Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

Students' Perceptions on The Use of Songs in Spotify Application toward Their Idiomatic Expressions

Diannisa Divanauli*, Supriusman, Dahnilsyah
English Language and Arts Department, Universitas Riau, Pekanbaru, 28293, Indonesia

ARTICLE INFO

Article history:

Received: 26 May 2025
Revised: 10 June 2025
Accepted: 11 June 2025
Published online: 05 July 2025

Keywords:

Idiomatic Expressions,
Perceptions,
Songs,
Spotify Application

* *Corresponding author:*

E-mail:
diannisa.divanauli4641@student.unri.ac.id

Article Doi:

https://doi.org/10.31258/jes.9.4.p.2516-2525

This is an open access article under the CC BY-SA license.

A B S T R A C T

The using of slangs or any other idiomatic expressions like phrasal verb is usually found in students' communications nowadays. Song is one of media that influenced the using of slangs or any other idiomatic expressions. The participants of this study were the third semester students of Universitas Riau batch 2023. This study aims to find out students' perceptions on the use of songs in Spotify Application on their idiomatic expression. This study used quantitative descriptive research design. Additionally, the data were collected through questionnaire with validity and reliability tested. The aspects of the questionnaire looking for students' perceptions in three aspects; idiomatic expressions, English songs belief and Spotify application using. The results of this study revealed that third-semester students of Universitas Riau have positive perceptions based on mean calculation. Recommendations for students, educators and future researchers were included to supply the use of technology in language learning especially Spotify application.

1. Introduction

In the modern era, English plays a crucial role in facilitating communication among individuals from diverse backgrounds, especially in education. In Universitas Riau, the English language is used not only in academic settings but also as a medium of daily communication among students. The English Study Program, in particular, highlights the importance of English in various courses such as Semantics, where students engage with complex concepts and terminology to improve their understanding of language nuances. Richards (2008) points out that informal English is often used among students, both inside and outside the classroom. In course like Semantics, students encounter idiomatic expressions, which can enhance their understanding of language and communication. Ariyani (2021) suggests that studying semantics, especially idiomatic expressions, is crucial to

improving communication skills, as idioms carry significant cultural and emotional meaning. Idiomatic expressions, whose meanings are often different from the literal meanings of the individual words, are central to understanding language and improving communicative competence (Caro & Edith, 2009). According to Adam et al. (2022), idiomatic expressions provide unique ways of conveying emotions and ideas. For example, the song "Grenade" by Bruno Mars is known for its poetic use of idiomatic expressions (Adelnia & Dastjerdi, 2011; O'Dell & McCarthy, 2017).

Furthermore, songs have been found to be an effective tool for teaching idiomatic expressions and improving vocabulary and listening comprehension (Ginting et al., 2022; Larassati, 2023) for example in Grenade by Bruno Mars' songs, Tomorrow by Together and many more. There are number platforms where students can listen to the songs that are suitable for enhancing their idiomatic expressions. Spotify as one platform is a music streaming application that offers a diverse collection of songs across genres, making it an ideal tool for learning idiomatic expressions that fits the students. Liando et al. (2018) suggest that Spotify can enhance students' contextual understanding of idioms and aid in their vocabulary acquisition. Meisa (2024) also highlights that incorporating Spotify into English education creates an engaging learning experience. The using of songs in Spotify application in learning-and-teaching process especially to learn idiomatic expressions generate multiple perceptions among the students at Universitas Riau.

This research used a quantitative descriptive method and only focused on the 37 out of 115 third semester students from the English Study Program at Universitas Riau used purposive sampling method considering to the criteria which was the most Spotify users in classes in batch 2023. The questionnaire was tested for validity and reliability using SPSS Statistics 27 to ensure the accuracy and consistency of the data. Based on the results, the questionnaires are valid using the r-table accuracy.

The findings revealed that overall students had positive perceptions of idiomatic expressions, positive perceptions of using English songs and Spotify as tools for learning idiomatic expressions. These results align with previous studies, which have shown that students' perceptions of digital platforms for language learning can vary (Ginting et al., 2022; Meisa, 2024). This variation in perceptions suggests that while digital platforms like Spotify offer potential benefits for language learning, their effectiveness may depend on factors such as students' familiarity with the platform, their learning preferences, and the level of guidance provided by educators. For the perceptions of idiomatic expressions using and perceptions toward the English songs belief, both aspects received similar result compared with the previous studies (Ashar et al., 2022; Nureani & Warni, 2023). One of the statements in these three aspects received most neutral answers, which compared to Septiara (2023), it has differences between the difficulty in using Spotify application.

This mixed feedback suggests that while Spotify can be a valuable tool in language learning, its role needs further exploration and refinement. In order to find out the feedbacks, this study aims to find out students' perceptions on the use of songs in

Spotify Application on their idiomatic expression using questionnaire that is validity and reliability tested. The measurement of students' perceptions also described in this study.

.

2. Methodology

This research used descriptive quantitative approach. According to Gay (2011), quantitative research is the studies that gather, compile, and evaluate numerical data in order to explain control phenomena between the undergraduate students batch 2023 in the third semester of Universitas Riau. Purposive sampling was used in determining the sample of this research with the criteria of class with most Spotify application users and class that familiar with idiomatic expressions the most. This research used the bottom-up theory by Demuth (2012) to determine the aspects or indicators of the questionnaires with 30 statements which is adapted from Purba et al (2023), Nureani et al (2023) and Septiara et al (2023). The indicators aimed to know the students' perceptions on knowing on idiomatic expressions, their perceptions on songs as the media to understand more on idiomatic expressions and students' perceptions on preference of the Spotify application using.

Firstly, validity was tested using a 1–5 point Likert scale; the students were asked to rate the questionnaires from strongly disagree to strongly agree based on their own perceptions without any compulsion to answer the questionnaires toward the credibility of this research. After the answers were collected, this study used the Google Form to find out the measures of students' perceptions in each item by the scale 1-5 and reliability of the questionnaires were tested and passed the average score using Cornbarch Alpha by application of SPSS Statistic 27. This research used to gather the information factually accordance to the variables without any manipulation and the sample of 38 students as respondents of third-semester batch 2023.

Secondly, the frequency of students' answers used to analyze the data questionnaire by mean. The formula that was used in this research is using mean by Sugiyono's formula (2019), which each answer is scored as the nominal of the option. Thirdly, the scoring used Dancey et al approach (2012) to help categorize and quantify by mean the students' answers in a structured manner, making it easier to identify patterns and trends. The category itself based on the score range of each aspects got. By assigning specific scores to each response option helped to establish a clearer understanding of the distribution and frequency of responses.

After calculating the total data collected, the writer proceeds to interpret and describing the result. This involves a thorough describing the data, breaking down the findings and examining the results. By providing a comprehensive description of the results, the writer aims to offer insight into what the data reveals about the subjects or variables under study. This step is crucial as it transforms raw data into meaningful information, allowing for a deeper understanding of the research findings. Ultimately, this study's goal is to present a clear and accurate interpretation that highlights the significance of the data collected.

3. Results and Discussion

The validity and reliability of this research were tested using SPSS IBM 27. Based on Sanaky (2021) the instrument is valid if the calculation is R-value > r-table with significant 0,05. Otherwise, if the calculation is R-value < r-table, then the instrument is not valid. The result of validity test based on the r-table. R-Table is a numeral table that used to test the validity of an instrument using Pearson Product Moment which is 0.329 using 5% significance level. Meanwhile, the reliability test used Cronbach's Alpha Coefficient with crucial value 0.7.

Based on Nurimansjah (2024), the dependability estimates has a crucial value of 0.7 to demonstrate its dependability. This statistical validation process is crucial for ensuring the reliability and accuracy of the results derived from the questionnaire, confirming that the data collected from the respondents is trustworthy and capable of supporting meaningful analysis. Overall, this high reliability score reassures that the data collected can be considered dependable for drawing conclusions in the context of the study.

Based on the validity and reliability test, the questionnaires were capable as the instrument of data. In this case, with a reliability score of 0.949, the questionnaire used in the study demonstrates excellent internal consistency, meaning that the responses given by the participants are highly reliable and can be trusted for further analysis. A score this high suggests that the items on the questionnaire are well-correlated with one another and are effectively capturing the construct they are intended to measure. This is important because it ensures that any conclusions drawn from the data are based on stable and consistent measurements. The Likert Scale also used to determine the results of each statement by giving each option of perceptions score.

Using bottom-up theory (Démuth, 2012) which perceptions are based on students' experience, the aspects of the questionnaire divided into three aspects those are perceptions on idiomatic expressions, perceptions on English songs beliefs and perceptions on Spotify application with total 30 statements. In this research determined the result by using mean and categorize it using Dancey et al's (2012) interpretation of perceptions started from very positive, positive, neutral, negative and very negative.

The data collected from the students was analyzed by calculating the measurement of mean of their responses to see whether they have positive or negative perceptions. It helped to understand how students feel about the topics being studied and reveal any trends in their opinions. By assigning specific scores to each response option helped to establish a clearer understanding of the distribution and frequency of responses. The result of mean and category found out as the Table 2. below;

Table 1. The Categorize of Students' Perceptions

No	Aspects	Mean	Category
1	Perceptions on idiomatic expressions	4.01	Positive
2	Perceptions on English songs beliefs toward idiomatic expressions	4.00	Positive
3	Perceptions on Spotify Application toward idiomatic expression	3.84	Positive
	Total	**3.95**	**Positive**

It can be seen as in table 1. which using mean to analyzed the score of the students' perceptions and categorize the level of positivity or negativity based on Bringula (2012), the total average of students' perceptions toward these aspects is positive with score of 3.95. The statements of the questionnaires in aspect 1 can be seen in table 2. below:

Table 2. Students Perceptions on Idiomatic Expressions

No	Statements	Mean
1	I use English songs to support my idiomatic expressions	4.14
2	I use English songs to focus on supporting specific types of idiomatic expressions	4.00
3	My idiomatic expression has increased as a result of listening to an English song on Spotify	4.27
4	I can tell the meaning of idiomatic expressions that I listen from English songs	3.90
5	Listen songs may be quite effective strategy since it helps me enhance my idiomatic expressions	3.90
6	I can tell the types of idiomatic expressions that I listen from English songs	3.90
7	I use idiomatic expressions that I heard from English songs in daily conversation	3.90
8	The Spotify application is a great media in supporting idiomatic expressions activities	3.70
9	Spending time with listen to English songs on Spotify makes me more familiar with the idiomatic expressions	4.41
	Total Average	**4.01**

As in the first aspect about students' perceptions on idiomatic expressions, it is categorized into positive perceptions. It indicates that there was a strong and consistent agreement among students regarding particular statements. In addition, it can be concluded that idiomatic expressions are well-received among students, reflecting their relevance in enhancing language proficiency. Aligned with the previous research by Ashar et al (2022), that the using of idiomatic expressions were also received positive perceptions from the students, but, this study was focused on students' perceptions on their speaking, meanwhile this study focused on students' perceptions the use of songs. The second aspect is about the students' perceptions on English songs belief toward idiomatic expressions which also categorized as positive with score 4.00.

One of the statement in this aspect which stated "English song helps me to adapt a native speaker's conversation" aligned to the previous research by Nureani et al (2023) with the title *Students' Perceptions of Using Song on Spotify for Learning English.* It can be seen that the third-semester students of Universitas Riau believe on the using of songs as one of their learning media. Compared to (Purba et al., 2023), most students answered disagree toward the effectiveness of songs toward

their pronunciation skill. The statements of the questionnaires in aspect 2 can be seen in table 3.

Table 3. Students' Perceptions on English songs belief

No	Statements	Mean
1	English songs help me to adapt to a native conversation	4.51
2	I listen to English songs using Spotify Application	4.27
3	I think listening to English songs can help me to support my idiomatic expressions	4.11
4	I think using English songs is an effective way to support my idiomatic expressions	3.81
5	I notice any improvement of my idiomatic expressions since using English songs	3.84
6	I recommend using English songs as a way to support other learners' idiomatic expressions	3.92
7	I learn idiomatic expressions using English songs	3.84
8	I feel more comfortable learning idiomatic expression on English song than typical teaching-learning methods	3.92
9	I could support my idiomatic expressions quicker using Spotify application	3.70
	Total Average	**4.00**

These findings suggest that students recognize the value of English songs in improving their listening skills, pronunciation, and familiarity with natural speech patterns. Overall, students had positive perceptions of idiomatic expressions, English songs in language learning and Spotify application, with high agreement reflected in an average score more than 3.51. After calculated all of the scores, it was found that the mean of these aspects is 3.84.

On the third aspect about students' perceptions on Spotify application use toward idiomatic expression are also positive. However, perceptions of Spotify as a learning medium were some neutral, indicating mixed opinions on its effectiveness. The statements of the questionnaires in aspect 3 can be seen in table 4.

Table 4. Students Perceptions on Spotify Application

No	Statements	Mean
1	Listening English songs on Spotify never get me bore because it is very interesting	4.65
2	I think Spotify is easy to use as a medium for online learning	4.08
3	The lyrics feature on Spotify application assist me in learning idiomatic expressions	4.03
4	I feel convenient to learn English through Spotify since I can access it anytime and anywhere	4.00
5	I think Spotify's features are easy to use in learning and discussion	3.95
6	Spotify helps me to support my idiomatic expressions	3.95
7	I think using Spotify is an effective way to support idiomatic expressions	3.83
8	I find the Spotify system quite difficult to use	3.49
9	I find using Spotify a bit difficult to ask the teacher about a topic I don't understand	3.22
10	I find Spotify very difficult to learn idiomatic expressions	2.98
11	I think Spotify application is interesting for students learning	4.05
12	I think Spotify application is an excellent medium for social interaction	3.81
	Total Average	**3.84**

While some students found it beneficial, others were uncertain, suggesting the need for further exploration of its role in education. One of the statements in this aspect got most neutral options which was "I find Spotify application very difficult to learn idiomatic expressions". Which compared to the previous study with the same statement by Septiara (2023), the students did not experience any difficulty in using Spotify Application so that most of students in previous research chose "disagree" as their option of perceptions.

This study revealed that third-semester students' batch 2023 of Universitas Riau exhibited similar perceptions to the students from other institutions in previous researches. Although the total averages from the three aspects could be categorized as positive, this study may not capture the whole aspects regarding to idiomatic expressions in songs on Spotify application. Aligned to Meisa (2024) that stated, the result of researches could be vary. One notable limitation of this study is the restricted population and sample size. The sample was selected through purposive sampling, with the criterion that participants had to be Spotify users. Consequently, after conducting preliminary observations, only the selected participants met the eligibility criteria to complete the questionnaire. Additionally, this study relied solely on questionnaires as the research instrument, which may not have captured all aspects of students' perceptions regarding idiomatic expressions in songs on the Spotify platform.

The perceptions of students regarding music-based learning are generally positive, especially when they feel a personal connection to the content. Listening to music in a target language allows learners to internalize pronunciation, rhythm, tone, and colloquial expressions, including idioms, in a way that traditional textbooks may not fully achieve. Yet, despite its benefits, music-based learning also has its limitations. Not all lyrics are educationally appropriate or linguistically rich, and without proper guidance, students may misinterpret the meanings of idiomatic phrases. This is why educators must adopt a strategic approach when integrating music into the curriculum. By selecting songs rich in idiomatic language and providing necessary support—such as lyric breakdowns, discussion sessions, and contextual exercises—teachers can greatly enhance students' comprehension and usage of idioms.

Moreover, the study underscores the need to refine digital platforms like Spotify to better suit educational purposes. While Spotify is primarily designed for entertainment, it has untapped potential as a pedagogical tool. Enhancing such platforms with interactive features—for example, in-app lyric annotations, language quizzes, idiom glossaries, and contextual learning modules—could significantly increase their educational value. These features would not only support vocabulary acquisition but also help learners understand the nuances of idiomatic expressions in context. The addition of educator-curated playlists tailored to language goals or specific grammar and vocabulary themes could also improve student engagement and learning outcomes.

Another critical point raised by this study is the importance of practical application. Understanding idioms passively—by recognizing them in lyrics or texts—is only

one part of the learning process. For students to truly master idiomatic expressions, they must be able to use them correctly and confidently in real-life communication. This calls for instructional approaches that move beyond passive listening. Activities such as role plays, dialogue creation, collaborative projects, and creative writing assignments can provide learners with opportunities to use idioms in meaningful and communicative contexts. Classroom discussions about song lyrics that include idioms can also help learners deepen their cultural understanding and develop their interpretive skills.

Future research should continue exploring innovative ways to bridge the gap between idiom recognition and idiom usage. Studies could investigate how the incorporation of AI, gamification, and adaptive learning technologies can personalize the experience of learning idioms for individual learners. Additionally, cross-cultural comparisons may offer insight into how idioms are perceived and used differently across linguistic and cultural backgrounds, further enriching the understanding of idiomatic competence in second-language learners.

4. Conclusion

This research aimed to find out the third-semester students' batch 2023 at Universitas Riau regarding the use of songs in Spotify application toward their idiomatic expressions. This study highlights the positive perceptions of English songs and Spotify on students' idiomatic expressions. While students find songs engaging for learning idioms, many struggle to use them in daily conversations, indicating a gap between understanding and practical application. Additionally, Spotify is seen as a helpful tool with its interactive features and structured support limits its effectiveness for language learning.

This study also sheds light on the role of digital platforms and music-based learning in supporting language acquisition, particularly in the context of idiomatic expression mastery. In recent years, the use of digital tools has gained momentum in educational settings due to their accessibility, engaging nature, and alignment with the digital lifestyles of modern students. Platforms such as Spotify, YouTube, and other streaming services have been increasingly integrated into language teaching strategies. Among these, Spotify stands out not just for its vast music library, but also for its potential to immerse learners in authentic language through lyrics, rhythm, and context. Idioms, being culturally loaded and often abstract in meaning, pose significant challenges for language learners. However, songs often contain idiomatic expressions used in real-life scenarios, which can make them more relatable and easier to grasp when presented in a musical and contextualized form.

In conclusion, digital platforms and music-based learning present promising avenues for enhancing idiomatic expression acquisition. By acknowledging their strengths and addressing their limitations, educators can develop more effective and engaging instructional strategies. Strengthening the application of idioms in real-life situations ensures that learners gain not only an understanding of figurative

language but also the confidence to use it appropriately and fluently. As technology and pedagogy continue to evolve, the integration of music and interactive tools into language education holds significant potential to transform how students engage with and internalize the rich complexities of language.

Several recommendations proposed to enhance the educational use of English songs and digital platforms in supporting students' idiomatic expression; students are recommended to use songs as learning resource, they may need clearer guidance on how to maximize this approach for idiomatic learning, Educators are recommended to incorporate song-based activities that focus on idiomatic expressions and Future researchers are recommended to consider expanding the sample size and demographic scope to include students from different semesters and institutions, thereby enhancing the generalizability of the findings.

References

Adam, K., Inuwa, U. F., & Sule, H. M. (2022). The Role of Idiomatic Expressions in Improving Communicative Competence among Selected Students of Higher Institutions within Maiduguri. *International Journal of Social Sciences and Humanities*, *11*(3), 25–31.

Adelnia, A., & Dastjerdi, H. V. (2011). Translation of Idioms: A Hard Task for The Translator. *Theory and Practice in Language Studies*, *1*(7), 879–883. https://doi.org/10.4304/tpls.1.7.879-883

Ariyani, E. (2021). Types and meanings of idiomatic expression used in Bruno Mars song. *Linguistics and ELT Journal*, *9*(1), 37–43.

Ashar, M., Qalby, N., & Mallapiang, Y. (2022). *Students' Perception Toward the Use of Idioms in Speaking*. *1*(1), 38–46.

Bringula, R. P., Batalla, M. Y. C., & Moraga, S. D. (2012). *The 5-point scale, its mean range, and verbal interpretation. | Download Table*.

Caro, R. de, & Edith, E. (2009). *The Advantages and Importance of Learning and Using Idioms in English*.

Démuth, A. (2012). Perception Theories. In *Applications of Case Study Research* (Issue 4).

Gay, L. ., Mills, G. E., & Airasian, P. W. (2011). *Educational Research* (10th ed.). Pearson Education, Inc.

Ginting, K. J. G., Bernadtua Simanjuntak, M., & Steven Lumingkewas, M. (2022). *Representation of Longing through the Lyrics of the Song "Mother How Are You Today."*

Larassati, B. (2023). *The Effectiveness of Using JOOX Application on Students' Vocabulary Mastery at SMA Perintis 1 Bandar Lampung in the Academic Year 2022/2023*.

Liando, N. V., Sahetapy, R. J., & Maru, M. G. (2018). English Major Students' Perceptions Towards Watching English Movies In Listening And Speaking Skills Development. *Advances in Social Sciences Research Journal*. https://doi.org/10.14738/assrj.56.4627

Meisa, R. (2024). Integrating Spotify in Teaching English Listening Skills: Exploring The Benefits and Challenges. *Journal of English as a Foreign*

Language Education (JEFLE), *4*(2), 126. https://doi.org/10.26418/jefle.v4i2.74900

Nureani, A., & Warni, S. (2023). Students' Perception of Using Song on Spotify for Learning English. *Students' Perception of Using Song on Spotify for Learning English*, *6*(6), 1223–1230.

Nurimansjah, R. A., Dharmawan, D., Judijanto, L., & Karyadi, S. (2024). *Measuring the Role of Leadership Style and Decision Making in Creating Performance*. *5*(2), 809–820.

O'Dell, F., & McCarthy, M. (2017). *English idioms in use. Advanced*. 179.

Purba, J., Natalia, L., & Sapira, L. (2023). *Students ' Perception on Using Spotify towards Their English Pronunciation*. *3*(1), 37–49.

Richards, J. C. (2008). *Teaching Listening and Speaking from Theory to Practice*.

Sanaky, M. M., Saleh, L. M., & Titaley, H. D. (2021). Analisis Faktor-Faktor Penyebab Keterlambatan pada Proyek Pembangunan Gedung Asrama MAN 1 Tulehu Maluku Tengah. *Jurnal Simetrik Vol 11, No. 1, Juni 2021*, *11*(1), 432–439.

Septiara, A. I., & Hamzah, I. (2023). Students' Perception of the Use of Spotify Application to Improve Students' Vocabulary Mastery. *Journal of English Language Teaching and Learning (JELTL)*, *4*(1), 14–18.

Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif, dan R&D (2nd ed). In *Alfabeta,Cv*.

How to cite this article:

Divanauli, D., Supriusman., & Dahnilsyah. (2025). Students' Perceptions on The Use of Songs in Spotify Application toward Their Idiomatic Expressions. *Journal of Educational Sciences*, *9(4)*, 2516-2525.