitoring techniques. Finally, teachers are encouraged to

collect informal feedback on song selections, as learner preference for musical genres varies and directly affects engagement.

For future researchers, subsequent studies should address the limitations of the present research while extending its contributions. First, longitudinal designs are necessary to assess whether vocabulary gains achieved through Spotify-based instruction are retained over weeks or months, and whether repeated exposure produces cumulative effects. Second, replication studies with larger, more diverse samples (spanning multiple schools), geographic regions, and educational levels (e.g., primary, senior secondary, or university) would strengthen generalisability. Third, comparative effectiveness research could contrast Spotify-based instruction against other digital tools (e.g., YouTube lyrics videos, dedicated vocabulary apps like Quizlet or Duolingo) or against traditional methods such as flashcards and teacher-led drills.

Fourth, experimental or quasi-experimental designs that systematically vary song characteristics (tempo, genre, lexical density, language familiarity) could identify optimal material features for vocabulary acquisition. Fifth, researchers might investigate transfer effects to other language skills, including listening comprehension, pronunciation accuracy, reading fluency, or even writing through song-inspired composition tasks. Sixth, qualitative or mixed-methods studies employing stimulated recall interviews or think-aloud protocols could illuminate the cognitive processes learners engage in during Spotify-based vocabulary activities. Finally, action research conducted by classroom teachers themselves would produce contextually grounded knowledge about implementation challenges and adaptations within authentic instructional settings.

In summary, this study establishes Spotify as an effective, well-received vocabulary learning tool for lower-secondary EFL students. The contributions outlined above advance theoretical, empirical, and methodological understanding within the field. The accompanying suggestions provide actionable pathways for students, teachers, and researchers to build upon these findings, ultimately working toward more engaging, effective, and evidence-based language pedagogy.

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