THESIS

THE EFFECTIVENESS OF SPOTIFY APPLICATION TO IMPROVE STUDENTS LISTENING SKILLS

SAMSUL BAHRI

H0119511

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SAMSUL BAHRI

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EXAMINATION

Chair of the Examiner	: Dr. Rafiqa, S.Pd., M.Pd.	(............)
Secretary of the Exam Committee	: Putu Wahyu Sudewi. S.Pd., M.Pd.	(............)
Supervisor I	: Dwi Adi Nugroho, S.S., M.Hum	(............)
Supervisor II	: Nurul Iman Sari, S.S., M.A.	(............)
Examiner I	: Amrang, S.Pd., M.Pd.	(............)
Examiner II	: Fajriani, S.S., M.A.	(............)
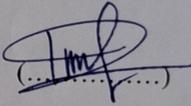
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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS SULAWESI BARAT

Dr. H. Ruslan, M.Pd
NIP. 196312311990031028

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ABSTRAK

SAMSUL BAHRI: Efektivitas penerapan Spotify untuk meningkatkan kemampuan pendengaran siswa di SMP 1 Negeri Majene. **Skripsi Majene Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

Tujuan penelitian ini adalah untuk mengetahui bagaimana penggunaan spotify sebagai media call yang dapat meningkatkan kemampuan mendengar siswa dan untuk mengetahui bagaimana menggunakan spotify sebagai media untuk meningkatkan kemampuan mendengar siswa. Lokasi penelitian berada di SMP Negeri 1 Majene. Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif. Metodologi yang digunakan pada penelitian ini adalah desain *Two Group Quasi-Experimental.* Populasi pada penelitian ini Kelas VIII A dan Kelas VIII D SMP Negeri 1 Majene. Untuk menentukan sampel, penelitian ini menggunakan teknik *simple random sampling.* Sampel penelitian yang digunakan berjumlah 20 orang. Data penelitian dikumpulkan melalui test mendengarkan yang diberikan kepada siswa dengan menggunakan pra-test dan pasca-test serta membagikan angket persepsi kepada siswa. Data penelitian ini di analisis melalui SPSS. Nilai rata rata pra-test experimental group siswa 55.00 sedangkan nilai rata rata pasca-test experimental group siswa 70.00. dan Nilai rata rata pra-test control group siswa 35.00 sedangkan nilai rata rata pasca-test control group 48.00. (2-tailed) < 0,05 sehingga dapat disimpulkan bahwa distribusi data pre-test dan post-test untuk kedua group adalah normal. Kemudian, berdasarkan hasil respon siswa yang terdiri 20 siswa diperoleh bahwa persentase rata-rata totalnya sebesar 074,31 atau dengan persentase 74,31% yang menunjukkan bahwa respon siswa terhadap penggunaan Spotify termasuk dalam kategori Fair

Kata Kunci: Spotify, Kemampuan Mendengarkan, Persepsi Siswa

CHAPTER I
INTRODUCTION

A. Background

Introducing English to junior high school students is hoped that in the future the children will be able to master and communicate directly with students using the English language. Delivery of English material to junior high school students can be packaged in a multimedia form that is both entertaining and educational. This multimedia audio-visual does not leave the existing elements of junior high school students' learning methods, such as reading, speaking, listening, and playing. One aspect that needs to be considered is listening. This is in line with Maduwu (2016) that English is widely used. English language proficiency is necessary to be competitive. Competitivity and strong English language abilities are beneficial for our nation as well. However, that does not imply we should abandon Indonesian, which has evolved into our national tongue.

Caring is the ability to listen. Pupils receive a great deal of material to help them with these two (speaking and writing) abilities. One of the language skills that kids should acquire is listening. Listening skills are measured by students' ability to articulate listening material. Listening skills can be measured by students' ability to answer questions based on listening topics. The listening skills developed in the lessons should be reflected in the learning objectives. Therefore, teaching listening should be taught properly, like other skills (Arikunto, 1999).

Listening skills is an important part of language learning. Programs for language and communication should emphasize excellent listening exercises built on real materials and suitable audio equipment. Short instructional lectures, radio shows, actual conversations, audio books, songs, and short stories can all be used by teachers to produce tasks. Additionally, any language courses that employ technology to enhance teaching-learning processes must to incorporate audio-visual equipment.

An adult spends seventy percent of their time communicating. According to research, 45% of this time is spent listening, 30% speaking, 16% reading, and 9%

writing (Adler, R. et et al. 2001). Of course, regardless of the goal, it takes a lot of time to listen. So, it's worth spending a little time making sure you're listening well.

Based on observations made when researcher attended the Teaching Assistance program at SMPN 1 Majene, when researcher taught directly in class, it was found that students rarely listened to material, such as when students were asked about material that had been previously explained, students still could not explain what they had learned. One of the reasons for this is not using the curriculum in the classroom. This was based on direct interviews with school teachers, it was found that teachers do not use media for good listening. When a teacher reads a text aloud while the students listen, this is known as listening teaching. Of course, we need to get accurate pronunciation examples, provided by native Maori speakers. This makes the student's skills less valuable than the student's knowledge. It can be seen from the average knowledge value of the students for the second semester of class VIIIE, which is 79while the value of students' skills in speaking English is only 77.3. Therefore, based on interviews or teacher explanations, it is necessary to improve in terms of skills based on students' knowledge of English, of course. hope that the students can produce correct English sounds. But because the instructor is frequently a native speaker, it occasionally escapes their notice that stress might lead to grammatical or pronunciation mistakes. Although the teacher is very good, he sometimes makes mistakes in pronunciation because his first language is not English.

For both teachers and students, using technology to support teaching and learning is highly advantageous. Numerous technology tools are available to support education. The teaching and learning strategies and methods used by the teacher are included in the curriculum. This is dependent upon the teacher's lesson ideas, techniques, and approaches during the teaching and learning process. This is in accordance with the statement of Salsabila & Agustian (2021 technology-enabled instructors can provide interesting and non-explanatory explanations to keep students focused on what they are learning. The computer is one of the most practical and helpful learning aids in the modern world. Computers can help educators in facilitating learning, and can even motivate and accelerate student learning (Jamil,2022).

The capacity to accurately receive and analyze signals during a communication exchange is known as listening. The secret to any successful communication is listening. Messages are readily misinterpreted when one cannot listen well. Consequently, the use of CALL as a medium for listening to students is a solution to this by using the Spotify application to develop effective listening skills.

Among the most downloaded apps worldwide is Spotify. With the Spotify app, users can access millions of songs and other content from ROM artists worldwide. Spotify is a digital music service and podcast (Andriani, et.al, 2018). Spotify was launched on 7 October 2009 and was founded by Daniel Ek and Martin Lorensson on 1 April 2006 in Sweden. Students can clearly see the lyrics of what is then related to the need to listen to the Spotify application clearer and loud enough for the volume of the song being played. Because of this functionality, the researcher selected the Spotify app to help pupils with their listening comprehension. According to the researcher, the Spotify program is highly intriguing to examine due to its user-friendly interface and compatibility for both computers and mobile devices.

Based on observations and interviews Ms. Dewi Musrifah S.Pd with English teacher in SMP 1 Majene, The Spotify media had never been implemented in class. Thus, in order to enhance students' listening abilities when learning English, the researcher selected the Spotify application. Based on the aforementioned information, the researcher determined that the Spotify application is beneficial in enhancing students' listening abilities.

B. Problem Identification

The found problems with listening comprehension in this investigation based on the background information described previously. Their limited ability to listen, their inability to understand vocabulary, and the learning system in the classroom all contribute to this problem. Some of the problems they run into while learning to listen are listed above.

C. Problem Limitation and Formulation

The ability of Spotify to help students with their listening skills is the study's shortcoming, as indicated by the problem diagnosis above. The following is how the research's problem was formulated:

1. Can students improved listening skills be effectively improved through the use of Spotify?
2. What do students' perceptions after using Spotify to improve their listening skills?

D. Research Objective

Based on the questions above, this study aims:

1. To find out how Spotify can improve students listening skills
2. To find out student responses regarding what students' perceptions after using Spotify as medium to improve listening skills.

E. Research Benefits

1. Theoretical Benefits

   It is hoped that the results of this study will be used as a reference for the development of the effect of computer assisted language in the use of technology to improve listening skills.

2. Practical Benefits

   a. For Teachers: Development of more innovative learning with an online learning model that utilizes computers as a learning medium, can be used as a consideration for teachers in determining learning media according to student interests and following the current times, Able to increase language knowledge and provide inspiration about the use of computers. Audio-visual learning in learning activities.

   b. For students: To be more active and eager to learn, add educational resources other than books and teachers.

   c. For Schools: Improve the quality of learning by utilizing computers as a learning medium in audio-visual learning, make a positive contributionto school progress and a conducive educational climate in schools, The scope of research is focused on junior high school students.

Especially research concentrates on junior high school children. This will be done by analysing the data. The analysis process will explain how the analysis focuses on computer-aided listening skills containing different student criteria. The study, of course, includes the goal of improving listening skills.

CHAPTER II
LITERATURE REVIEW

In conducting research, it is used to describe several references used when conducting research. Providing a certain professional point of view from many articles on related subjects, these phrases should be explained to prevent confusion among readers. In this study, the following terminology is used.

A. Previous Related Studies

The first study conducted by Widya Salsabila, Leni Irianti, Luthfiyatun Thoyyibah (2021) Effectiveness of Georgian podcast on Spotify to improve students' listening skills. This study draws attention to the issue with using Georgina's Spotify podcast to help students with their listening comprehension. The goal of this study is to ascertain whether using the Spotify app as a tool to listen to Georgina's podcast for guidance and questioning has improved students' listening abilities. This project includes 20 students in grade 10. The researcher uses a hybrid design which is an integrated design. Tests and questionnaires are the instruments employed. The random sampling approach was used to choose the samples. The test results and associated comparisons demonstrate the efficacy of Georgina's Spotify podcast in enhancing students' listening comprehension. In conclusion, Georgina's Spotify podcast, which poses questions and offers teaching advice, is a useful tool for enhancing students' listening comprehension.

The second study was conducted by Andriani, Erwin Akib, Amar Ma'ruf, (2018) Using Spotify to improve students' ability to listen to English music: a pre-test study. The purpose of this study is to ascertain how much students' listening abilities may be improved by using the Spotify app as a tool that concentrates on listening to English music in order to comprehend singers' words and deduce the meaning of the songs. Data on the test is gathered by the researcher using the group pre-test-post-test design and the pre-test procedure. The research sample of first week students consisted of 25 students. Sampling is done using the sampling method. The results showed that students in the first semester of the English Department of Makassar Muhammadiyah University obtained the pre-test scores. After treatment, listeners improved their ability to identify lexical items. Based on

the above findings and information, the researchers reported that the improvement of students' listening skills through English music using the Spotify application was significantly increased.

Third research conducted by Dewi Mayang Sari Setyobudi & Irham Miftakhul Jannah, (2022) The effectiveness of the Spotify project in learning to listenthrough English music in tenth grade students at SMA Negeri 1 Mojokerto academic year 2021/2022. The purpose of this study was to investigate the effects of using English music to teach listening skills. In the academic year 2021–2022, this study will assess how well the Spotify app teaches listening skills to 10th grade students at SMAN 1 Mojokerto through English music. We hope that every student who reads this study will learn something that will help them become better listeners. A pre-experimental research design was employed in this investigation. By administering the test to both the pre-treatment and post-treatment groups, the design of this study combines elements of post-test and pre-test research designs. the study's findings indicate that using Spotify can improve pupils' comprehension and listening focus. the pre- and post-test mean values demonstrate this. a researcher conducts a study with the title. "The Effectiveness of Spotify Application to Improve Students Listening Skills". This research will have differences with the previous studies above. First, previous research is more directed at research samples of college students and high school students. While in the research that will be conducted the sample is junior high school students. Second, the choice of material topics is certainly different. This means that the condition of the sample needs is different, so in this study the song will be adjusted according to the circumstances of the students.

B. Theoretical Framework

It is used to describe some of the subjects covered when undertaking a researchproject. This term, which offers a particular expert point of view from numerous books on the subject in question, needs to be explained to avoid reader confusion.

1. Listening

Yulianto (2017) also compared two scientific perceptions in his research; they are River (1978) and Underwood (1990). In this article, Rivers (1978) believes that listening is a creative skill, which means that we understand the sound that reaches our ears and create raw objects in the form of sounds. words, order of words, ascending and descending of crying, we need to make sense out of this material He also says that listening skills are listening and understanding, attention and appreciation.

a. Listening Element

According to Shockingawful (Wisra, 2018, p. 10) There are four elements of listening, namely:

1) Ability to Focus

   Attention span is the ability of a learner or listener to listen to information through sound. The ability to focus is divided into two parts, the focus of the ear to listen to the sound and the focus of the eye to read and compare the text to the sound. That eye may not be able to adapt to distractions in the classroom and noises outside the classroom.

2) General Understanding

   This is a mutual understanding of the main idea of text by both listeners and students. The listener can feel that he knows the general nature of what he is hearing.

3) Listening To Details

   Sometimes listening to specific information is synonymous with listening to details. It entails comprehending the assignment and concentrating on gathering data.

4) Accuracy of Answers

   The capacity of the learner or listener to complete the task with the right response is known as response accuracy. It takes time to understand the text and vocabulary in order to answer correctly.

One of the abilities emphasized when learning English is listening. It requires focus and the ability to listen well. Without those items, the act of hearing is meaningless without a clear sense of what it means. Students must have good listening skills to understand and comprehend listening material. To help students understand what to say in listening. In addition to offering engaging materials and instructional aids, teachers should foster a favorable learning atmosphere. For English teachers, audio is essential. It can draw in and inspire English language learners. By employing suitable and efficient software, music enthusiasts can create a vibrant and dynamic setting for learning languages.

b. Type of Listening

However, recognizing additional skills is not easy. There are different types of listening that you should know before you learn to be patient, according to Michael Rost (2011). That is:

1) Intense; emphasis on syntax, phonology, and lexis. The student concentrates on what is actually being spoken.

2) Interactive; emphasize taking an active role in your learning. Students converse with others to exchange information or work out solutions.

3) Broad; Pay close attention to hearing without stopping and manage a lot of listening input. Students listen to longer snippets and complete tasks with relevant content.

4) It is responsive and focused on the student's response to input. Students will have the opportunity to respond and share their thoughts and ideas.

5) Conduct a special hearing with utmost attention on managing students' advancement and navigating the "Help" alternatives. Students choose their own sections and assignments and monitor their progress. Determine the pattern of your interactions with others.

2. Spotify

a. Define Spotify

One of the most well-known apps worldwide is Spotify. With Spotify, users may stream millions of songs and other works from artists worldwide. Spotify is a digital music, podcast, and video platform (Adriani, et al.2018). Daniel Ek and Martin Lorentzon began the initiative in Sweden on April 1, 2006, and the Spotify app was released on October 7, 2009. In addition to streaming videos, podcasts, and digital music, the Spotify app offers a tonne of other services. On the app, users can listen to digital music versions of their favorite tracks. Watching the movies can be used as an educational tool and is one of the many fascinating aspects of the digital British history collection. In light of this circumstance, the researcher made the decision to use the Spotify app to help the pupils' listening abilities. The Spotify app is a great study tool, according to the researcher, because it is user-friendly and compatible with both computers and mobile devices.

According to the Spotify website, you may use Spotify on a number of devices, such as computers, phones, tablets, TVs, speakers, and cars. You can even connect to Spotify on different devices to switch between them (a feature of Spotify). This indicates that Spotify is simple to utilize anywhere at any time, making it simple to get access to the software. Furthermore, modern students bring their own gadgets, including laptops, tablets, smartphones, and other electronic devices.

b. Spotify Pros and Cons

Meanwhile, according to Susilowati, et.al (2020, p. 75) that the advantages of Spotify in learning are as follows:

1) The use of podcasts can also be effective in increasing students' motivation to learn online.
2) Students can easily get study material and can repeat it again.
3) Easy access to content and great results makes students more likely to use Spotify as an online learning platform.

4) Students will not get bored because they are not only listening to sound but there is additional music

5) There are lyrics that can be accessed by students so that it indirectly adds to students' vocabulary.

Furthermore, the drawbacks are as follows:

1) Spotify limits the number of content downloads

2) Low sound quality for free users

3) Spotify-based audio media cannot be used for learning materials that are too long.
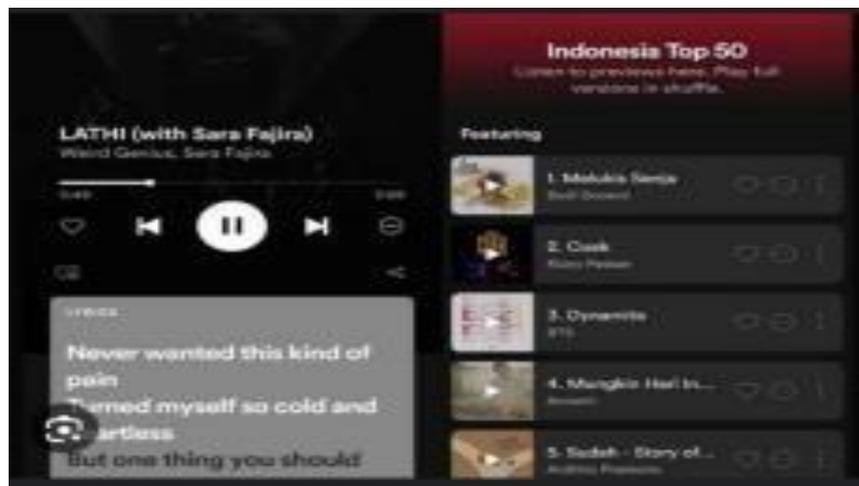
Figure 2.1 View of Spotify

C. Conceptual Framework

Listening is necessary for human life. The primary means of communication among people as social beings is through language, which is based on hearing. Listening skills are not mastered by themselves by students. However,listening skills will be obtained through the learning process or require development efforts in terms of making it easier for students to listen to the material. The learning process which is only limited to printed books, whiteboards is certainly less able to influence students' interest in listening to the material provided. So, we need a technology-based learning media for this.One of the learning media that can be used is learning media using Spotify. Through this Spotify media can train students to be skilled at listening so that they can improve the listening skills needed in listening to the learning or material provided (Andriani, et, al,2018).
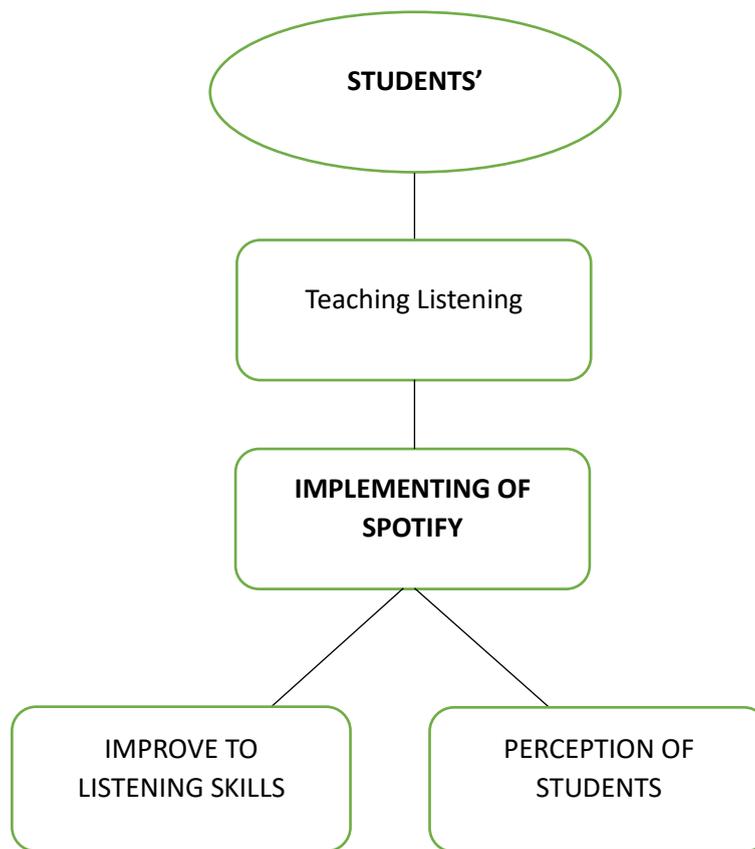
Figure 2.2 Thinking Framework

D. Hypothesis

1. Null hypothesis (H0): Has no appreciable impact on using Spotify to enhance student listening. With the help of this study, researchers can determine whether using Spotify to improve students' listening abilities is unsuccessful for SMP Negeri 1 Majene.

2. Alternative hypothesis (Ha): Students' listening abilities significantly improve when they utilize Spotify. Researchers can determine whether using Spotify improves pupils' listening skills according to this study.

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