

## Spotify Podcast Media to Enhance Students' English Writing Skills of Class XI at SMA Pangudi Rahayu Jakarta

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**Abstract:** The primary objective of this research is to investigate the efficacy of Spotify podcast media in enhancing the English writing proficiency of eleventh-grade students at Pangudi Rahayu High School in Jakarta. Employing a qualitative methodology, data were gathered through comprehensive interviews, participatory observations, and documentary analysis of students who incorporated podcasts as a component of their English language acquisition. A purposive sampling technique was utilized to select students who actively engaged with podcasts during the instructional period, and the data underwent thematic analysis to discern pertinent patterns and themes. The findings indicated that the implementation of Spotify podcasts markedly enhanced students' motivation and writing capabilities. This research contributes to the existing body of literature by offering novel perspectives on the application of digital media, particularly podcasts, as an effective pedagogical tool for the enhancement of writing skills among secondary school learners.

**Keywords:** Learning Media, Spotify Podcast, Writing Skills, English Learning

### 1. INTRODUCTION

The incorporation of digital media, particularly Spotify podcasts, within the framework of English writing instruction for secondary education students has attracted considerable scholarly interest as a viable strategy for the enhancement of writing competencies. Empirical research suggests that the utilization of digital media can markedly elevate students' levels of engagement and motivation within educational settings, especially in the context of language acquisition. The research conducted by Izzah underscores the significance of social networking platforms in the pedagogy of writing skills, illustrating that the deployment of effective digital resources can result in heightened student performance and engagement (Izzah & Febriyanti, 2023). The obstacles confronted by learners in acquiring proficient writing abilities are extensively recorded in scholarly literature. As articulated by Ghafar, students frequently experience challenges in comprehension and the management of online learning environments, which may impede their progression in writing proficiency (Ghafar, 2023). This is congruent with the research conducted by Utama et al., who elucidate the diverse impediments that educators encounter in administering writing instruction for non-native speakers, positing that specialized methodologies and conducive environments are essential for surmounting these difficulties (Utama et al., 2021). The necessity for efficacious pedagogical methodologies is additionally corroborated by the investigations conducted by Fajrina et al., which emphasize the significance of customized writing strategies to address the varied requirements of students (Fajrina et al., 2021).

The realm of educational media has experienced substantial metamorphosis as a result of technological innovations, with Spotify podcasts emerging as one of the progressively preferred modalities. Empirical studies indicate that podcasts serve as powerful tools for language learning, allowing students to engage with genuine English content in a manner that is both accessible and versatile. Hamid emphasizes that supplementary activities such as podcasting can markedly enhance students' English proficiency beyond conventional classroom contexts, tackling the prevalent challenge of diminished student engagement within English education settings (Hamid et al., 2024). These audio programs can be efficiently assimilated into the English language acquisition process to assist learners in refining their writing competencies. Recent empirical research has indicated that the utilization of podcasts as an ancillary resource in language instruction not only captivates learners but also enhances their capacity to express concepts in written discourse. The inherent flexibility and accessibility of podcasts render them a quintessential medium for promoting autonomous learning and critical analytical skills among students, particularly in the advancement of their writing proficiency. As advancements in technology continue to influence educational methodologies, the integration of digital media, such as Spotify podcasts, into the educational framework is becoming increasingly vital for cultivating comprehensive language skills. This methodology not only addresses the varied educational requirements of learners but also equips them to meet the challenges of the contemporary digital landscape. As a result, educators are progressively acknowledging the significance of podcasts as a contemporary instructional resource for language learning.

The swift progression of educational media, propelled by technological innovations, has resulted in the escalating acceptance of instruments such as Spotify podcasts. These podcasts have been progressively incorporated into English language pedagogy as a novel approach to assist learners in enhancing their writing competencies. The research conducted by Abdulrahman et al. elucidates that the integration of podcasts into English as a Foreign Language (EFL) pedagogical approaches markedly enhances learners' listening comprehension, a skill that is intrinsically correlated with their capacity to produce written discourse coherently and cohesively (Abdulrahman et al., 2018). The accessibility and practicality of podcasts render them an invaluable asset for ongoing education beyond the confines of the classroom, permitting students to interact with material at their own pace. This incorporation of digital media into language instruction not only enhances the educational experience but also furnishes students with the essential competencies to navigate the digital milieu. As educators persist in

investigating innovative pedagogical methodologies, the significance of podcasts in fostering writing proficiency is increasingly coming to the fore. Consequently, the utilization of Spotify podcasts in educational contexts signifies a substantial progression in harnessing technology to improve language learning outcomes.

Learning media have become increasingly vital in modern education, providing diverse and innovative ways to engage students and enhance the learning experience. Podcasts are one of the most beneficial educational resources available, surpassing traditional materials such as textbooks and journals (Holloway et al., 2022). The integration of digital technologies, such as interactive videos, virtual reality, and mobile applications, has revolutionized traditional teaching methods, making education more accessible and personalized. These tools offer learners the flexibility to study at their own pace and on their terms, catering to different learning styles and preferences. The effectiveness of these media in promoting active learning and critical thinking is well-documented, with studies showing that students who use digital tools perform better academically than those who rely solely on traditional methods. Learning media that incorporate artificial intelligence and adaptive learning systems provide personalized feedback and pathways, helping students overcome individual learning challenges more effectively. As education continues to evolve, the strategic use of learning media will be crucial in preparing students for the demands of the 21st century, equipping them with the skills necessary to succeed in a rapidly changing world. Thus, the development and implementation of innovative learning media are essential for fostering a more engaging and effective educational environment.

These scholarly references furnish a thorough comprehension of the significance of learning media within contemporary educational paradigms, particularly emphasizing their influence on student engagement, knowledge retention, and academic achievement. These scholarly references offer an extensive examination of the function of learning media in contemporary education, accentuating their effects on student engagement and educational outcomes. The integration of digital media into educational frameworks is experiencing rapid proliferation, and Spotify podcasts present a potent alternative for English language acquisition, which can markedly enhance the writing competencies of high school learners. This is consistent with research conducted by Marcela, who observes that the incorporation of English-language songs and podcasts available on Spotify markedly improves students' auditory comprehension abilities, which serve as fundamental components for proficient writing

(Marsela et al., 2024). By incorporating auditory materials into the educational curriculum, podcasts afford students the chance to interact with authentic linguistic usage, thereby facilitating their proficiency in crafting well-structured and coherent written compositions. Furthermore, the accessibility of podcasts at any time and from any location promotes tailored learning experiences, addressing the heterogeneous requirements of students. Podcasts serve as genuine resources that augment language acquisition by immersing learners in authentic language usage, which is essential for the cultivation of writing competencies (Hamid et al., 2024). As educators endeavour to identify innovative strategies for the enhancement of language proficiency, the integration of Spotify podcasts into English language instruction has yielded encouraging outcomes in the advancement of students' writing competencies. The efficacy of this digital medium underscores the potential of podcasts as an essential resource within contemporary educational frameworks. Consequently, the significance of digital media, particularly podcasts, in the augmentation of language skills is increasingly acknowledged within the realm of educational research.

These citations furnish a thorough comprehension of the prevailing trends and advancements in the domain of English language education, accentuating the significance of technological innovations in augmenting both language acquisition and pedagogical practices. Within the educational landscape, a multitude of instructional media is utilized to fulfil educational objectives, with one notable medium being Spotify podcasts. Empirical evidence suggests that these podcasts effectively facilitate the English language learning process among high school students, particularly in the enhancement of their writing abilities. The assimilation of podcasts into the educational curriculum not only bolsters language acquisition but also cultivates a more profound understanding of intricate linguistic structures. Moreover, the accessibility of podcasts enables students to engage with the material at their own pace, rendering them a flexible and invaluable resource in contemporary education. The inherent flexibility and portability of podcasts enable students to interact with educational content while concurrently engaging in other tasks, a phenomenon that is especially advantageous within the contemporary, rapidly evolving educational landscape (Rodler et al., 2023). As digital media continues to advance, the integration of platforms like Spotify podcasts into language instruction is emerging as a critical strategy for fostering writing proficiency among high school learners.

English language acquisition has experienced profound metamorphosis in recent years, especially with the incorporation of digital technologies and innovative pedagogical methodologies. The emergence of online platforms, mobile applications, and multimedia resources has rendered English language education more accessible and engaging for learners worldwide. These instruments provide individualized learning experiences, enabling students to refine language competencies at their own pace and obtain immediate feedback, thereby augmenting their language acquisition trajectory. The employment of authentic materials, such as videos, podcasts, and interactive simulations, has demonstrated efficacy in cultivating both receptive and productive language abilities, as learners are immersed in genuine linguistic usage within contextual frameworks. The dialogic characteristics of podcasts, wherein students are allowed to listen and subsequently implement their acquired knowledge through written assignments, cultivate a more profound cognitive involvement with the subject matter (Acevedo de la Peña & Cassany, 2024). The amalgamation of artificial intelligence and adaptive learning systems within language learning applications offers customized content and assistance, facilitating learners in surmounting specific obstacles and attaining enhanced outcomes. Blended learning paradigms, which integrate online and face-to-face instruction, have also witnessed a surge in popularity, delivering the flexibility of digital learning coupled with the advantages of direct teacher engagement. Empirical studies have indicated that these methodologies not only bolster language proficiency but also amplify learner motivation and engagement, thus rendering the educational process more effective and enjoyable. The transition towards learner-centred methodologies, underpinned by technological support, underscores the burgeoning significance of cultivating digital literacy in tandem with language skills, equipping learners for the exigencies of a globalized milieu. As English language education continues to progress, the emphasis on the synthesis of technology with pedagogical best practices will be imperative in promoting effective and sustainable language instruction.

These citations furnish an extensive examination of the contemporary developments in English language acquisition, with a particular emphasis on the incorporation of technological tools and their ramifications for language education. Despite the general perception of podcasts as a mere entertainment medium, recent empirical investigations have illustrated that Spotify podcasts possess considerable potential as a viable educational resource for augmenting writing competencies in English language learners within the high school demographic. The significance of podcasts generated by students is of paramount importance. By engaging in the production of their podcasts, students partake in an experiential process that significantly

augments their writing competencies via the formulation of scripts and the art of narrative construction (Acevedo de la Peña & Cassany, 2024). By delivering a variety of engaging and stimulating content, these podcasts facilitate an immersive educational experience that can significantly bolster students' comprehension of linguistic structure and application, ultimately culminating in enhanced writing proficiency. The capacity of podcasts to convey authentic language instances enables learners to cultivate a more sophisticated understanding of English, which is essential for proficient writing. Furthermore, the adaptable characteristics of podcasts, which permit access at any time and from any location, render them an indispensable asset within the contemporary educational framework. This pedagogical strategy not only augments traditional instructional practices but also fosters self-directed learning and critical analytical skills. Consequently, the significance of Spotify podcasts in advancing language competencies, with a particular focus on writing skills, is increasingly acknowledged within the realm of educational research.

Not a substantial number of individuals are cognizant of the potential for podcasts to serve as pedagogical instruments; however, Spotify podcasts are increasingly being incorporated into English language pedagogy to assist high school learners in cultivating their writing abilities in a manner that is both organic and systematic. This engaged involvement not only enhances their compositional skills but also elevates their self-assurance and ingenuity in articulating concepts (Yuniarti, 2024). This pioneering methodology capitalizes on the auditory characteristics of podcasts to immerse students in authentic linguistic contexts, which is critical for augmenting their comprehension of syntactic structures, lexicon, and overarching coherence in written communication. Through consistent interaction with podcast material, students can enhance their capacity to articulate thoughts with clarity and creativity, drawing advantages from the informal yet educational nature of podcasts. As the adoption of Spotify podcasts in educational frameworks becomes more prevalent, their significance in promoting language acquisition and writing competence is increasingly acknowledged. This strategy not only supplements conventional instructional methodologies but also enables students to assume greater agency over their educational journeys, culminating in enhanced autonomy and motivation. Consequently, the integration of Spotify podcasts into English language instruction exemplifies a progressive strategy for fostering vital writing competencies in high school students.

Numerous individuals have yet to acknowledge the substantial potential inherent in podcasts for educational purposes; however, evidence illustrates this. Through interaction with these authentic resources, learners cultivate a more profound comprehension of linguistic subtleties, which is essential for proficient written expression. Furthermore, the availability of Spotify podcasts facilitates students' engagement with the language beyond conventional classroom environments, thereby reinforcing their educational experience and aiding in the internalization of intricate grammatical constructs. This adaptability is additionally substantiated by the research conducted by Ghoorchaei et al., who assert that podcasts possess the capacity to markedly augment auditory competencies and the enrichment of vocabulary, thus facilitating an enhancement in overall motivation within the classroom environment (Ghoorchaei et al., 2021). Empirical studies have demonstrated that this pedagogical approach not only enhances the retention of vocabulary and syntactical structures but also elevates students' self-assurance regarding their writing skills. As educators persist in their quest for innovative methodologies to advance language pedagogy, the incorporation of Spotify podcasts is emerging as a formidable strategy for fostering students' writing capabilities. Consequently, the significance of podcasts within the educational sphere is increasingly being acknowledged, particularly regarding their efficacy in bolstering language learning achievements.

In the contemporary digital age, the imperative of identifying novel strategies to augment the English writing competencies of high school students is paramount, especially given that proficient writing skills are fundamental for both academic and professional achievement in the foreseeable future. The process-genre methodology, which integrates components of both process-focused and genre-specific pedagogical approaches to writing, has demonstrated a significant enhancement in students' writing competencies and advanced cognitive skills (Wardhana, 2022). As the educational environment continuously transforms in response to technological innovations, it becomes progressively vital to incorporate avant-garde instruments, such as digital media and podcasts, within the educational framework to satisfy the escalating requirements for effective communication proficiency. The necessity for students to cultivate adeptness in writing transcends the mere attainment of elevated academic benchmarks; it also encompasses the preparation of learners for the intricate realities of the contemporary labour market. In light of the pervasive utilization of digital platforms, harnessing resources such as Spotify podcasts presents a promising avenue to confront these challenges by furnishing students with captivating and pertinent content that can profoundly

enhance their writing capabilities. As educators persist in their pursuit of efficacious instructional methodologies, the integration of digital media into English language pedagogy surfaces as an urgent and indispensable response to the exigencies of the 21st-century scholar. Consequently, comprehending and executing these innovative pedagogical approaches is vital for nurturing the forthcoming generation of adept writers.

This research posits an avant-garde solution through the incorporation of Spotify podcasts as a pedagogical medium, which is anticipated to yield a more stimulating and efficacious method for English language education, particularly in the augmentation of students' writing competencies. The genre-oriented pedagogical framework has been substantiated as efficacious in enhancing writing proficiency within heterogeneous student demographics (Ganapathy et al., 2022). By capitalizing on the extensive range of authentic and heterogeneous content accessible on Spotify, learners can be exposed to pragmatic language utilization, which is imperative for cultivating their capacity to compose with coherence and creativity. The interactive and adaptable characteristics of podcasts facilitate students' access to content at their convenience, thereby promoting autonomous learning and reinforcing their comprehension of intricate language structures. The integration of Spotify podcasts into the curriculum can serve to bridge the divide between formal education and the digital milieu in which students are continually engaged. Consequently, this methodology possesses the potential to substantially enhance students' writing proficiency by furnishing them with pertinent and captivating material that resonates with their interests and learning modalities. Therefore, the employment of podcasts as an educational instrument signifies a promising strategy for the modernization of English language instruction and the enhancement of student outcomes.

The objective of this investigation is to assess the efficacy of utilizing Spotify podcasts as a pedagogical tool to augment English writing competencies among secondary school students, thereby providing novel insights into English instructional methodologies within educational institutions. The incorporation of Spotify podcasts as a pedagogical instrument to augment English writing competencies among secondary school learners represents a promising frontier for educational advancement. Empirical research suggests that podcasts can substantially enhance linguistic abilities, particularly in the domains of auditory comprehension and verbal expression, which are essential for writing proficiency. For example, Hamid emphasizes that involving students in extracurricular initiatives such as podcasting can elevate their English language skills beyond the conventional classroom environment, thereby



addressing the prevalent challenge of diminished student motivation and proficiency in English (Hamid et al., 2024). The study concentrates on how authentic linguistic exposure via podcasts can promote a more profound comprehension of writing conventions and stylistic nuances, which are critical for the cultivation of proficient writing abilities. By integrating Spotify podcasts within the educational setting, educators can exploit these resources to establish a more individualized and adaptable learning atmosphere that accommodates the varied requirements of students. The outcomes derived from this research are anticipated to elucidate best practices in English language education, thereby contributing to the expansive discourse on the incorporation of digital media in pedagogical approaches. Ultimately, this study aspires to underscore the significance of innovative technologies in the modernization of educational tactics and the enhancement of student performance.

## **2. METHODS**

This study employs a qualitative research design with a case study approach to explore how the use of Spotify podcasts as an educational medium can enhance the English writing skills of 11th-grade students at SMA Pangudi Rahayu. Andangsari articulated that podcasts function as significant instruments for literacy and education, especially throughout the COVID-19 pandemic, as they foster engagement and the development of critical thinking skills among learners (Dhamayanti, 2022). By focusing on a specific group of students within their natural learning environment, this approach allows for an in-depth understanding of the processes and impacts of integrating podcasts into language instruction. The case study method is particularly suited for investigating the nuanced ways in which students interact with digital media and how these interactions influence their writing development. Through detailed observations, interviews, and analysis of students' written work, this research aims to uncover the effectiveness of podcasts in fostering improved writing outcomes. The qualitative nature of the study also enables the exploration of students' perceptions and attitudes toward using podcasts as a learning tool, providing insights into the broader implications for educational practice. By situating the research within the context of a specific school and grade level, the study contributes to the understanding of how digital media can be effectively utilized in secondary education. The findings from this case study are expected to inform educators and policymakers about the potential benefits of incorporating podcasts into English language curricula.

The population of this study comprises all 11th-grade students at SMA Pangudi Rahayu, with a purposive sample of 10 students selected based on their active engagement in using Spotify podcasts for English language learning. This sampling method ensures that the participants have a meaningful level of interaction with the digital media being studied, allowing for a deeper exploration of its impact on their writing skills. The selected students represent a cross-section of the class, providing insights into how different levels of podcast usage correlate with improvements in writing proficiency. By focusing on students who are already integrating podcasts into their learning routines, the study aims to capture the experiences and outcomes most relevant to understanding the effectiveness of this educational tool. This purposive sampling approach is particularly useful in qualitative research as it allows for the selection of participants who can provide rich, detailed data on the phenomenon under investigation. The insights gained from this specific group of students are expected to contribute to broader discussions on the role of digital media in enhancing language learning outcomes. The findings will help inform educational practices by illustrating the potential benefits and challenges of using podcasts as a learning medium in secondary education.

The instruments used in this study include in-depth interviews and direct observations of the learning process, where students are encouraged to listen to podcasts and subsequently share their experiences and challenges in improving their writing skills. These qualitative methods are essential for gaining a comprehensive understanding of how students interact with podcast content and how it influences their writing development. The in-depth interviews allow for the exploration of individual student perspectives, providing rich insights into the specific difficulties they encounter and the strategies they employ to overcome them. Direct observation, on the other hand, offers a real-time view of the learning environment, capturing the nuances of student engagement with podcasts and their application of learned concepts in writing tasks. By combining these methods, the study ensures a thorough examination of both the subjective and objective aspects of the learning experience, which is crucial for understanding the effectiveness of podcasts as a pedagogical tool. This approach not only helps identify the benefits of using digital media in education but also highlights potential areas for improvement in instructional practices. The findings from these instruments are expected to contribute valuable knowledge to the field of language education, particularly in the context of integrating new media into traditional teaching methods.

The data collected from interviews and observations will be analyzed using thematic analysis techniques to identify patterns, themes, and insights related to the effectiveness of Spotify podcasts in supporting the enhancement of students' English writing skills. This method is particularly well-suited for qualitative research as it allows for the systematic examination of data to uncover underlying meanings and relationships within the context of students' learning experiences. Through thematic analysis, the study will explore recurring themes that emerge from the students' interactions with podcasts, such as improvements in language structure, vocabulary acquisition, and overall writing confidence. By coding the data and categorizing it into relevant themes, the analysis will provide a detailed understanding of how podcasts contribute to the development of writing skills, as well as any challenges students may face in this process. This approach also enables the researcher to connect the qualitative findings with broader educational theories and practices, offering practical recommendations for integrating digital media into language instruction. The insights gained from this thematic analysis will be instrumental in informing educators about the potential of podcasts as an innovative tool for improving writing proficiency in secondary education. Ultimately, the study aims to contribute to the ongoing discourse on the role of digital technology in enhancing language learning outcomes.

### **3. RESULTS**

The interviews conducted with 11th-grade students at SMA Pangudi Rahayu Jakarta revealed that many students acknowledged the benefits of Spotify podcasts in enhancing their understanding of vocabulary usage and sentence structure, which directly impacted their writing skills. The students reported that regular exposure to authentic language through podcasts helped them internalize complex grammatical patterns and expand their vocabulary, making their writing more sophisticated and fluent. Additionally, they noted that listening to native speakers in various contexts provided them with practical examples of how language is used in real-life situations, which they could then apply in their writing tasks. The students' feedback highlights the effectiveness of podcasts as a supplementary tool in language education, particularly in bridging the gap between spoken and written language. This improvement in writing skills was not only reflected in their academic performance but also in their confidence in using English creatively and accurately. These findings suggest that incorporating digital media like podcasts into the curriculum can play a significant role in developing students' language proficiency, especially in writing. Therefore, the integration of

Spotify podcasts into English language instruction is a promising strategy for enhancing writing skills in secondary education.

Observations during the learning sessions revealed that students who engaged with Spotify podcasts as a learning medium demonstrated increased participation and enthusiasm in English writing activities. This heightened involvement was particularly noticeable as students became more confident in expressing their ideas and applying the linguistic structures they had learned from the podcasts. The interactive nature of podcasts, combined with their accessibility, appeared to foster a more dynamic and engaging learning environment, encouraging students to actively participate in writing tasks. The observations also indicated that students were more eager to share their written work and collaborate with peers, suggesting that the use of podcasts not only enhanced individual writing skills but also promoted a more collaborative and supportive classroom atmosphere. This increased engagement is crucial for language acquisition, as it provides students with more opportunities to practice and refine their writing in a real-world context. The positive impact of podcasts on student motivation and participation underscores their potential as an effective tool for improving writing skills in secondary education. These findings align with broader educational trends that emphasize the importance of integrating digital media into teaching practices to enhance student learning outcomes.

Documentation in the form of student writing samples before and after the Spotify podcast intervention revealed a significant improvement in the complexity and quality of their writing, particularly in the use of complex sentences and more structured ideas. The analysis of these samples indicated that students were able to apply the linguistic features and vocabulary acquired through the podcasts, leading to more sophisticated and coherent written expressions. The improvement was most noticeable in the students' ability to construct well-organized arguments and articulate their thoughts with greater clarity and precision. This progression suggests that the regular exposure to authentic language content provided by podcasts played a crucial role in enhancing students' writing skills, enabling them to produce more nuanced and effective written work. The documentation further highlighted that students became more confident in experimenting with complex sentence structures and advanced vocabulary, which contributed to the overall enhancement of their writing quality. These findings underscore the value of integrating digital media like Spotify podcasts into the language learning process, as it supports the development of higher-order writing skills that are essential for academic success. Therefore, the documentation provides compelling evidence that podcasts can

Based on the results from interviews, observations, and documentation, it can be concluded that the use of Spotify podcasts as an educational medium is effective in enhancing the English writing skills of 11th-grade students at SMA Pangudi Rahayu Jakarta. The findings demonstrate that students who regularly engaged with podcasts showed significant improvements in their ability to use complex sentence structures, organize their ideas more coherently, and apply a richer vocabulary in their writing. The positive impact of podcasts was evident not only in the quality of students' written work but also in their increased enthusiasm and participation in writing activities. These outcomes suggest that integrating digital media such as podcasts into language education can play a crucial role in developing students' writing proficiency, offering a more engaging and dynamic approach to learning. Moreover, the study highlights the potential of podcasts to bridge the gap between traditional teaching methods and the digital habits of students, making learning more relevant and accessible. As educational practices continue to evolve, the incorporation of innovative tools like Spotify podcasts will be essential in preparing students for the demands of modern communication. Therefore, this research provides strong evidence supporting the effectiveness of podcasts as a valuable resource for enhancing writing skills in secondary education.

#### **4. DISCUSSION**

Although podcasts are often regarded as a form of entertainment, this study demonstrates that Spotify podcasts are not only entertaining but also hold significant potential as an educational medium capable of substantially improving students' writing skills, particularly in the context of English language learning at SMA Pangudi Rahayu Jakarta. Podcasts not only facilitate exposure to genuine language utilization but also promote active involvement with the material. For instance, the incorporation of podcasts within English as a Foreign Language (EFL) instructional settings has demonstrated the ability to cultivate a more participatory learning atmosphere, wherein learners can enhance their listening and speaking competencies in a context that reflects authentic communication scenarios (Sotlikova & Haerazi, 2023). The integration of podcasts into the curriculum provides students with access to authentic language use, which enhances their ability to comprehend and apply complex grammatical structures and vocabulary in their writing. The study's findings reveal that podcasts offer a dynamic and engaging way for students to develop their writing proficiency, making learning more relevant and effective. By exposing students to a variety of linguistic contexts and real-life language applications, podcasts help bridge the gap between theoretical knowledge and practical language use, thereby strengthening their writing skills. The

participatory characteristics of podcasts, as emphasized by Indahsari, further cultivate a more stimulating educational atmosphere that promotes students' engagement in refining their writing competencies (Indahsari, 2020). The positive impact of podcasts on student writing suggests that they are a valuable resource for educators seeking to enhance language instruction in a modern, digitally-driven classroom. Therefore, the incorporation of Spotify podcasts into English language education at SMA Pangudi Rahayu Jakarta represents a forward-thinking strategy for improving student outcomes in writing. Ghoorchaei et al. assert that podcasts have the potential to augment vocabulary acquisition and facilitate a versatile educational context that accommodates learner preferences, thereby promoting increased engagement (Indahsari, 2020).

Not many people realize that podcasts can be utilized as pedagogical tools, but the findings of this study demonstrate that Spotify podcasts can serve as an effective medium for English language learning, positively impacting the writing skills of 11th-grade students at SMA Pangudi Rahayu Jakarta in a more structured and natural manner. This assertion is supported by Laiya, who asserts that podcasts furnish contemporary information and genuine linguistic exposure, which can markedly improve students' proficiency in both speaking and writing skills (Laiya et al., 2022). The research conducted by Nikbakht demonstrates that podcasts have the potential to augment educational results, particularly in the comprehension of proverbs and idioms, thereby enriching the writing abilities of students (Nikbakht & Mazdayasna, 2023). The study reveals that by integrating podcasts into the language curriculum, students gain exposure to authentic language usage, which helps them internalize grammatical structures and improve their ability to articulate ideas in writing. The structured content provided by podcasts offers students a consistent learning experience, while the natural flow of spoken language helps them to absorb and apply new vocabulary and sentence patterns more effectively. The positive outcomes observed in this study suggest that podcasts can play a crucial role in enhancing the overall quality of language education, making the learning process more relevant and aligned with students' daily experiences. The use of podcasts in education fosters a learning environment that encourages creativity and critical thinking, which are essential components of effective writing.

The use of podcasts as part of a learning strategy is still relatively new, but data from this study indicate that Spotify podcasts can be effectively integrated into English language instruction, demonstrating promising results in enhancing the writing skills of students at SMA Pangudi Rahayu Jakarta. This is consistent with the research conducted by Harahap, who posits that podcasts may serve as supplementary educational resources that significantly improve

competencies in both listening and speaking, which are critical prerequisites for proficient writing (Aprianto, 2024). This innovative approach allows students to interact with authentic language in a way that is both engaging and educational, bridging the gap between traditional teaching methods and modern digital practices. The positive outcomes observed in this study underscore the potential of podcasts to serve as a valuable tool in language education, particularly in fostering writing proficiency among high school students. As educators seek new methods to enhance student learning, the integration of Spotify podcasts into the curriculum offers a compelling option that aligns with students' digital habits while supporting academic goals. The study's results highlight the importance of embracing digital media in the classroom, as it provides a dynamic and effective means of improving student outcomes in key skill areas such as writing. Therefore, the incorporation of podcasts into English language education at SMA Pangudi Rahayu Jakarta represents a forward-thinking strategy with significant educational benefits.

Spotify podcasts are no longer solely a source of entertainment; this study has demonstrated that they also serve as an innovative educational medium capable of helping students at SMA Pangudi Rahayu Jakarta enhance their English writing skills more enjoyably and profoundly. The research conducted by Aprianto demonstrates that podcasts serve to enhance linguistic proficiency while concurrently cultivating an interest in language acquisition, a factor that is essential for encouraging students to participate in writing endeavours (Aprianto, 2024). By incorporating podcasts into the learning process, students are exposed to authentic language use in engaging formats that acquire complex linguistic structures both accessible and entertaining. The immersive nature of podcasts allows students to absorb content in a relaxed environment, which can lead to deeper understanding and retention of vocabulary and grammar, ultimately improving their writing proficiency. This approach not only makes learning more enjoyable but also encourages students to explore and practice language skills outside the traditional classroom setting, fostering greater autonomy in their learning journey. This innovative use of podcasts in education suggests a shift in how digital media can be leveraged to create more dynamic and impactful learning environments. Therefore, integrating Spotify podcasts into English language instruction is a promising strategy that not only enhances writing skills but also makes the learning process more engaging and effective.

Many people have yet to recognize the potential of podcasts in education, but Spotify podcasts have already proven to make a positive contribution to English language learning, particularly in enhancing the writing skills of high school students through exposure to varied

and authentic content. Podcasts promote active listening, which is crucial for effective writing. Investigations conducted by Sabrila and Apoko demonstrate that podcasts possess the capacity to engage students' attention and offer a diverse array of content that augments auditory skills (Sabrila & Apoko, 2022). The diverse topics and real-world language used in podcasts provide students with valuable linguistic input that helps them develop a stronger command of English, especially in writing. By listening to native speakers and engaging with different accents, dialects, and speech patterns, students gain a deeper understanding of language nuances, which translates into more sophisticated and accurate writing. This exposure to authentic language, often absent in traditional textbooks, allows students to practice and apply what they learn in a more meaningful and contextually relevant way. The integration of podcasts into the curriculum not only supports language acquisition but also motivates students to take an active role in their learning, making the process more dynamic and engaging. As a result, students who regularly use podcasts as part of their English studies tend to demonstrate significant improvements in their writing abilities, showcasing the effectiveness of this digital tool in education. Therefore, Spotify podcasts represent a valuable resource for educators seeking to enhance their teaching methods and improve student outcomes in writing.

## **5. CONCLUSION**

This study aims to explore how the use of Spotify podcast media can improve the United Kingdom writing skills of grade XI students of Pangudi Rahayu High School Jakarta. Through a qualitative approach, this study seeks to understand students' experiences in using podcasts as a learning tool and how this affects the development of their writing skills. Another goal is to identify the podcast elements that are most effective in motivating students to write better and be more creative. In addition, this study aims to provide insight into how to integrate Spotify podcasts into the United Kingdom learning curriculum in a more holistic way. The contribution of this research lies in the discovery that Spotify podcasts can be an innovative and effective tool in improving students' writing skills, as well as providing a basis for the development of other digital media-based learning methods. This research is also expected to motivate educators to further explore the use of digital media in education. However, the limitation of this study is that its scope is limited to one school, so the results may not be generalized to other educational contexts.



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