Using Spotify as a Learning Medium

in Developing Students' Listening Comprehension

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Abstract

This research aimed to prove whether or not the use of Spotify can develop the listening comprehension of the tenth-grade students of SMA Negeri 2 Palu. The research design used in this research was a quasi-experimental design, and used a quantitative approach to analyze the data. The population of this research was the tenth-grade students of SMA Negeri 2 Palu. The researcher used purposive sampling and chose two groups: XD as the experimental group and XE as the control group, which each group consisted of 32 students. The instrument in collecting data was test (pre-test and post-test). The data collected was analyzed by applying descriptive statistics and inferential analysis using SPSS 25 version program. Based on the result of the hypothesis test (t-test), the value from the data analysis that has been conducted shows the significance values of 0.000<0.05. Therefore, Ha (alternative hypothesis) is accepted, and the Ho (null hypothesis) is rejected. It means that the use of Spotify can develop the students' listening comprehension in learning English at SMA Negeri 2 Palu.

Keywords: *Spotify, Listening Comprehension*

Introduction

Listening is a communication skill that helps people hear something more effectively and communicate with each other. As stated by Tarigan (2008), listening is a process of paying attention to the oral emblems, understanding, appreciation, and interpreting for obtaining information, catching content or massages, and understanding the meaning of communication that the speaker has conveyed through speech or spoken language. It means that listening is a process of understanding, obtaining information, and responding to the spoken language from speaking activity.

Teaching listening is chosen to be investigated because although this skill must be taught in senior high school students often face many difficulties in studying listening. The problem can be found from many factors. The first problem is difficult to get significant information from recorder materials because they do not get accustomed to listening to the dialect, intonation, and speed of the speaker. The second problem is some students difficult to write words based on what they hear because written words are different when they pronounce them. The third problem is the lack of vocabulary. This condition can be a serious problem for students in listening. If the students need to learn the meaning of the word, how can they comprehend what the speaker is talking about.

Suspected of these problems arise because of inappropriate media or methods of learning used in the classroom. Thus, the researcher chose listening method of songs using a media that is Spotify. To make students understand what the speaker means, they need to practice repeating an idea frequently, that is to be diligent in listening to songs on Spotify. Then, to be able to write words based on what they hear, they are given a written version of the text (along with the audio) where the written passages have certain portions left out.

The students must listen to the audio material and fill in the blanks in the written version. And then, students will have no difficulty in recognizing vocabulary because the Spotify application has provided lyrics for each music, this is also one of the reasons why the researcher chose to use this media because, in addition to developing listening comprehension, the media can also help in developing vocabulary and pronunciation.

The researcher expects that Spotify can be beneficial in developing students' English listening comprehension. The benefits of learning to listen to podcasts or songs on Spotify are significant in learning English, particularly listening. It can strengthen memory, develop vocabulary, practice pronunciation, and certainly not make students feel bored because they can learn to listen by selecting the English song they enjoy. The students also have new experiences in learning to listen and they will not get confused anymore. Some related studies have been conducted about Spotify applications.

The findings in this research align with a previous study as presented by Hamsia et al. (2023) found that Spotify can be used as an interactive learning medium. It shows that the students get a new experience because learning using Spotify media is very fun and this application can be an effective medium to develop students' listening skills. It's the same as Andriani et al. (2018) found that the students became active and enjoyed listening activities by using Spotify.

In addition, Spotify can also increase motivation and students' interest in learning, as presented by Alam et al. (2023) that using Spotify can make students more motivated and interested to learn to listen because they can listen to any song they want. It's the same as Ni'mah et al. (2024) found that the students feel motivated and interested in learning listening. Because this research aims to prove whether or not the use of Spotify can develop the listening comprehension. Therefore, the research question is: Can the use of Spotify develop the listening comprehension of the tenth-grade *students of SMA Negeri 2 Palu?*

Method

To investigate the effectiveness of Spotify in developing listening comprehension, this research used a quasi-experimental design with non-equivalent control group design. Two groups were taken in this research, namely experimental and control groups.

In the experimental group, the researcher gave the treatment by using English songs through Spotify. Moreover, for the control group, the researcher did not teach the students by using Spotify, but the researcher adapted the conventional method which is only using a whiteboard and book as a learning medium, as teachers generally do. The reason was because the researcher wanted to compare the experimental group and the control group which have the same topic but different learning mediums.

This research was conducted by involving 62 students of the tenth-grade of SMA Negeri 2 Palu. During the study, the students were very enthusiastic in receiving well the research conducted by the researcher. Therefore, this becomes crucial points in the study. In collecting the data, the instrument used a listening test. The test materials were multiple choice (consisted of 10 items) and fill-in-the-blanks (consisted of 10 items). Each item was given a score of 1 for the correct answer. The test was administered twice as pre-test in the first meeting and post-test in the last meeting. There were six meetings for doing the treatment.

After collecting the data, the researchers analyzed the data using SPPS version 25.0. The purpose of the t-test formula using a SPSS is to estimate the true difference of an average of two groups by using the average differential of the group from standard blunders to both groups.

Results

In the study, researchers use visual aids for an experimental class consisting of ppt slide viewing of the learning topics, while for control class only using textbooks.

To answer the research question firstly, the researchers calculated the students' scores as shown in the table below:

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	32	15	75	49.06	17.012
Pre-Test Control	32	15	85	53.75	17.916
Post-Test Experimental	32	70	95	82.19	8.026
Post-Test Control	32	50	85	68.91	9.046
Valid N (listwise)	32				

Based on table 1, it shows that the highest score obtained by the students in the experimental group on the pre-test is 75 while the lowest score is 15. Then, on the post-test scores, the highest score is 95 while the lowest score is 70. The mean score achieved by the experimental group in pre-test is 49.06 and the mean score in post-test is 82.19. Furthermore, the highest score obtained by the students in the control group on the pre-test is 85 while the lowest score is 15. Next, on the post-test scores, the highest score is 85 and the lowest score is 50. The mean score achieved by the control group in pre-test is 53.75 and the mean score in post-test is 68.91.

Table 2 Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre-Test Experimental	.116	32	.200*	.960	32	.270
	Post-Test Experimental	.168	32	.022	.912	32	.013
	Pre-Test Control	.105	32	.200	.972	32	.570
	Post-Test Control	.187	32	.006	.942	32	.084

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In analysing the normality of the data test of pre-test and post-test in the experimental and control group scores (sig.). The significance value (sig.) of the pre-test and post-test can be seen in the analytical test result above. The pre-test significance value in the Kolmogorov Smirnov column is 0.200 in the experimental group and 0.200 in the control group. Based on the results of the normality test between the pre-test and the post-test of the experimental group and the control group shows that the distribution of the data is normal because the significance value of both classes is >0.05.

Table 3 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	.424	1	62	.518
	Based on Median	.352	1	62	.555
	Based on Median and with adjusted df	.352	1	61.989	.555
	Based on trimmed mean	.380	1	62	.540

After getting the normality test, the next step is the homogeneity test. It purposed to test the similarity of the sample in both classes. The result of the data, the significance score of 0.518 is higher than >0.05. It means that the mean score of the post-test of the experimental and control group is homogeneous.

Testing Hypothesis

After carrying out normality and homogeneity tests on existing research data, the researchers used t-test for hypothesis testing. The t-test was intended to measure whether there was significant difference in student mean score results between pre-test and the post-test. Significance differences can be analysed more easily by using inferential t-test analysis or significance tests performed in SPSS version 25.0. In this research, the null hypothesis (Ho) states that using Spotify as a learning medium cannot develop listening comprehension of the tenth-grade students of SMA Negeri 2 Palu. Meanwhile, the alternative hypothesis (Ha) states using Spotify as a learning medium can develop listening comprehension of the tenth-grade students of SMA Negeri 2 Palu. With significance values less than 2 or sig. (2-tailed) 0.05, Ha was accepted and Ho was rejected.

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed Posttest Equal variances not assumed	.424	.518	6.213	62	.000	13.281	2.138	9.008	17.555
			6.213	61.133	.000	13.281	2.138	9.007	17.556

Based on table 4 shows that the t-test are 0.000 for sig. (2-tailed) below the significance level for the Sig. Therefore, Ha (alternative hypothesis) is accepted, and the Ho (null hypothesis) is rejected. It means that, the use of Spotify can develop students' listening comprehension.

Discussion

In this section, the researcher discussed the result of the data analysis of the pre-test and post-test of this study. The result of this research was conducted in a pre-test to assess the students' knowledge about listening skills before the researcher applied the treatment which was using English songs through Spotify. In pre-test, some students were difficult to answer the questions and find out the right answer because similar sound of word. The result of the pre-test in the experimental group showed that the highest individual score was 75 which is obtained by three students, and the lowest score was 15 and many of them got score between 50 and 65. It means that the students' listening comprehension still lack.

After doing a pre-test, the researcher moved to the next step which is the treatment. In the experimental group, the researcher gave the treatment by using English songs through Spotify. Moreover, for the control group, the researcher did not teach the students by using Spotify, but the researcher adapted the conventional method which is only using a whiteboard and book as a learning medium, as teacher generally do. The reason was because the researcher wanted

to compare the experimental group and the control group which have the same topic but different learning medium. During the treatment carried out by the researcher in the experimental group, the students felt interested in listening to songs through Spotify. As a result, students become active and enjoy listening activities. They would be easy to do the listening activity especially since every student had their own smartphone and Spotify could be installed in their smartphone so it can make easy to them to practice listening every day.

After providing treatment, the researcher gave a post-test to students to assess the student's progress and improvement in listening skills after treatment. The students were asked to answer the assignments the same as in the pre-test. The students in post-test, which the content of listening English song could be understand. So, the students were easy to answer the questions and find out which one the correct answer is true. The result of the post-test in the experimental group showed that the highest individual score was 95 which is obtained by five students, and the lowest score was 70 and some of them got scores of 80. It means that the students have an improvement of listening comprehension after they got explanation about how to learning using Spotify.

Referring to the findings above, this research showed a significant difference between the students' listening comprehension before and after giving treatment. The statement was proven by the mean scores of the students' pre-test and post-test. And then, this research found significant effectiveness in learning, supported by a significance value of 0.05 at a moderate level. Students' achievement showed that the students' score of post-tests was higher that students' score of pre-test. The implications on this research are that use of Spotify can develop the listening ability to students.

In this case, Spotify is an interactive medium to improve students listening skill. This is supported by Hamsia et al. (2023) found that Spotify can be used as an interactive learning medium. It shows that the students get a new experience because learning using Spotify media is very fun and this application can be an effective medium to develop students' listening skills. It's the same as Bona (2017) says that using Spotify regularly can help students in their English listening course as well as other English courses. She concluded that Spotify is very beneficial to increase students' English listening skills. In addition, Spotify can also increase motivation and students' interest in learning, as presented by Alam et al. (2023) that using Spotify can make students more motivated and interested to learn to listen because they can listen to any song they want.

Spotify is one of the most popular applications in the world. In the opinion of Sinta (2021), Spotify is an application for digital music services, podcasts, and video streaming that allows listeners to listen to them. listen using the Spotify application does not make students feel bored and lazy when learning to listen.

Then, students will have no difficulty in recognizing vocabulary because the Spotify application provides lyrics for each piece of music. This is also one of the reasons why the researcher chose to use this media because, in addition to improving listening skills, the media can also help in developing vocabulary and pronunciation. With the Spotify application, students can learn to listen to English songs and practice using only a Smartphone.

Furthermore, Spotify is an application designed to facilitate learning English, especially listening. The students can explore their listening skills by listening to English songs provided in this application. Then, students will have no difficulty in recognizing vocabulary because the Spotify application provided and the media can also help in developing pronunciation. Apart from that, the results of this research show that Spotify has a significant influence on students' listening skills by looking at the test results before and after being given treatment.

In the process of doing this research, there are limitations that may affect the results of the study, which is:

1. There are limits to research time, energy and the ability of researchers.
2. There is a lack of respondents' ability to understand listening tests, so it is possible that the results will be less accurate.
3. This research only assesses one of the music platforms, so it needs to be further developed to examine other platforms that have not been assured of effectiveness in listening.

At the end of this research, the researcher suggested that teachers can try implementing platforms or other digital media like Spotify in the learning process, especially in the listening class because it can develop student's listening comprehension. And also, by combining lessons with technology can bring the learning to be more attractive and enjoyable. Students are likely to prefer practicing directly rather than solely relying on textbooks.

Conclusion

Spotify is a digital media for listening to songs or other audio and is a fun method of learning used to stimulate students in improving listening comprehension. Based on the data analysis, the researcher concludes that the use of Spotify was effective in developing listening comprehension in tenth-grade students of SMA Negeri 2 Palu. It can be seen from the result of the student's pretest and post-test of the experimental group which obtained that the mean score of the pre-test of the students is (49.06) and the post-test is (82.19). In addition, the t-test results showed that the alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected based on the significance value of 0.05 for both experimental and control groups. It means that the use of Spotify can develop students' listening comprehension and the use of Spotify can be solution of listening comprehension in teaching complete song lyrics to tenth-grade students' of SMA Negeri 2 Palu.

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