SPOTIFY APPLICATION AS A MEDIUM TO IMPROVE THE STUDENTS' LISTENING ABILITY

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ABSTRACT

The advent of digital technology has revolutionized various sectors, including education, by providing automated and sophisticated systems to enhance learning experiences. This study explores the effectiveness of the Spotify application as a medium to improve students' listening abilities in English. Recognizing the significance of listening as one of the four essential language skills, this research addresses the challenge students face in mastering listening due to limited vocabulary and noisy classroom environments. Utilizing a pre-experimental design with a quantitative approach, this study involved pre-test and post-test assessments of two groups: a control class and an experimental class using the Spotify application. The research instrument consisted of written tests, including fill-in and multiple-choice formats, designed to measure students' listening performance. Data collection focused on comparing pre-test and post-test scores to evaluate improvements. The findings revealed a significant enhancement in students' listening abilities after using the Spotify application, with mean scores increasing from 42.89 to 82.42, reflecting a 39.52% improvement. The t-test value further supported these results (5.72 > 2.026). The study concludes that Spotify, with its diverse features such as music discovery, personalized playlists, lyrics integration, and offline access, serves as an effective tool to engage students and improve their listening skills. This method not only addresses the difficulties students face in listening but also motivates them through an enjoyable and interactive learning process.

Keywords: Spotify, Application, Listening, Ability

1. INTRODUCTION

Technology has become an integral part of everyday life, including in the field of education. The integration of technology into the learning process provides new opportunities to improve the quality of education and student engagement. One digital application that has great potential to support learning is Spotify, a digital music service that provides a variety of audio content. According to (Warschauer, 2006), technology can improve students' access to a variety of authentic and relevant learning resources.

Spotify has been widely known as a platform that offers access to millions of songs, podcasts, and other audio content. In addition to being an entertainment medium, Spotify can also be used as an educational tool, especially in the development of listening skills in foreign languages. Using Spotify in an educational context allows students to explore a variety of authentic audio types that are relevant to the learning material (Firth, 2020).

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Listening is an important component of language learning. This ability not only helps students to understand conversation, but also to develop speech and writing skills. Traditional teaching methods are often limited to the use of monotonous and less attractive audio recordings for students. (Brown, 2007).

As we know, English has 4 basic skills that must was known by students, namely listening, speaking, reading and writing so it will difficult for students if they did not know how the process of learning English, for effective learning, this process must was accompanied by the right strategy (Uzer, 2020) he said that learning English by using strategies is a very important role in English learning activities. In learning English, there are several basic skills that must was mastered by students, one of these basic skills is listening.

Listening is a way to understand what the speaker is saying and understand what they are saying. As a result, students have listen problems and most of them have low motivation to learn to listen. Listening is considered an important ability that must was mastered (Hidayat 2013: 21).

According to (sulistyo, 2011) Media are materials/tools in the form of physical and non-physical that are used as intermediaries for delivering messages between teachers and students in carrying out teaching and making it easier for students to achieve teaching goals or objectives (Sudjana and Rivai, 2013:2).

The findings of this study are expected to make meaningful contributions to literature on the use of technology in education, as well as provide practical insights for teachers and educational practitioners in applying digital tools to enhance language learning. (Egbert, 2005).

By using Spotify, students are expected to be more exposed to authentic English, thereby improving their ability to understand everyday conversations and other audio materials. Moreover, this approach is also expected to make the learning process more enjoyable and interesting for students. (Thornbury, 2006).

Overall, this study seeks to answer the question whether Spotify can be an effective tool in improving student listening skills, as well as identifying factors that can affect the effectiveness of its use in an educational context. (Harmer, 2015). The research results are expected to be a reference for other educational institutions that want to integrate technology into their learning process, as well as provide practical recommendations on how to maximize the potential of Spotify as a learning aid. (Prensky, 2010).

2. LITERATURE REVIEW

Listening is a daily activity that always we did without realizing it, for example we turn on the tap water indirectly then we heard the sound of water, then when we wake up in the morning we heard the sound of chickens crowing, not only that we also listen to a variety of different things every day, such as chatting with someone, listening to movies on tv, watching and listening to what is in Korean dramas, listening to music, and listening to other things. Listening is a process that aims to understand the meaning of what has been heard. This is in accordance with what Buck said in (Nunan, 2003) that listening is based on meaning.

According to (Walberg, 2004) says that listening is an ability that adds insight and information, and listening is also an ability to achieve a good communication process from others. In addition, (Schmitt, 2010) also said that listening is an ability that involves understanding spoken language which is characterized by the process of recognizing the sounds spoken by the speaker, understanding the intonation patterns performed and the interpretation produced by the listener based on what is said by the speaker. This means that by just listening, we can add knowledge, information, also improve our abilities and able to communicate well to the other person.

Listening is an important part of communication, to understand each other what we listen and what others say. A deep understanding of the listening process can help individuals become better speakers. As stated by (Widodo & Gunawan, 2018) of the four language skills, listening is the most important skill in teaching and learning languages because we need to listen first before speaking. Thus, performing adequate listening exercises was prepare students for learning larger foreign languages. While, according to

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(Maisarah, 2016) having good listening skills will definitely have a very positive impact on social life and this will lead to quality communication between communities. Listening is more used in everyday life. Listening has to did in real time because in listening there was no second chance, unless we watch videos on YouTube. The point here is that if we don't listen well, we'll lose important information when communicating unless the listener asks the speaker to repeat it again.

In the Great Dictionary of Indonesian Language (2003:486) the meaning of a song is somewhat like the rhythmic vocal range in speaking, singing, reading, chanting and singing struggles, and the story that forms the basis of the national film of the official song of a particular country.

According to (Rahardjo, 1990: 72), a song contains two meanings: 1) a song that is being by a particular community, 2) the type of song being presented to the listener and prioritizing the technique of presentation and freedom in the used of rhythm or type of instrument.

Learning media is a tool used by educators to convey material to students so that it is easier to understand, understand, and also interesting. It is similar to what (Farhan, 2022) put forward that the learning media are all tools, containers, and means of delivering learning material. According to (Ekayani, 2017) explains that learning media is all things that can arouse the skills, abilities, and minds of students so that they can create the learning process.

Media is also a tool for educators in the learning process in order to create an effective and not boring learning atmosphere. Classification of learning media among them is visual, audio, and audio visual (Yusantika, Sutama, & Faiziyah, 2018). Each media has its own characteristics. Audio learning media is a form of non-printed teaching material that uses live audio that is listened to students in order to master certain abilities. (Widyaningrum, 2015).

According to (Widagatanrum, 2015) mentions that the used of audio media can help to cover the deficiencies of educators when delivering learning, for example, small volume of voice so that it is not listen by the pupils, less clear intonation, and so on. In addition, by using audio media, learning is more interesting because it is overlapped with the background of music or sound effects that can help pupils to enjoy more material explanation.

Teaching and learning are closely bound activities. Teaching cannot defined separately from learning. According to (Uzer, 2020: 43) states that teaching is a guiding activity using various strategies and methods and facilitating the learning process of students to was better. A teacher tends to think that teaching is a role. In reality, the most important aspect of the educational process is the students and what they learn. Learning is about the process of change. That is, the resulting change is the development of new skills, understanding procedures or manners, gaining knowledge, and improving attitudes. Change doesn't just happen by chance or naturally like our appearance changing with age. However, with the process of learning, understanding, gaining knowledge, and adjusting, so that we can develop better. Meanwhile, learning is a relatively permanent change, which can said to planning, and experience. Teaching (instruction) is external to the student. Learning is something that is internal to the student.

Spotify is a digital music streaming service. It gives you instant access to its vast online library of music and podcasts, allowing you to listen to any content of your choice at any time. It is both legal and easy to use. You are found millions of songs from a variety of genres and artists, from obscure indie rock and top 40 pop to movie soundtracks and classical music. It also has a complex algorithm to recommend music based on your listening history, as well as curated playlists and internet radio stations.

3. METHODS

In this study the researcher conducted in pre-experimental design using a quantitative approach. The researchers used pre-experimental designs because the researchers wanted to measure students' progress in listening using the Spotify application. Therefore, in this study the researchers took two group or class for control and experiment class to used the design of the pretest and posttest to find out the results of the treatment.

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This research instrument is a written test, a device used by research when collecting data to make its work easier and to obtain better, complete and systematic results to make data easy to process. In this study, the test is used as a tool. Testing is a set of questions used to measure the performance or ability of an individual class.

Data collection was carry out using tests. In this experimental study, researchers give a Pre-test and Post-test. This test is used to measure students' progress in listening ability by using the Spotify application.

Technique of Data Analysis

Design of Pre-test and Post-test

$$O_1 \; x \; O_2$$
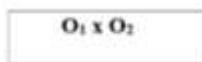
Adapted from Gay on Goestina (2016)

Explanation:
O1   : Pre-test (Before Treatment)
x   : Treatment
O2   : Post-test (After Treatment)

The significance difference between the students" pre-test and post-test, the researcher applied the formula as followed:

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{n\,(n-1)}}}$$

(Subana, *et al*, 2005)

Where:
t   = Test of significance
d   = The difference between the method
         pairs (X_1–X_2)
Md   = The mean of Ds
$\sum x^2$ = The sum of the square
n   = Number of students

The percentage of increasing achievement used the followed formula :

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

(Gay in Goestina, 2016)

Where:
P= Percentage
X_2= Average score of Post-test
X_1= Average score of Pre-test

After collecting the data of the students, researcher was classify the score of the students into the followed criteria :

Classifications	Score	Description
Excellent	91 – 100	Understand all instructions without difficulty so can answer quickly and accurately.
Very Good	76 – 90	Most people understand what they are listening to but have a little difficulty so they answer slightly faster and more accurately.
Good	61 – 75	It's hard to understanding what's being listen and difficulty so answering less quickly and less accurately.
Fairly Good	51 – 60	It's very hard to understand what's being listen and it's so difficult to answer slowly and inaccurately.
Fair	< 50	Can not understand what people listen and is so difficult to answer incorrectly.

The score from pretest and posttest were analyzed through simple percentage analysis. The percentage was transformed into charts. At last, it was described and related to the previous findings and relevant theories.

4.   RESULTS AND DISCUSSION

A. The Percentage and Chart Qualification of The Students' Scores in Pre-test

No.	Qualification	Scores	Frequency	Percentage %
1.	Excellent	91 – 100	-	0%
2.	Very Good	76 – 90	1	2,7%
3.	Good	61 – 75	5	13,1%
4.	Fairly Good	55 – 60	6	15,8%
5.	Fair	<50	26	68,4%
	Total		**38**	**100%**

Chart 4.1 Percentage and Chart Qualification

Chart 4.2 Pre-test Score

From the Table above, it could be seen that there were one students (2,7%) got very good scores, five students (13,1%) got good scores, six students (15,8%) got fairly good scores, and twenty six students (68,4%) got fair scores.

Overall, the results of these pre-tests show that students lack in English especially listening. Most students are in the lower category, indicating the need for a teaching approach to improve material understanding or listening ability in pre-tests.

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B. The Percentage and Chart Qualification of The Students' Scores in Post Test

No.	Qualification	Scores	Frequency	Percentage %
1.	Excellent	91 – 100	4	10,5%
2.	Very Good	76 – 90	26	68,4%
3.	Good	61 – 75	8	21,1%
4.	Fairly Good	55 – 60	0	0%
5.	Fair	<50	0	0%
	Total		**38**	**100%**

Chart 4.3 Percentage and Chart Qualification

Chart 4.4 Post Test Score

From the Table above, it could be seen that there were four students (10,5%) got excellent scores, twenty six students (68,4%) got very good scores, eight students (21,1%) got good scores.

Overall, the posttest results showed a clear and significant improvement in students' abilities after the treatment process was carried out, with more students achieving higher score categories compared to pre-test results.

C. Descriptive statistics of students' scores in pre-test and post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	38	15,00	80,00	42,8947	17,61570
Posttest	38	62,00	100,00	82,4211	9,08111
Valid N (listwise)	38				

(Source : IBM SPSS 22)

It can be said that the lowest score of students in the pre-test was 15 and the highest score was 80 with a standard deviation of 17,61 while the lowest score of students in the post-test was 62 and the highest score was 100 with a standard deviation of 9,08.

D. The result of students' scores in the Pre-test and Post-test
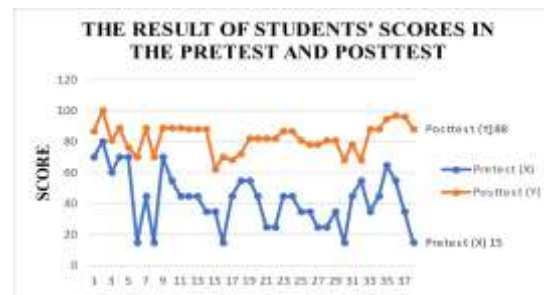
After gaining the result of the pre-test and post-test done, the t-test analysis was done by using the paired t-test formula.

$$Md = \frac{\sum d}{n}$$

$$Md = \frac{1502}{38} = 39,5$$

The result of the significance difference between pretest and posttest using a manual formula.

$$t = \frac{Md}{\sqrt{\dfrac{\sum X^2 d}{n(n-1)}}}$$

$$t = \frac{39,5}{\sqrt{\dfrac{68852,4}{38(38-1)}}}$$

$$t = \frac{39,5}{\sqrt{\dfrac{68852,4}{1406}}}$$

$$t = \frac{39,5}{\sqrt{48,97}}$$

$$t_{obt} = \frac{39,5}{6,9} = 5,72$$

$\alpha = 0,05$ (Level of significance was 0.05%)
$dk = n - 1$
$dk = 38 - 1$
$dk = 37$
$t_{tab} = 2,026$

Data obtained :
$t_{obt} > t_{tab}$
$5,72 > 2,026$
It can be concluded that there is a difference between the value of pretest and posttest.

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{82,42 - 42,89}{42,89} \times 100\%$$

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$$P = \frac{39,53}{42,89} \times 100\%$$

$$P = 0,9216 \times 100\% = \mathbf{92,16}\%$$

E. The Discussion of the Results

Based on this study, the researchers interpreted that the use of the Spotify application in English lessons especially Listening when teaching ten-year high school students 3 Palembang State was very effective. There was an improvement in student performance in learning to listen to English. It can be seen from the difference in scores between pre-test and post-test.

In pre-tests, the highest student score is 80 achieved by 1 student and the lowest score is 15 achievable with 5 students. In post-test, the maximum student scores are 100 achievables by 1 students and the minimum score is 62 achievability with 1 student.

In addition, the results of the paired t-test found that the value "t" is 5.72 where the value of the t-table is 2.02 with a significant rate of 92.16%. This means that the obtained t is higher than the table T. So the care given to students through the Spotify application can affect students' ability to learn English especially Listening, from a lower level to a better one. Alternative hypotheses (Ha) are accepted and null hypothesis (Ho) rejected.

It can also be seen that in the pre-test, there are still many students who experience difficulties in listening. Students often make the mistake of capturing what they listen, students have difficulty in spoken what they are listening, and there is still a word shortage but after teaching using the Spotify application by listening to English-language songs and has been implemented, students become more aware of the fun way in learning English in particular listening, and students also get a lot of new vocabulary.

From the explanation above, it means that teaching listening materials using Spotify application with English songs is one of the effective ways to improve students' ability in English especially Listening for ten-year high school students of SMA N 3 Palembang.

5. CONCLUSION

Based on the researcher findings in the previous chapter, the result conclude that the improvement of the students listening ability through English song using Spotify Application was significant improved. It was proved by the mean score of orientation before and after giving treatment was 42,89 becomes 82,42 improve 39,52% with the t-test value orientation is greater than t-table *(5,72 > 2,026)* at the second semester students of Senior High School 3 of Palembang.

1) Regarding the findings in the previous chapter, the researcher concluded that the Spotify Application as a medium to improve student listening ability can be seen as follows : The researcher conclude that Spotify is a fantastic streaming music application that is easier to use between students and teacher after learning how students realize the Spotify Application. They don't get bored while learning, especially when it comes to developing their listening skills, thanks to Spotify's entertainment features like finding different music, creating their own playlists, adding lyrics, importing songs, theme galleries, offline downloads, sharing social timer, streaming quality, unlimited music licenses, music videos and interviews, web versions, and VIP accounts.

2) The listening skills used Spotify Application is a good method because it makes it easy for students to learn how to listen. The difficulties encountered by students helped in their improvement as listeners. Basic English listening skills required to be taught to students by teachers. Their motivation to learn to listen is supported by the Spotify application, especially for the student himself.

SUGGESTION

According to the researcher's research, application can inspire students' listening skills, although this doesn't always happen as expected. Because it was dependent on the students as much as the apps themselves. Based on the conclusion above, the researcher presents some suggestions as follows:

1. It is suggested to the teacher especially at the second semester students of Senior

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High School, to use a Spotify Application as one alternative among other teaching that can be used in teaching listening.

2. It is suggested to the teacher, to use Spotify Application through English as materials because it is effective to increase the students' in listening ability.

3. It is suggested to the next researcher to use this thesis as an additional reference.

6. ACKNOWLEDGEMENT

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