

## ENHANCING EFL SPEAKING SKILLS THROUGH SPOTIFY: THE POWER OF INTERACTIVE COMMENTS

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**Abstract:** As a verbal communication tool, language skills, particularly speaking, enable learners to interact effectively with society. However, many learners struggle with practicing speaking in English due to lack of understanding, confidence, and fear of criticism. Traditional classroom opportunities and time allocated for speaking practice often fail to sufficiently motivate students. This study aimed to explore the effectiveness of using the commenting feature on the Spotify app to motivate EFL students to improve their speaking skills. The purpose of this research was to determine if digital media, specifically Spotify's commenting feature, could enhance students' speaking abilities by providing a platform for real-time feedback and engagement. This study used a qualitative descriptive approach. Data collection methods included observations, interviews, and document analysis. The research involved 20 junior high school students. Data were analyzed using a descriptive narrative method. Results showed that students were motivated and able to develop their speaking skills through the Spotify application. This was evidenced by the quality and variety of comments submitted by the students, indicating increased confidence and engagement. The study revealed that using Spotify's commenting feature can effectively enhance students' speaking skills by fostering motivation and providing a supportive environment for practice. It is recommended that educators integrate digital tools like Spotify into their teaching strategies to create more engaging and interactive language learning environments.

**Keywords:** *digital media; giving comment; motivation; speaking skill.*

### INTRODUCTION

Language is a fundamental tool for communication, allowing individuals to interact, express themselves, and engage in various social contexts. Speaking, a critical component of language skills, is essential for effective communication in English as a Foreign Language (EFL) settings. However, many learners face challenges such as lack of understanding, confidence, and fear of criticism, which hinder their ability to practice speaking in English. Traditional classroom opportunities for speaking practice often do not sufficiently motivate students, leading to a need for innovative approaches to enhance speaking skills.

Numerous studies have explored different strategies and technologies to improve speaking skills in EFL learners. Meida and Fadhly (2018) analyzed teacher and student interactions in Indonesian EFL classrooms, highlighting the

importance of effective communication strategies. Fadhly and Apriyani (2022) focused on pronunciation challenges and strategies for improvement, emphasizing the need for targeted interventions. Similarly, Nurhayati et al. (2021) examined speech sound disorders and their causes, providing insights into overcoming pronunciation difficulties in EFL settings.

Recent research has increasingly turned to digital media and technology to address these challenges. Mohzana (2023) explored the use of language learning podcasts to develop speaking skills, while Asratie et al. (2023) examined the impact of educational technology tools on EFL students' speaking performance. Rofi'i and Herdiawan (2024) investigated the optimization of hybrid technology in synchronous and asynchronous speaking classes, demonstrating the potential of blended learning approaches. These studies underline the effectiveness of digital tools

in enhancing language learning by providing interactive and engaging learning experiences.

Interactive and social media platforms have also been studied for their effectiveness in enhancing speaking skills. Nasichah (2023) and Rahmawati et al. (2023) analyzed students' perceptions of using TikTok to enhance speaking skills, finding positive impacts on engagement and motivation. Khan et al. (2023) and Roohani and Vinchek (2023) discussed the role of YouTube and game-based learning in improving speaking skills and vocabulary acquisition. These findings suggest that social media platforms can be powerful tools for language learning, offering diverse and engaging ways for students to practice speaking.

The use of mobile applications has gained significant attention for its convenience and accessibility. Ilyas and Kaniadewi (2023) highlighted students' positive perceptions of using the Spotify app to improve pronunciation, while Elisa (2023) emphasized the broader benefits of digital media in language learning. Apoko et al. (2023) discussed the effectiveness of mobile-assisted language learning through apps like Duolingo in enhancing vocabulary mastery. Similarly, Tsai (2023) examined the use of mobile augmented reality and automatic speech recognition-based materials, demonstrating their effectiveness in improving English listening and speaking skills.

Several studies have focused on the psychological aspects of language learning and the role of digital media in reducing anxiety and increasing motivation. Saleh et al. (2023) and Setyaningsih et al. (2022) explored the impact of digital media on reducing foreign language anxiety and improving speaking skills. Madhavi et al. (2023) highlighted the benefits of ICT and AI tools in developing learners' speaking skills, while Chang and Kabilan (2024) discussed the use of social media as e-portfolios to support learning in higher education.

Digital storytelling and game-based learning have also been identified as effective methods for enhancing speaking skills. Zhussupova and Shadiev (2023) explored the use of digital storytelling to facilitate academic public speaking skills in a culturally diverse multilingual classroom. Roohani and Heidari Vinchek (2023) found that game-based, social media, and classroom-based instruction can significantly improve the learning of phrasal verbs, which are crucial for effective speaking.

Moreover, several researchers have examined

the broader implications of digital media on language learning. Rahmat et al. (2023) discussed the development of digital learning environments to support online education, emphasizing the importance of integrating technology into language learning curricula. Haristiani and Mumu (2020) explored the combination of chatbots and social media to enhance personal learning environments, suggesting that these tools can provide personalized learning experiences and improve language acquisition. Maesyaroh et al. (2023) highlighted the advancements in web-based learning media during the Covid-19 pandemic, emphasizing the role of digital tools in maintaining and enhancing language learning.

In addition to these insights, several studies have explored the specific benefits of digital media in language learning contexts. Fatimah et al. (2019) introduced digital comics as an innovative tool for teaching English, demonstrating their effectiveness in improving students' reading and speaking skills. Pinem and Rahmawan (2023) analyzed the impact of digital media elements on vocabulary learning in remote settings, finding significant improvements in students' vocabulary acquisition. Prasojo and Yuliana (2021) discussed the role of social media in instructional leadership, highlighting its potential to facilitate language learning through interactive and collaborative activities.

Despite the extensive research on digital media and language learning, there is a gap in understanding how specific digital platforms, such as Spotify, can be utilized to enhance EFL students' speaking skills through interactive features like commenting. Most existing studies focus on general benefits of digital media and mobile applications, but few have explored the potential of using social interaction features within these platforms to motivate and improve students' speaking abilities.

This study aims to fill this gap by investigating the use of Spotify's commenting feature to motivate EFL students to practice and improve their speaking skills. By encouraging students to leave audio comments on Spotify, this study explores a novel approach to integrating digital media with language learning that goes beyond passive listening. The interactive nature of commenting can provide students with real-time feedback, promote engagement, and foster a sense of community among learners.

Given the increasing reliance on digital media for educational purposes, it is crucial to explore innovative methods to enhance language learning.

This study's findings could provide valuable insights into the practical application of digital platforms in language education, offering educators new strategies to motivate students and improve their speaking skills. By demonstrating the effectiveness of using Spotify's commenting feature, this research could contribute to the broader field of digital language learning and inform future educational practices and policies.

## METHOD

This study employed a qualitative descriptive approach to explore the impact of using Spotify's commenting feature on EFL students' speaking skills. This design was chosen to provide an in-depth understanding of the participants' experiences, attitudes, and perceptions (Lichtman, 2023; Savin-Baden & Major, 2023).

The research involved 20 seventh-grade junior high school students from a public school in Jember, Indonesia. Participants were selected using purposive sampling to ensure basic English proficiency and familiarity with mobile applications, particularly Spotify. Parental consent and student assent were obtained before participation (Patton, 2015; Hennink et al., 2020).

To gather comprehensive data, multiple data collection methods were employed. Classroom observations focused on students' engagement, participation, and use of English during speaking activities (Creswell & Creswell, 2018; Crabtree & Miller, 2023). Semi-structured interviews were conducted to gather students' experiences and perceptions regarding Spotify's use for improving their speaking skills (Brinkmann, 2018; Hennink et al., 2020). Additionally, students' comments on Spotify were collected and analyzed as evidence of their engagement and speaking improvements (Sankofa, 2023).

The procedure began with introducing students to Spotify and guiding them on its use for educational purposes (Ilyas & Kaniadewi, 2023). Suitable English songs and podcasts were selected, and students were encouraged to listen to these contents and leave audio comments focusing on pronunciation, fluency, and expression (Arsyawan et al., 2023). Over four weeks, students used Spotify to comment on different audio contents, leaving at least one comment per week, which was reviewed for feedback (Elisa, 2023). During this period, observations noted changes in interactions and speaking activities, while interviews captured students' reflections. Spotify comments were analyzed for linguistic features (Fatimah et al., 2019).

Data from observations, interviews, and documents were analyzed using a descriptive narrative method. Transcribed data were coded to identify themes related to engagement, motivation, and speaking improvement (Saldaña, 2021; Aurini et al., 2021). Themes were developed to understand how Spotify influenced students' speaking skills and perceptions (Braun & Clarke, 2019; Elliott & Timulak, 2021). Comments were analyzed for vocabulary use, grammatical accuracy, pronunciation, and fluency (Bowen, 2019; Sankofa, 2023).

To ensure the reliability and validity of the research, multiple measures were taken. Cross-verifying findings using multiple data sources ensured triangulation (Patton, 2015; Hennink et al., 2020). Participants reviewed transcriptions and findings for accuracy to conduct member checking (Creswell & Poth, 2018; Hatch, 2023). Additionally, the data analysis process was reviewed by a peer researcher to ensure accuracy and unbiased interpretation (Creswell & Creswell, 2018; Silverman & Patterson, 2021).

Ethical approval was obtained from the school's ethics committee. Informed consent was obtained from participants and their parents. Confidentiality and anonymity of data were assured, and participation was voluntary (Merriam & Tisdell, 2016; Darlington & Scott, 2020).

By employing these methods, this study aimed to provide a comprehensive understanding of the potential benefits of using Spotify's commenting feature to enhance EFL students' speaking skills.

## RESULTS AND DISCUSSION

The following table provides a comprehensive summary of students' experiences and perceptions regarding the use of Spotify to enhance their English speaking skills. It includes details about the song titles, the number of students who liked each song, and their specific comments on the learning experience. This information is pivotal in understanding the effectiveness of integrating digital media into language learning, showcasing how modern technology can be leveraged to improve educational outcomes.

The feedback collected from the 20 students highlights the diverse range of songs that were popular among the participants. For instance, "Drunk Text" by Henry Moodie received the highest number of likes, with three students expressing that listening to music on Spotify helped them better understand the meaning of the songs they hear. Other songs, such as "Saturn" by SZA and "Right Now" by Nick Jonas, were also

well-received, with students noting the enjoyment and interest generated by the application. These insights suggest that the integration of familiar and

enjoyable content can significantly enhance the learning experience.

Table 1. *Students' feedback on using Spotify application for learning English songs*

No	Title	The Total Students Who Liked	Comment
1	Saturn by SZA	2	Learning English songs using the Spotify application is very easy and fun. Pleasant and a little difficult.
2	Drunk Text by Henry Moodie	3	Listening to music using the Spotify application allows me to better understand the meaning of the songs I hear.
3	Right Now by Nick Jonas	2	The Spotify songs are enjoyable to listen to, and the podcasts are entertaining and interesting.
4	Favorite Girl by Justin Bieber	2	I really like learning English songs using Spotify.
5	Somebody's Pleasure by Aziz Hedra	1	I really like learning to use Spotify because it's fun.
6	Lily by Alan Walker	1	Learning by using Spotify is more fun and enjoyable for me.
7	For the Rest of My Life by Maher Zain	1	In my personal opinion, learning to use Spotify is very exciting and I can discover new vocabulary.
8	Prom Queen by Beach Bunny	1	I am happy because I can learn English in a fun way.
9	Love Yourself by Justin Bieber	1	Learning like this is easy to understand, and I really enjoy learning this way.
10	Love is an Open Door from "Frozen"	1	I like this learning method because it's fun and not boring.
11	Happier by Olivia Rodrigo	1	Learning to use Spotify is very fun because you can learn and listen to any song.
12	Night Changes by One Direction	1	Spotify makes studying enjoyable because we can listen to songs, podcasts, and much more.
13	From the Start by Laufey	1	In my opinion, learning using Spotify helps me understand unknown English vocabulary.
14	Those Eyes by New West	1	It can make it easier for me to understand.
15	Dandelions by Ruth B	1	Learning to use Spotify is so much fun.
16	A Thousand Years by Christina Perri	1	Very fun and not boring.

Furthermore, the comments section in the table offers valuable qualitative insights into students' perceptions of using Spotify for learning. Many students found that the platform made learning English fun and engaging, helping them discover new vocabulary and improve their pronunciation and grammar. For instance, one student mentioned that Spotify made learning new vocabulary more enjoyable and less intimidating, highlighting the role of interactive and enjoyable content in facilitating language acquisition.

The feedback also emphasizes the importance of using varied and contemporary digital content to maintain students' interest and motivation. Students appreciated listening to current songs and podcasts, which not only made the learning process enjoyable but also relevant to their daily

lives. This relevance is crucial in language learning, as it helps students see the practical applications of their studies and keeps them engaged. Additionally, the ability to comment on songs and receive feedback fostered a sense of community and interaction among the students, further enhancing their learning experience.

Table 1 demonstrates the positive impact of using Spotify as a learning tool in EFL classrooms. The students' comments reveal that integrating digital media into language learning can make the process more enjoyable and effective. The table provides clear evidence that such innovative approaches can enhance students' engagement, motivation, and overall language skills, making it a valuable resource for educators looking to incorporate technology into their teaching methods. Using familiar and

enjoyable content, combined with interactive features, can create a more dynamic and effective learning environment, ultimately improving educational outcomes for language learners.



Figure 1. *Visualization of application results*

This figure illustrates the outcomes of utilizing the application, showcasing how students have interacted with and benefited from the tool. The image captures key data points and insights gathered from the study, providing a visual representation of the application's impact on students' learning experiences.

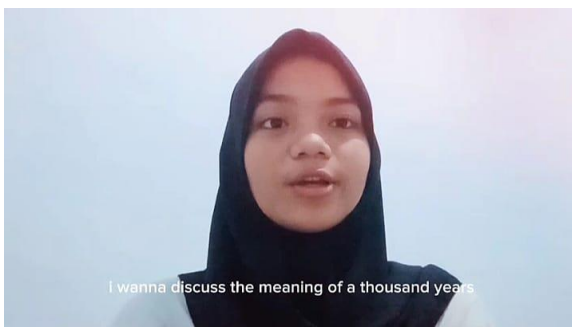


Figure 2: *The first student's speaking video*

This figure displays a snapshot from the first student's video, demonstrating their speaking performance after using the application. It highlights their progress and showcases how the tool has enhanced their speaking skills in a practical setting.



Figure 3: *The third student's speaking video*

This figure features a frame from the third student's video, illustrating their speaking abilities

following the use of the application. It provides an example of the student's improvement and the effectiveness of the tool in enhancing their English speaking skills.

After using an application that offers a variety of themes, students tend to select and comment on features related to the theme songs they prefer. This personalized selection process, based on students' likes, interests, and talents, significantly increases their motivation and helps develop their ideas in learning English, particularly in enhancing speaking skills. The data reveal diverse preferences among students, indicating that giving them the freedom to choose based on their interests can lead to more active and engaged learning. As Kusmaryono (2024) points out, digital literacy encompasses not only technical skills but also social, critical, creative, and inspirational skills necessary for success in the digital world. This broad skill set is essential for navigating and utilizing digital tools effectively.

Haristiani (2020) further supports this by acknowledging that social media simplifies dynamic and complex information, making it faster and more accessible. This accessibility translates into a richer and more diverse learning experience for students. Puspitarini (2019) emphasizes that the use of appropriate learning media can make educational activities more effective and efficient, aiding students in achieving their learning objectives. Additionally, Permana (2021) states that the creation of suitable media aims to provide learning environments that encourage active and interactive learning, leading to optimal learning outcomes.

One of the key advantages of using Spotify as a learning tool is its ability to run continuously even when other applications are open. This multitasking capability allows students to integrate Spotify with other educational apps, enhancing their learning experience. For instance, while listening to a song on Spotify, students can simultaneously use a language learning app to look up words or practice pronunciation. The theme songs selected by students come with lyrics, which help them understand the song's meaning and context. This feature is particularly beneficial for language learners as it reinforces vocabulary and comprehension through repetition and engagement with the content.

Moreover, learning based on Android technology, such as the Spotify app, expands educational opportunities beyond the traditional classroom. Mobile devices, which are easily portable, enable students to learn anytime and

anywhere, making education more flexible and accessible. This aspect of mobile learning is highlighted by Al-Mashhadani & Al-Rawe (2018), who note that mobile technology facilitates varied learning modes, allowing students to engage with educational content in diverse settings.

The interactive nature of Spotify also fosters a sense of community among students. By commenting on songs and sharing their thoughts, students can engage in discussions, provide feedback to one another, and collaborate on learning activities. This interaction not only enhances their speaking skills but also builds their confidence in using English in real-world contexts. Additionally, the variety of content available on Spotify, including podcasts and different music genres, offers students a wide range of listening experiences that cater to various learning styles and preferences.

The integration of Spotify into language learning provides numerous benefits that go beyond traditional educational methods. It leverages students' interests and preferences, making learning more engaging and effective. The ability to use the application alongside other tools, the inclusion of lyrics for better comprehension, and the flexibility of mobile learning collectively contribute to a more dynamic and interactive learning environment. These factors, supported by the observations of Kusmaryono (2024), Haristiani (2020), Puspitarini (2019), and Permana (2021), underscore the potential of digital media platforms like Spotify to revolutionize language education and motivate students to improve their English speaking skills.

The study highlights the significant impact of using Spotify as a digital tool to enhance students' English speaking skills. The positive feedback from students indicates that integrating familiar and enjoyable content into the learning process can greatly improve motivation and engagement. By using Spotify, students were able to interact with content in a way that felt natural and enjoyable, leading to a more effective learning experience. This approach not only helps students improve their language skills but also builds their confidence in using English in various contexts. The ability to comment on songs and receive feedback created a collaborative learning environment that further enriched the educational experience.

Additionally, the study demonstrates how digital media can be leveraged to cater to different learning styles and preferences, making education

more inclusive and personalized. The variety of songs and podcasts available on Spotify provided students with ample opportunities to explore different aspects of the English language, from vocabulary and pronunciation to grammar and comprehension. This diversity in content helped students to engage with the language in a holistic manner, promoting better retention and understanding.

Based on the findings of this study, several recommendations can be made for educators and institutions looking to incorporate digital media into their language teaching practices. Firstly, educators should consider integrating digital media tools like Spotify into their curriculum to enhance language learning. This integration can be achieved by designing activities that encourage students to explore and interact with digital content, thus making the learning process more engaging and effective.

Additionally, encouraging student autonomy is crucial. Allowing students to choose their learning materials based on their interests can significantly increase motivation and engagement. Educators should provide a variety of digital content options and encourage students to take an active role in their learning process. This approach not only caters to individual preferences but also fosters a sense of ownership over their learning journey.

Creating interactive learning environments is another essential recommendation. Digital tools should be used to foster interactive and collaborative learning spaces. Encouraging students to comment on digital content, share their thoughts, and engage in discussions with peers can enhance their learning experience and build a community of learners. This interaction can help students feel more connected and supported in their educational endeavors.

Furthermore, leveraging mobile technology can expand learning opportunities beyond the traditional classroom setting. The flexibility offered by mobile devices allows students to engage in language learning activities anytime and anywhere. Educators should encourage the use of mobile technology for educational purposes, making learning more accessible and convenient for students.

Providing training and support for educators is also vital. Educators need to be equipped with the knowledge and skills to effectively integrate digital media into their teaching practices. Institutions should offer the necessary support and resources to ensure the successful

implementation of these digital tools. Training programs can help educators stay updated with the latest technological advancements and pedagogical strategies.

Lastly, it is important to regularly evaluate and adapt the use of digital media tools in the learning process. Continuous assessment of the effectiveness of these tools, along with being open to adapting strategies based on student feedback and learning outcomes, is essential. This ongoing evaluation ensures that digital integration remains relevant and effective, ultimately leading to better educational outcomes for students.

Integrating digital media into language teaching practices, fostering student autonomy, creating interactive learning environments, leveraging mobile technology, providing training and support for educators, and regularly evaluating and adapting strategies are key recommendations for enhancing language learning through digital tools. These approaches can create a more dynamic and effective learning environment, benefiting both students and educators.

## CONCLUSION

The integration of Spotify as a learning tool has shown considerable potential in enhancing students' English speaking skills. By leveraging familiar and enjoyable content, educators can create a more engaging and effective learning environment. The flexibility and accessibility of digital media make it a valuable resource in modern education, allowing students to learn in a way that suits their preferences and lifestyles. With proper integration and support, digital media tools can revolutionize language learning, providing students with the skills and confidence they need to succeed in their language acquisition journey.

Spotify's vast library of songs, podcasts, and audio content offers a wealth of authentic material that students can use to practice their listening and speaking skills. By selecting content that resonates with their interests, students are more likely to stay motivated and engaged in the learning process. This personalized approach not only makes learning more enjoyable but also helps students develop a deeper connection with the language. For instance, students can listen to their favorite songs and practice pronunciation and intonation by singing along, or they can listen to podcasts on topics they are passionate about and then discuss them in class, thereby improving their

fluency and conversational skills.

Moreover, the interactive features of Spotify, such as the ability to comment on songs and share playlists, can foster a sense of community and collaboration among students. By discussing their favorite tracks and sharing insights, students can learn from each other and gain different perspectives on the language. This collaborative learning environment can be further enhanced by incorporating assignments that require students to create and share their own playlists based on specific themes or linguistic features, such as vocabulary or grammar points. This not only reinforces their understanding of the material but also allows them to express their creativity and personal preferences, making the learning experience more meaningful and relevant to their lives.

In addition to fostering engagement and collaboration, the use of Spotify in language learning can also promote autonomy and self-directed learning. Students can take control of their learning journey by exploring different types of content and identifying areas where they need improvement. For example, they can use Spotify to listen to native speakers and mimic their pronunciation, or they can use the app to discover new vocabulary and phrases in context. By encouraging students to take ownership of their learning, educators can help them develop the skills and confidence needed to become independent and proficient language users. This autonomy not only prepares students for real-world communication but also instills a lifelong love of learning that extends beyond the classroom.

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