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INTERNATIONAL IMPROVING THE STUDENTS LISTENING COMPREHENSION BY USING SPOTIFY APP IN ENGLISH SONG

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ABSTRACT

The objectives of this study were to determine whether the use of the Spotify app improves students' listening skills. A pre-experimental design was used in this research. The subjects were 35 tenth-grade students of SMAN 5 Banda Aceh. The researcher conducted a pre-test before the treatment and a post-test to assess the results of the treatment. These tests were used as instruments for data collection. Furthermore, the data were analyzed and interpreted using quantitative procedures with SPSS version 25. The results indicate that the mean score of the post-test is higher than the mean score of the pre-test: the mean score of the post-test was 82.86, while the mean score of the pre-test was 62.43. This shows a difference in students' listening comprehension of English songs and narrative podcasts before and after being taught using the Spotify application. Additionally, based on the statistical analysis using a T-test with SPSS version 25 for Windows, the result of Thitung was -12.116, which is higher than the Ttable value of 1.995469 (-12.116 > 1.995469). This indicates that there is a significant difference in listening comprehension scores before and after being taught with the Spotify application at SMAN 5 Banda Aceh. In conclusion, based on the results, the Spotify application is an effective tool for teaching listening comprehension to students at SMAN 5 Banda Aceh.

Keywords: *listening comprehension, Spotify App, English song.*

INTRODUCTION

Listening is a routine practice that is crucial for obtaining information in daily life (Nushi & Orouji, 2020). According to Rost (2013), listening is a sophisticated process that enables people to understand spoken language. It is essential for creating effective communication, but it also helps in advancing human understanding of reality. However, several factors can impact listening, some of which may be beyond the listener's control, such as background noise, which can impair listening comprehension.

Listening is one of the key skills in learning English and is vital for students learning a language. Acquiring listening skills enhances their ability to identify and understand what others are saying. As Asmawati (2013) defines, listening is the foundational skill that precedes speaking, reading, and writing. It is an important element in both language learning and communication. However, listening remains one of the most challenging skills for many learners of English as a second language (Goh, 2014).

According to Chastain in Gilakjani and Sabouri (2016), the goal of listening comprehension is to understand language at a normal speed in an automatic condition. Listening comprehension requires intensive concentration and the ability to quickly understand what is being said. Rost, in Ziane (2012), states that listening comprehension is crucial in foreign language instruction for several reasons. One reason is that listening is the process through which we receive input, and without understanding this input, learning cannot occur.

Gushendra (2017) states that learners need a teaching method that is both practical and enjoyable, so they can better integrate into the English language, such as singing and listening to English songs. In fact, students need engaging activities to spark their interest in the learning process, helping them enjoy the classroom experience. According to Limbong (2012), songs have a personal quality that makes listeners react to them. By listening to songs, students acquire new vocabulary and learn how to pronounce words correctly. They often discover new words in the lyrics, prompting them to look up the meanings and spelling right away.

According to the 2013 curriculum, the purpose of learning English in junior high schools is for students to understand and use conceptual, factual, and procedural knowledge based on their understanding. This includes fostering their curiosity about knowledge, ecology, art, and culture related to visible phenomena and opportunities (Ministry of Education and Culture [KEMDIKBUD], 2013). The objective of teaching listening is for students to comprehend the goal, structure, and language aspects of both oral and written texts or monologues. For first-grade students, oral monologues include procedures and descriptions. For second-grade students, oral monologues are in the form of descriptions, recounts, and narrations. For third-grade students,

oral monologues are in the form of narrations, reports, and procedures (KEMDIKBUD, 2013).

There are several factors that affect students' listening skills. First, many students find it difficult to improve their listening skills because listening requires them to pay close attention, concentrate, and, at times, they may even feel sleepy. A quiet environment without any noise is essential for effective listening. When there is too much noise, listening in English becomes challenging (Faridah, 2014). Second, students often have a limited vocabulary. The speaker may use words that students do not know, which can cause them to stop and think about the meaning of unfamiliar words. Lastly, Hamouda (2013) confirms that EFL learners face significant challenges in English listening comprehension because teachers tend to focus more on English grammar, reading, and vocabulary, rather than on developing listening skills. He also argues that students seem to be learning about listening, not actually improving their listening comprehension.

There are many reasons why the researcher has chosen to focus on listening skills. Based on the researcher's experience during their PPL (Practical Teaching Experience), when teachers teach listening, most students appear lazy and sleepy because they do not understand what they are listening to, and the media used is monotonous. This suggests that students are not interested in the materials being used. As a result, students lack motivation to engage in listening activities.

In line with the situation described above, the researcher proposes the use of Spotify podcasts as a solution to improve students' listening comprehension. According to Willings (2020), Spotify is a digital music streaming service that provides access to millions of podcasts, songs, and videos from artists around the world. These podcasts are available through desktop browsers and applications. It's easy to find and follow your favorite podcasts and access the latest episodes, no matter where you are. Spotify is free to use on your desktop, phone, or tablet, making it accessible wherever you are. Users can access the free version via the software, smartphone application, website, or desktop.

In the Spotify podcast, some audios are equipped with a link to download the text in PDF or Word format. Additionally, the Spotify application is easy to access and offers podcast features for free, without the need for a premium account. The advancement of technology and the widespread use of Android devices have made it easier for students to access the Spotify application. Students who are already familiar with operating Android devices can easily use Spotify at home or school. Using a headset also makes it easier for students to understand the content of the podcast.

Research on podcasting has recognized its potential and documented much evidence that podcasts can be very helpful in developing students' language skills, particularly in improving their listening and speaking skills (Hasan, 2013). Studies on podcasting have confirmed its value in enhancing

language skills, with a focus on students' listening and speaking abilities in general (Hasan, 2013). Considering previous studies, the research conducted can also contribute to improving student understanding.

According to Susilowati (2020), using learning media can help students improve their listening comprehension and vocabulary, and serve as a reference for future writing. Additionally, Asmi (2019) suggests that listening to podcasts, which often include short stories accompanied by musical instruments, might cause students to lose focus during class. However, using Spotify can encourage students to become more engaged. Furthermore, Ratminingsih (2016) states that Spotify, as a learning medium, enhances student engagement and comprehension, leading to increased enthusiasm for studying.

In addition to music, the Spotify app also offers podcasts, movies, and music presentations. A podcast is any audio file that can be downloaded to a computer, mobile device, or other media player and played at any time and from any location. The content available on this application spans a wide range of subjects, such as language learning, storytelling, music, and drama. Acquiring knowledge of speech, vocabulary, and grammar through podcasts can be a useful tool for learning. The podcast function consists of an audio recording that is shared or published on social media platforms, providing free and unlimited access for public listening, anytime and anywhere (Sulthoni et al., 2021).

A good way to improve listening skills is for students to use audio-based media. Media, therefore, play a significant role in determining students' interest in following the learning process. If the media a teacher uses is engaging and relevant to the students' development, the students' interest in the lesson is likely to be high. However, if the media used by the teacher fails to capture the students' attention, it can result in a boring atmosphere during the lesson, making the classroom environment less conducive to learning.

Audio learning media, which offer learning experiences in an auditory manner, are particularly effective. When using audio media, hearing becomes one of the key senses involved. Audio media capture students' attention and help train their concentration. This is because students are expected to pay attention to the audio that is playing. If they fail to do so, they may miss important information (Rokhayati & Nafilah, 2021).

Indonesia ranks third in Spotify's global listening statistics. Currently, 32% of internet users in Indonesia are listening to content on the Spotify app. This presents an opportunity for teachers to create English-based teaching media using the Spotify app. Not only students from the schools where the teachers are teaching but also students throughout Indonesia who are interested in English language songs can access them.

A Jakpat survey shows that the majority of Spotify listeners in Indonesia are young people. Specifically, 22.1% of Spotify listeners are aged 15-19 years, while the 20-24 age group also makes up a significant portion.

The number of listeners increases with age. Given that Spotify's audience is predominantly young people still in education, the Spotify application can be an effective medium for learning.

In a study conducted by Mrs. Nurul Hafidah titled "Analysis of User Experience on Spotify," the results indicated that the Faculty of Culture and Cultural Science received the highest scores, with an average rating of 3.1. This suggests that the level of user experience at this faculty is up-to-date. The difference between the study by Hestika and the one by Nurul is that Nurul's research focused specifically on analyzing the user experience of Spotify among students at a particular faculty. On the other hand, the focus of Hestika's research was on improving students' listening skills using the Spotify application.

METHODS

This research utilized a quantitative method with a pre-experimental design, as the researcher aimed to measure the sample based on certain considerations. The sample in this research was the X-2 students at SMAN 5 Banda Aceh. The instrument used in this study was a written test, a tool employed by the researcher to collect data in an organized, systematic, and efficient manner.

This helps ensure that the data is easily processed and analyzed. The test consisted of a set of questions designed to measure the achievement and capabilities of individual students in the class.

Descriptive analysis was applied to summarize the data using the mean and standard deviation to assess students' progress in listening skills through the Spotify Application. Therefore, this research employed a pretest-posttest design, using one group of students to determine the results of the treatment.

The population for this study comprised all students in Class X during the first semester at SMAN 5 Banda Aceh in the 2023/2024 school year. For the sample, the researcher selected a specific class. Purposive sampling was used, as the sample was chosen based on the researcher's considerations and the recommendations of the consultant. This sampling technique ensured that the selected group was most relevant to the research goals.

1. Mean and Standard Deviation
   a Mean

The mean represents the average value of a dataset. It is calculated by dividing the total score by the number of samples (Sugiyono, 2016).

   b Standard Deviation

The standard deviation measures the variability or spread of data points in a dataset. A higher standard deviation indicates greater variability, meaning the data points are more spread out from the mean. In contrast, a lower standard deviation suggests that the data points are closer to the mean.

2. Categorization

The data was categorized using the ideal mean (Mi) and ideal standard deviation (SDi) as benchmarks. These categories were divided into six ranges:

a. Formula for Ideal Mean (Mi):
   Mi= ½ (highest goal + lowest goal)
b. Formula for Ideal Standard Deviation (SDi):
   SDi= 1/6 (highest goal − lowest goal)

The five categories of classification, as proposed by Azwar (2015), can be defined as follows:

Table 1. Guidelines for Providing Interpretation of Research Variables

Category	Interval Score
Excellent	89.0 – 100
Very Good	77.9 – 88.9
Good	66.8 – 77.8
Fair	55.7 – 66.7
Poor	44.6 – 55.6
Very Poor	33.5 – 44.5

Inferential analysis was used to draw conclusions about the effectiveness of the intervention in improving students' listening skills.

1. Normality Test

The normality test, conducted using the Kolmogorov-Smirnov formula, determined whether the data followed a normal distribution:

a If Asymp. Sig. (2-tailed) > 0.05, then the data follows a normal distribution.
b If Asymp. Sig. (2-tailed) < 0.05, then the data does not follow a normal distribution.

2. T-test

A Paired Sample T-Test was conducted using SPSS 25 to evaluate the significance of the difference in students' average scores before and after the intervention. According to Sujarweni (2019), the decision rules are:

a If the probability value or Thitung < Ttabel (α/2; n-2), then H0 is accepted.
b If the probability value or Thitung > Ttabel (α/2; n-2), then H0 is rejected.

RESULTS AND DISCUSSION

In this research, the researcher distributed answer sheets to collect the students' responses. The pre-test and post-test scores of 35 students were analyzed. In the pre-test, students' scores ranged from 50 to 75, with most students scoring below 70. This suggests that the students' initial abilities, before the intervention or learning process, were relatively low, but even those with lower initial abilities showed improvement. Overall, the data indicates a positive change in students' abilities following the intervention.

The highest pre-test score was achieved by HS (75), while the lowest score was obtained by students such as HN and RH (50). This indicates that, before the intervention, students' listening comprehension skills were not yet optimal.

After the intervention, which involved listening to English songs on the Spotify app to improve listening skills, there was a significant improvement in most students' scores. The post-test scores ranged from 70 to 95, reflecting much better learning outcomes compared to the pre-test. The highest post-test scores were achieved by MNSA and SNB (95), while the lowest score was NF (75). These results suggest that the intervention or learning approach successfully improved the students' overall performance. This demonstrates the effectiveness of the learning process in enhancing students' listening comprehension skills.

The distribution of students' qualifications based on their pre-test and post-test scores, which measured their listening comprehension skills after using the Spotify app with English songs as a learning tool, showed notable changes.

In the pre-test, most students were classified as "Enough," with 25 students scoring between 45 and 65. Meanwhile, 10 students achieved the "Good" classification, scoring between 70 and 80. None of the students reached the "Excellent" classification (85–100), and no students were classified under the "Poor" category (<45). This suggests that, before the intervention, students had a basic or moderate level of listening comprehension skills.

After the intervention, which involved listening to English songs on Spotify to improve their listening skills, the results in the post-test demonstrated significant improvement. A total of 16 students achieved the "Excellent" classification, which was absent in the pre-test, indicating that these students' listening comprehension skills greatly improved. Additionally, 19 students were classified as "Good," reflecting that the majority of students enhanced their listening abilities.

Remarkably, there were no students in the "Enough" or "Poor" categories, showing that all students had moved to a higher level after using the Spotify app. This comparison underscores the effectiveness of using Spotify and English songs as a tool for improving students' listening

comprehension. The intervention successfully shifted students' qualifications toward the "Good" and "Excellent" categories, highlighting the positive impact of incorporating music and technology into language learning.

1. Normality Test

Table 2. The output of Normality Test Pre-test and Post-test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		35
Normal Parameters[a,b]	**Mean**	.0000000
	Std. Deviation	5.67679775
Most Extreme Differences	**Absolute**	.129
	Positive	.129
	Negative	-.084
Test Statistic		.129
Asymp. Sig. (2-tailed)		.152[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The standard significance level for education research is typically set at 0.05 ($\alpha = 5\%$). Based on the output shown in the Kolmogorov-Smirnov test, the significance value for the pre-test is 0.152, which is greater than 0.05. This indicates that the pre-test data is normally distributed. Similarly, the significance value for the post-test is also above 0.05, confirming that the post-test data follows a normal distribution as well. Therefore, both the pre-test and post-test data can be interpreted as being normally distributed.

a. Testing Using Paired Sample T-test

To determine whether there is a significant difference in the listening comprehension abilities of the students at SMAN 5 Banda Aceh before and after being taught using the Spotify application, hypothesis testing was conducted following these steps:

- H_0 (Null Hypothesis): The use of the Spotify application does not improve students' listening skills in English at SMAN 5 Banda Aceh.
- H_a (Alternative Hypothesis): The use of the Spotify application improves students' listening skills in English at SMAN 5 Banda Aceh.

To analyze the results, the researcher applied a Paired Sample T-test using SPSS 25 for Windows. The findings can be seen in Table 3.

Based on the output table "Independent Samples Test" under the "Equal variances assumed" section, the calculated t-value (T^k) is 12.116, which is greater than the critical t-value (T_t) of 1.9955. According to the

decision rule for the independent sample t-test, since $T^k > T_t$, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). Therefore, it can be concluded that there is a significant improvement in listening comprehension scores before and after using the Spotify Application in students at SMAN 5 Banda Aceh. This indicates that the Spotify Application is effective in improving students' listening comprehension mastery. Thus, the hypothesis is accepted.

Table 3. *Independent Sample T-test result*

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Score	Equal variances assumed	2.369	.128	-12.116	68	.000	-20.429	1.686	-23.793	-17.064
	Equal variances not assumed			-12.116	62.988	.000	-20.429	1.686	-23.798	-17.059

The difference in students' listening comprehension mastery before and after being taught using the Spotify application among tenth-grade students at SMAN 5 Banda Aceh showed significant improvement. After the data were collected, they were analyzed using SPSS version 25 for Windows. The results revealed a notable effect of using the Spotify application in enhancing students' listening comprehension mastery. The mean pre-test score was 62.43, while the mean post-test score increased to 82.86. The highest pre-test score was 75, compared to 95 for the post-test.

In terms of categorization, the pre-test results showed 25 students with "enough" ability and 10 students with "good" ability. However, after using the Spotify application, 16 students reached the "good" category, and 16 students achieved "excellent" ability in the post-test. These findings align with research by Saputra (2014), which demonstrated that songs and podcasts effectively enhance listening comprehension, particularly when comparing audio-only materials with audiovisual methods. Similarly, Liubinienė (2009) emphasized the positive impact of using authentic materials, such as music and podcasts, in teaching listening. Bingol et al. (2014) also highlighted the benefits of integrating multimedia applications into listening practice, improving comprehension and engagement in second language acquisition. Additionally, Renandya and Farrell (2011) emphasized the effectiveness of extensive listening practices, especially when paired with accessible and engaging platforms like Spotify.

CONCLUSION

The students' listening comprehension scores before using the Spotify Application as a teaching tool did not show significant improvement. This was evident from the pre-test and post-test scores. However, a significant difference was observed between the students' scores before and after using the Spotify Application. The mean score of the post-test (82.86) was higher than the pre-test mean score (62.43), indicating an increase in students' listening comprehension after being taught with the Spotify Application at SMAN 5 Banda Aceh.

Statistical analysis using a T-test with SPSS version 25 for Windows revealed a significant difference between the pre-test and post-test scores. The comparison of average scores was analyzed using the Independent Sample T-test. The result of the T-test showed that the calculated t-value (Thitung = -12.116) was higher than the critical t-value (Ttabel = 1.995469) (-12.116 > 1.995469). Therefore, the alternative hypothesis (Hα), which states that "The use of the Spotify Application improves students' listening skills in English at SMAN 5 Banda Aceh," is accepted, while the null hypothesis (H0), which states that "The use of the Spotify Application doesn't improve students' listening skills in English at SMAN 5 Banda Aceh," is rejected. In conclusion, based on these findings, it can be inferred that the Spotify Application was effectively used to teach listening comprehension to the students of SMAN 5 Banda Aceh.

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