

Students' Perception of Utilizing Spotify Podcasts for Improving EFL Speaking Skill

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ABSTRACT

The purpose of this research was to figure out what students thought about using podcasts to improve their speaking skills. To investigate students' perceptions, the researcher utilized a qualitative technique using a basic interpretative design. This research included two students. They are from various high school students in the academic year 2022/2023. The information was acquired through a semi-structured interview. The researcher used thematic analysis to get the data. According to the findings of this research, researchers classified two aspects: speaking skills and podcast benefits. The findings should indicate that students had a favorable opinion of the use of podcasts in learning to speak. Students consider podcasts to be engaging media since they have a variety of materials or themes to which they can listen and practice speaking whenever they want. The researcher also hopes that students will agree that podcasts are useful for speaking achievement, such as increasing vocabulary and word pronunciation.

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1. INTRODUCTION

Speaking is the base of communication it is recognized as an interactive skill of meaning formation that includes the production, collection, and processing of information (Eissa, 2019). As we know speaking is also an important skill that everyone must master to communicate effectively in today's global society. Speaking is an essential component of second language learning and teaching; it is a communication art and one of four productive skills that must be mastered when learning a foreign language (Bahadorfar, 2014). According to Richards (2008) as cited in Yoestara (2018) when someone can communicate fluently in English, she or he is considered to be able to speak in English.

Furthermore, Indonesia is one of the countries that has adopted English as a foreign language. EFL students used their mother tongue much more than English inside and outside of the classroom (Rahmasari, 2021). In addition, Ratnasari (2020) states speaking is a situation in which people

express their minds in a language, and it is the most difficult skill to master because students must share their ideas orally, which requires a lot of practice.

In this 21st-century technology, there are many different tools that students should use to learn English to improve their speaking skills. One of the technologies that can be used in learning English speaking is podcasts. It is a combination of the words iPod and broadcasting, and it refers to audio or video content that is published on the internet (Stanley, 2006).

Podcasts are a type of media that can help students improve their English speaking skills by allowing them to listen to real-life conversations, introduce themselves with English pronunciation, and practice their speaking skills. Knight (2010) stated as cited in Yoestara (2018), when listening to podcasts independently, students can learn English without fear of being judged by their teacher or peers.

Several previous studies on this subject have been conducted. Rahmasari (2021) states the students were very interested in using a podcast to learn to speak because the podcast includes several topics that the students could choose from, such as stories, jokes, songs, motivation, lessons, and so on. Then Farangi (2015) claims Podcasting can be an efficient approach in language learning classrooms if it is included as part of the teaching and learning syllabus and functions as a complement to teaching. Furthermore, Dianithi (2017) proved that the use of podcasts in the teaching and learning process can improve speaking competency, it can be seen from the achievement of the students that could pass the standard minimum score.

From the three previous studies above, the researcher would like to obtain students' perceptions as well as their experience with using Podcast in improving English speaking, whether it is appropriate to use in learning speaking in the classroom or simply worth using autodidactically as they did without guidance from teachers. Although there has been a lot of research on podcasts, most of it has been done using a quantitative research design, and more research needs to be done because there are so many possibilities for using podcasts to improve speaking in different contexts. To fill this void, this research attempts to investigate where the researchers conducted the random high schools' student XI grades. Therefore, the researchers determined the research with the title of "Students' Perception on Utilizing Spotify Podcast for Improving EFL Speaking Skill".

2. LITERATURE REVIEW

Speaking is the act of making vocal sounds, guiding the listener in following messages convincingly and thoughtfully (Samad, et al, 2017). Speaking requires not only vocal sound but also awareness of the aspects of speaking within which include the generic structure of the speaking event that must be followed sequentially, also known as genre.

Moreover, speaking seems to be a natural means of communication among members of a community for both the expression of thoughts and the formation of social behavior. Harmer (2002) mentions that speaking is about producing words in the correct order. Although speaking is completely natural, speaking in a language other than our own is far from simple (Nunan, 2003). Therefore, speaking in a language other than our own is difficult, we must recognize the meaning to be communicated in an attempt for others to understand what we are saying.

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2.1 Speaking Skill

Speaking is an English skill that should be developed because it demonstrates that a person can use English effectively and convey his or her opinion to others in communication. Based on Cameron (2001) it is also critical to organize the discourse so that the communicator understands what the speaker says, they are expected to be able to communicate in English accurately, fluently, and acceptably in everyday situations. In other words, speaking is essential for organizing the conversation so that the communicator understands what the speaker means, they must be able to communicate in English appropriately.

According to Irvasiani (2020), speaking is as important as other skills because it is one of the skills that students must master when learning English. Moreover, it is especially difficult for foreign language learners to speak a language because effective oral communication requires the ability to use the language appropriately in social interactions (Richards & Renandya, 2002). Speaking is just as important as other skills and extremely tough for foreign language learners because useful oral communication necessitates the ability to use the language properly in social interactions.

2.2 Aspects of Skill

Speaking becomes important because it is a skill that allows people to easily understand what is being explained. High school students are expected to have better speaking abilities because they have been learning English for several years and will have many performances related to oral skills. However, speaking ability among high school students remains low. Some aspects of speaking are difficult for them to fulfil. Several aspects of speaking are involved in the speaking process that occurs during the interaction. According to Duong (2014) commonly thought of the most important aspects of speaking are grammar, fluency, accuracy, vocabulary, and pronunciation.

First is vocabulary. Durgunoglu, Anurag, Katherine, and Amy (2021) stated that vocabulary is an important part of both oral and written language comprehension. In addition, Abbasi and Hashemi (2013) defined English vocabulary as a collection of words that people use in various contexts. According to Harmer in Ridwan (2010), there are two types of vocabulary in general: active and passive vocabulary. Active vocabulary refers to words that students must understand and use themselves, whereas passive vocabulary refers to words that we want students to understand but not use themselves.

Second is a pronunciation. Pronunciation is the production of sounds for the purpose of conveying meaning and the accepted method of uttering a word. Harmer (2007) states if students want to speak fluently in English, they must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech. As a result, teachers must have good pronunciation standards so that students can imitate their teachers in every teaching and learning process; however, we cannot force students to instantly master perfect pronunciation; rather, we must provide them with additional opportunities for repetition in learning pronunciation.

Third is a grammar. Grammar is identified as a linguistic feature generalization that forms a language system (Kapatsinski, 2014). In addition, Browen, Harold, and Ann (1985) stated that grammar is the set of rules that control how we put together meaningful words and parts of words in a language to communicate understandable messages. Therefore, the implementation of necessary language units assists a speaker in developing his ideas and makes it easier for someone to build communication in conveying the message spoken to the interlocutor.

Fourth is fluency. Fluency is the ability to speak at an effective speed, to speak smoothly, and to produce the correct word without having to think too hard (Yingjie, 2014). It means knowing how he/she expresses ideas without using word fills ("um" and "ah") or excessive pauses while thinking about words while conversing with others. In this case, excellent fluency fosters greater

confidence in expressing ideas while also improving communication skills (Samad, Ahmad, & Diana, 2017). Students must master this aspect to communicate properly and correctly.

The last is accuracy. Accuracy refers to how students use language structures such as grammar and pronunciation. According to Kusnierek (2015), accuracy is defined as understanding words, being correct in structures, syntax, and catching the meaning of language messages without making mistakes, and not causing hesitation in interaction. Good accuracy is essential in the effort of being able to speak well and leave an impression on how he/she delivers the message to the other. Therefore, it takes patience and thoroughness for teachers to guide students to master this aspect.

2.3 Media of learning speaking

2.3.1 Technology Acceptance Model of Learning English

Technology acceptance can be defined as a user's willingness, agreement, acceptance, and continuous use of information technology and can be categorized into attitude acceptance and behavior acceptance (Arning & Ziefle, 2007).

TAM assumes that perceived ease of use and perceived utility are related to acceptance of a computer or technology system. Perceived usefulness is a user's expectation that a certain application system will improve job efficiency, whereas perceived ease of use is a user's expectation that a particular system will need little effort to operate.

In today's digital age, an increasing number of young people throughout the world are learning English outside of classrooms, often with the help of technology. Mobile learning is defined by its mobility and accessibility, making it the next milestone in e-learning and educational technology. In a learning environment, mobile technology can enable students to engage with one another, gather and analyze data, and get instant knowledge and messages.

2.3.2 Informal Digital Learning of English

With advancements in technology and globalization improvement, the number of non-native English users is growing, as is the number of non-native English teachers. Due to the changing sociolinguistic landscape of English usage and English users, English as an International Language (EIL) scholars have advocated for a new approach to understanding and teaching English in terms of the current state of English, attitudes toward varieties of English, and multilingual/multicultural communication strategies. (Lee, 2018).

So, with a particular focus on an L2 English learner, Lee (2017) terms this phenomenon as IDLE, which is defined as self-directed, informal English learning using a range of different digital devices (eg, smartphones, desktop computers) and resources (eg, web apps, social media) independent of formal contexts. For instance, EFL students communicate causally with other game players in English on their own initiative by playing a massive, multiplayer online role-playing game. Or they talk to other English users via social media, such as Facebook and Instagram (Lee, 2018).

It is possible to conclude that IDLE, which is described as self-directed, unofficial English learning using a variety of digital devices such as smartphones, desktop computers, and resources independent of formal contexts. EFL learners are more motivated to practice with IDLE because they want to close the gap between their existing L2 self-image and their target self-image. IDLE gives English learners with an opportunity to obtain authentic input of English, which may be used in real-life circumstances. IDLE students often learn and practice English in a low emotional filter setting devoid of teachers and classmates.

2.3.3 Spotify Podcast

According to Coffey (2016) as cited in Suarez (2022) that Spotify was officially launched as a music streaming platform in 2008, it was the first platform that offered music of all artists and offered users the opportunity to listen to the music without needing to buy the music themselves.

Furthermore, this platform included podcasts as a variety within their offerings. It began as an experiment, but it was later approved by people using statistics and surveys. Suddenly, some people are using podcasts not only for entertainment but also to study and improve their language skills. Finally, some people study alone because they do not have the opportunity to study in schools or colleges (Suarez, 2022).

In a relatively short time, podcasting has revolutionized access to media and educational resources. Podcasting as a new technology has huge potential to enhance second language learners' listening and speaking skills (Stanley, 2006). The use of digital audio and video files has become widespread and commonplace across most of the world, helped by the proliferation of resources and the increase in the availability and affordability of portable media players. In the field of education, this has afforded unprecedented, easy, and convenient access to learning and teaching materials in and outside the classroom (Rosell-Aguilar, 2013). In other words, podcasts can help students in learning, especially learning in the field of English.

The Spotify Podcast contains a variety of content or materials from native speakers that can be selected and downloaded based on the interests of the students or the teacher's instructions. Podcasting also allows students to use their tech-based entertainment systems for educational purposes (Bahardofar & Reza, 2014). So, Spotify podcasts as a new medium accessible to students, provide diverse content that may be freely consumed without regard for space or time constraints.

Podcasts offer language learners with samples of real language and authentic materials (Thorne & Payne, 2005). Specifically speaking, curriculum changes periodically in Indonesia. Several years ago, the objective of teaching English to EFL learners emphasized receptive skills only, but now it has changed as new trends of teaching rose in language teaching. To obtain synergy, the new trends of language teaching tools also need to be utilized; one good tool is the podcast (Yoestara & Zaiyana, 2018). Podcasts have their unique value in the perspective of listeners because of their interesting content and non-boring listening.

3. METHOD

This research used qualitative research because the qualitative approach aims to understand the problem or situation of a group of individuals or people. According to Fraenkel and Wallen (2009) that in the qualitative study, the researchers focus on comprehending the situations and events from the viewpoint of the participants.

3.1. Research Design

This research was designated as descriptive qualitative research, which involved gathering data in order to discover an answer to the problem statement. Qualitative research is research that is intended to comprehend certain phenomena which are happened to research subjects (related to their behavior, perception, motivation implementation, evaluation, etc) and is holistically described by using contextual language processed in a certain research method (Moleong, 2007).

3.2. Participants

The participants in this study were students of class XI of different high schools in semester 2 of the 2022/2023 academic year. The researcher enrolled the participants by randomly choosing

from social media the students Spotify podcast users that use podcasts as a medium outside of classroom times.

In this situation, the researchers interviewed to learn how the students perceive their speaking ability. Furthermore, the focus of the interview was to gain a range of opinions among students to provide a source of validation and an explicit basis for exploring the difficulties that were encountered through discussion, so that each student may have several different opinions about their perception.

The researchers performed an interview with some students, using a semi-structured interview style. The goal of this interview is to learn about the students' perceptions on using Spotify podcasts to improve EFL speaking skills after the teaching-learning process.

3.3. Data Collection

In this research, researchers conducted interviews with a semi-structured interview. The semi-structured interview is a data-gathering strategy that involves asking participants a series of open-ended questions and then probing them to obtain further information about their responses and the topic of interest.

3.4. Data Analysis

The procedure data analysis of research instruments using a thematic analysis that consisted of some stages. Thematic analysis is one of the methods used in analyzing data with the aim of finding patterns or themes through data that has been collected by researchers, proposed the sixth stages, are familiarizing yourself with your data, generating initial codes, finding the themes, defining and naming the themes, reviewing the potential themes, and producing the report (Braun & Clarke, 2006).

4. RESULTS AND DISCUSSION

Two students from two different senior high schools participated. They were students from different high schools. After students learned to speak using podcasts, the researcher asked them how they perceived podcasts. The researcher classified the data based on the experiences of students after discovering how to speak using podcasts into two aspects of how students perceive podcasts: students' perception of the use of Spotify podcasts and students' perception of the benefits of Spotify podcast.

4.1 Students' perception of the use of Spotify podcast

Spotify Podcast gives users simple access to a variety of English-language podcasts organized by topic and host style. Students Claim provides students with access to a number of audio recordings that can help them improve their knowledge of English and learn to speak. Since the majority of students already comprehend, there aren't any that are still having issues with podcasts.

Participant	Answer
Participant 2	<i>“Although it's simple, occasionally the advertising can be uncomfortable. However, the podcast download function in the Spotify app is quite useful.”</i>

4.2 Students' perception on the benefits of Spotify podcast

This part of the benefits of podcasts was highlighted, and based on students' perceptions, researcher can highlight the benefits of the Spotify podcast.

4.2.1 Spotify podcast motivated students to improve how to speak

The findings indicated that using podcasts motivated students to improve speaking. Students can listen to a variety of audio on podcasts, including motivational songs, histories, and music.

Participant	Answer
Participant 1	<i>"I occasionally get eager to keep learning that (Spotify podcast). Of course we want to speak English well."</i>
Participant 2	<i>"It's not far from being puzzled like a sob; I also like to listen to TED talks daily, easy stories in English."</i>

4.2.2 Spotify podcast makes students who listen speak English more confidently

Students are motivated to put it into practice by listening to the podcast they typically listen to. Due to the fact that they have heard and familiar with the meaning of a number of words or sentences from reliable sources or native speakers. One of the students who participated in the interview stated that she frequently applies the vocabulary from the podcast to her regular interactions.

Participant	Answer
Participant 2	<i>"My confidence will increase if I frequently hear, comprehend, and learn. This is similar to learning, only it can be done whenever I want"</i>

In this way, students think they can get more confidence and speak English without hesitation. Students that participated in the interview section defended this.

4.2.3 Spotify podcasts that improve vocabulary and pronunciation in students

The results show that students felt the podcast improved their speaking abilities, such as vocabulary and pronunciation, in addition to boosting their confidence. As a result, students are able to listen to the podcast multiple times until they fully get it, and they can even imitate how it is pronounced.

Participant	Answer
Participant 1	<i>"I can (pronounce the term) occasionally, but it's still not very well."</i>
Participant 2	<i>"Sure, like that. Just a few remarks; I'm not the master, but I see an improvement."</i>

Podcasts were useful in assisting students in their efforts to learn how to talk, and they all agreed that doing so had a positive effect on their speaking skill.

4.3 Students' perception of the use of Spotify podcast

Podcasts include a broad range of subjects, including news, current affairs, entertainment, education, and personal narratives. The learning process is made more interesting and motivating by the variety, which enables students to explore their interests and find material that interests them. The second underlying reason is that podcast could encourage self-regulated learning outside classroom. The English teachers should motivate students to be able to learn English independently by using podcasts, particularly outside the classroom (McCarty, 2005; Thorne & Payne, 2005; O'Bryan & Hegelheimer, 2007)

Spotify Podcasts expose students to real-world spoken English by letting them hear impromptu conversations, interviews, and discussions. Students may acquire more to the pronunciation, intonation, and slang of native speakers as a result of this exposure.

It is in line with Lee (2022) who stated that from the perspective of digital technology, contemporary teachers have adopted more technology, especially during the past decade. Spotify podcasts are readily available and may be accessed from anywhere at any time. Students can incorporate podcast listening into their regular schedules while undertaking home chores, exercising, or commuting. Students can easily incorporate podcasts into their language learning exercises thanks to this versatility.

Students who were participants in this study revealed that the ease of accessing podcasts on the Spotify application helped them in learning outside the classroom to improve their speaking skills, in fact, one of the conveniences is podcast content that can be downloaded and repeated anytime and anywhere, they also apply the results of using the podcast by imitating how the native speaker speaks English by saying a few English words in their daily activities.

4.4 Students' perception of the benefits of Spotify podcast

Podcasts can be a valuable tool for English as a Foreign Language (EFL) students. Students' perceptions of utilizing podcasts for improving their speaking skills can vary. However, there are several common benefits and considerations that students may have regarding the use of podcasts in this context. Podcasts offer numerous benefits for language learning, including motivated to improve speaking skills, vocabulary and pronunciation expansion, and exposure to confidence. Here are some perspectives from students on how podcasts can be used effectively with EFL students.

4.4.1 Spotify podcast motivated students to improve how to speak

Students stated that listening they occasionally become enthused about continuing to study through the podcast. Of course, they want to be fluent in English.

Listening to podcasts featuring skilled speakers can serve as a model for students to improve their own speaking skills. They can observe how native speakers structure their sentences, use appropriate vocabulary, and convey their ideas effectively. This exposure can contribute to the development of students' speaking fluency and accuracy to natural language helps students become accustomed to different accents, colloquial expressions, and informal speech, ultimately improving their overall speaking and comprehension abilities.

It is in line with Cameron (2001) where he argued that is also critical to organize the discourse so that the communicator understands what the speaker says, they are expected to be able to communicate in English accurately, fluently, and acceptably in everyday situations.

4.4.2 Spotify podcast makes students who listen speak English more confidently.

Students who took part in this study claimed that listening to, understanding, and studying information with Spotify podcasts might boost their self-confidence because learning is the same, it's just that it can be done at any time.

It is in line with Rosell-Aguilar (2007) where he argued that using available podcast material independently and producing podcast talk through collaborative learning are two possible podcast activities that can enhance students' confidence in listening and speaking skill.

Spotify podcasts enable self-study by allowing students to listen and practice at their leisure. In contrast to traditional classroom learning, when students may feel ashamed and hesitant to ask questions to the teacher. Students can self-study using Spotify podcasts by replaying tough parts of the podcast, pausing for reflection, or recording new vocabulary or idioms. This control over the learning process empowers students and aids in the development of their confidence as they move at their own speed.

The Interesting and informative podcasts can also inspire and motivate students to improve their speaking skills. Listening to interesting speakers, interesting stories, or discussions on topics that resonate with them can generate enthusiasm for language learning. This inspiration, in turn, drives students' determination to practice speaking and helps increase their confidence in their abilities.

4.4.3 Spotify podcasts that improve vocabulary and pronunciation in students

Students are exposed to a wide range of vocabulary through podcasts, including specialist terms relevant to specific disciplines. Students can benefit from regular podcast listening by expanding their vocabulary repertoire and improving their ability to grasp and use new terms in context.

Podcast can expansion of vocabulary. Podcasts span a wide range of topics and frequently feature dialogues between native speakers or specialists in various professions. It is in line with Durgunoglu, Anurag, Katherine, and Amy (2021) where they stated that vocabulary is an important part of both oral and written language comprehension. By listening to podcasts on a daily basis, you expose yourself to new words and phrases, so improving your vocabulary. Contextual cues from the podcast can also assist you in understanding the meaning and application of these phrases.

And student on this research also stated that she likes listening podcast for the accent, sometimes there are several vocabulary words but using the accent really helps, speakers find the same vocabulary but the pronunciation is different. If someone is having a conversation using a different accent, you can understand better.

Listening to podcasts can also help with pronunciation practice. Podcasts allow you to listen to native speakers and practice your pronunciation. It is in line with Harmer (2007) that stated if students want to speak fluently in English, they must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech. By listening to well-articulated speech on a regular basis, you can enhance your own pronunciation and intonation. Paying attention to how words are pronounced, stress patterns, and rhythm in the podcasts will help you acquire a more natural-sounding accent.

4. CONCLUSION

The purpose of this study is to find out the students' perception of utilizing Spotify podcasts for improving speaking skills and how Spotify podcast affects students' speaking skills.

The researchers discovered a favorable opinion of the use of podcasts for enhancing speaking based on the discussion of this research. The researchers classified it into two themes. First, was the use of podcasts, and the last was the benefits of the podcast, from the two aspects, the majority of students agreed that the podcast was valuable in improving speaking skills.

The students were very interested in using a podcast to learn to speak because the podcast had numerous topics that the students could choose from, such as stories, jokes, music, motivation, lessons, and so on. They also learn proper English pronunciation, become more driven to practice speaking, and gain confidence in speaking English.

Furthermore, the podcast makes learning to speak a very safe time because the podcast can be used anytime students want and is appropriate to use in the current circumstances that demand students to study at home. In addition, the podcast was simple to use and understand. The majority of all students believed that using podcasts in the learning speaking process had a positive influence and was extremely beneficial to enhance their speaking skills.

Finally, the author recognizes that this research still has some flaws and errors. As a result, the author would appreciate any constructive suggestions to improve the research.

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