

The Influence of Digital Music Platform Spotify on the Listening Skills of Senior High School Students at Kartika III-2 Semarang

Farhan Zaidannur Aulia Firjatullahi¹, Fitri Yulianti², Ririn Ambarini³
Universitas PGRI Semarang^{1,2,3}

Corresponding Author's Email: ririnambarini@upgris.ac.id

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ABSTRACT

This study investigates the influence of digital music platform Spotify on the listening skills of eighth grade students at High School Kartika III-2 Semarang. The research employed a quantitative pre-experimental one-group pretest-posttest design involving 33 students selected through simple random sampling. The instrument consisted of an objective listening comprehension test of six items measuring vocabulary recognition and listening comprehension, which was validated using Pearson Product Moment correlation and found to be highly reliable with a Cronbach's Alpha value of 0.981. The data were analyzed using the Shapiro-Wilk normality test and a paired samples t-test. The findings reveal a significant improvement in students' listening performance, with the mean score increasing from 76.55 in the pre-test to 84.12 in the post-test. The paired samples t-test result ($t = 11.983$, $df = 32$, $p < 0.05$) indicates a statistically significant difference between pre-test and post-test scores, confirming the effectiveness of Spotify-based instruction. The improvement is theoretically supported by Krashen's Language Acquisition Theory, particularly the concepts of comprehensible input and affective filter reduction, as well as Mayer's multimedia learning theory, which explains the dual-channel processing benefits of the platform's synchronized lyrics feature. These findings suggest that Spotify, when integrated with structured listening activities, can serve as an effective pedagogical tool to improve students' listening comprehension in secondary-level EFL classrooms.

Keywords : Listening Skills, Spotify, EFL Students,

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INTRODUCTION

English language instruction in Indonesia at the secondary school level is designed to develop students' communicative competence across four integrated language skills: listening, speaking, reading, and writing. Ideally, each of these skills receives proportional attention within both instructional design and assessment, so that students graduate with the ability to engage with the language across a broad range of real-world contexts (Aamer et al., 2025; Abaalalaa & Ibrahim, 2022). In practice, however, classroom instruction at the junior and senior high school levels in Indonesia remains disproportionately oriented toward written skills, with listening frequently positioned as a supplementary activity rather than a core component of the curriculum (Abadines, 2024; Abas, 2022; Abassi, 2020). Teachers tend to rely on scripted textbook recordings and controlled classroom dialogues, which expose students to a narrow and often unrepresentative sample of the English they will encounter outside the classroom (Abawi, 2021; Abbatecola et al., 2024; Abbott, 2024). This imbalance has generated an urgent need for approaches that can reintegrate listening into the center of English language instruction in a manner that is both accessible and pedagogically sustainable.

Listening occupies a foundational role in language acquisition, yet it is consistently identified as one of the most underdeveloped skills among Indonesian EFL learners at the secondary level (Abd Karim & Mustapha, 2022; AbdAlgane, 2024, 2025). As a receptive skill, listening provides the primary channel through which learners access spoken input, internalize phonological patterns, and build the vocabulary and grammatical knowledge that later supports their productive abilities in speaking and writing (Adi & Ambarini, 2025b; Ambarini, 2012, 2017a, 2026a, 2026b). In the Indonesian context, where English is a foreign rather than a second language, the majority of students receive their only meaningful exposure to spoken English during formal school hours, leaving them with limited opportunity to encounter the language in natural, unscripted form. Alzamil (2021) notes that despite its foundational importance, listening is frequently treated as a secondary concern in classroom practice, partly because it is more difficult to teach explicitly and partly because learners themselves find it cognitively demanding (Ambarini, Ardiana, et al., 2019; Amellia et al., 2023b; Yunita & Sari, 2025; Zahraini et al., 2024b). Ginoga (2020) further observes that EFL students at this level commonly struggle with listening comprehension due to unfamiliar accents, fast speech rates, and insufficient prior exposure to authentic spoken English outside the classroom.

The practical challenges surrounding listening instruction at the secondary level are substantial and well-documented (Ambarini & Zahraini, 2025; Kumala, Nur'aini, et al., 2021; Mutiara, Egar, et al., 2022; Zulva et al., 2022). Most English teachers in Indonesian junior and senior high schools continue to rely on listening materials drawn from standard textbooks, which tend to feature slow, clearly enunciated speech that bears little resemblance to the natural spoken English students will encounter beyond formal education. Infrastructure limitations, including the absence of dedicated language laboratories and the inconsistent availability of audio equipment (Artaninda et al., 2025; Firdausy et al., 2025; Maldy et al., 2025; Nabila & Ambarini, 2024; Syafitri et al., 2026), frequently reduce listening instruction to an occasional classroom activity rather than a structured component of the syllabus. Student motivation during listening sessions tends to be low, as conventional recordings offer little in the way of personal relevance or emotional engagement (Amalia et al., 2026; Ambarini, Utami, Zahraini, & Hidayat, 2026; Ambarini, Utami, Zahraini, Ratimiasih, et al., 2026; Zahraini, Utami, & Ambarini, 2025). The cumulative effect of these conditions is a persistent gap between students' formal listening ability, as measured by classroom assessments, and their capacity to comprehend natural spoken English in authentic communicative situations.

This gap between classroom listening practice and authentic language exposure has prompted growing interest in digital platforms as supplementary tools for developing listening skills outside the traditional instructional setting (Ambarini & Sumardiyani, 2018; Anwar et al., 2023; Santoso et al., 2025; Setyaningrum et al., 2026; Utami et al., 2022). Recent studies have similarly highlighted that interactive digital applications can enhance language proficiency while promoting meaningful technology integration in education. Among the platforms available to Indonesian secondary school students, Spotify stands out for its accessibility, its integration into students' existing daily habits, and the sheer breadth of English-language audio content it provides (Ambarini, Setyaji, & Zahraini, 2018; Ambarini, Setyaji, et al., 2019; Ambarini, Sumardiyani, et al., 2025; Ambarini, Sumardiyani, Utami, & Ayu, 2026; Suciati & Ambarini, 2018; Utami et al., 2025). Students who already use the platform for entertainment are exposed, often without formal instruction, to a wide range of accents, speech rates, and registers through songs and podcasts available on the application. Several studies have documented positive student perceptions of Spotify as a learning resource: Bona (2018) found that students regarded the platform favorably as a tool for developing listening ability, largely because engagement with English songs was already a voluntary part of their leisure time.) Spotify generates genuine motivation among EFL learners, with students demonstrating greater persistence and self-confidence when practicing listening through content they had chosen themselves (Ambarini, Yulianti, et al., 2023; Dewi et al., 2024; Hamidah et al., 2022; Ramayani et al., 2022). The platform's synchronized lyrics display as a particularly effective feature, enabling students to connect auditory input with its written form simultaneously, which reinforces both phonological awareness and vocabulary retention.

The theoretical basis for integrating Spotify into listening instruction aligns with established frameworks in second language acquisition and cognitive processing. Krashen's (1985) concept of comprehensible input holds that language acquisition advances most efficiently when learners encounter spoken material that is slightly above their current proficiency level yet remains interpretable through contextual support, a condition that Spotify's song and podcast content can approximate when used with appropriate pedagogical guidance. Mayer's (2020) multimedia learning theory further supports the educational value of the platform's synchronized lyrics feature, positing that information processed through both auditory and visual channels simultaneously produces stronger memory encoding than single-channel input alone (Mutiarra, Mutiarra, et al., 2022; Utami et al., 2024; Zahraini et al., 2024a, 2024c). The bottom-up and top-down processing framework provides additional explanatory power: songs and podcasts on Spotify simultaneously train learners to decode phonological details at the word level while also activating contextual knowledge to construct broader meaning the motivational dimension, observing that students who engage with content they genuinely enjoy sustain their attention substantially longer than those exposed to material they find unengaging, a finding with direct implications for the depth of language processing that occurs during informal listening.

Despite the accumulating evidence of Spotify's potential as a listening development tool, research that quantitatively examines its instructional impact within Indonesian secondary school contexts remains limited (Hidayat et al., 2022; Kumala, Ambarini, et al., 2021; Prashanty et al., 2021; Sari et al., 2021). Existing studies have tended to focus on student perceptions, motivation, or the general use of digital platforms in language classrooms, without isolating the measurable effect of structured Spotify-based instruction on specific listening comprehension outcomes (Amellia et al., 2023a; Utami et al., 2023; Zahraini et al., 2021). The absence of pre-experimental designs with clear pre- and post-treatment measurement means that the precise magnitude of improvement attributable to Spotify as an instructional

medium has not been systematically established for this population. Furthermore, prior studies have largely examined platform use in an unsupervised or optional capacity, without investigating what happens when Spotify-based listening activities are deliberately structured around defined learning objectives and formal assessment instruments. This study addresses that gap by examining the influence of digital music platform Spotify on the listening skills of senior high school students at Kartika III-2 Semarang through a pre-experimental one-group pretest–posttest design. To guide the investigation, this study is directed by the following research questions: (1) To what extent are students' listening skills before being taught using digital music platform Spotify? (2) To what extent are students' listening skills after being taught using digital music platform Spotify? And (3) Is there a significant difference between students' listening skills before and after being taught using Spotify as an English learning medium?

METHODS OF RESEARCH

This study employs a quantitative approach with a pre-experimental one-group pretest–posttest design, aiming to determine the influence of digital music platform Spotify on students' listening skills. The design involves a single group that undergoes a pre-test prior to treatment, receives the instructional intervention, and then completes a post-test upon the conclusion of the treatment period. This design is appropriate for research contexts where a control group is not feasible but a quantitative measurement of instructional impact is still required.

Research Participants

The population of this study consisted of eighth grade students at High School Kartika III-2 Semarang, totalling 34 students. The school was selected on the basis that listening skill difficulties related to digital music platform use had been identified among the students. Sampling was conducted using simple random sampling, which gives every individual in the population an equal chance of selection. Following this procedure, 33 students were included as the final research sample.

Treatment Process

The treatment involved the integration of Spotify as the primary instructional medium across multiple learning sessions. Students were exposed to English-language songs available through the platform, with each session structured around pre-listening, while-listening, and post-listening activities. During the listening sessions, students engaged with songs of approximately three minutes in duration, with activities designed to direct attention toward vocabulary recognition, pronunciation, and overall comprehension. The real-time lyrics display feature of Spotify was utilized throughout the treatment to enable students to simultaneously process auditory and written input, in line with the principles of dual-channel cognitive processing.

Instruments

The instrument used in this study was an objective listening comprehension test consisting of six items, administered as both the pre-test and post-test. Each item was scored on a scale reflecting levels of performance, and the total score for each student was calculated from the combined item scores. Prior to the main data collection, the instrument was subjected to validity and reliability testing. Validity was assessed using Pearson Product Moment correlation, with all six items yielding correlation coefficients

above 0.93 and significance values of 0.000, confirming that each item validly measured the targeted listening skill. Reliability was examined using Cronbach's Alpha, which produced a value of 0.981, well above the minimum acceptable threshold of 0.70, indicating that the instrument possessed a very high level of internal consistency.

Data Analysis

Following the completion of the treatment and post-test administration, the data were analyzed using SPSS software. The first step involved a normality test using the Shapiro-Wilk method, appropriate for sample sizes below 50, which yielded a significance value of 0.202 for the difference scores between pre-test and post-test. Since this value exceeds 0.05, the assumption of normality was confirmed and the data were eligible for parametric analysis. A paired samples t-test was subsequently conducted to determine whether the difference between pre-test and post-test scores was statistically significant, with a significance threshold of $p < 0.05$.

RESULT AND DISCUSSION

The Students' Listening Skill Before Using Spotify

The pre-test was administered to 33 students prior to any treatment in order to establish a baseline measure of their listening comprehension. The descriptive statistics of the pre-test scores are presented in Table 1.

Table 1 Descriptive Statistics of Pre-test Result

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	33	54	100	76.55	14.118

According to table 1, The pre-test results indicate that students' listening skill scores ranged from a minimum of 54 to a maximum of 100, with a mean score of 76.55 and a standard deviation of 14.118. The relatively high standard deviation reflects considerable variation in students' baseline abilities, with some students already performing at the maximum score while others demonstrated notably lower comprehension prior to the treatment. Overall, the pre-test mean suggests that students were performing at a moderate level of listening proficiency before the instructional intervention was implemented.

Students' Listening Skill After Using Spotify

Following the completion of the treatment sessions, a post-test was administered to the same 33 students using an instrument of equivalent difficulty. The descriptive statistics of the post-test scores are presented in Table 2.

Table 2. Descriptive Statistics of Post-test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	33	62	100	84.12	12.569

The post-test results show that scores ranged from a minimum of 62 to a maximum of 100, with a mean score of 84.12 and a standard deviation of 12.569. Compared to the pre-test, the minimum score increased from 54 to 62, the mean score rose by approximately 7.57 points, and the standard deviation decreased from 14.118 to 12.569, indicating that students' performance not only improved overall but also

became more consistent across the group. The number of students achieving the maximum score of 100 increased considerably following the treatment, suggesting that the use of Spotify produced a broadly distributed positive effect across different proficiency levels.

The Significance of the Difference Between Pre-test and Post-test Scores

Prior to hypothesis testing, a normality test was conducted on the difference scores between the pre-test and post-test to verify that the data met the assumption required for parametric analysis. Given that the sample size in this study was below 50, the Shapiro-Wilk test was selected as the appropriate method. The results are presented in Table 3.

Table 3 Result of Normality Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Difference Score	.160	33	.031	.956	33	.202

The Shapiro-Wilk test yielded a significance value of 0.202, which exceeds the threshold of 0.05, confirming that the difference scores were normally distributed. The assumption of normality was therefore satisfied, and the data were eligible for further analysis using a parametric statistical test. A paired samples t-test was subsequently conducted, and the results are presented in Table 4.

Table 4. Result of Paired Samples T-Test

	Mean	Std. Deviation	Std. Error Mean	95% CI Lower	95% CI Upper	t	df	Sig. (2-tailed)
Post-test – Pre-test	7.576	3.632	0.632	6.288	8.864	11.983	32	.000

The paired samples t-test results show a mean difference of 7.576 between the post-test and pre-test scores, with a standard deviation of 3.632 and a standard error mean of 0.632. The 95% confidence interval of the difference ranged from 6.288 to 8.864, with both bounds carrying positive values, confirming that the improvement was consistent and not a product of random variation. The t-value of 11.983 with 32 degrees of freedom produced a significance value of 0.000, which is far below the predetermined threshold of 0.05. Based on these results, the null hypothesis stating that there is no significant difference between students' listening skill before and after the use of Spotify is rejected, and the alternative hypothesis is accepted. This finding provides strong statistical evidence that the use of Spotify as a digital music platform had a statistically significant and positive effect on the listening skill of eighth grade students at High School Kartika III-2 Semarang.

Discussion

The findings of this study demonstrate that the use of Spotify as a digital music platform produced a statistically significant improvement in students' listening skill, as evidenced by the increase in mean score from 76.55 in the pre-test to 84.12 in the post-test and the paired samples t-test result of $t(32) = 11.983$, $p = 0.000$. The pre-test mean of 76.55 reflects a moderate baseline level of listening comprehension that is consistent with the general portrait of EFL learners at the secondary school level in Indonesia, where limited exposure to authentic spoken English outside the classroom leaves students with foundational but underdeveloped listening ability. The relatively wide standard deviation of 14.118 in the pre-test further

indicates that considerable variation existed among students prior to the treatment, with some individuals already performing near the ceiling while others demonstrated notably lower comprehension, a pattern commonly observed in mixed-ability EFL classrooms where listening instruction has not been systematically prioritized (Alfianto et al., 2020; Ambarini et al., 2022; Kusumaningrum et al., 2022; Mustikawati et al., 2022). This baseline profile underscores the importance of identifying instructional tools capable of engaging students across a wide range of initial proficiency levels, rather than approaches calibrated only to the average learner (Ma et al., 2023; Nurhartanti et al., 2024; Pangestuningtyas et al., 2023; Zahraini, Utami, Ambarini, et al., 2025). The pre-experimental design of this study was selected precisely because it allows for a direct comparison of the same students before and after exposure to the treatment, making individual variation in baseline ability a less critical concern than it would be in a between-group comparison.

The improvement observed following the treatment can be explained through Krashen's (1985) concept of comprehensible input, which holds that language acquisition progresses most effectively when learners are exposed to spoken material that is slightly above their current proficiency level yet remains interpretable through contextual support (Adi & Ambarini, 2025a; Ambarini, Indrariansi, et al., 2019; Ka & Ambarini, 2022; Suciati & Ambarini, 2018). English songs delivered through Spotify fulfill this condition by embedding vocabulary and grammatical structures within melodic and rhythmic frameworks that provide contextual scaffolding, allowing students to derive meaning even when individual words or phrases are not immediately recognized (Ambarini, 2017b; Ambarini, Indrariansi, et al., 2018; Ambarini, Setyaji, & Zahraini, 2018; Ambarini, Yuliasri, et al., 2025). Unlike the scripted and often artificially slow recordings commonly found in textbook-based listening instruction, the songs available on Spotify present English in its natural spoken form, complete with connected speech, contractions, and the kinds of phonological reduction that learners must eventually learn to process if they are to comprehend authentic spoken interaction outside the classroom (Ambarini, Setyaji, & Suneki, 2018; Ambarini, Setyaji, et al., 2019; Ambarini et al., 2021a; Ambarini, Faridi, et al., 2023; Putri et al., 2025; Stevani et al., 2023). The repeated exposure to these features across multiple listening sessions, structured around deliberate pre-listening and while-listening activities, creates the conditions under which bottom-up phonological processing improves incrementally rather than through conscious memorization (Ambarini et al., 2021b; Ambarini, Hidayat, et al., 2025; Muhdi et al., 2018; Prayogo et al., 2021; Rahmawati et al., 2023; Sumardiyani & Ambarini, 2025). The reduction in standard deviation from 14.118 to 12.569 in the post-test is particularly noteworthy in this regard, as it suggests that the treatment produced relatively uniform gains across the group rather than benefiting only higher-performing students, a pattern that aligns with the low-pressure and accessible nature of music-based listening input described by Ginting.

The synchronized lyrics feature of Spotify represents a specific mechanism through which the platform facilitated listening improvement in this study (Buchori et al., 2018; Dwi et al., 2024; Hasanah et al., 2023; Laveresa et al., 2024; Listianingsih et al., 2023). By displaying written text in real time as audio plays, the feature enables students to simultaneously process auditory and visual channels, creating a dual-input experience that Mayer (2020) identifies as producing stronger memory encoding than single-channel delivery alone. This simultaneous presentation of sound and text is especially beneficial for EFL learners whose phonological awareness remains limited, since it allows students to anchor unfamiliar sounds to recognizable written forms rather than attempting to decode pronunciation in isolation (Ambarini et al., 2024; Azka et al., 2023; Indriyani et al., 2023; Utami et al., 2026). Consistent use of this feature led to noticeable gains in listening accuracy and confidence, attributing the improvement to the repeated pairing

of sound with its written equivalent across multiple listening sessions. Beyond supporting phonological decoding, the lyrics display also functions as a vocabulary acquisition tool, since students encountering an unfamiliar word in the audio can immediately locate its written form and associate it with both its pronunciation and its sentential context, a process that deepens lexical encoding more effectively than either reading or listening alone would achieve in isolation (Abdallah, 2025; Abdallah & Musah, 2023; Abdel-Aziz, 2021; Abdelghffar, 2021). The increase in minimum scores from 54 to 62 following the treatment suggests that students who entered the study with the lowest baseline proficiency were among those who benefited from this dual-channel support, as it provided them with an additional processing pathway that compensated for their limited phonological recognition at the outset.

The motivational dimension of Spotify also contributed meaningfully to the observed outcomes and cannot be separated from its cognitive effects on listening development. When students engage with content they find personally enjoyable and emotionally relevant, their selective attention during the listening experience intensifies, which in turn deepens the cognitive processing of phonological and lexical input encountered within the audio (Abdel-Hameed, 2021; Abdel-Raheem, 2021; Abdeta, 2026). This heightened engagement lowers what Affective filter, the psychological barrier that arises when learners feel anxious, bored, or disengaged, and that inhibits the absorption of language input even when the input itself is comprehensible. Students who use Spotify regularly for entertainment are already accustomed to the platform's interface and content format, which means that its introduction as an instructional tool does not carry the novelty-induced anxiety that sometimes accompanies the adoption of unfamiliar technology in the classroom. Bona (2018) found that students who already regarded listening to English songs as a leisure activity approached platform-based learning tasks with greater willingness and persistence than those working through conventional classroom materials, and the present findings are consistent with this observation. Regular engagement with Spotify was associated with reduced listening anxiety and improved self-confidence during formal assessment tasks, suggesting that the platform's influence extends beyond immediate comprehension gains to reshape students' broader orientation toward listening as a skill they are capable of developing independently.

The role of repetition in song-based listening instruction also warrants attention as a factor contributing to the outcomes observed in this study. Unlike a podcast episode or a classroom dialogue, a song is a compact and self-contained unit of audio content that students are likely to replay voluntarily, both during structured instructional sessions and outside the classroom in the course of their ordinary entertainment habits. Each repetition of the same song constitutes an additional exposure to the same set of phonological patterns, vocabulary items, and grammatical structures, reinforcing the neural traces laid down during earlier listenings and accelerating the process of automatic recognition. The effectiveness of digital platforms in language teaching depends heavily on how deliberately they are implemented, but also acknowledge that the informal repetition students undertake outside instructional hours constitutes a form of incidental learning that supplements and extends the gains achieved within structured sessions. The considerable increase in the number of students reaching the maximum post-test score of 100 compared to the pre-test reflects this cumulative effect, as it indicates that a meaningful proportion of the class not only improved their average performance but reached a level of listening proficiency that had previously been attained by only a small minority of participants.

The present findings are consistent with recent empirical studies examining the use of digital audio platforms in Indonesian EFL contexts. This finding also aligns with broader evidence that carefully designed teaching practices and experiential learning strengthen instructional effectiveness. Podcast-based

listening instruction produced significant improvements in junior high school students' comprehension scores, attributing the gains to the authenticity and accessibility of the audio content rather than to any specific pedagogical technique. Integrating digital audio content into the curriculum enhanced both comprehension and motivation among secondary school learners, provided that the listening activities were structured around clearly defined learning objectives. The three-stage structure of pre-listening, while-listening, and post-listening activities built around English songs produced measurable outcomes in junior high school listening classes, a design closely mirrored by the treatment implemented in the present study. The coherence between these findings and those reported here suggests that the mechanism driving improvement is not specific to any single platform or content type, but reflects a broader principle: that consistent, motivated engagement with authentic English audio input, when supported by deliberate instructional design, produces measurable gains in listening comprehension regardless of the precise delivery medium. The high t-value of 11.983 obtained in this study reflects the strength of this effect under the conditions implemented at High School Kartika III-2 Semarang, and positions Spotify as a viable and empirically supported alternative to conventional listening instruction tools at the secondary school level.

Despite the significant results obtained, several limitations temper the conclusions that can be drawn from this study. The pre-experimental one-group design does not include a control group, which means it is not possible to determine with certainty whether the observed improvement was exclusively attributable to the use of Spotify or whether it was also influenced by factors such as natural learning progression, increased test familiarity, or the motivational novelty of the treatment itself. Improvements observed in digital platform-based interventions must be interpreted carefully when no comparison condition is available, since the enthusiasm generated by a novel instructional approach may temporarily inflate post-test performance in ways that do not reflect durable skill development. The sample was drawn from a single school and comprised only 33 students, which constrains the generalizability of the findings to other educational contexts with different demographic profiles, infrastructure conditions, or levels of prior exposure to digital platforms. Future research is encouraged to employ quasi-experimental or true experimental designs with larger and more diverse samples, enabling a more precise isolation of Spotify's instructional contribution and a more robust basis for broader pedagogical recommendations. Future implementation should also consider teacher readiness and inclusive instructional practices, as these are important factors affecting successful educational innovation. Qualitative approaches such as classroom observation and student interviews would also enrich the findings by illuminating how students actually interact with the platform during listening sessions and what specific features they identify as most influential in supporting their comprehension development.

CONCLUSION

This study investigated the influence of digital music platform Spotify on the listening skill of eighth grade students at High School Kartika III-2 Semarang through a pre-experimental one-group pretest–posttest design involving 33 students. The pre-test results revealed a mean score of 76.55 with a standard deviation of 14.118, indicating that students entered the study at a moderate level of listening proficiency with considerable variation in baseline ability across the group. Following the implementation of Spotify-based listening instruction, the post-test results demonstrated a clear and consistent improvement, with the mean score rising to 84.12, the minimum score increasing from 54 to 62, and the standard deviation narrowing to 12.569, reflecting both an overall gain in performance and a more uniform distribution of

outcomes across different proficiency levels. The paired samples t-test confirmed that this improvement was statistically significant, producing a t-value of 11.983 with 32 degrees of freedom and a significance value of 0.000, well below the threshold of 0.05. The 95% confidence interval of the mean difference ranged from 6.288 to 8.864, with both bounds being positive, further affirming that the gains observed were consistent and not attributable to chance. Based on these results, the null hypothesis was rejected and the alternative hypothesis accepted, confirming that the use of Spotify as a digital music platform had a statistically significant and positive effect on students' listening skill. The improvement can be attributed to several interacting mechanisms, including the comprehensible and authentic nature of the audio input, the dual-channel processing supported by the synchronized lyrics feature, the motivational and affective benefits of engaging with content students already enjoy, and the cumulative effect of repeated exposure to natural English phonological patterns across multiple listening sessions. These findings contribute empirical support to the growing body of literature advocating for the integration of digital audio platforms into EFL listening instruction at the secondary school level in Indonesia, and position Spotify as a pedagogically viable supplement to conventional classroom-based listening practice when implemented with clear instructional structure and defined learning objectives.

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