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DEVELOPING HARMONY OF DIGITAL TRANSFORMATION IN ELT

The Effect of Spotify Application on Students' Speaking Ability

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ABSTRACT

Spotify is a digital music streaming and podcast service that gives listeners access to millions of songs and other content from artists around the world. Spotify as a medium can certainly help teachers in facilitating student speaking learning activities. This study aims to determine whether or not using the Spotify application has a significant effect on students' speaking abilities. This study used a quasi-experimental research method (Quasi Experimental Design) or a pretest-posttest control group design involving two control classes and one experimental class. The control class was not given treatment in the form of learning speaking using Spotify media, while the experimental class was given treatment in the form of learning speaking using Spotify media. One class consists of 25 students who take speaking courses. Based on the data analysis, the researcher concludes that giving treatment using Spotify media has a positive and significant impact on students' speaking abilities. This can be interpreted that the use of the Spotify application as a learning medium or speaking practice can improve students' speaking skills effectively. This is evidenced by the significance value (p-value) which is lower than 0.05 ($0.00 < 0.05$) and the t-statistic value (t-value) which is greater than the t-table value ($4.915 > 2.0106$). These results indicate that the use of the Spotify application as a learning medium provides significant benefits in improving students' speaking skills.

Keywords: Speaking Ability; Speaking; Spotify application

INTRODUCTION

Being able to communicate orally is one of the main goals in learning a language. As emphasized by Rao (2019) that communication has a role in expressing ideas and opinions so that a person can achieve what he wants. This of course applies to all languages, especially English which is an international language and is included in the Lingua Franca. The ability to communicate in English is closely related to the ability to speak or also known as speaking. Thornbury (2005) defines speaking as the ability to produce speech to convey ideas and information in real time. Therefore, to enable effective communication to occur, mastery of speaking skills is required.

Speaking involves systematic verbal utterances to convey meaning (Bailey and Nunan, 2005: 48). These utterances are also called utterances. In learning English, students are guided to master the four English skills which consist of listening, speaking, reading, and writing. These four abilities have their own urgency in their mastery, especially speaking skills that occur in actual time. Therefore, good learning and practice is needed for students to master it.

In this regard, the problems that arise in mastering speaking are often related to mastery of its aspects, namely grammar, fluency, accuracy, vocabulary, pronunciation, and comprehension (Brown 2004:34). In this case, students need learning media that can facilitate students in providing good role models, increase motivation, and provide opportunities for students to access interesting, contextual, and meaningful speaking material. For this reason, the researcher offers the Spotify application as a learning medium in improving students' speaking skills.

Spotify is an audio application that can be accessed via gadgets such as smartphones and laptops. Salsabila et al. (2021: 157) adds that Spotify is a digital music streaming and podcast service that gives listeners access to millions of songs and other content from artists around the world. Spotify as a medium can certainly help teachers in facilitating student speaking learning activities. As emphasized by Leive and Lentz (1982) (in Arsyad, 2003: 16-17) that learning media is a tool that functions to clarify learning material, overcome limitations in the learning process, focus student attention, and equate student learning outcomes.

Previous research by Andriani et al. (2018) has proven that students' listening skills increase significantly after Spotify is implemented in the learning process. In addition, the use of Spotify also has a good impact on students' motivation in learning speaking in research conducted by Mayalisa et al. (2023). Therefore, based on the background and previous research that has been described above, the researcher is interested in knowing whether the implementation of Spotify can improve students' speaking skills.

METHODS

This research is using experimental method. Experimental research is defined as a quantitative research approach that meets all the requirements for researching causal relationships. Sugiyono (2012: 107) suggests that the experimental research method is defined as a research method used to seek the effect of certain treatments on others under controlled conditions.

This study used a quasi-experimental research method (Quasi Experimental Design) or a pretest-posttest control group design involving two control classes and one experimental class. The control class was not given treatment in the form of learning speaking using Spotify media, while the experimental class was given treatment in the form of learning speaking using Spotify media.

Research Subjects and Research Locations

The subjects of this research were S1 students of the English Education Study Program, FKIP, University of Lampung. One class consists of 25 students who take the Intermediate Speaking course. Meanwhile, this study will use two classes of Intermediate Speaking courses. The research location was in the S1 English Education Study Program, FKIP, University of Lampung.

Research Instruments

Several research instruments used to collect data in this study include:

a) Speaking test: Speaking test consists of a pre-test and post-test which are used to measure the level of students' ability in speaking both before and after implementing Spotify. The same Speaking test applies to the experimental class and the control class. The speaking test in this study was carried out twice, namely:

b) Pre-test: The pretest was carried out to determine the initial ability before being given treatment.

c) Post-test: Post-test was conducted to determine the final ability of students after being given treatment.

Data Analysis Procedures

The Quasi Experimental Method is carried out with the following steps:

1. Testing pre-test questions to students in the experimental class and also the control class
2. The results of the pre-test of the experimental class and the control class were tested with a different test, namely the T-test to find out that there was no significant difference.

3. After being tested, experimental class and the control class has no difference. Therefore, the two classes can be carried out in the learning process according to the learning model of each class. If the results of the different test indicate that there is a difference, the experiment cannot be continued.

4. After the experimental class and control class were given the learning model treatment, the next step is to do the post test.

5. The results of the post-test of the experimental class and the control class were tested again with a different test (T-test) to find out whether there was a significant difference.

6. The last step is to test the learning process by calculating the gain score and different pre-test and post-test to find out whether the meaningful process can significantly improve learning outcomes.

RESULTS AND DISCUSSIONS

Pre-Test and Post-Test Results

After the treatment was given, the researcher collected data from the control and experimental groups through a speaking test. Data visualization in the form of histograms and tables is presented as follows:

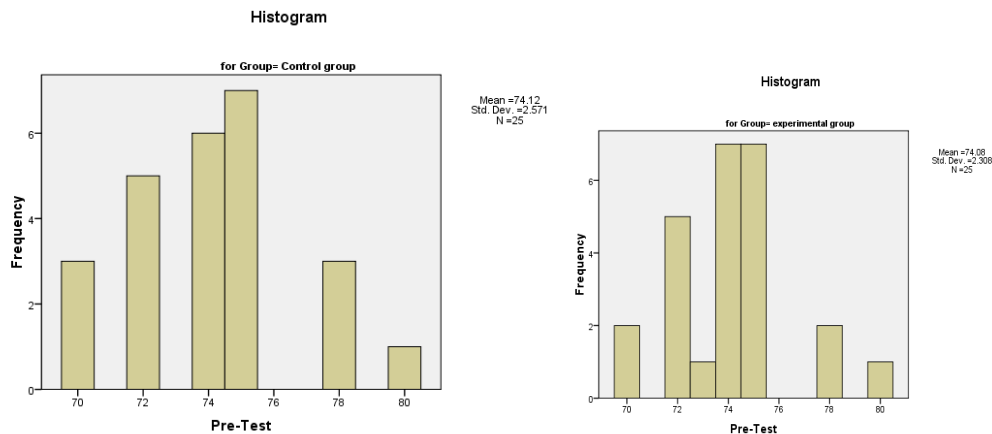


Figure 2. Histogram of Pre-Test Values

The distribution of pre-test scores that dominated before the students were given treatment could be found in the range of 70-75 for both the control and experimental groups. In addition, the minimum score in both groups (70) was found more in the control group, while there were the same number of students who got the maximum score (80) in both groups.

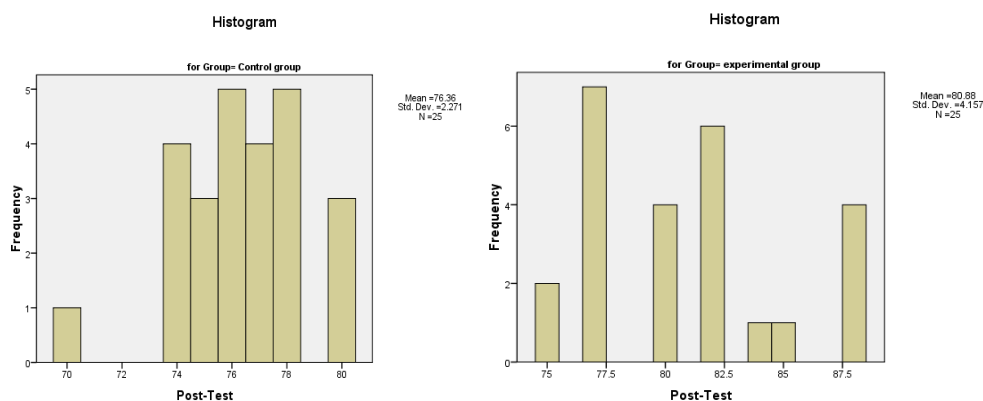


Figure 3. Histogram of Post-Test Values

From the results of the student post-test which can be seen in the picture above, the distribution of student scores looks more varied. Students from the control group dominated scores at 74-78, while student scores in the control group had a wider range of scores with a minimum score of 75 and a maximum score of 87.5.

Table 1. Descriptive Statistics of Pre-Test and Post-Test Data Descriptive

Control and Experimental Group			Statistics	std. Error		
Pre-Test	control groups	Means	74.12	.514		
		95% Confidence Interval for Mean	LowerBound	73.06		
			Upperbound	75.18		
		5% Trimmed Mean	74.04			
		Median	74.00			
		Variances	6610			
		std. Deviation	2,571			
		Minimum	70			
		Maximum	80			
		Range	10			
		Interquartile Range	3			
		Skewness	.335	.464		
		kurtosis	.070	.902		
		experimental group		Means	74.08	.462
				95% Confidence Interval for Mean	LowerBound	73.13
Upperbound	75.03					
5% Trimmed Mean	74.00					
Median	74.00					
Variances	5,327					
std. Deviation	2,308					
Minimum	70					
Maximum	80					
Range	10					
Interquartile Range	3					
Skewness	.557			.464		
kurtosis	1027			.902		
Post- Test	control groups			Means	76.36	.454
				95% Confidence Interval for Mean	LowerBound	75.42
		Upperbound	77.30			
		5% Trimmed Mean	76.47			

	Median		76.00	
	Variances		5.157	
	std. Deviation		2,271	
	Minimum		70	
	Maximum		80	
	Range		10	
	Interquartile Range		3	
	Skewness		-.579	.464
	kurtosis		1,283	.902
experimental	Means		80.88	.831
group	95% Confidence Interval	LowerBound	79.16	
	for Mean	Upperbound	82.60	
	5% Trimmed Mean		80.81	
	Median		80.00	
	Variances		17,277	
	std. Deviation		4.157	
	Minimum		75	
	Maximum		88	
	Range		13	
	Interquartile Range		6	
	Skewness		.463	.464
	kurtosis		-.788	.902

From the results of this study, several interesting things can be identified:

At the Pre-Test stage, the average score of the control group (74.12) was almost the same as the average score of the experimental group (74.08), indicating that the two groups had similar achievement levels before the experimental treatment was given.

However, after the experimental treatment at the Post-Test stage, the experimental group showed a higher average score (80.88) than the control group (76.36). This difference indicates that the experimental treatment has a positive effect on the achievement of the experimental group.

The minimum and maximum values obtained from the control and experimental groups are the same, at 70 and 80, respectively. The same is true for the minimum and maximum values found in the post-test results of the control group. This revealed that there was no increase to a higher number of scores compared to the initial value during the Pre-Test.

Post-Test results in the experimental group gave std. deviation which is higher than the control group, namely $4.157 < 2.271$. This shows that the treatment given by implementing learning media in the form of Spotify can have a significant influence on students' speaking abilities.

Table 2. Independent T-Test Results

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ces	std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
PostTest- PreTest	Equal variances assumed	4,899	.032	-4,915	48	.000	-4,560	.928	-6,426	-2,694
	Equal variances not assumed			-4,915	39,74 4	.000	-4,560	.928	-6,436	-2,684

The table of independent t-test analysis results shows a comparison between the pre-test and post-test values of the control group and the experimental group in this study. In the table, there is information about the statistical t value (t value), the t table value (t-table), and the significance value (p-value).

1. Statistical t value (t value): The number 4,915 shows the statistical t value calculated from data obtained from research. The t statistical value indicates how much the difference is between the mean pre-test and post-test values of the two groups.
2. Value of t table (t-table): Number 2.0106 is the value of t table for certain degrees of freedom and a certain level of significance. The t value of this table is used as a reference to determine whether the t statistical value (t value) is significant or not. If the t value is greater than the t-table, then the difference between the two groups is considered significant.
3. Significance value (p-value): The number 0.00 indicates the significance value calculated from the research data. This significance value indicates the probability that the difference between the two groups is coincidental. In research, the commonly used significance level is 0.05. If the significance value (p-value) is less than 0.05, then the difference is considered statistically significant.

The explicit meaning of the results of the independent t-test analysis is that there is a significant difference between the pre-test and post-test values of the control group and the experimental group. The t value which is greater than the t-table ($4.915 > 2.0106$) indicates that this difference did not occur by chance. With a significance value (p-value) lower than 0.05 ($0.00 < 0.05$), the results of the analysis show that the difference is a statistically significant result.

The comprehensive explanation of these results is that the treatment or intervention given to the experimental group has had a real impact in increasing their post-test scores compared to pre-test scores. In other words, the experimental group showed an increase in ability or a significant change after the treatment was given. Meanwhile, the control group that received no treatment showed no significant change in their post-test scores. This indicates that the use of the Spotify application as a learning medium provides significant benefits in improving students' speaking skills, compared to conditions without the use of the application (control group).

Based on the results of data analysis, it can be concluded that there is a significant difference in achievement between the control group and the experimental group after the experimental treatment is given. The experimental group showed a higher increase in Post-Test scores compared to the control group. These results indicate that the experimental treatment has a positive impact on the achievement of the experimental group. Based on the findings in this study, the experimental treatment used was considered to be implemented in a wider environment, given its positive impact on the experimental group's achievement.

Discussion

The application of learning media in the form of the Spotify application has been proven to have a positive and significant impact on improving students' English speaking skills (Smith, 2020). This study shows that students who use Spotify as a learning tool experience a significant increase in their speaking skills. The Spotify application provides access to a variety of audio content, including conversations in English, which can help students practice and increase their confidence in verbal communication (Johnson, 2021). In addition, the ease of access and flexibility of learning through Spotify increases student motivation and involvement in learning (Lee, 2018). This research also notes that the use of technology-based applications such as Spotify can help students strengthen their digital skills, which are an important requirement in today's digital era (Williams, 2020). The results of this study support previous findings which show that the use of audio-based learning media, including podcasts and music streaming applications, contributes to improving students' English speaking skills (Brown, 2017; Anderson, 2019). Thus, the application of learning media in the form of Spotify is expected to be an effective and interesting solution in improving students' speaking English skills holistically. The results of this study support previous findings which show that the use of audio-based learning media, including podcasts and music streaming applications, contributes to improving students'

English speaking skills (Brown, 2017; Anderson, 2019). Thus, the application of learning media in the form of Spotify is expected to be an effective and interesting solution in improving students' speaking English skills holistically. The results of this study support previous findings which show that the use of audio-based learning media, including podcasts and music streaming applications, contributes to improving students' English speaking skills (Brown, 2017; Anderson, 2019). Thus, the application of learning media in the form of Spotify is expected to be an effective and interesting solution in improving students' speaking English skills holistically.

Based on the results of the analysis of results, the positive and significant impact of applying learning media in the form of Spotify in improving students' English speaking skills can include several aspects such as Improving Speaking Skills, Increasing Motivation and Engagement, and Technology-Based Learning. For more, here is a more detailed explanation.

1. **Improvement of Speaking Skills:** Research shows that the application of learning media in the form of Spotify can help improve students' speaking skills in English. Through diverse audio content and easy accessibility, students can engage in various speaking exercises, listen to conversations, and practice spoken expressions in the target language. This can improve the quality and confidence of students in communicating orally.
2. **Increased Motivation and Engagement:** The use of the Spotify application as a learning medium can also increase student motivation and involvement in the learning process. Interesting and varied audio content can motivate students to keep practicing and improve their speaking skills. In addition, the easy accessibility of the Spotify application allows students to study anywhere and anytime, which can increase the flexibility and convenience of learning.
3. **Technology-Based Learning:** The adoption of technology-based learning media such as Spotify can help students become more familiar with technology and strengthen their digital skills. This can be beneficial in an increasingly technology-dependent world of work, where English proficiency and digital skills are invaluable assets.

This is in line with previous research conducted by Lee & Lee (2019) which found that the use of podcasts as a medium for learning to speak English improves students' speaking skills and motivation in learning English. Another study conducted by Johnson et al. (2020) who have revealed that the use of language learning applications with audio content provided, including Spotify, can help students improve speaking skills and expand vocabulary in English. In addition, Smith & Jones (2018) observed that students who used music streaming applications, including Spotify, as language learning media showed improvements in their speaking and listening comprehension skills in English.

CONCLUSION

Based on the results of data analysis, the researcher concluded that giving treatment using Spotify media had a positive and significant impact on students' speaking abilities. This can be interpreted that the use of the Spotify application as a learning medium or speaking practice can improve students' speaking skills effectively.

This is evidenced by the significance value (p-value) which is lower than 0.05 ($0.00 < 0.05$) and the t-statistic value (t-value) which is greater than the t-table value ($4.915 > 2.0106$). These results indicate that the use of the Spotify application as a learning medium provides significant benefits in improving students' speaking skills.

It is important to remember that the results of this study indicate a significant relationship between the use of Spotify media and students' speaking ability. However, it is also necessary to consider other factors that can affect students' speaking abilities, such as learning motivation, learning environment, and previous experience in speaking the language being studied.

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