

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research and theoretical review relevant to this present research.

A. Literature Review

1. Listening Ability

a. Definition of Listening

Listening ability is one of the fundamental language skills that plays an important role in language learning. It enables learners to receive, process, and understand spoken language in various communication contexts. According to Rost (2011), listening is an active process in which learners construct meaning from spoken input through the interaction of linguistic knowledge, background knowledge, and contextual information. Similarly, Vandergrift and Goh (2012) define listening as a complex cognitive process that involves recognizing sounds, interpreting meaning, and responding to spoken messages.

In the context of English language learning, listening ability refers to learners' capacity to process and understand spoken English, including recognizing pronunciation, vocabulary, accents, speech rate, and meaning conveyed through spoken language. According to Brown (2004), successful listening requires learners to identify linguistic features such as sounds, words, and grammatical patterns while simultaneously interpreting the intended message. Therefore, listening ability is not limited to understanding words individually but also

involves comprehending spoken language as a meaningful whole.

Furthermore, listening ability is particularly important for EFL learners because exposure to authentic spoken English helps learners become familiar with real language use. Through listening activities, learners can improve their understanding of pronunciation, vocabulary, accents, and natural communication patterns used by native and non-native speakers. Therefore, listening ability can be understood as learners' overall ability to process, recognize, and understand spoken English in meaningful communication situations.

b. Importance of Listening Ability

Listening ability plays a significant role in language learning because it serves as a primary source of language input. According to Krashen (1985), language acquisition occurs when learners are exposed to comprehensible input that allows them to understand messages slightly above their current level of proficiency. Listening activities provide opportunities for learners to receive such input and gradually develop their language competence.

In addition, listening ability contributes to the development of other language skills. Rost (2011) explains that listening supports learners in acquiring vocabulary, improving pronunciation, and developing speaking ability. Through listening, learners become familiar with authentic language use, which helps them communicate more effectively in real-life situations.

For EFL learners, listening ability is often considered challenging because spoken English may contain unfamiliar vocabulary, different accents, reduced forms, and fast speech rates (Vandergrift & Goh, 2012). However, continuous exposure to authentic listening materials can help learners gradually adapt to these challenges and improve their listening performance. Therefore, developing listening ability is essential for supporting learners' overall English proficiency and successful communication in English.

c. Learning Listening

Learning listening is a fundamental process in language acquisition, particularly for EFL learners, as it enables them to understand spoken input and supports the development of other language skills. Listening learning involves active engagement in interpreting meaning, recognizing sounds, vocabulary, and structures, as well as connecting spoken language with prior knowledge and real-life contexts. According to Latupono, F., & Nikijuluw, R. (2022), effective listening learning is facilitated when learners are exposed to materials that are simple, relevant, and closely related to everyday experiences, allowing them to build meaningful connections with the content.

In the learning process, exposure to varied listening input is essential. Learners benefit from listening materials that include differences in speakers' gender, accents, speech speed, topics, and contexts. Such variation helps learners gradually adapt to authentic language use and improves their ability to comprehend spoken English in diverse

situations. Through repeated exposure, learners develop flexibility and confidence in processing spoken language, even when encountering unfamiliar accents or fast-paced speech.

Learning listening also requires learners to listen with a clear purpose. Purposeful listening helps learners focus their attention on specific information, such as main ideas, details, or inferred meanings. When learners understand why they are listening, they are more likely to engage cognitively and actively process the input. This purposeful engagement allows learners to demonstrate their understanding through reflection, response, or follow-up tasks, reinforcing comprehension.

Another important aspect of learning listening is the emphasis on auditory processing before relying on written support. Listening to audio materials without immediate access to transcripts encourages learners to concentrate on sounds, intonation, stress, and rhythm. This process strengthens learners' auditory awareness and trains them to rely on listening strategies rather than written cues. Over time, this practice enhances learners' ability to decode spoken language naturally.

Overall, learning listening is a continuous and experiential process that involves exposure, attention, practice, and reflection. Learners gradually develop their listening competence by engaging with authentic audio input, applying listening strategies, and reflecting on their comprehension experiences. Consistent practice plays a crucial role in familiarizing learners with spoken English and supporting the gradual improvement of listening comprehension, ultimately

contributing to greater confidence and autonomy in language learning.

2. Spotify Podcast as Learning Media

a. The Definition of Podcast

The term podcast is a combination of "iPod" and "broadcast" (Rizqa et al., 2021). While podcasts have existed since 2005, their widespread popularity began in 2007 and gained significant momentum from 2011 onwards. Despite the existence of audio recordings for an extended period, Apple played a crucial role in shaping the concept of audio podcasts. They introduced simplified methods for subscribing, downloading, and listening to podcasts, making the entire process much more accessible and enjoyable for listeners. McClung & Johnson (2010) argue that podcasts are audio and video files that can be listened to later. Podcasts allow listeners to change the time and content, so that podcasts can be listened to anytime and anywhere with a context or theme determined by the listener.

According to Darwis (2016), there are three types of podcasts: audio, video, and Enhanced Podcasts (a mix of audio and images). These files can then be downloaded to mobile software or computers, either for a fee or for free. Podcasts are a type of digital recording that is stored in episodes and distributed via the internet. The podcast audio is a podcast that is often used because it only requires a small storage space. These audio files can be accessed directly from laptops and cellphones or sent to portable media devices.

There are various English-language audio podcasts that can be

accessed through the Spotify and Noice apps. The Spotify app offers transcripts for podcasts to help listeners understand the audio content. These transcripts can be obtained through the websites listed in the description column. Some transcripts are also available in written form on the websites indicated, while others can be downloaded in PDF format. These video podcasts integrate visual and audio elements in one format. Generally, video podcasts are in MP4 format and require more storage capacity than audio podcasts. Podcasts in video format can be found through the YouTube app. A number of podcasts on the YouTube app also provide transcripts similar to those on Spotify. The difference between the two lies in transcript access; on Spotify, transcripts can be accessed through the relevant website in the description, while podcast transcripts on the YouTube app are presented in the form of video subtitles.

The topics or content provided in podcasts are very diverse, so they have the potential to be used as a source of language learning. Podcasts can be selected in various levels of difficulty, are free, and are easy to share. In addition, because podcasts provide a variety of content, listeners are in a position to choose the most effective learning resources, especially for foreign language learners. The basic technology of podcasts gives listeners the freedom to control playback time, including pause and replay features (Alm, 2013). Podcasts offer many benefits and advantages when compared to other technological instruments. Podcasts can be selected while listeners are doing other activities, based on

multitasking, such as traveling while working, writing, and so on. This is one of the main advantages of podcast technology, which can be used anytime and anywhere.

In the context of language learning, podcasts play a significant role in enhancing listening ability as they expose learners to authentic language use in real-life situations. Learners are required to process meaning, recognize vocabulary, and understand different accents and speech speeds. This process not only improves their listening ability but also shapes their learning experience. Additionally, the flexibility offered by podcasts can increase learners' motivation, as they can choose content that matches their interests and learning needs.

b. The Definition of Spotify

According to Akib et al. (2018) Spotify, a form of media, proves to be a valuable asset in the learning process, aiding students in enhancing their listening comprehension skills. Functioning as a music, podcast, and video streaming service, Spotify allows users to explore an extensive collection of songs and content from global artists. Offering diverse options such as podcasts, songs, and music videos, Spotify emerges as a new and beneficial learning resource for both students and educators. The platform originated in 2006, conceived by the team at Spotify AB in Stockholm, Sweden. Founded by Daniel Ek, former CTO of Stardoll, and Martin Lorentzon, co-founder of TradeDoubler, the name "Spotify" was chosen through a random process, with Ek mishearing "Spotify" during the selection. The etymology is attributed

to the combination of the words "spot" and "identify." Spotify officially launched on October 7, 2008, marking the introduction of this Swedish start-up to the global audience.

The advent of premium music-streaming applications like Spotify has transformed the way people engage with music and podcasts. Unlike traditional methods, these applications eliminate the need for extensive smartphone memory as songs and podcasts are played directly from internet cloud storage, offering virtually limitless options. Particularly popular among the younger demographic, Spotify established in 2008, has emerged as a leading player in the premium music-streaming industry. However, the application's potential as a teaching and learning platform goes beyond its popularity, as it is user-friendly and easily accessible on various gadgets and computers.

In relation to this study, Spotify is not only a digital entertainment platform but also a learning medium that facilitates listening ability. The availability of diverse podcast content allows learners to select materials based on their preferences and proficiency levels, which can increase their motivation to learn. Moreover, the flexibility of accessing Spotify anytime and anywhere supports learners' autonomy and provides meaningful learning experiences in practicing listening skills.

c. The Advantages of Podcast

In the contemporary millennial era, the predominant generation in Indonesia is characterized by students who are closely connected to digital technology (Tarmawan et al., 2021). A recent educational trend

gaining popularity is the incorporation of podcasting in the classroom. Increasingly, schools are opting for podcasting as an educational tool due to its potential to enrich learning through innovative methods and facilitate open communication channels. Upon closer examination, podcasting offers several advantages:

- 1) Alternative to Traditional Media

Podcasts serve as an alternative to radio and television, primarily consisting of audio recordings. They are often chosen in lieu of radio, and increasingly as an alternative to television with the rise of video podcasts. A notable distinction from radio is the absence of advertisements. Podcasts delve into various topics, combining depth and specificity with interactivity through discussions between two broadcasters.

- 2) Diverse Range of Information

Podcasts cover a wide array of information and knowledge topics, particularly in the United States where they are highly recommended for their broad scope. The subjects span politics, science, children's stories, psychology, parenting, and popular culture such as music and film. Podcast content not only provides general information but also presents diverse perspectives, fostering open-mindedness among listeners. The convenience of automatic delivery to subscribed users allows for flexible listening (Gonulal,2020).

3) Cognitive Stimulation

Educational websites often encourage students to listen to podcasts, considering it a form of 'brain exercise.' With the absence of visuals, the brain engages more with the auditory sense, enhancing imaginative thinking in processing information. Podcast discussions often focus on critical thinking and intellectual analysis.

4) Convenient Access Anytime, Anywhere

Predominantly in audio form, podcasts are easily accessible, and the built-in podcast apps on devices like the iPhone simplify the listening experience. Dedicated podcast apps for the operating system further extend the accessibility. The absence of advertisements in podcasts ensures uninterrupted listening, making them a convenient option for users to consume content anytime and anywhere.

5) Enhancement of Children's Skills

For children, listening to podcasts can contribute to the improvement of reading and listening skills. The habit of simultaneously listening to podcasts while reading transcripts is believed to enhance reading accuracy in primary school-aged children. This practice stimulates the brain's decoding processes, which are fundamental to reading and listening. In junior and senior high school, podcasts can also foster increased interest in listening activities.

These advantages indicate that podcasts are not only practical learning tools but also effective in supporting listening ability development. The combination of flexibility, authentic input, and learner control contributes to more engaging learning experiences. As a result, learners are more likely to stay motivated and consistently practice their listening skills, which is essential for improving their overall language proficiency.

f. **Disadvantages of Podcast**

Although podcasts have become a popular and innovative form of media, they also come with several drawbacks. One major issue is that they can be time-consuming, especially when dealing with large audio files. In addition, podcasts are often difficult to search for while search tools exist, the results do not always lead directly to the desired audio files. Another limitation is accessibility; podcasts that are not downloaded require a stable internet connection to stream, which can be a challenge for some users. Furthermore, many listeners still rely on online access to listen to older podcast episodes, which may not always be easily available or convenient (Tzlil Sharon and Nicholas A. John, 2019).

However, these limitations are also closely related to the challenges commonly faced by EFL learners in listening ability, such as difficulty in understanding fast speech, unfamiliar accents, and limited vocabulary. Therefore, exploring learners' experiences in using podcasts becomes important to understand how they deal with these

challenges and how such experiences influence their motivation in learning listening.

3. Students' Experience in Learning English Listening comprehension

a. Definition of Learning Experience

Learning experience refers to the process through which learners construct knowledge, skills, and attitudes through their active engagement in learning activities. It involves cognitive, emotional, and behavioral dimensions, in which learners interpret and give meaning to what they experience during the learning process. In language learning, learning experience is closely related to how learners interact with learning materials, respond to challenges, and reflect on their progress.

One of the most influential theories explaining learning experience is Experiential Learning Theory proposed by Kolb (1984). This theory emphasizes that learning is a continuous process grounded in experience, where knowledge is created through the transformation of experience. According to Kolb, learning does not occur merely from receiving information, but from actively engaging in a cycle of experience, reflection, conceptualization, and application.

Kolb (1984) proposes that learning occurs through a four-stage cycle, namely Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. These stages are interconnected and form a continuous learning cycle.

- 1) Concrete Experience (CE) refers to learners' direct involvement in an activity. In the context of this study, it includes learners'

actual experiences when listening to Spotify podcasts, such as listening to English audio, encountering unfamiliar vocabulary, or being exposed to different accents and speaking speeds.

- 2) Reflective Observation (RO) involves learners reflecting on their experiences. At this stage, learners think about what they have experienced, including their feelings, difficulties, and level of understanding when using Spotify podcasts.
- 3) Abstract Conceptualization (AC) refers to the process of forming ideas, concepts, or strategies based on reflection. Learners begin to understand patterns, develop strategies (e.g., replaying audio, using subtitles), and construct meaning from their listening experience.
- 4) Active Experimentation (AE) involves applying the newly formed concepts or strategies in future learning situations. For example, learners may try new listening strategies, choose different types of podcasts, or adjust their learning habits to improve comprehension.

Kolb (1984) emphasizes that effective learning occurs when learners experience all four stages of the experiential learning cycle in a continuous process. Knowledge is created through the transformation of experience, in which learners actively engage with experiences, reflect on them, develop new concepts, and apply these concepts in subsequent situations. Similarly, Kolb (2005) explain that learning is a continuous process in which experience serves as the foundation for constructing and

reconstructing knowledge through reflection and experimentation.

In language learning, particularly in developing listening ability, this experiential process is highly relevant. Learners who are exposed to authentic listening materials, such as podcasts, do not merely receive language input but actively interpret, reflect on, and apply what they have learned in different learning situations. Through this process, learners gradually develop their listening ability, learning strategies, and confidence. This view is consistent with Richards (2008), who argues that listening development requires repeated exposure to authentic spoken language combined with opportunities for learners to reflect on and actively use what they have learned. Likewise, Vandergrift and Goh (2012) emphasize that successful listening development involves an active process in which learners monitor, evaluate, and regulate their listening experiences to improve their understanding. learning.

In this study, Kolb's Experiential Learning Theory is used as the primary theoretical lens to interpret learners' experiences in using Spotify podcasts. The theory provides a framework for understanding how learners construct knowledge and develop listening skills through experience. The findings related to learners' experiences are discussed in relation to the stages of Kolb's experiential learning cycle to answer Research Question 1.

Similarly, Moon (2004) argues that reflection on experience enables learners to build personal meaning and apply knowledge to new contexts, thus turning experience into learning. In language learning, experiences

shape learners' attitudes, self-efficacy, and learning strategies. Richards (2015) suggests that meaningful experiences provide learners with opportunities to internalize linguistic forms and pragmatic knowledge. For example, when students listen to authentic English podcasts on Spotify, they engage in active meaning-making: identifying pronunciation patterns, interpreting tone, connecting vocabulary to context, and drawing cultural understanding from real conversations. These experiences expose learners to authentic speech beyond the classroom and foster more natural listening comprehension.

Furthermore, experiences are not limited to cognitive engagement but also involve emotional and motivational dimensions. Schmidt (1990) emphasizes that awareness and attention during learning are critical for transforming experience into knowledge; learners must consciously notice language forms and reflect on their meaning. In this process, the quality of learners' experiences plays an important role in shaping their emotional responses toward learning activities. Positive experiences, such as enjoyment or achievement, can increase motivation, while negative experiences, such as frustration or confusion, may reduce interest. Therefore, experience acts as both a source of knowledge and an emotional catalyst that influences how learners continue their learning journey.

In this research, learning experience refers to the personal and reflective processes that EFL learners undergo while using Spotify podcasts as a tool to develop their English listening ability. It involves their perceptions of the podcast content, their emotional engagement, the

challenges they encounter (e.g., accent variation, vocabulary, speed of speech), and how these experiences contribute to improving their listening skills and sustaining their motivation to learn.

b. The Importance of Learning Experience

Learning experiences play a vital role in determining the depth and sustainability of learning outcomes. Dewey (1938) argues that every genuine learning experience influences future learning by shaping learners' curiosity, interest, and capacity to reflect. In language education, experiential learning enables learners to bridge the gap between theory and practice and transforming abstract linguistic rules into communicative competence.

Experiential learning also fosters learner autonomy. Through digital media like Spotify, learners can choose topics that interest them, control the pace of listening, and revisit materials as needed. When learners perceive podcast-based experiences as enjoyable and valuable, they are more likely to engage deeply and sustain effort over time. As Richards (2015) notes, meaningful exposure to real-world language increases confidence and communicative readiness. Therefore, analyzing students' learning experiences provides valuable insight into how podcasts can support authentic and effective English learning in EFL contexts.

This independence enhances responsibility and ownership of learning. Moon (2004) and Kolb (1984) both stress that reflection upon personal experience helps learners become more self-aware

and capable of self-directed learning.

4. Students' Motivation in Language Learning

a. Definition of Motivation

Motivation is considered one of the most important factors influencing success in second or foreign language learning. It refers to the internal drive and external influences that initiate, direct, sustain, and determine learners' behavior toward achieving learning goals. According to Dörnyei and Ushioda (2011), motivation explains why learners decide to engage in a particular activity, how much effort they invest in it, and how long they are willing to sustain that effort. In language learning contexts, motivation strongly affects learners' engagement, persistence, and willingness to continue practicing language skills despite challenges and difficulties.

Similarly, Gardner (1985) defines motivation in language learning as the combination of effort, desire, and positive attitudes toward learning a language. Learners who are highly motivated tend to show greater persistence, stronger commitment, and more active participation in language learning activities. In addition, Ellis (1997) states that motivation plays a crucial role in determining the extent to which learners actively participate in the language learning process and maintain their interest over time.

In the context of this study, motivation refers to the internal and external factors that encourage EFL learners to use Spotify podcasts as a means of improving their listening ability. It encompasses learners'

interest, persistence, effort, confidence, and emotional responses during the listening process. Understanding learners' motivation is important because motivation influences how learners engage with listening activities, respond to challenges, and sustain their learning efforts over time.

b. Motivation in Listening Ability

Motivation in listening ability refers to the internal and external factors that influence learners' engagement, persistence, and effort in developing their ability to understand spoken language. In EFL contexts, listening is often considered one of the most challenging language skills because learners must process spoken input in real time, recognize pronunciation, understand different accents, and interpret meaning simultaneously. Therefore, motivation plays an important role in determining how actively and consistently learners participate in listening activities.

According to Vandergrift and Goh (2012), motivation significantly influences learners' listening performance because motivated learners are more likely to apply listening strategies, maintain concentration, and persist when facing comprehension difficulties. Similarly, Rost (2011) explains that motivation is essential in listening ability because learners who are motivated tend to engage more actively in meaning construction and are more willing to continue practicing listening despite challenges.

In second language acquisition, motivation is viewed as a dynamic

process that develops over time rather than a fixed characteristic. Dörnyei (2009) argues that learners' motivation can continuously change depending on their learning experiences, learning environment, emotional responses, and perceived progress. Learners' success in understanding listening materials, their interest in topics, and their ability to cope with listening difficulties may positively or negatively influence their motivation during the learning process.

To explain how motivation is formed and developed in this study, the framework of the L2 Motivational Self System proposed by Dörnyei (2009) is adopted. This theory conceptualizes second language motivation through three interconnected components: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. These components explain how learners' future self-image, external expectations, and learning experiences interact to influence their motivation in learning a second language.

- 1) Ideal L2 Self refers to learners' desired future image of themselves as successful users of English. This component reflects learners' personal aspirations, goals, and internal desires to communicate effectively in English. Motivation arises because learners want to reduce the gap between their current ability and the person they hope to become (Dörnyei, 2009).
- 2) Ought-to L2 Self refers to the attributes that learners believe they should possess in order to meet external expectations or avoid negative consequences. These expectations may come from

parents, teachers, academic requirements, or future career demands. In this component, learners are motivated by responsibilities, obligations, or social pressures rather than by personal aspirations (Dörnyei, 2009).

- 3) L2 Learning Experience refers to learners' motivation that develops from their actual learning experiences. This component includes learners' experiences with learning activities, teaching methods, learning materials, classroom atmosphere, and their own perceptions of success or difficulty during the learning process. Positive learning experiences tend to strengthen learners' motivation, whereas negative experiences may reduce their willingness to continue learning (Dörnyei, 2009).

Dörnyei (2009) emphasizes that these three components interact dynamically throughout the language learning process. Although learners may initially be motivated by future goals or external expectations, their ongoing learning experiences often become the strongest factor influencing whether their motivation is strengthened, maintained, or weakened over time.experiences.

In the context of listening ability, L2 Learning Experience refers to learners' actual experiences while engaging in listening activities, such as listening to Spotify podcasts. These experiences include learners' interaction with authentic spoken language, emotional responses during listening, and reactions toward listening difficulties and achievements. Positive experiences, such as successfully

understanding podcast content, enjoying interesting topics, or becoming familiar with native speakers' accents, can strengthen learners' motivation to continue practicing listening. Conversely, negative experiences, such as difficulty understanding fast speech or unfamiliar vocabulary, may initially reduce learners' motivation.

However, Dörnyei and Ushioda (2011) explain that motivation is not static because learners can reconstruct and strengthen their motivation through meaningful learning experiences and successful learning outcomes. Therefore, even challenging learning experiences may contribute positively to motivation when learners gradually experience progress and achievement.

Furthermore, motivation in listening ability is closely related to learners' active involvement in the learning process. According to Ushioda (2011), motivated learners are active participants who continuously regulate their learning, select appropriate strategies, and evaluate their own progress. In podcast-assisted listening learning, learners are not passive recipients of audio input; instead, they actively engage in selecting listening materials, adjusting listening strategies, replaying difficult parts, and monitoring their ability. Through this process, learners gradually develop confidence and awareness of their listening progress, which contributes to sustaining their motivation.

Therefore, in this study, motivation in listening ability is understood as a dynamic construct that develops through learners' continuous interaction with their listening experiences. By using Spotify podcasts

as a learning medium, learners engage in meaningful listening activities that shape their motivation over time. This perspective is essential in answering the second research question, which focuses on how EFL learners' motivation is shaped through their learning experiences when using Spotify podcasts for listening ability.

c. Factors Affecting Students' Motivation

Students' motivation in learning a foreign language is influenced by various interrelated factors that shape how learners engage, persist, and respond to learning activities.

- 1) First, the learning context and listening conditions play an important role. In podcast-based learning, learners have flexibility in choosing when and where to listen. Comfortable environments can enhance motivation, while distractions or technical issues may reduce it.
- 2) Second, the relevance and authenticity of podcast content significantly affect motivation. When podcast topics match learners' interests or needs, learners are more likely to feel engaged and motivated. According to Rost (2011), learners tend to be more motivated when listening materials are meaningful, authentic, and closely related to their interests or personal needs. Authentic materials also help learners perceive listening activities as useful and relevant to real-life communication. Authentic materials also help learners perceive learning as meaningful.

- 3) Third, teacher guidance and learning support contribute to sustaining motivation. Although podcasts promote autonomous learning, guidance in selecting materials, using strategies, and reflecting on progress remains essential. Vandergrift and Goh (2012) emphasize that guidance and strategy instruction help learners become more confident and motivated in listening activities.
- 4) Fourth, learners' sense of progress and achievement strongly influences motivation. When learners recognize improvement in their listening ability, their confidence and willingness to continue learning increase.

While these factors explain what influences motivation, they do not fully explain how motivation develops. Motivation is not only affected by internal and external conditions, but also constructed through learners' direct experiences in the learning process.

d. The Role of Learning Listening Experience in Shaping Learners' Motivation

Learning motivation does not emerge instantly, but develops gradually through learners' experiences. In language learning, learners continuously interact with learning materials, activities, and environments, which influence how they perceive and respond to the learning process.

According to Zoltán Dörnyei (2009), the concept of L2 Learning Experience refers to learners' immediate learning environment and

their personal engagement with learning activities. This concept emphasizes that motivation is shaped through learners' ongoing experiences during the learning process.

Positive experiences, such as successfully understanding podcast content, enjoying the topics, or feeling comfortable during listening, can enhance learners' motivation. In contrast, negative experiences, such as difficulty understanding fast speech, unfamiliar vocabulary, or different accents, may initially reduce motivation. However, these challenges can also encourage learners to reflect on their difficulties and develop strategies to overcome them.

Furthermore, Ushioda (2011) explains that learners actively construct motivation through their interaction with learning situations. Learners are not passive recipients of information; instead, they actively select learning materials, apply strategies, reflect on difficulties, and evaluate their progress. Through this process, learners gradually develop confidence, self-awareness, and greater engagement in learning activities. Learning experience can also be viewed as a process in which learners actively construct meaning through interaction with learning situations.

In the context of using Spotify podcasts, learners experience a continuous process: they encounter challenges, reflect on their difficulties, apply strategies, and gradually achieve better understanding. As a result, their motivation is shaped through this ongoing process of experience, reflection, and improvement.

Therefore, in this study motivation is viewed as a dynamic construct that is shaped through learners' learning experiences. This perspective is central to answering the second research question, which focuses on how motivation develops through the use of Spotify podcasts in learning listening ability.

B. Previous Studies

Related to efforts to understand the use of Spotify podcasts in learning listening ability, many researchers have conducted studies to examine the impact of Spotify podcasts on students' listening skills. Some relevant research supporting this study includes, first, research conducted by Emilia Fatma (2024) titled "The Use of Podcast on Spotify to Improve Students' Listening Comprehension at the Eleventh Graders of SMAN 1 Sekampung East Lampung." This study investigated the effectiveness of podcasts in enhancing students' listening skills using Classroom Action Research (CAR) with two cycles involving 34 students. The results showed a significant improvement in students' listening comprehension scores. The study concluded that Spotify podcasts effectively enhance vocabulary, comprehension, and student engagement in learning.

Next, a study conducted by Nuriana et al. (2024) entitled "The Effect of Using Easy Stories in English Podcast on Spotify Application on Students' Listening Comprehension at SMAN 1 Kota Pinang" the findings revealed that students taught using Spotify podcasts achieved higher listening comprehension scores compared to the control group. Similarly, Oktaviani and Thresia (2021) found that podcast-based media significantly improved students' listening

comprehension and fostered positive learning attitudes. In addition, Wahyuni et al. (2023) confirmed that ESL podcasts effectively enhance vocabulary acquisition and listening accuracy.

A study conducted by Salsabila et al. (2021) also found that the use of Georgiana's Podcast significantly improved students' listening skills and increased their motivation and engagement. Likewise, Izzah (2023) and Iddiyaturrohman et al. (2024) reported that Spotify podcasts contributed to significant improvements in students' listening performance and engagement through structured listening activities. These studies collectively demonstrate that Spotify podcasts are effective tools for improving listening comprehension.

However, most previous studies mainly focus on learning outcomes and effectiveness, rather than exploring learners' experiences during the learning process. Several studies have begun to examine learners' experiences when using podcast-based learning media. For instance, Wardiman (2023) found that students appreciated the flexibility and authenticity of podcast content, although they also faced challenges such as difficulty understanding accents and speech speed. Similarly, Mutiarawati et al. (2023) highlighted that learners often struggle to apply effective listening strategies without proper guidance, emphasizing the importance of learning support and scaffolding.

In addition, a study by Amanati (2024) explored EFL students' experiences in using Spotify podcasts as a learning medium in speaking classes through a descriptive qualitative design involving 70 students. The findings showed that podcasts enhanced students' interest, vocabulary, motivation to practice speaking, and pronunciation. However, students also faced challenges such as

difficulties in understanding accents, grammar, and pronunciation. Despite these challenges, students remained engaged in learning. This study highlights that learners' experiences in using podcasts play an important role in shaping their engagement and attitudes toward learning, although the study focuses on speaking skills rather than listening comprehension.

Furthermore, research by Safitri and Najwa (2023) emphasized that podcasts are accessible and flexible learning media, but their long-term impact on motivation and engagement has not been fully explored. Similarly, Nisa et al. (2022) found that podcasts not only improve vocabulary and listening ability but also increase students' confidence and motivation to engage with English outside the classroom. In line with this, Hariri et al. (2020) revealed that learners' motivation is significantly related to their learning strategies, indicating that motivation develops through learners' engagement in the learning process.

Furthermore, a study by Kim et al. (2025) highlighted that learners' motivation is shaped through their learning experiences, particularly through how learners interpret and respond to learning activities, environments, and challenges. The study emphasized that motivation develops dynamically as a result of learners' engagement with learning processes rather than emerging independently. This finding provides important support for understanding the relationship between learning experiences and motivation in language learning contexts.

Despite these findings, studies that specifically examine the relationship between learning experiences and motivation are still limited. Most previous

research tends to discuss experience and motivation separately or focuses on only one aspect. Only a few studies highlight that motivation can develop through learning experiences, and these relationships have not been explored deeply, especially in the context of listening ability Spotify podcasts.

Based on the results of previous studies, there are several similarities and differences between this study and previous research. The main similarity lies in the focus on the use of podcasts as a medium for improving listening ability, as shown in the studies by Fatma (2024), Nuriana et al. (2024), Oktaviani and Thresia (2021), Wahyuni et al. (2023), Salsabila et al. (2021), Izzah (2023), and Iddiyaturrohman et al. (2024). These studies consistently show that podcasts improve listening skills, vocabulary, and student engagement.

However, there are important differences. Most previous studies used experimental or quasi-experimental methods focusing on score improvement, while this study uses a qualitative approach to explore learners' experiences and motivation. In addition, Previous studies have largely focused on the effectiveness of podcasts in the classroom learning context. In contrast, this study examines students' experiences and motivations in using Spotify podcasts as a resource for listening ability, particularly based on the students' own real-life experiences.

Moreover, while studies such as Wardiman (2023), Mutiarawati et al. (2023), and Amanati (2024) highlight learners' experiences, and studies such as Hariri et al. (2020) emphasize motivation, there is still limited research that integrates both aspects. Supported by Kim et al. (2025), which indicates that motivation can be shaped through learning experiences, this study aims to fill

the gap by specifically exploring how EFL learners' motivation is shaped through their learning experiences when using Spotify podcasts for listening ability. This makes the present study distinctive in providing deeper insights into the process through which motivation develops from learners' real experiences in using digital learning media.