

REFERENCES

- Abimanyu Ananda, F. (2023). English Song-based Learning Strategies to Improve English Students' Listening Skills of English Education Department at the University of Mataram. *SHS Web of Conferences*, 173, 03004. <https://doi.org/10.1051/shsconf/202317303004>
- Afriyuninda, E., & Oktaviani, L. (2021). The Use of English Songs to Improve English Students' Listening Skills. *Journal of English Language Teaching and Learning*, 2(2), 80-85. <https://doi.org/10.33365/jeltl.v2i2.1442>
- Al-efeshat, H., & Baniabdelrahman, A. (2020). The EFL teachers' and students' attitudes towards the use of songs in learning English. *International Online Journal of Education and Teaching (IOJET)*, 7(3). 844-858.
- Amir, Rahma Melati (2019) *English Listening Problems Faced by Students at An Indonesian Senior High School*. S1 thesis, Universitas Negeri Makassar.
- Apriyanti, I. (2024). The Use of Spotify as A Vocabulary Learning Tool for Individual Learners.
- Berne, J. E. (2004). Listening Comprehension Strategies: A Review of the Literature. *Foreign Language Annals*, 37(4), 521–531. <https://doi.org/10.1111/j.1944-9720.2004.tb02419.x>

- Brown, H. D., & Abewickrama, P. (2010) *Language assessment: principles and classroom practices*, 2nd edn. White Plains, NY: Pearson Longman
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Longman.
- Cao, Z., & Lin, Y. (2020). A Study on Metacognitive Strategy Use in Listening Comprehension by Vocational College Students. *English Language Teaching*, 13(4), 127-139. <https://doi.org/10.5539/elt.v13n4p127>
- Chin, C. L., Unin, N., & Johari, A. (2017). Metacognitive Awareness Strategies for Listening Comprehension. *AJELP: Asian Journal of English Language and Pedagogy*, 5, 11–19. <https://doi.org/10.37134/ajelp.vol5.2.2017>
- Clifton, A., Pappu, A., Reddy, S., Yu, Y., Karlgren, J., Carterette, B., & Jones, R. (2020). The Spotify Podcast Dataset. <http://arxiv.org/abs/2004.04270>.
- Creswell, J.W. (2012). *Educational Research (Fourth ed)*. Singapore: Pearson.
- Ebrahimi, Y. (2017). Discourse Analysis and the Development of English Listening Comprehension for Non-English Fields of Studies in Iran. *Journal of Applied Linguistics and Language Research*, 4(1), 166–177.
- Eriksson, M., Fleischer, R., Johansson, A., Snickars, P., & Vonderau, P. (2019). *Spotify teardown: Inside the black box of streaming music*. Mit Press.

- Faradisa, F. M. (2021). The correlation between metacognitive listening strategies and listening comprehension among students in secondary school. *Research on English language teaching in Indonesia*, 9(2).
- Fleischer, R. (2021). Universal Spotification? The shifting meanings of “Spotify” as a model for the media industries. *Popular Communication*, 19(1), 14-25. <https://doi.org/10.1080/15405702.2020.1744607>
- Gilmour, K. (2011). *Spotify for Dummies*. John Wiley & Sons.
- Goh, C. C. M. (1998). How ESL learners with different listening abilities use comprehension strategies and tactics. *Language Teaching Research*, 2(2), 124–147. <http://dx.doi.org/10.1177/136216889800200203>
- Gonulal, T. (2020). Improving listening skills with extensive listening using podcasts and vodcasts. *International Journal of Contemporary Educational Research*, 7(1), 311-320. <https://doi.org/10.33200/ijcer.685196>
- Güner, P., & Erbay, H. N. (2021). Metacognitive Skills and Problem-Solving. *International Journal of Research in Education and Science*, 7(3), 715-734. <https://doi.org/10.46328/ijres.1594>
- Hanifah, N. (2020). The Listening Strategies of the Senior High School Students: An Overview. *RETAIN: Journal of Research in English Language Teaching*, 8(2).

- Harmanto, B. (2013). Teaching English to Generation Z students (New concept of young learners). *Muhammadiyah University of Ponorogo*. (pp. 74-81)
- Hue, T. T. (2019). An Overview of Listening Skill Theories. In A Focus on Methodology. DOI:10.5281/ZENODO.3591877
- Ilyas, A. A., & Kaniadewi, N. (2023). Students' Perception on the Use of Spotify to Improve Students' Pronunciation. *Inspiring: English Education Journal*, 6(2), 119-132. <https://doi.org/10.35905/inspiring.v6i2.6452>
- Khidayah, N., Ampa, A. T. & Hijrah. (2021). The Effectiveness of joox application in teaching english. *Journal of Language Testing and Assessment*, 1(1), 85–88. <https://doi.org/10.22219/jpbi.vxii.xxyy>
- Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim international journal of nursing research*, 16(4), 255-256.
- Lopez, V., & Whitehead, D. (2013). Sampling data and data collection in qualitative research. *Nursing & midwifery research: Methods and appraisal for evidence-based practice*, 123, 140.
- Magilvy, J. K. (2003). Qualitative designs. In K.S. Oman, M. Krugman, & R. Fink (Eds.) *Nursing research secrets* (pp. 123–128). Philadelphia: Hanley & Belfus, Inc.

- Mailawati, A., & Anita, A. (2022). The Impact of English Songs to Improve on English Listening Skills. *Journal of Research on Language Education*, 3(2), 62-65.
<http://dx.doi.org/10.33365/jorle.v3i2.2158>
- Marshall, G. (2005). The purpose, design and administration of a questionnaire for data collection. *Radiography*, 11(2), 131-136.
- Miles, M., & Huberman, A. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. London. Sage Publications.
- Olloqui, J. E. (2019). Innovation in musical industry and innovation in musical piracy: the Spotlight of Spotify.
- O'Malley, J. M., Chamot, A. U., & Kupper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied linguistics*, 10(4), 418-437.
<https://doi.org/10.1093/applin/10.4.418>
- Pei, T., Suwanthep, J., & Lu, H. (2023). The effect of self-directed online metacognitive listening practice on Chinese EFL learners' listening ability, metacognition, and self-efficacy. *Frontiers in Psychology*, 14.
<https://doi.org/10.3389/fpsyg.2023.1285059>
- Phan, L., & Nguyen, D. (2023). An Investigation into Difficulties in Listening Comprehension Encountered by English-Majored Freshmen at Dong Nai

- Technology University and Recommendations. *European Journal of Education and Pedagogy*, 4(2), 120-127. <http://dx.doi.org/10.24018/ejedu.2023.4.2.611>
- Pomales, S. (2017). For Better or For Worse: Spotify and the Music Industry.
- Purcell, J.M. (1992). Using Songs to Enrich the Secondary Class. *Hispania*, 75, 192-196. <https://doi.org/10.2307/344779>
- Purdy, M. (1997). What is listening. *Listening in everyday life: A personal and professional approach*, 2, 1-20.
- Purnama, S., Farikah, F., Purwanto, B. E., Wardhani, S., et al. (2019). The Impact of Listening Phonological Errors on Speaking: A Case Study on English Education. *Journal for the Education of Gifted Young Scientists*, 7(4), 899-913. <http://dx.doi.org/10.17478/jegys.622005>
- Richards, J. C. (1983). Listening comprehension: Approach, design, procedure. *TESOL Quarterly*, 17, 219-239. <https://doi.org/10.2307/3586651>
- Riessman, Catherine K. (1993). *Narrative Analysis*. California: Sage Publication. Inc.
- Rivers, W. M. (1966). Listening Comprehension. *The Modern Language Journal*, 50(4), 196-204.

- Rokhanyah, H. (2017). Flipped Classroom: Can It Optimize Students' Ability to Find Out Main Ideas in Listening Comprehension. *Lectura: Jurnal Pendidikan*, 8(2).
<http://dx.doi.org/10.31849/lectura.v8i2.355>
- Rost, M. (2011). *Teaching and Researching: Listening (2nd ed.)*. Routledge.
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1), 29–31. <https://doi.org/10.26417/ejls.v1i1.p29-31>
- Schmitt, N. (2010). *An introduction to applied linguistics (2nd ed.)*. Hodder Education.
- Seemiller, C. & Grace, M. (2016). *Generation Z Goes to College*. Jossey-Bass.
- Setyobudi, D. M. S., & Jannah, I. M. (2022). The Effectiveness of Spotify Application to Teach Listening through English Song at The Tenth Grade Students of Sma Negeri 1 Mojokerto Academic Year 2021/2022. *Edu Lingui*, 2(1), 13–20.
- Sletten, R. T. (2021). Spotify: Strategic Plan and Analysis.
- Tri, B. (2019). How to Teach Listening in Senior High School. *IJoEEL*, 1(1), 42-48.
<https://doi.org/10.33650/ijoeel.v1i1.962>
- Tyagi, B. (2013). Listening: An Important Skill and Its Various Aspects. *The Criterion an International Journal in English*.

- Vahdany, F., Akbari, E., Shahrestani, F., & Askari, A. (2016). The relationship between cognitive and metacognitive strategy use and EFL listening test performance. *Theory and Practice in Language Studies*, 6(2), 385. <http://dx.doi.org/10.17507/tpls.0602.22>
- Vandergrift, L. (1997b). The comprehension strategies of second language (French) learners: A descriptive study. *Foreign Language Annals*, 30(3), 387-409. <https://doi.org/10.1111/j.1944-9720.1997.tb02362.x>
- Vandergrift, L. (2008). *Learning Strategies for Listening Comprehension*. In S. Hurd & T. Lewis (Eds.), *Language Learning Strategies in Independent Settings (1st ed.)*. Bristol, UK: Multilingual Matters.
- Vandergrift, L., & Goh, C. (2009). Teaching and testing listening comprehension. *The handbook of language teaching*, 395-411. <https://doi.org/10.1002/9781444315783.ch22>
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and Learning Second Language Listening (First Publ)*. United Kingdom: Routledge.
- Yurko, N., & Styfanyshyn, I. (2020). Listening Skills in Learning A Language: The Importance, Benefit and Means of Enhancement. *Publishing House European Scientific Platform*, 38–46. <https://doi.org/10.36074/rodmrfssn.ed-1.04>