

**Exploring EFL Learners' Motivation in Listening Ability: A Qualitative
Study of Learning Experiences Using Spotify Podcasts**

THESIS



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COVER PAGE

**EXPLORING EFL LEARNERS' MOTIVATION IN LISTENING
ABILITY: A QUALITATIVE STUDY OF LEARNING EXPERIENCES
USING SPOTIFY PODCASTS**

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This thesis is to fulfill the requirement for the Bachelor (S1) of English Education of Department Study Program, Syekh Wasil State Islamic University (UIN) of Kediri.

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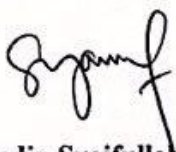
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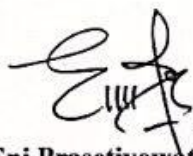
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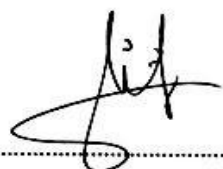
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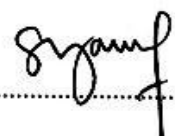
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MOTTO

“If it weren’t for God giving me the strength, I might have given up long ago”

(Q.S Al-Insyirah,: 05-06)

“ Life can be heavy, especially if you try to carry it all at once. Part of growing up and moving into new chapters of your life is about catch and release. What I mean by that is, knowing what things to keep, and what things to release.”

~ Taylor Swift ~

“Aku membahayakan nyawa ibuku untuk melahirkanku ke dunia, jadi tidak mungkin jika kehadiranku tidak ada artinya.”

DEDICATION

Thanks to God Allah SWT and our lord prophet Muhammad SAW , I would not have been able to complete this thesis properly. I dedicate this thesis to:

1. My dearest parents, Sukarti and Qhoirul Anam. Thank you for endless love, pray, countless material and affection that has been given so much for me. Thank you to always reminding me to keep going and never give up. Thank you for all the sacrifices for me. I don't think I could ever express how much I love both of you, and how lucky I am being your daughter. Thank you so much for everything you are always be the one of my support system.
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At last, the author realizes that this thesis is far from perfect. Constructive suggestions and criticisms are very much expected. Hopefully this thesis can be useful for all of us and become input material for those who need it.

ABSTRAC

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In recent years, Spotify podcasts have become one of the digital learning media frequently used in EFL listening learning because they provide authentic listening materials and flexible learning opportunities. Previous studies have mainly focused on the effectiveness of Spotify podcasts in improving listening comprehension, vocabulary, and student engagement. However, limited studies have explored learners' learning experiences during podcast-assisted listening learning, particularly how learners' motivation is gradually shaped through their learning experiences while using Spotify podcasts for listening comprehension. Therefore, this study aimed to explore EFL learners' learning experiences in using Spotify podcasts for listening comprehension and to examine how learners' motivation was shaped through their learning experiences during podcast-assisted listening learning.

This study employed a phenomenological qualitative research design because it focused on exploring learners experiences and motivation in depth. The participants consisted of ten college student were selected through a screening questionnaire and consisted of EFL learners who actively used Spotify podcasts for learning listening comprehension. The data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed that EFL learners experienced a gradual learning process while using Spotify podcasts for listening comprehension, reflecting the experiential learning process proposed by Kolb (1984). Learners experienced several learning processes, including struggling phase, gradual understanding, adaptation to listening, and breakthrough experience during podcast-assisted listening learning. During the learning process, learners also experienced various emotional responses such as confusion, frustration, nervousness, low confidence, enjoyment, and confidence growth. In addition, learners developed various listening strategies to overcome listening difficulties, including replaying podcasts, using subtitles, taking vocabulary notes, selecting interesting topics, and adjusting podcast difficulty levels according to their listening abilities. Furthermore, learners' motivation was gradually shaped through their learning experiences, including initial motivation uncertainty, motivation through small progress, and dynamic motivation during podcast-assisted listening learning, reflecting Dörnyei's (2009) concept of L2 Learning Experience, which emphasizes the role of learning experiences in shaping learners' motivation. Along with these experiences, learners gradually developed self-directed learning habits and began applying vocabulary, pronunciation, and English expressions gained from podcasts into their academic activities and daily communication.

In conclusion, this study showed that Spotify podcasts provided meaningful learning experiences for EFL learners in learning listening ability. These findings indicate that Spotify podcasts can support authentic, flexible, and self-directed listening learning while gradually shaping learners' motivation through their learning experiences.

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