

THE EFFECTIVENESS OF USING PODCASTS ON SPOTIFY TO IMPROVE ENGLISH LISTENING SKILLS OF THE TENTH GRADE STUDENTS AT SMAN 1 SUKOMORO

¹Dini Astiyanisa, ²Henny Rosellaningtias

UNIVERSITAS PGRI MPU SINDOK

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Abstract— English listening skills are essential in the process of learning English. However, many students face challenges in developing these skills due to insufficient practice, external distractions, and internal barriers such as lack of motivation and concentration. Observations have shown that students in class X-2 at SMAN 1 Sukomoro still have suboptimal listening comprehension, affecting the teaching and learning process. This study aims to determine the effectiveness of using podcasts on Spotify to improve the English listening skills of students in class X-2 at SMAN 1 Sukomoro for the academic year 2023/2024. This research employs a quantitative method with a pretest and posttest one-group design to measure English listening skills before and after the intervention. The sample consisted of students in class X-2, selected using convenience sampling. Data were collected through English listening skills tests and analyzed using descriptive statistics and a paired sample t-test. The findings indicate a significant improvement in students' English listening skills after using podcasts. The average pretest score was 66.36, while the average posttest score increased to 80.60. The t-test results showed a t-count of 17.8, which exceeds the critical t-table value of 1.692 at a significance level of 0.05. The average score improvement of 14.24 points corresponds to a 21.45% increase, demonstrating the effectiveness of podcasts as a learning aid. Therefore, the results suggest that integrating digital audio resources like podcasts into language learning can provide significant benefits for enhancing listening comprehension.

Keywords—Podcast on Spotify, English Listening Skills,

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Penulis Korespondensi:

Nama Penulis: Henny Rosellaningtias

Program Studi Penulis: Pendidikan Bahasa Inggris

Institusi Penulis: STKIP PGRI Nganjuk

Email: rosellahenny@gmail.com

Orchid ID:

INTRODUCTION

Language is a fundamental aspect of human interaction, serving as the primary means for exchanging ideas, emotions, and information. Robins et al. (2024: 1) describe language as a system of symbols—oral, manual, or written—that facilitates communication within a social group and its culture. Afriyuninda & Oktaviani (2021: 80) state that mastering English is considered an essential life skill for every student, providing them with a competitive edge in the professional realm or enhancing their qualifications for higher education opportunities. Mastery of language enables individuals to express complex thoughts, build relationships, and shape cultural identities. In the modern globalized world, proficiency in languages such as English is crucial for accessing educational and professional opportunities. English language proficiency serves as a crucial determinant for enhanced academic success among students for whom English is a second language (Izatullah, Nasir, & Gul, 2022: 164). English language proficiency involves four key skills: listening, speaking, reading, and writing.

Listening is particularly essential for effective communication and language acquisition, as emphasized by Asriyama (2023: 33). It involves more than hearing; it requires understanding spoken language, recognizing contextual nuances, and interpreting different accents and speech patterns. Pamungkas & Adi (2020: 129) explain that listening plays a crucial role in everyday communication, serving as an essential aspect of human interaction. It is often considered the primary communication skill inherent to individuals. Despite its importance, many students struggle with developing effective listening skills in a foreign language. Challenges include external disturbances, internal barriers, and variations in speech patterns, which can hinder comprehension. Observations at SMAN 1 Sukomoro reveal that tenth-grade students in class X-2 face significant difficulties with listening comprehension, impacting their overall learning experience. To address these issues, there is a need for effective listening training strategies.

Podcasts present an innovative approach to enhancing listening skills. In line with Salainti & Pratiwi (2021: 73) Listening skills are essential for daily communication, as they enable us to comprehend what others are saying. With a variety of content available on platforms like Spotify, students can engage with topics of interest and practice listening to diverse accents and speech patterns. Podcasts on Spotify refer specifically to podcasts that are hosted and available on the Spotify platform. Meisa (2023: 133) highlights that regular exposure to podcasts can improve vocabulary, grammar, and listening skills while also boosting motivation. In the words of Conor (2020: 1) states that spotify podcast is the best way to improve listening. Offering a wide range of content that caters to diverse interests and learning goals. This research aims to explore whether podcasts on Spotify can effectively improve English listening skills among tenth-grade students at SMAN 1 Sukomoro. By

integrating podcasts into the learning process, the study seeks to provide a practical and engaging method to address listening challenges faced by students. The study will investigate students' English listening skills before and after using podcasts on Spotify, aiming to determine the effectiveness of this tool in improving listening abilities. It is hoped that this research will offer valuable insights into how digital tools like podcasts can enhance language learning and address the specific listening challenges observed in the classroom.

Recent studies have explored innovative methods to enhance listening skills, including the use of podcasts. Journal written by Asriyama (2023) from General Soedirman University, with the title "Measuring the Possibility of Podcasts in Spotify Application to Improve Students' Listening Skills on Narrative Texts". This research was conducted at MA EL – BAYAN in Majenang, where the grade eleven student in one class. Researchers used quantitative approach with a pre-experimental design type of research. Pre-test and post-test by giving multiple choice question were the tools used. Based on the results, the treatment improved student's. The conclusion of this study indicates that the use of podcasts on the Spotify application significantly improves students' listening skills in narrative texts. After three treatment sessions, there was an increase in the average score from 40.67 on the pre-test to 63.25 on the post-test, with a statistically significant improvement in listening skills of 55.5%.

Recent research has investigated new approaches to improving listening skills, with podcasts emerging as a notable method.. Journal written by Salsabila (2021) from Siliwangi University, with title "The Effectiveness Of Georgiana's Podcast On Spotify To Improve Students' Listening Skills". The method used in this research is a mixed-methods design with an embedded design type, focusing on listening to Georgiana's podcast on Spotify for material related to asking and giving directions. The sample of this study consisted of 20 tenth-grade students. They were selected using a random sampling technique. The population of this study comprised students from a vocational high school in Kawali, Indonesia. The results showed a significant improvement in students' listening skills after the treatment, with an average pre-test score of 30.00 and a post-test score of 86.67.

Recent research has examined creative techniques for boosting listening skills, with podcasts being one of the approaches investigated. Journal written by Izzah (2023) from Jambi University, with the title "Using "Listening Time Podcast" on Spotify to Improve Students' Listening Comprehension" This study used a pre-experimental research design. It was conducted in class R002, which consists of 29 students from the English Study Program at Jambi University, in the academic year 2022/2023. Data were collected through pre-tests and post-tests. The results showed that the average score for the post-test was higher than the pre-test score. The average pre-test score was 59.72, while the post-test score was 73.24. The comparison of the average pre-test and post-test scores using a paired T-test showed a significance value (2-tailed) of $0.001 < 0.005$.

Recent research has investigated new ways to improve listening skills, including the use of podcasts. Journal written by Andriyani (2019) from Muhammadiyah University of Makassar, with the title “ The essence of this study is to explore students' perceptions of using Spotify podcasts to improve their speaking skills in English as a foreign language. This qualitative research, utilizing a basic interpretative design, involved two high school students who were interviewed semi-structurally. Thematic analysis revealed that students have a positive view of using podcasts, considering them engaging and beneficial because they provide various materials that can be accessed and practiced at any time. Students feel motivated to improve their vocabulary and pronunciation through podcasts. In conclusion, Spotify podcasts can be an effective tool in enhancing speaking skills in English, motivating students, and providing easy access to authentic materials.

RESEARCH METHODOLOGY

This chapter outlines the research design, procedures, variables, sample, data collection, and analysis methods used in this study. The study employs a Pre-Experimental Design with a one-group pre-test and post-test approach to evaluate the impact of Spotify podcasts on English listening skills. The research design involves administering a pre-test to assess baseline listening skills, introducing the treatment (podcast on Spotify), and then conducting a post-test to measure any improvements (Gay, 1981: 250). The variables in this study include the independent variable, which is the use of Spotify podcasts, and the dependent variable, which is the students' English listening skills. The population consists of all tenth-grade students at SMAN 1 Sukomoro, totaling 317 students. A sample of 33 students from class X-2 was selected using convenience sampling due to time constraints and accessibility (Sugiyono in Pratama, 2022: 27). Data collection involves a pre-test and post-test, each consisting of 10 multiple-choice questions designed to evaluate listening skills. The pre-test is administered before the treatment, and the post-test follows the treatment to measure improvements. For data analysis, descriptive statistics including mean, percentage, and standard deviation are calculated. Inferential statistics are applied using a T-test to identify significant differences between pre-test and post-test scores.

The T-test formula used is:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

This approach ensures that the study can be accurately replicated and provides a clear understanding of the research methodology (Rifaat & Suryani, 2020: 194; Emzir in Saputra, 2018: 26).

RESEARCH FINDINGS AND DISCUSSIONS

This research aimed to assess the effectiveness of using podcasts on Spotify to improve students' English listening skills in class X-2 at SMAN 1 Sukomoro in the academic year of 2023/2024. The research involved a pre-test and a post-test conducted over two days: the pre-test was administered on May 29, 2024, and the post-test on May 30, 2024. The minimum competency standard (KKM) is 70.

Table 1. The Analysis of Students' Improvement Result

Characteristic	N	SUM	Mean	Lowest Score	Highest Score
Before Using Podcast on Spotify	33	2190	66,36	50	80
After Using Podcast on Spotify	33	2660	80,60	70	100

After analyzing the pretest and posttest results, the Researchers proceeded with hypothesis testing using a T-test. The outcomes of the T-test calculations are as follows:

Table 2. The Hypothesis Test Result

t_{count}	Df	t_{table}	Conclusion
17,8	33	1,692	$t_{count} > t_{table}$ HO is rejected and Ha is accepted

Based on the data collected from the research conducted before and after utilizing podcasts on Spotify, the t-test result indicated that tot 17.8, which is greater than taste 1.692. As a result, Ha is accepted. The alternative hypothesis (Ha) proposes that "There is a significant difference between the average scores of the pre-test and post-test in students' English listening skills, comparing their performance before and after using podcasts on Spotify to enhance the English listening skills of the tenth-grade students at SMA Negeri 1 Sukomoro for the academic year 2023-2024."

The analysis of pretest and posttest results provides substantial evidence regarding the impact of using podcasts on Spotify to enhance students' English listening skills. The pretest results indicated that the mean score for students' listening skills was 66.36, which falls into the 'poor' category. This suggests that before the intervention, students struggled with key aspects of listening comprehension, including detailed understanding and general information retention. Following the implementation of the podcast-based treatment, a notable improvement was observed in the posttest scores. The mean score increased to 80.60, placing students in the 'fair' to 'good' category. This improvement is statistically significant, as evidenced by the t-test results. The calculated t-value of 17.8 exceeds the critical t-value of 1.692, and the p-value is less than 0.001, indicating a high level of confidence that the observed improvement is not due to random chance.

These findings suggest that podcasts on Spotify serve as an effective instructional tool for enhancing English listening skills. The significant rise in average scores demonstrates that the intervention successfully addressed the listening deficiencies identified in the pretest. This

improvement can be attributed to the engaging and authentic nature of podcast content, which likely provided students with a more dynamic and practical listening experience compared to traditional methods. The increased engagement and exposure to diverse linguistic contexts afforded by podcasts contribute to a deeper understanding of the language, which traditional methods may not fully provide.

The positive impact of podcasts on listening skills suggests that incorporating similar multimedia resources could benefit language instruction beyond just listening. Future research could explore the use of podcasts for other language skills, such as speaking and writing, and investigate the long-term effects of such interventions on overall language proficiency. Additionally, the Researchers should consider integrating podcasts into their curricula as a supplementary resource to enhance traditional teaching methods. The success of this study highlights the potential of technology to enrich language learning environments and offers a model for other the Researchers seeking to improve student outcomes through innovative approaches. In conclusion, the use of podcasts on Spotify has proven to be an effective strategy for improving students' English listening skills, providing valuable insights into the benefits of multimedia resources in educational settings.

CONCLUSIONS AND RECOMMENDATIONS

The objective of this study was to evaluate the effectiveness of using podcasts on Spotify to improve the English listening skills of tenth-grade students at SMAN 1 Sukomoro for the academic year 2023/2024. The findings clearly indicate that the use of Spotify podcasts significantly enhances students' listening comprehension. The improvement observed in the post-test scores compared to the pre-test scores validates the positive impact of this method.

Given these results, it is evident that incorporating podcasts into the language learning curriculum can be highly beneficial. Podcasts provide students with diverse and engaging listening materials that help in developing better comprehension skills. This method can address common challenges such as lack of exposure to varied speech patterns and accents.

In the context of educational practices, integrating digital tools like podcasts can offer a modern and effective approach to language learning. Educators are encouraged to adopt similar strategies to enhance listening skills and overall language proficiency. Future research should explore the long-term benefits of using podcasts and their potential application in different subjects and educational levels to further support the advancement of educational techniques.

In conclusion, the study demonstrates that podcasts on Spotify are an effective tool for improving English listening skills, suggesting a broader potential for digital audio resources in educational settings.

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