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The Effectiveness of Spotify in Improving the Speaking Skills of Tenth-Grade Students at SMA Negeri 1 Sukawati

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ABSTRACT

This study investigates the effectiveness of Spotify-based learning in improving the speaking skills of tenth-grade students at SMA Negeri 1 Sukawati. Speaking is a crucial skill in English as a Foreign Language (EFL), yet students often experience difficulties such as low confidence, limited vocabulary, poor pronunciation, and lack of speaking practice. To address these issues, Spotify-based audio materials, particularly podcasts and narrative stories, were integrated into Task-Based Language Teaching (TBLT) to provide students with authentic English input and meaningful speaking practice. This research employed a quasi-experimental design with a non-equivalent control group involving pre-test and post-test procedures. The sample consisted of 59 students, with 35 students in the experimental group and 24 students in the control group. The experimental group was taught using Spotify-based learning integrated with TBLT, while the control group received conventional instruction. Students' speaking performance was assessed based on pronunciation, grammar, vocabulary, fluency, comprehension, and content organization. The data were analyzed using the Mann–Whitney U test. The results revealed a significant difference between the two groups, with a p-value of 0.027 ($p < 0.05$). The experimental group showed greater improvement in speaking performance, with mean scores increasing from 69.34 in the pre-test to 75.34 in the post-test. Among all speaking aspects, comprehension showed the most significant improvement, followed by vocabulary and content organization. These findings indicate that Spotify-based learning is effective in enhancing students' speaking skills by providing repeated exposure to authentic listening input and supporting active language use through structured speaking tasks. Therefore, Spotify integrated with TBLT can be considered an effective alternative instructional media in EFL speaking classrooms.

Keywords: *Spotify-Based Learning, Speaking Skills, EFL, Task-Based Language Teaching, Quasi-Experimental Research*

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INTRODUCTION

Speaking is one of the most essential skills in learning English as a Foreign Language (EFL) because it enables students to express ideas, opinions, emotions, and information in meaningful communication. In the context of language learning, speaking is not merely the production of sounds or words, but a complex cognitive and interactive process that requires learners to organize thoughts, select appropriate vocabulary, and deliver messages in real-time communication. Furthermore, speaking is one of the most widely used language skills in sharing and obtaining information in daily interaction (Ferstephanie & Lady Pratiwi, 2022). Through speaking, learners are able to participate in social interaction, express identity, and engage in academic discourse. Therefore, speaking competence is often considered a key indicator of language proficiency, especially in EFL contexts where learners have limited exposure to English outside the classroom.

Speaking is classified as a productive skill that involves the ability to generate language spontaneously while simultaneously processing input from interlocutors. Unlike reading and writing, speaking requires immediate response, fluency, and confidence in using language structures under time pressure. This makes speaking one of the most challenging skills for EFL learners. To achieve effective speaking performance, learners must master several interconnected components such as pronunciation, grammar, vocabulary, fluency, comprehension, and discourse organization. These components cannot be separated because each of them contributes to the overall quality of oral communication. For instance, accurate pronunciation ensures clarity of message, while sufficient vocabulary allows learners to express ideas more precisely. Similarly, grammatical accuracy supports clarity of meaning, and fluency enables smooth communication without excessive hesitation. Comprehension and content organization also play an important role in ensuring that messages are logically structured and easily understood by listeners.

However, in many EFL learning environments, students still experience significant difficulties in developing their speaking skills. These difficulties are caused by multiple factors, including psychological barriers, linguistic limitations, and lack of exposure to authentic language input. Psychological factors such as anxiety, fear of making mistakes, low self-confidence, and embarrassment often prevent students from actively participating in speaking activities. Many students feel uncomfortable when speaking English in front of peers due to fear of negative evaluation. In addition, limited vocabulary and insufficient grammatical knowledge also contribute to students' difficulty in expressing ideas orally. Nurfika Sari (2019) explains that students who rarely receive authentic spoken input tend to struggle in spontaneous communication because they are not familiar with natural speech patterns. Similarly, Melvina (2023) states that teacher-centered instruction and limited classroom interaction reduce opportunities for meaningful speaking practice, resulting in passive learning conditions. Furthermore, Lubis & Wahono (2024) emphasize that fear of making mistakes and receiving correction in front of peers often discourages students from participating in speaking tasks.

Beyond these factors, another important issue in EFL speaking classrooms is the imbalance between input and output. Students are often exposed to reading and writing activities more frequently than speaking activities, which leads to insufficient oral production practice. As a result, even though students may recognize vocabulary and grammar structures, they struggle to retrieve and use them spontaneously in oral communication. This situation highlights the importance of providing consistent and meaningful speaking practice opportunities that allow learners to transform passive knowledge into active performance.

In recent years, the integration of technology in language learning has become increasingly important

as a response to these challenges. Technology provides learners with access to authentic language input beyond classroom limitations and allows them to learn independently at their own pace. One of the most effective forms of technology in language learning is audio-based learning, which exposes learners to real spoken English in various contexts. Through continuous listening, students can develop familiarity with pronunciation, intonation, stress patterns, rhythm, and natural expressions used in everyday communication. Repeated exposure to audio input also helps learners internalize language structures, which supports their speaking production. In this way, listening and speaking are closely interconnected skills, where improvement in listening comprehension can directly influence speaking ability.

Audio-based learning also plays a significant role in reducing learners' cognitive load during speaking activities. When students are frequently exposed to natural speech patterns, their brain becomes more familiar with linguistic structures, making it easier for them to retrieve language during speaking tasks. This process gradually reduces hesitation and increases fluency. Moreover, audio exposure helps learners develop phonological awareness, which is essential for accurate pronunciation and intelligible speech production. Therefore, audio-based learning can be considered not only as listening practice but also as a foundation for speaking development.

One of the most widely used audio-based platforms in language learning is Spotify. Spotify is originally known as a music streaming application; however, it has evolved into a platform that also provides a wide range of educational audio content such as podcasts, storytelling, interviews, and language learning materials. Its accessibility, flexibility, and diverse content make it a valuable tool for both formal and informal learning environments. Students can access Spotify anytime and anywhere using mobile devices, which supports continuous learning outside the classroom. In addition, Spotify allows repeated listening, which is an essential factor in language acquisition because repetition strengthens memory retention and improves understanding of linguistic input.

Another important advantage of Spotify is its adaptability to learners' interests and proficiency levels. Teachers can select audio materials based on students' needs, which increases relevance and engagement in learning. When students are exposed to interesting and meaningful content, they are more likely to stay motivated and actively participate in learning activities. This aligns with the idea that motivation plays a crucial role in second language acquisition, as motivated learners tend to invest more effort in practice and communication.

Compared to traditional textbook-based learning, Spotify provides more authentic and contextualized language exposure. Students are able to listen to natural spoken English used by native or proficient speakers rather than artificially constructed textbook dialogues. This exposure helps learners understand how English is used in real-life communication, including variations in pronunciation, natural speed, informal expressions, and cultural context. Artikasari et al. (2022) state that learners tend to be more engaged when learning materials are familiar and meaningful because such materials increase motivation and comprehension. Furthermore, audio materials with clear articulation and appropriate speaking speed help learners gradually improve their listening and speaking abilities simultaneously. Through repeated exposure, students can imitate pronunciation patterns, sentence structures, and expressions used in authentic communication.

In addition, Spotify encourages learner autonomy, which is an important aspect of modern language learning. Students are not fully dependent on classroom instruction but can take control of their own learning process. They can choose what to listen to, how often to repeat it, and how to practice based on

their individual needs. This autonomy supports continuous learning and allows students to develop learning habits outside formal education settings. Over time, this habit formation contributes to sustained language improvement.

The effectiveness of Spotify-based learning can also be explained through behaviorist learning theory proposed by Skinner (1957), which emphasizes that learning occurs through stimulus, response, repetition, and reinforcement. In this theory, language learning is viewed as a habit formation process. Learners receive linguistic input (stimulus), respond through imitation and practice, and gradually improve through repetition and reinforcement. Spotify provides continuous auditory stimulus in the form of authentic spoken English that learners can repeatedly access. Through listening and imitation, students gradually develop correct pronunciation, fluency, and speaking confidence. Ali (2024) explains that repeated listening and imitation activities can also help learners reduce speaking anxiety and hesitation, which are common barriers in EFL speaking classrooms.

From a cognitive perspective, repeated exposure also strengthens mental representations of language patterns. When learners repeatedly hear certain phrases or sentence structures, these patterns become stored in long-term memory, making retrieval during speaking tasks faster and more automatic. This supports the development of fluency, which is often one of the most difficult aspects for EFL learners to achieve. Therefore, Spotify-based learning not only supports behaviorist principles but also aligns with cognitive theories of language acquisition.

In addition to theoretical support, several previous studies have demonstrated the potential of Spotify in improving English language learning, particularly speaking skills. Lubis (2024) found that Spotify increased students' motivation, engagement, and confidence in speaking activities, although the study focused mainly on qualitative aspects and did not provide measurable speaking performance data. Similarly, Shafwati et al. (2023) found that Spotify significantly improved students' speaking ability in a quasi-experimental study, showing statistical differences between pre-test and post-test results. Meanwhile, Yuanita (2024) reported that Spotify podcasts and storytelling can improve pronunciation, vocabulary, and speaking confidence, although the study was based on literature review and lacked direct classroom implementation data. These findings indicate that Spotify has strong potential as a learning medium; however, most studies still focus on general speaking improvement, listening comprehension, or learner perceptions rather than specific speaking performance indicators.

Another limitation of previous research is that most studies were conducted in higher education settings or focused on general English learning contexts. Only limited studies have explored the implementation of Spotify-based learning in senior high school classrooms, where students often have lower confidence, limited vocabulary, and fewer opportunities for English exposure. In addition, speaking instruction in many schools still relies heavily on conventional methods such as textbook exercises, teacher explanation, and memorization. These methods are often insufficient to develop communicative competence because they do not provide enough opportunities for students to actively use English in meaningful communication.

A preliminary study conducted at SMA Negeri 1 Sukawati revealed that tenth-grade students still face significant difficulties in speaking English. Based on classroom observation, informal interviews with English teachers, and student questionnaires, it was found that students experience problems such as limited vocabulary, poor pronunciation, low fluency, and lack of confidence in speaking English. Students also tend to be passive during speaking activities and rely heavily on written notes when asked to speak. These

conditions indicate that students need more engaging, interactive, and technology-based learning media that can increase their motivation and speaking participation.

The findings from the preliminary study also show a gap between the potential benefits of audio-based learning suggested in previous studies and the actual classroom reality. While previous research suggests that audio platforms such as Spotify can improve speaking skills, the implementation in real classroom settings, particularly in secondary education, is still limited. Therefore, it is important to conduct empirical research that directly measures students' speaking performance using quantitative methods to provide stronger evidence. This gap also highlights the need for structured instructional design, such as combining Spotify with task-based language teaching, so that audio exposure is not only passive listening but also actively integrated into speaking practice.

Based on these considerations, this study aims to investigate the effectiveness of Spotify-based learning in improving the speaking skills of tenth-grade students at SMA Negeri 1 Sukawati. The study employs a quasi-experimental design with pre-test and post-test control group to examine whether there is a statistically significant difference in speaking performance between students taught using Spotify-based audio learning and those taught using conventional methods. Through this research, it is expected that Spotify can be proven as an effective and innovative learning medium that supports the development of students' speaking skills in EFL classrooms.

METHODS OF RESEARCH

Research Design

This study employed a quasi-experimental research design to investigate the effectiveness of Spotify-based learning in improving the speaking skills of tenth-grade students at SMA Negeri 1 Sukawati. The selection of this design was based on the consideration that the research aimed to examine causal relationships between an instructional intervention and students' speaking performance in a natural classroom setting. Quasi-experimental design is appropriate in educational research when full randomization of participants cannot be conducted due to institutional constraints, particularly because students are already organized into intact classes by the school system (Aulia et al., 2020).

In this study, a non-equivalent control group design was applied. This design was chosen because the experimental and control groups were not formed through random assignment at the individual level, but rather through existing class structures. To ensure a fair selection process, cluster random sampling was used by listing all tenth-grade classes and selecting two classes through a lottery technique. As a result, Class XE 9 was assigned as the experimental group, while Class XE 10 was designated as the control group. This approach ensured that the sample selection remained objective while maintaining the natural classroom setting without disrupting the school learning process.

The study involved two main variables. The independent variable was Spotify-based audio learning integrated with Task-Based Language Teaching (TBLT), which served as the instructional treatment applied in the experimental class. Meanwhile, the dependent variable was students' speaking skills, which were measured through speaking tests focusing on various aspects of oral performance. These aspects included pronunciation, grammar, vocabulary, fluency, comprehension, and content organization, which collectively represent students' overall speaking competence.

Both groups were given a pre-test (O_1) before the treatment was implemented to determine their

initial speaking ability and to ensure that both groups started from relatively comparable levels. After the pre-test, the experimental group received treatment (X_1) in the form of Spotify-based audio learning integrated with structured TBLT activities, while the control group received conventional instruction (X_2) using textbooks, teacher explanation, and non-audio-based speaking practice. After the completion of the treatment sessions, both groups were given a post-test (O_2) to measure improvements in speaking performance and to determine the effectiveness of the treatment.

The experimental treatment was conducted in three instructional sessions. Each session was designed based on the TBLT framework consisting of task, planning, report, and language analysis stages. In the task stage, students were exposed to narrative audio materials from Spotify, including fairy tales and legend stories, which served as authentic listening input. Students were asked to identify key information such as characters, setting, events, and moral values. In the planning stage, students worked in pairs to organize their ideas into structured notes, which helped them prepare for speaking activities. In the report stage, students orally retold or discussed the story in front of the class, allowing them to practice spontaneous speaking. In the language analysis stage, the teacher provided feedback focusing on pronunciation, grammar accuracy, vocabulary usage, fluency, and comprehension, while also guiding students to improve their speaking performance through reflection and repetition.

Across the three treatment sessions, the level of speaking complexity gradually increased. In the first session, students focused on understanding and retelling fairy tale narratives with basic guidance. In the second session, students worked with legend stories and were encouraged to develop more structured storytelling with improved expression. In the third session, students engaged in more interactive speaking tasks in the form of discussions, using guided expressions provided by the teacher to support fluency and communicative interaction. Through these structured stages, Spotify-based audio learning was consistently integrated with speaking practice to create a meaningful and interactive learning environment.

Research Setting and Time

This study was conducted at SMA Negeri 1 Sukawati, which is located at Jl. Lettu Wayan Sutha II, Batuan, Sukawati District, Gianyar Regency, Bali. The school was selected as the research setting based on several pedagogical and contextual considerations. One of the main reasons is that English language teaching practices at the school are still predominantly based on conventional instructional methods, such as textbook-based learning, teacher-centered explanation, and limited use of digital or audio-visual media. As a result, students have relatively limited exposure to innovative and technology-integrated learning strategies, particularly in developing speaking skills. This condition makes the school a relevant and appropriate setting for examining the effectiveness of Spotify-based learning as an alternative instructional medium.

Another reason for selecting this school is related to the research gap identified in previous studies. Most existing research on Spotify in language learning has been conducted in the context of elementary schools, junior high schools, or higher education institutions. There is still limited empirical evidence regarding its implementation at the senior high school level, particularly in relation to speaking skill development. Therefore, this study seeks to contribute additional evidence by focusing on tenth-grade students in a real classroom environment.

The research was conducted during the 2025–2026 academic year, specifically in the even semester from February to April 2026. The implementation of the study was adjusted to the English lesson schedule

of Grade X students at SMA Negeri 1 Sukawati. The overall research process consisted of three treatment meetings, while the pre-test and post-test were administered separately according to the experimental design. All instructional materials used during the study were aligned with the Grade X English curriculum and syllabus, ensuring that the learning content remained relevant to classroom objectives.

In addition to the implementation period, the overall research process was carried out in a structured timeline starting from October to May. This timeline included several stages of academic and research activities, beginning with title preparation and proposal development, followed by proposal guidance and revision, field observation, proposal examination, and school-based data collection. After the implementation phase in the school, the researcher continued with data analysis, interpretation of findings, and discussion writing. The process was then followed by thesis examination, revision based on examiner feedback, and final submission. This systematic timeline ensured that the research was conducted in an organized and sequential manner, allowing sufficient time for each stage of academic completion.

Population and Sample

The population of this study consisted of all tenth-grade students at SMA Negeri 1 Sukawati in the 2025–2026 academic year, totaling 396 students distributed across 11 classes. The sample was selected using cluster random sampling by choosing intact classes through a lottery technique to ensure equal opportunity for each class to be selected. Based on the sampling process, class XE 9 was assigned as the experimental group and class XE 10 as the control group, with a total of 59 students participating in the study as presented in Table 1.

Table 1. ***Population***

No	*Class*	*Group*	*Male*	*Female*	*Total*
1	*XE 9*	*Experimental*	*16*	*19*	*35*
2	*XE 10*	*Control*	*13*	*11*	*24*
	TOTAL		*30*	*31*	*61*

Research Procedure

The research procedure followed a pre-test, treatment, and post-test design. Both the experimental and control groups were given a pre-test to measure their initial speaking ability. After the pre-test, the experimental group received treatment using Spotify-based audio listening integrated with Task-Based Language Teaching, while the control group was taught using conventional media such as textbooks and flashcards. After the treatment sessions were completed, both groups were given a post-test to measure improvement in speaking performance. The research design is presented in Table 2

Table 2 Quasi Experimental Study

Group	*Pre-Test*	*Treatment*	*Post-Test*
Experimental Group	O_1	X_1 *(Spotify-based learning: songs, podcasts, pronunciation practice)*	O_2
Control Group	O_1	X_2 *(Conventional speaking instruction without Spotify)*	O_2

The experimental group received three treatment sessions using Spotify audio materials, particularly narrative stories and podcasts from Spotify channels such as Story for Kids English. Each treatment was integrated with Task-Based Language Teaching stages, including task, planning, reporting, and language analysis. In the task stage, students listened to narrative audio and identified key information such as characters, setting, and events. In the planning stage, students worked in pairs to organize ideas into structured notes. In the reporting stage, students retold or discussed the story orally in front of the class. In the language analysis stage, the teacher provided feedback on pronunciation, fluency, grammar, and vocabulary, while the control group performed similar activities without Spotify-based audio input.

Operational Definition of Variables

Independent Variable

The independent variable in this study is Spotify-based audio listening integrated with Task-Based Language Teaching (TBLT). The learning process focuses on narrative speaking activities. In the experimental group, TBLT is implemented through several stages: pre-activity, task, planning, report, language analysis, and closing. In the task stage, students listen to narrative or legend stories from Spotify, especially from the Story for Kids English channel, and identify story elements. In the planning stage, students work in pairs to organize ideas such as characters, setting, and events into a structured narrative (beginning, middle, ending). In the report stage, students retell the story orally in front of the class.

In contrast, the control group applies the same TBLT steps but without Spotify. Instead, students use conventional media such as textbooks and flashcards. They read narrative texts and perform similar speaking activities such as discussion and storytelling. This comparison allows the study to examine the effectiveness of Spotify-based learning in improving speaking skills.

Dependent Variable

The dependent variable of this study is students' speaking skill. Speaking skill refers to students' ability to express ideas orally, particularly in retelling narrative texts clearly and correctly. The speaking aspects assessed include fluency, accuracy, vocabulary, pronunciation, grammar, and content organization. These aspects are measured using a speaking rubric with scores ranging from 0 to 100. The scores reflect students' speaking performance and indicate their improvement before and after the treatment.

Data Collection Techniques

Data in this study were collected using speaking tests as the main instrument. The test was used because it produces quantitative data that can be statistically analyzed to determine differences in students' speaking performance before and after treatment. The instrument was designed to align with the research objective, which is to examine the effectiveness of Spotify-based learning in improving speaking skills.

The speaking test consisted of two types: pre-test and post-test.

Pre-Test

The pre-test was conducted before the treatment to measure students' initial speaking ability. It was used to determine whether both the experimental and control classes had relatively similar speaking levels at the beginning of the study, ensuring fair comparison between the two groups.

Post-Test

The post-test was conducted after the treatment to measure students' speaking improvement. The results were used to identify differences between the experimental and control groups and to determine the effectiveness of Spotify-based learning in improving students' speaking skills.

Research Instrument

The instrument used in this study was an oral speaking test designed to measure students' speaking performance in narrative tasks. Students were asked to produce a short oral narrative within 1–2 minutes individually. The same type of task was used in both pre-test and post-test to ensure consistency of measurement. The instrument was validated through expert judgment by an English language education lecturer to ensure construct validity and appropriateness of the speaking indicators used in the assessment.

Data Analysis Technique

The data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to determine the mean, maximum score, minimum score, and standard deviation of students' speaking scores in both experimental and control groups. Before hypothesis testing, prerequisite tests were conducted, including the Shapiro-Wilk test to determine data normality and Levene's test to examine the homogeneity of variance. If the data met parametric assumptions, an Independent Samples t-test was applied to determine whether there was a significant difference between the two groups. If the data were not normally distributed, the Mann-Whitney test was used. The hypothesis testing was conducted at a significance level of 0.05, where a p-value (Sig. 2-tailed) ≤ 0.05 indicated a significant difference between the experimental and control groups.

The hypotheses of this study were formulated as follows: the null hypothesis stated that there was no significant improvement in students' speaking skills after being taught using Spotify-based learning, while the alternative hypothesis stated that there was a significant improvement in students' speaking skills after being taught using Spotify-based learning.

RESULT AND DISCUSSION

Result

This section presents in detail the findings of the study based on the data that were collected from 59 tenth-grade students at SMA Negeri 1 Sukawati. The participants in this research were divided into two groups, namely class XE 9 as the experimental group and class XE 10 as the control group. The data obtained from both groups were analyzed using SPSS software in order to determine the effect of Spotify-based audio listening on students' speaking skills, both before and after the treatment was implemented in the classroom.

Students' Speaking Skill in Pre-Test

The initial condition of students' speaking ability was measured through a pre-test that was administered before the implementation of the treatment in both the experimental group and the control group. The purpose of conducting this pre-test was to obtain a clear picture of students' baseline speaking performance and to ensure that both groups, namely X E9 as the experimental class and X E10 as the control

class, had relatively comparable speaking abilities before any instructional treatment was applied. The results of the pre-test indicated that although there was a slight difference between the two groups, both classes generally demonstrated similar levels of speaking proficiency in English

Table 3. Descriptive Statistical Analysis of Pre-test

Test	N	Minimum	Maximum	Means	Standard Deviation
Pre-Test Experimental	35	50	83	69.34	8.895
Pre-Test Control	24	50	83	67.79	8.546

Based on the results presented in Table 1, it can be observed that the experimental group obtained a mean score of 69.34, while the control group achieved a slightly lower mean score of 67.79. The difference between both groups was relatively small, namely 1.55 points, which indicates that prior to the treatment, the speaking abilities of students in both groups were at a similar level and could be considered equivalent for the purpose of comparative analysis in this study.

Students' Speaking Skill in Post-Test

After the implementation of Spotify-based audio listening learning activities in the experimental group and conventional teaching methods in the control group, a post-test was conducted in order to measure the extent of students' speaking performance improvement in both groups. This post-test aimed to identify whether there was any development in students' speaking skills after the learning intervention had been carried out in accordance with the research design.

Table 4. Descriptive Statistical Analysis of Post-test

Test	N	Minimum	Maximum	Means	Standard Deviation
Post-Test Experimental	35	60	86	75.34	7.432
Post-Test Control	24	60	86	71.88	6.038

The results of the post-test, as shown in Table 2, indicate that both the experimental group and the control group experienced improvement in their speaking performance. However, the experimental group, which was taught using Spotify-based learning media, achieved a higher mean score of 75.34 compared to the control group which obtained a mean score of 71.88. The difference between both groups increased to 3.46 points, which suggests that the use of Spotify as an audio-based learning medium contributed more positively to students' speaking development compared to conventional instructional methods.

Hypothesis Testing Result

To determine whether the difference in speaking performance between the experimental group and

the control group was statistically significant or not, the researcher conducted a Mann-Whitney U test because the data did not meet the assumption of normal distribution. The results of this statistical test are presented in Table 5 below

Table 5. Hypothesis Testing of Post Test

Test Statistics[a]	
Mann-Whitney U	279.000
Wilcoxon W	579.000
Z	-2.211
Asymp. Sig. (2-tailed)	.027

Based on the results of the Mann-Whitney U test, it is found that the significance value ($p = 0.027$) is lower than the predetermined alpha level of 0.05. This finding indicates that the null hypothesis (H_0), which states that there is no significant difference in students' speaking skills after being taught using Spotify-based learning, is rejected. Conversely, the alternative hypothesis (H_1) is accepted, meaning that there is a statistically significant difference in speaking skills between students who were taught using Spotify-based learning and those who were taught using conventional methods at SMA Negeri 1 Sukawati.

Improvement of Speaking Skill Aspects in Experimental Class

In addition to analyzing the overall speaking performance, this study also examined the improvement of students' speaking skills in specific aspects, namely pronunciation, grammar, vocabulary, fluency, comprehension, and content organization in the experimental class. The purpose of this analysis was to provide a more detailed understanding of how Spotify-based learning influenced different dimensions of speaking ability.

Table 6. Improvement Aspect of Speaking Skill in Experimental Class

Experimental Class	pronunciation	grammar	vocabulary	fluency	comprehension	Content organization
Mean Score Pre-Test	3.94	3.63	3.40	3.37	3.03	3.49
Mean Score Post-Test	4.03	3.79	3.79	3.68	3.88	3.88
Increase in Mean Score	+0.09	+0.16	+0.39	+0.31	+0.85	+0.39

The results presented in Table 4 clearly show that all aspects of speaking skills experienced improvement after the implementation of Spotify-based learning in the experimental class. Among all aspects, comprehension showed the highest level of improvement with an increase of 0.85 points, followed by vocabulary and content organization, which both showed a relatively similar level of improvement. This

indicates that repeated exposure to authentic audio materials through Spotify helped students not only in understanding spoken English more effectively but also in organizing their ideas more systematically during speaking activities.

Discussion

The findings of this study indicate that Spotify-based learning has a significant effect on improving the speaking skills of tenth-grade students at SMA Negeri 1 Sukawati. This conclusion is strongly supported by the results of the Mann-Whitney U test, which shows a significance value of 0.027 ($p < 0.05$), meaning that there is a statistically significant difference between the experimental group and the control group after the implementation of the treatment. In other words, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, which confirms that the use of Spotify as an audio-based learning medium contributes positively to students' speaking performance.

The improvement of students' speaking ability can also be clearly identified from the increase in the mean score of the experimental group, which rises from 69.34 in the pre-test to 75.34 in the post-test. This improvement demonstrates that repeated exposure to authentic English audio materials through Spotify provides students with meaningful input that supports the development of their speaking skills. Through continuous listening activities, students become more familiar with natural pronunciation, intonation patterns, vocabulary usage, and sentence structures commonly used in real communication. This exposure plays an important role in helping students internalize language patterns, which later influences their ability to produce spoken English more confidently.

Furthermore, the improvement observed in each speaking aspect also strengthens the interpretation of the quantitative findings. Among all aspects measured, comprehension shows the highest level of improvement, followed by vocabulary and content organization. The significant improvement in comprehension (0.85 points) indicates that students were able to better understand spoken English after being exposed to repeated audio listening through Spotify. This suggests that audio-based input helps students develop their ability to process meaning from spoken language more effectively, especially when the content is delivered in the form of narrative texts such as fairy tales and legend stories.

Vocabulary improvement also plays an important role in students' speaking development. Through Spotify-based audio materials, students are exposed to a wide range of lexical items and expressions that are commonly used in storytelling contexts. As students repeatedly listen to these expressions, they gradually become more familiar with their meanings and usage, which later supports their ability to use appropriate vocabulary during speaking activities. This process aligns with the idea that language acquisition is strengthened through repeated exposure to meaningful input.

In addition, the improvement in content organization indicates that students are gradually able to structure their ideas more systematically when speaking. During the treatment sessions, especially in the planning phase of task-based learning, students were guided to organize their ideas into a clear structure consisting of beginning, middle, and ending. This structured practice, combined with listening input from Spotify, helps students develop a clearer understanding of how ideas should be arranged in oral storytelling or discussion tasks. As a result, students' speaking performances become more coherent and easier to follow.

The classroom observations during the treatment sessions further support these findings. In the first meeting, many students still showed hesitation in speaking English, limited vocabulary mastery, and a

strong dependence on written notes. Some students also tended to mix Indonesian and English when responding to questions or presenting their ideas. However, as the treatment progressed into the second and third meetings, there was a noticeable improvement in students' confidence, participation, and willingness to speak in English. Students became more active in pair discussions, more responsive during questioning sessions, and more confident when performing storytelling tasks in front of the class.

Despite these improvements, some challenges were still observed during the learning process. Several students still experienced difficulties in pronunciation, particularly when encountering unfamiliar words from the audio materials. In addition, fluency issues such as frequent pauses, repetition, and reliance on notes were still found among lower-performing students. However, these limitations are considered normal in the process of language learning, especially in speaking skill development, which requires continuous practice and long-term exposure.

The findings of this study are also in line with previous research that emphasizes the effectiveness of audio-based learning media in language acquisition. The use of Spotify as a learning platform provides students with access to authentic English input, which is essential for developing speaking skills in a foreign language context. Authentic input helps learners bridge the gap between classroom language and real-life communication, making the learning process more meaningful and engaging. Moreover, the integration of Spotify into task-based activities such as storytelling and discussion allows students to actively use the language rather than passively receive it. From a theoretical perspective, the effectiveness of Spotify-based learning in this study can also be explained through the behaviorist learning theory proposed by Skinner, which emphasizes the role of repetition, imitation, and reinforcement in language learning. In this study, students repeatedly listened to audio materials, imitated expressions used in the stories, and practiced speaking through structured tasks. This repetitive process helped students form speaking habits gradually, which contributed to their improved fluency and confidence in using English orally.

However, it is important to note that the effectiveness of Spotify-based learning is not solely determined by the media itself, but also by how it is implemented in the classroom. The combination of Spotify audio materials with task-based language teaching (TBLT) played a crucial role in maximizing students' speaking practice. Without structured tasks such as planning, reporting, and language analysis, the impact of audio exposure alone might not be as significant. Therefore, the integration of media and teaching method is an important factor in achieving optimal learning outcomes. Although the results of this study show a positive effect, the findings should still be interpreted with caution due to certain limitations. The study involved a relatively small sample size and was conducted within a limited time frame consisting of only three treatment sessions. Therefore, the long-term effect of Spotify-based learning on speaking development cannot be fully determined. In addition, the study only focused on narrative speaking activities, which means that the findings may not fully represent other types of speaking tasks such as argumentative or descriptive speaking.

Overall, the results of this study suggest that Spotify-based learning is an effective and innovative instructional medium for improving students' speaking skills, particularly in enhancing comprehension, vocabulary mastery, and content organization. When combined with appropriate teaching strategies such as task-based language teaching, Spotify can provide meaningful learning experiences that support students' speaking development in a more interactive and engaging way.

CONCLUSION

This study was conducted to investigate the effect of Spotify-based learning on the speaking skills of tenth-grade students at SMA Negeri 1 Sukawati, with a focus on several key aspects of speaking such as fluency, accuracy, vocabulary, and pronunciation. Based on the results of data analysis using the Mann-Whitney U test, the significance value obtained was p = 0.027, which is lower than 0.05. This finding indicates that there is a statistically significant difference between the experimental group and the control group. In other words, students who were taught using Spotify-based audio listening showed better speaking performance compared to those who received conventional instruction.

The improvement in speaking performance can also be observed across different aspects of speaking skills. All speaking components showed positive development after the implementation of Spotify-based learning, including pronunciation, grammar, vocabulary, fluency, comprehension, and content organization. Among these aspects, comprehension showed the most significant improvement, which suggests that repeated exposure to authentic English audio materials through Spotify helped students better understand spoken language and interpret meaning more effectively. This improvement was also supported by classroom activities such as listening tasks, storytelling practice, and pair discussions, which encouraged students to actively process and use the language in meaningful contexts.

Furthermore, the use of Spotify-based learning created a more engaging learning environment, particularly through the use of fairy tales and legend stories as learning materials. These familiar and interesting topics helped increase students' motivation and participation in speaking activities. During the learning process, students became more confident in expressing their ideas, although some of them still experienced difficulties in pronunciation and vocabulary use. Despite these challenges, repeated exposure to audio input and continuous speaking practice contributed to gradual improvement in students' fluency and confidence.

The findings of this study are also in line with previous research, which suggests that audio-based learning media such as Spotify can support the improvement of students' speaking skills. Through consistent exposure to authentic spoken English, students were able to become more familiar with pronunciation patterns, vocabulary usage, and sentence structures. In addition, teacher feedback and repeated speaking practice played an important role in supporting students' speaking development throughout the learning process. However, it was also found that some students still relied on notes and occasionally mixed Indonesian and English during speaking activities due to limited vocabulary and confidence.

Finally, it is important to note that the findings of this study should be interpreted with caution due to several limitations, including the relatively small sample size, the use of only one school as the research setting, and the short duration of the treatment. Therefore, Spotify-based learning should not be considered the only effective method for teaching speaking, as its effectiveness largely depends on how it is implemented in classroom practice. Future research is recommended to involve a larger number of participants, longer treatment duration, and more varied teaching strategies in order to obtain more comprehensive and generalizable results regarding the effectiveness of Spotify in improving students' speaking skills.

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