

"STUDENTS' EXPERIENCES IN USING OF SPOTIFY PODCASTS TO PRACTICE SPEAKING SKILL"

A THESIS

Submitted to fulfill one of the Requirement for *Sarjana* Degree
in English Education Department



By:

Arya Bagas Mulya
2519067

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

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2025

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Judul : **"STUDENTS EXPERIENCES IN USING SPOTIFY
PODCASTS TO PRACTICE SPEAKING SKILL"**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum W.W.

Pekalongan,
Pembimbing



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Title : Students' Experiences In Using Spotify Podcast To Practice Speaking Skill

Has been examined and approved by the panel of examiners on Monday, 8th July 2025 as a partial fulfillments of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education

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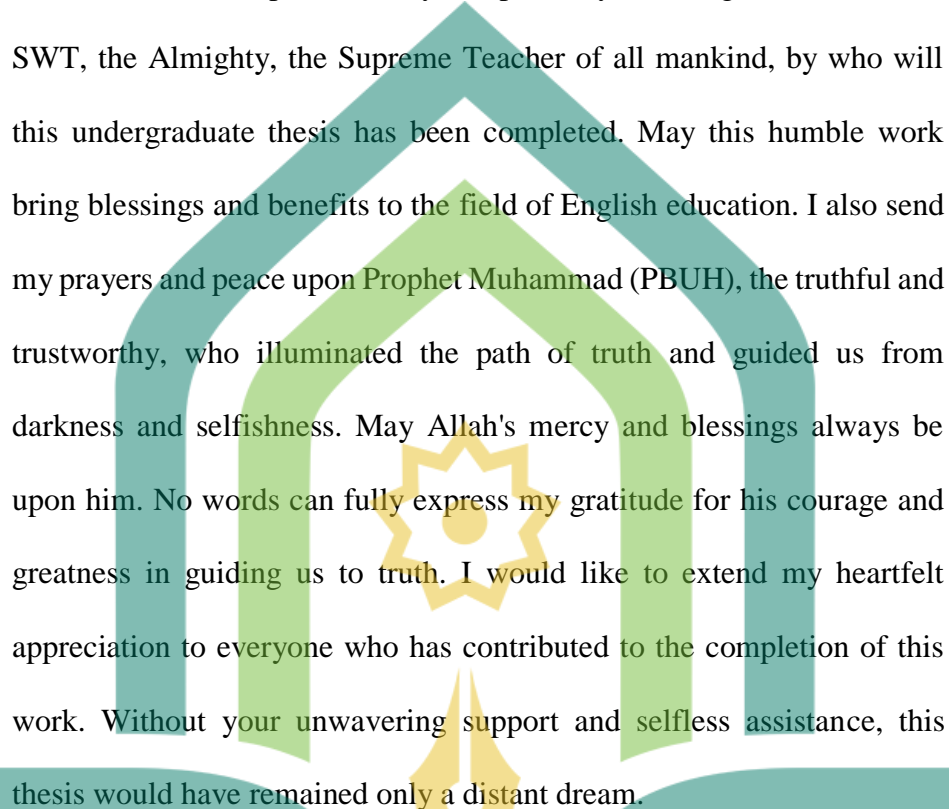
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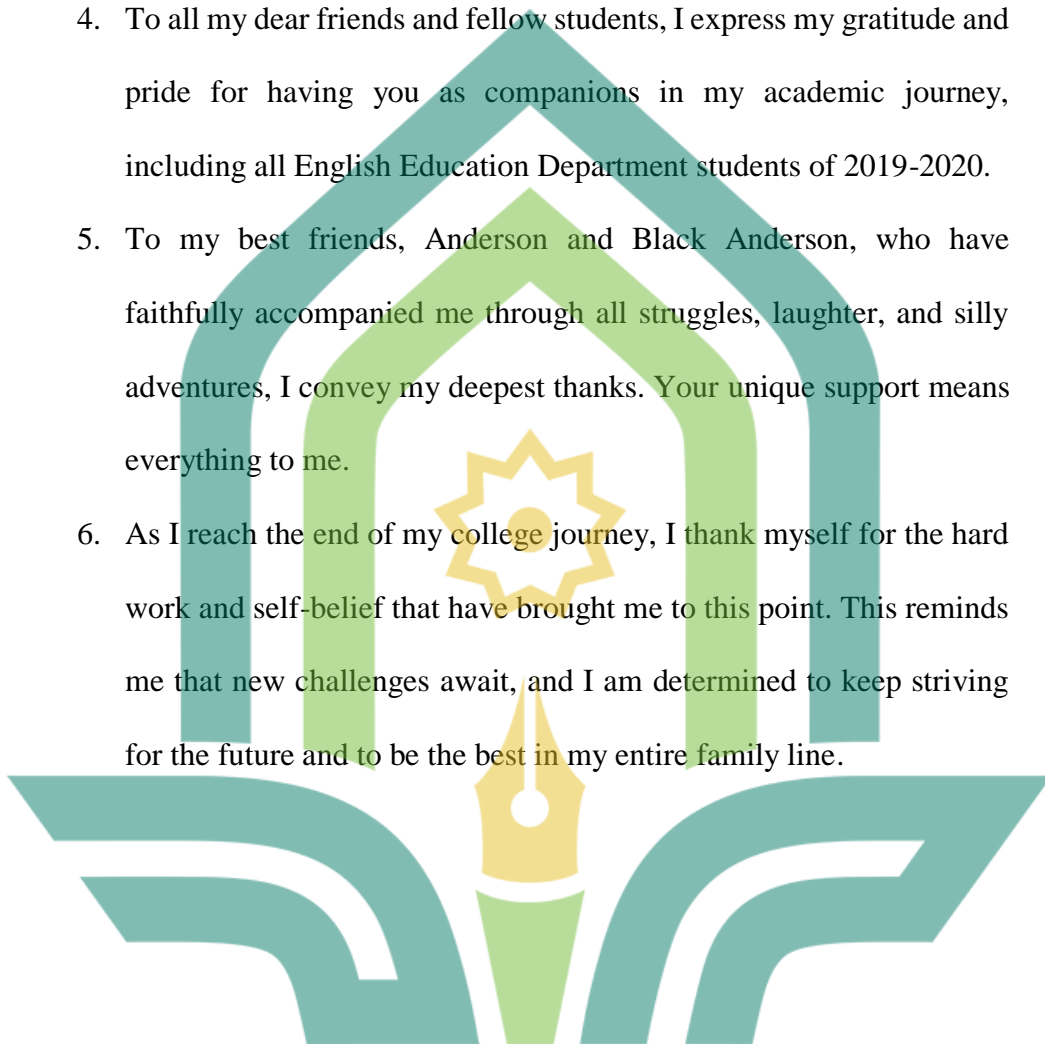


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MOTTO

“Just keep swimming, just keep swimming, juist keep swimming”

Dorry, Finding Nemo



ABSTRAK

Kesulitan siswa dalam menentukan media untuk membantu mereka melatih keterampilan berbicara merupakan fenomena krusial di era digital ini. Dengan munculnya platform Spotify yang menyediakan podcast di dalamnya, hal ini memungkinkan siswa untuk melatih keterampilan berbicara. Penelitian ini bertujuan untuk mengeksplorasi pengalaman siswa dalam menggunakan podcast Spotify untuk meningkatkan keterampilan berbicara mereka. Pendekatan inkuiri naratif digunakan, dengan data dikumpulkan melalui wawancara semi-terstruktur. Data dianalisis secara tematik. Partisipan meliputi tiga siswa SMA dari Pekalongan yang aktif menggunakan podcast Spotify. Temuan penelitian mengungkapkan bahwa pengalaman siswa terbagi menjadi pengalaman positif dan negatif. Pengalaman positif meliputi minat siswa terhadap podcast Spotify, Spotify merupakan aplikasi yang bermanfaat untuk melatih keterampilan berbicara, dan bagaimana siswa mengembangkan strategi latihan untuk berlatih. Sementara pengalaman negatif meliputi ketidakmampuan siswa untuk memahami aksen dan isi podcast Spotify, penurunan motivasi, dan frustrasi dalam melatih keterampilan berbicara melalui podcast Spotify. Hasil ini menawarkan pengalaman dalam menggunakan podcast Spotify yang dapat membantu siswa berlatih berbicara secara mandiri, dari hasil ini guru juga didorong untuk memanfaatkan podcast sebagai alternatif yang menarik dan kontekstual untuk pengajaran bahasa.

Kata Kunci: Keterampilan Berbicara, Pengalaman siswa, Podcast Spotify.

ABSTRACT

Students' difficulty in determining a media to help them practice speaking skills is a crucial phenomenon in this digital era. With the emergence of a Spotify platform that provides podcasts in it, it allows students to practice speaking skills. This study aims to explore students' experiences in using Spotify podcasts to enhance their speaking skills. Narrative inquiries approach was employed, with data collected through semi-structured interviews. The data were analyzed thematic analysis. Participants included three senior high school students from Pekalongan who actively use Spotify podcasts. The findings reveal that students' experiences are divided into positive and negative experiences. Positive experiences include, students' interest in Spotify podcasts, Spotify is helpful application to practice speaking skills, and How students developing practice strategies to practice. While negative experiences include, students' inability to understand an accent and the content of Spotify podcasts, decreased motivation, and frustration in practicing speaking skills through Spotify podcasts. These results offer an experience in using Spotify podcasts that can help students to practice speaking independently, from these results teachers are also encouraged to utilize podcasts as an interesting and contextual alternative for language teaching.

Keywords: Speaking Skills, Students Experiences, Spotify Podcast.

PREFACE

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Pekalongan, Juni 2025

The Researcher

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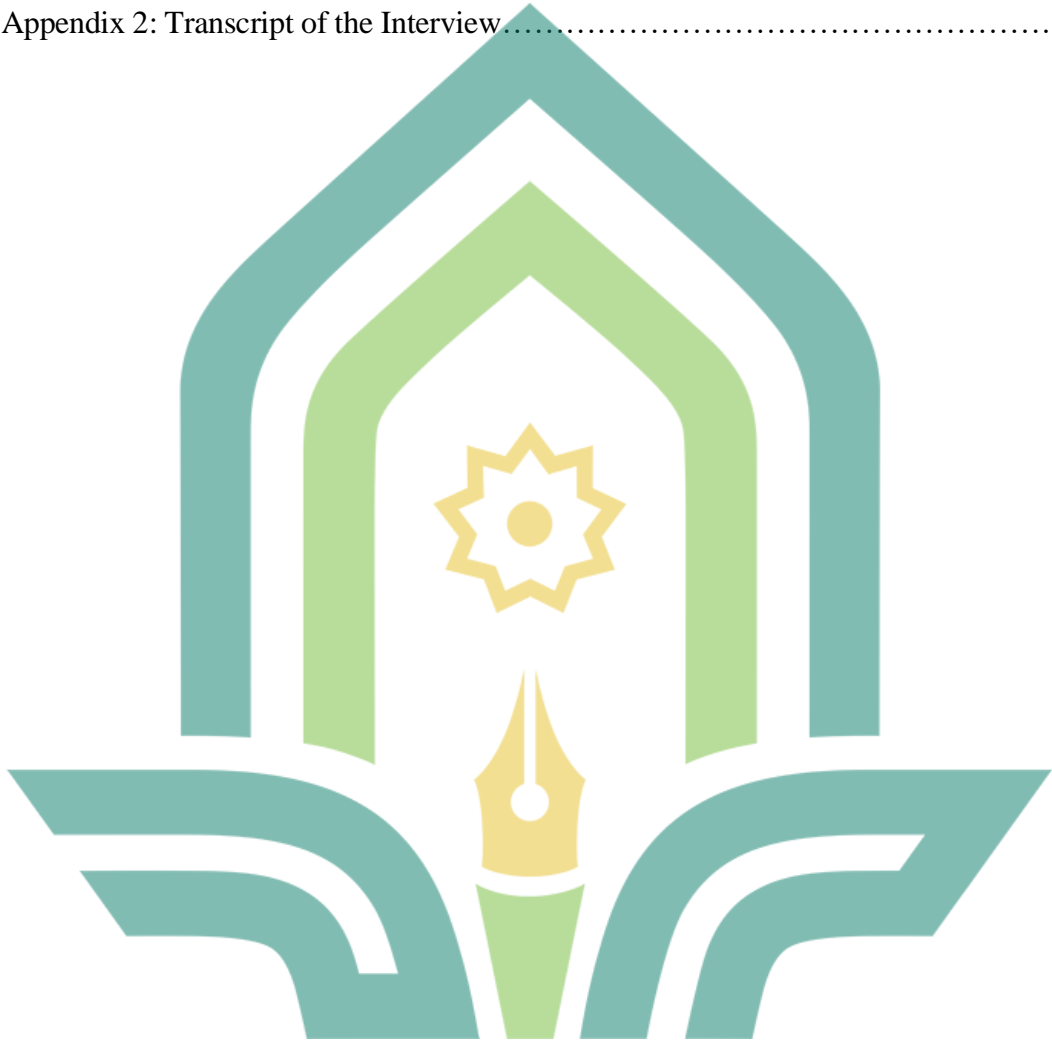
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CHAPTER I

INTRODUCTION

1.1 Background of Study

Speaking skills is the one of four fundamental skill learning language that should be developed by student English language, to be able to communicate with other people or native speaker. The ability to speak goes hand in hand with understanding a language, because speaking is the main tool in communication between humans Sintya & Handayani (2023). Surely in learning something there will be challenge in it, likewise when learning speaking skills. Mastering speaking skills remains a challenge for English language learners. Habibie and Setiawan (2019) has conducted the research which found the challenge of student English language learners on learn and practice speaking skills such as pronunciation, vocabulary, grammar, fluency, and the effect of mother tongue.

After observations have been carried out by researchers, social facts show that many students feel significant benefits in practicing speaking skills through podcasts on Spotify, especially senior high school in Pekalongan. They can imitate speaking styles, pronunciation, and enrich vocabulary in a more real context. This is supported by literature findings, according to Putri and Solusia (2024), the use of Spotify Podcasts in English learning has a influence on students' speaking skills, including improvements in grammar, vocabulary,

pronunciation, and comprehension. The above statement, it is important to further examine how students' experiences in using Spotify Podcasts can help students to practice their speaking skills. This study is expected to provide a deeper understanding of the effectiveness of digital audio media in learning English, as well as provide input for teachers and education practitioners in designing innovative and modern learning strategies.

Application media advancements have provided innovative solutions to address these challenges (Sharda, 2007). One such innovation is the use of podcasts as a learning tool. Podcasts, particularly those available on platforms like Spotify. Utilizing applications as learning tools offers significant advantages Spotify is already famous among students, many students have subscribed to this application, whether just for entertainment or even using this application as a medium for independent English learning for students, leading to a positive impact on their development (Qomaria, and Zaim, 2021). Mardila (2017) has conducted a study that the result is the use of the Spotify application has a good effect on students and teachers. Besides the many benefits provided, there are several weaknesses of Spotify podcasts in their use as a learning medium. Podcasts are one way, so listeners cannot interact directly with the speaker to ask questions or get feedback, with that can hinder deep understanding of the material and the development of speaking skills (Farhan, 2022). Spotify podcasts do not feature visual elements, so listeners may have difficulty understanding complex context or material. Visualizations are often

needed to clarify certain concepts or situations in language learning (Amalia, 2023).

Besides the weaknesses mentioned, the researcher focused on the advantages of Spotify podcasts to explore the experiences gained in using Spotify podcasts to practice speaking skills. The researcher concludes from previous studies that Spotify can be some options that can help students to improve their skill in English. Podcasts available on the Spotify application offer a variety of audio content that can benefit students by exposing them to authentic language use, diverse accents, and a wide range of topics. Spotify podcasts are easily accessible, free, and can be customized to individual learning preferences and needs (Ramdhan et.al, 2023). Therefore, with deeper investigation and focus on students' experiences in using Spotify podcasts, this study seeks to uncover how such platforms influence their speaking practice, what challenges they encounter, and how they perceive their progress.

This research focuses more on students' experiences after using Spotify podcasts as a suggestion to develop speaking skills. This research reveals students' experiences more deeply by interviewing several students as samples for this research. It is hoped that this study produce strategies and suggestions that motivate students to use the Spotify podcasts to practice English speaking skills more successfully. In addition, it is possible that this research can create technology-based teaching strategies and facilitate learning language for pupils.

1.2 Formulation of Problems

This research provides one research question. The researcher explored, “How do students experience in practicing English speaking skills using Spotify podcast?”. By using this formula, the researcher hopes to find out more about students’ experiences while using the Spotify podcasts to practice their speaking skill.

1.3 Operational Definition

The researcher provides the following definitions of this study:

1.3.1 Speaking skills

Speaking skills are the ability to produce language sounds, also the ability to communicate thoughts, feelings, and ideas verbally to others (Hughes, 2002).

1.3.2 Spotify podcasts

Spotify Podcasts is part of a platform that provides access to millions of episodes from creators around the world, including exclusive and original content only available on Spotify. The service also allows for personalized listening experiences with recommendations based on algorithms and user preferences (Spotify, 2023).

1.3.3 Students’ experiences

A process of acquiring knowledge and skills. Experience can be defined as something that has been experienced, felt, either in the past or recently (Suparwati, 2012).

1.4 Significance of the Study

1.4.1 Theoretical significance

This research can help enrich the literature on Spotify podcasts and can support language learning theories, especially in speaking skills. This research also provides an understanding of the use of technology, especially podcasts, as a tool to improve speaking skills.

1.4.2 Empirical significance

This study can provide real evidence about students' experiences in using Spotify podcasts to practice speaking skills. The results of this study able to be a basis for other studies that want to examine the role of digital media in language learning.

1.4.3 Practical Significance

This research can be useful for teachers, and students. Teachers can use the results of this study to develop more interesting teaching methods by utilizing podcasts. Students will be able to understand the benefits of podcasts to improve their speaking skills independently.

CHAPTER V

CONCLUSION

5.1 Summary of Findings

This research aims to find out students' experiences in using Spotify Podcasts to practice speaking skills. Based on the results of the study, the researcher concluded that the Spotify Podcasts, which is used as a media to help students practicing speaking skills, raises various positive and negative aspects. The supporting features and the wide variety of channels available in Spotify Podcast can help students practice speaking English, the wide range of channels from various countries, not only domestically oriented, allows students to explore channels that are interesting and suitable for them to help them practice speaking English. The interest of participants in trying Spotify podcasts to practice speaking skills is one of the experiences produced in this study, by using the features available on Spotify makes it easier for them to practice, and becomes the initial stage in executing to practice speaking skills using Spotify podcasts. Participants executed the experience into a direct practice in practicing speaking skills using Spotify podcasts, such as forming group discussions, or doing monologues in front of the mirror. All these stages provide a positive experience for participants in using Spotify podcasts to practice speaking skills.

In the findings of this study, of course, there were several negative experiences experienced by participants in using Spotify podcasts to practice speaking skills. Decreased learning motivation to frustration is one of the negative experiences

resulting from using Spotify podcasts to practice speaking skills. This is a process that is produced in the stage where participants face direct experience in using Spotify podcasts to practice speaking skills. Lack of understanding of the accent and pronunciation of native speakers in podcasts is the main factor in decreasing participant learning motivation. All of these processes become a negative experience for participants in using Spotify podcasts to practice speaking skills.

5.2 Recommendation

Based on the findings of this study, several recommendations can be made to enhance the use of Spotify podcasts as a tool for developing speaking skills. First, students are encouraged to utilize podcasts as an effective means of independent learning. In addition to improving listening and speaking skills, podcasts can expand students' vocabulary and insights. To maximize their learning, students should identify their preferred learning styles, enabling them to choose the most suitable approach—whether through listening techniques, note-taking strategies, or speaking exercises. Active engagement through methods such as shadowing, independent speaking practice, or discussions with peers can significantly contribute to fluency development over time.

Furthermore, English teachers are advised to integrate Spotify podcasts into their teaching as an alternative medium for speaking instruction. Since podcasts provide real examples of native English usage, complete with natural intonation, expression, and contextual depth, they can serve as valuable teaching tools. Teachers

can design activities centered around podcast content, such as listening comprehension exercises, role-playing scenarios, or group discussions based on specific podcast topics. This approach not only diversifies teaching methods but also fosters greater student engagement and interaction.

Finally, for future researchers, this study's scope was limited to three participants and employed a qualitative narrative inquiry approach. To gain a broader and more measurable understanding of the impact of podcasts on speaking skills, further research should consider adopting quantitative or mixed-method approaches. Additionally, future studies can explore other relevant aspects, including pronunciation, self-confidence, or anxiety related to speaking practice. Controlled experiments or targeted interventions may also be useful in providing more concrete evidence regarding the effectiveness of podcasts as a learning tool.



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