

THE EFFECT OF USING *SPOTIFY* APPLICATION TOWARDS STUDENT'S LISTENING SKILL

(An Experimental Study at Eleventh Grade Student of SMAN 1 Cihara Lebak, Banten in Academic year 2023/2024)

Sri Lisda Ayu Bustomi
Universitas Mathlaul Anwar
e-mail: srilisdaayu01@gmail.com

Abstrak

This research paper aims to investigate the significant effects of using Spotify applications towards listening skills at eleventh grade students of SMAN 1 Cihara Lebak-Banten in the Academic Year 2023/2024). The Research paper used a quantitative approach and quasi-experimental design. This research was conducted from Mei until June, and researcher had chosen two classes were control classes and experimental classes. The technique in choosing a sample is a sampling of purposive sampling; the researcher used eleven grade Science 1 (32 students) as class control and eleven grade Science 2 (32 students) as experimental class. The experimental group was taught how to use Spotify applications as a learning medium to improve listening skills, while the control group was taught to use the YouTube Music application. At the first meeting of the study, the researcher gave a pre-test to the experimental group and the control group to measure the level of student listening skills, Then provide treatment for three meetings and the last meeting of the research researcher gave a post-test to find out the final results and to prove a significant effect after gave treatment used Spotify applications in the experimental group. In analyzing data, the researcher used independent sample t-test by SPSS 25 statistical computing to analyze the hypothesis test. Researcher have found the results of T-Count (-13,900) and two significant sides = $0.001 < \alpha 0.05$. From this data it can be interpreted that there is a significant difference between the two groups in obtaining a score, because the result is a significance value of less than 0.05, which means H_a is accepted. Therefore, the researcher concluded that Spotify applications have a significant effect towards student Listening skills. In addition, this Spotify application is not only used effectively in learning skills but can also be used as a learning medium.

Keywords: Listening skills, Spotify application, Media

Received: Desember 2024
Reviewed: Desember 2024
Published: Desember 2024
Plagiarism Checker No
234.GT8.,35
Prefix DOI : Prefix DOI :
10.8734/Liberosis.v1i2.365
Copyright : Author
Publish by : Argopuro



This work is licensed under
a [Creative Commons
Attribution-NonCommercial
4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

INTRODUCTION

In learning English there are four important aspects relate to learning English, namely writing, reading, listening and speaking. Sadiku (2015:29) suggests four language skills, namely reading, writing, speaking and listening skills, which play an important role in language learning. One of the core elements of language has an important position in communication and developing listening skills. Is part of the language that we have to learn. According to Nabiyevev & Idiyev (2022: 12) Listening has an important place in learning because it is one of the four main skills in language acquisition. Listening plays an important role, as it helps language learners acquire pronunciation, word stress, vocabulary, and syntax and

understanding of the message conveyed can be based simply on tone of voice, pitch and accent.

However, students' listening skill are still relatively low, according to Jaya et.al (2021: 384), students' listening comprehension abilities are still poor, in fact none of the students got good grades from the results of the tests they took, most of them got category grades poor hearing, 70% of students got a poor score or below 56 and 30% got a fair score or below. Many accents in English, low vocabulary and lack of learning strategies and lack of concentration are often the causes of difficulties for students listening.

Based on the researcher's experience when carried out practical field activities (PPL) at SMAN 1 Cihara, the researcher found several obstacles faced by students in learning English, especially listening. First, they could not listen well because their vocabulary was low. Second, most students still could not understand what is said by native speakers. Third, students lack motivation to improve listening skills. Fourth, there are still many students who do not understand the role of media in learning. Fifth, the lack of use of interesting strategies in listening learning makes students easily bored. From the background of the problem above, researcher specifically used the Spotify Application as a learning medium to support students in improving listening skills.

Overview of the Listening Skill

Listening skills are the ability to listen with full understanding to the information conveyed and can understand spoken messages, both in spoken language and through media such as music, recordings, and films. listening skills include more than just listening to the sounds and sounds of language, but also include understanding the information heard.. Understand the speaker's accent or pronunciation, grammar, vocabulary, and determining meaning. According to Pamangin,K.(2022 : 586) Listening skill, one of receiving ability, is a communication technique by which listeners can understand, interpret and listen to what they hear. Listening skills are the skills of receiving and understanding what is said by the speaker so that the listener can hear and understand what the listener is listening

Overview of the Media

The word "media" is derived from the Latin "medius", which means middle, middleman, and introduction. The word "media", is the plural form of the word "medium", which etymology means middleman or introduction. According to Budiman (2016:180) "The media is a channel that transmits information from a source to a consumer, including television, computers, video, and announcement boards.

Overview of Spotify Application

Spotify Application is a service streaming application that allows user to enjoy millions of songs, podcasts and videos from various parts of the world, and provides facilities for users to discover, enjoy and share audio content in a simple and entertaining way. Spotify Application is a service streaming application that allows user to enjoy millions of songs, podcasts and videos from various parts of the world, and provides facilities for users to discover, enjoy and share audio content in a simple and entertaining way.

METHOD

The researcher used quantitative approach in this research, The method of Quantitative is a research method that aims to explain a phenomenon and determine the relationship between variables using numbers and statistics and analysis of data that can be measured " in quantitave research, the investigator identifies a research propblem based on trends in the field or on the used a Quasi-experimental research design. According to White and Sabarwal (2014:2) "A quasi-experimental approach is one that research design that uses two comparison classes, namely a control class and an experimental class to determine the impact of a phenomenon." In this research, the researcher applies the Spotify application to the experimental class

and expects the Youtube music application to the control class as a learning medium. At the first meeting in the control class and experimental class the researcher gave a Pre-test to measure the extent of students' listening skills, then gave treatment three times, for the experimental class given treatment using the Spotify application and for the control class given treatment using the Youtube music application, and finally the researcher gave a Post-test to find out the final results and prove significant effectiveness after being given treatment using the Spotify application in the experimental class. The population in this research is all students of SMAN 1 Cihara Lebak-Banten. The population in this study amounted to ninety-three students and for sampling used purposive sampling technique, namely the selection of samples by taking subjects that are not based on their goals, but are taken with a specific purpose and intentionally. According to Etikan et al (2015: 2) The purposive sampling technique is the deliberate selection of participants because of the qualities possessed by the participants. From the results of sampling, the researcher chose two classes to be the object of research, namely eleventh grade IPA 1 totaling thirty-two students and selected as the control class and eleventh grade IPA 2 of thirty-two students as the experimental class so that the total sample in this study was sixty-four students.

RESULTS AND DISCUSSION

The researcher displays the results of the Listening skill test from the sample of eleventh grade IPA 2 as the experimental class given treatment that uses the Spotify application and eleventh grade IPA 1 as the control class given treatment that uses the Youtube music application, the data is taken from the Pre-test and Post-test scores of the two classes, after all the data is collected the researcher enters all the data from the Pre-test and Post-test results into the Pre-test and post-test score table below.

Table 1 Description of the data

	N	Rang e	Mini mu m	Maxi mum	Sum	Mean	Std. Devi ation	Vari ance	
	Stati stic	Stati stic	Stati stic	Stati stic	Stati stic	Stati stic	Std .Err or	Statis tic	Stai stic
Pre- test Control	32	45	15	60	1250	39,06	2,5 24	14,28 0	203, 931
Post-test Control	32	45	15	60	1180	36,88	2,5 57	14,46 6	209, 274
Pre-test Experim ental	32	30	30	60	1390	43,44	1,7 01	9,625	92,6 41
Post-test Experim ental	32	35	65	100	2640	82,50	2,0 58	11,64 0	135, 484

A total of 32 students with the highest score of 60, the lowest score of 15, and a total score of 1250 took the Pre-test in the Control class, Meanwhile, the Pre-test results of the Experimental class had 32 students with the highest score of 60, the lowest score of 30, and a total score of 1390. In addition, based on the Post-test results for the Control group, 32 students had a total score of 1180, the highest score was 60, the lowest was 15. Meanwhile, 32 students in the experimental class got post-test results with the highest score of 100, the lowest score was 65 with a total score of 2640.

Researcher used SPSS 25 for statistical calculations to test normality, homogeneity, and hypothesis testing. Researcher in this study used t-test analysis for hypothesis testing.

a.Normality

Normality test is a test that is used to assess how the data is normally distributed or not, According to Kwak & Park (2019: 1) in data analysis to find out whether the data is normally distributed, it is important to check and test whether the data meets normality data or not. According to Kim and Park (2019: 333) the hypothesis in normality testing is as follows:

H_0 : The data follows a normal distribution.

H_1 : The data does not follow a normal distribution.

The estimations are if p-Value > $\alpha = 0.005$, the data is normal distribution

The pre- and post-test results of the Normality test for the experimental class and the control class are shown in the table below.

Table 2 Test of Normality

Class		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The Result of Students' Listening Skill	Pre-test Control class	.130	32	.184	.925	32	.029
	Post-test Control class	.107	32	.200	.940	32	.074
	Pre-test Experimental class	.153	32	.054	.921	32	.022
	Post-test Experimental class	.115	32	.200	.929	32	.037

It is clear from the data results that $\alpha = 0.05$ is smaller than the p-value of 0.184, 0.200, 0.054, and 0.200. Therefore, it can be concluded that the data of each group is normally distributed.

b. Homogeneity

The homogeneity test is a statistical test procedure that aims to show that the data sample groups have the same variance. According to Usmani (2020: 51) the homogeneity test is used to determine whether some variants of the population are the same or not, the variance equality test is used to test whether the data distribution is homogeneous or not by comparing the two variances, the formula is:

Table 3 Test of Homogeneity variance

		Levene Statistic	df1	df2	Sig.
The Result of Students' Listening Skill	Based on Mean	1,994	1	62	.163
	Based on Median	1,667	1	62	.201
	Based on Median and with adjusted df	1,667	1	56,960	.202
	Based on trimmed Mean	1,984	1	62	.164

The Variance was relevant or could be regarded as homogeneous data because the Levene test findings using SPSS showed a significant value of $0.163 > 0.05$, indicating that the two classes were not statistically different.

c. Hypotheses Test

t-test is a statistical test used to test whether the difference between two responses from two groups is statistically significant or not. According to Bevans (2020: 1) A t-test is a statistical test that is used to compare the means of two groups, it is often used in hypothesis testing to determine whether a process or treatment actually has an effect on the population of interest, or whether two groups are different from one another.

To analyze the hypotheses test, the researcher used Independent sample test with SPSS 25

Table 4 The Result of Hypothesis Test used T-test

		t-test for Equality of Means		
		t	df	Sig.(2-Sided P)
The Result of Students' Listening Skill	Equal variances assumed	-13,900	62	.001
	Equal variances not assumed	-13,900	59,284	.001

The results of the Levene test above show a Levene test value of $0.163 > 0.05$ which means that it is not significant or in other words the variance of the two groups is the same. Therefore what must be looked at is the t-value on the first line (Equal variances are assumed) namely: -13.900 with df 62 and the significance of two-Sided P of 0.001 which means Sig two-Sided P = $0.001 < 0.05$. So, H_a is accepted. In other words, there is a significant influence of the Spotify Application Implementation on Students' Listening skills.

Discussion

ence on the use of the Spotify application on students' listening skills. In this research there are two variables, namely variable X and variable Y, variable X in this research is the Spotify application and variable Y is listening skill. According to Fleischer & Snickars (2017:133) Spotify is a streaming service application that gives its users the opportunity to enjoy millions of songs, podcasts and videos from various parts of the world. The Spotify application was created as a streaming service for listening to various kinds of music genres, especially English songs, which can be accessed easily because it is very easy to use, users only need to download the Spotify application on their respective cellphones and follow the instructions for the next steps, namely: log in via email or Facebook and after that users can immediately enjoy millions of songs. Apart from listening to music, students can also read song lyrics provided by the Spotify application according to the song being played.

According to Pamangin, K. (2022 : 586) Listening skill, one of receiving ability, is a communication technique by which listeners can understand, interpret and listen to what they hear. Listening skills are the skills of receiving and understanding what is said by the speaker so that the listener can hear and understand what the listener is listening to.

In this case the researcher chose listening skills because during a PPL assignment visit at one of the schools in Cihara sub-district, Lebak Regency, namely SMAN 1 Cihara, the researcher found low listening skills in class XI students at SMAN 1 Cihara, therefore the researcher was interested in researching and using the application. Spotify as a learning medium to see whether there is an improvement in students' listening skills when given treatment using the Spotify application.

In this research, the researcher used quantitative approach, *"in quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs"* (Creswell, 2012:13). Quantitative method is a research method that aims to explain a phenomenon and determine the relationship between variables using numbers and statistics and analysis of data that can be measured.

In this research, the researcher used a Quasi-experimental research design. According to White and Sabarwal (2014:2) *"the quasi-experimental method is a method that used the formation of two comparison groups, namely an experimental group and a control group to evaluate an impact"* with a total population of class eleven totaling 93 as listed in table 3.3., by taking samples used purposive sampling technique obtained class eleven 1 with a total of 32 students as the Control class with treatment in the form of the YouTube music application and class eleven 2 with a total of 32 as the experimental class and gave treatment used Spotify application as a learning medium.

In this research, the researcher spent 8 months completing this research from January to August. The researcher submitted the title in the second week of January and wrote a research proposal from the first week of February to the third week of March. Then, the researcher held a proposal seminar in the fourth week of March, made instruments from the first week to the fourth week of April, and collected data from the first week of May to the first week of June.

Data processing was carried out from the second week of June until the end of July, and the final test was held in early August. The research schedule can be seen in table 3.2.

In the data collection process, the researcher provided treatment after gave a pre-test. The experimental class received treatment using songs from the Spotify application, while the control class received treatment from the YouTube music application.

The treatment was carried out five times. The treatment steps in the experimental class are as follows :

- a. At the first meeting, the researcher provided material about meaning through music and gave a pre-test.
- b. Second, the researcher explain material related to linguistic elements and social function that exist in a language shows the Spotify application and explains how to use it.
- c. Third, researcher shows and explains Spotify application, also explains the features of the Spotify application and explains the steps to use the Spotify application
- d. Fourth, researcher provide learning through the Spotify application asked students to download and use the Spotify application
- e. At the last meeting, researcher gave a post-test

In this case, the research findings show that students' listening skills through English songs using the Spotify application show an increase in students' listening skills. Pre-test results for the control class show that there were 32 students, the highest score was 60, the lowest was 15, and the total score was 1250. Conversely, the experimental class's pre-test results show that out of 32 students , the best score is 60 and the lowest is 30, with a total score of 1390. In addition, the post-test results for the control class show that there were 32 students in all, with a maximum score is 60 and a lowest score is 15, for a total score of 1180. Afterwards, the post-test results for the experimental class, which consisted of 32 students, showed that the best score is 100, the lowest was 65, and the overall result is 2640. The used of the Spotify application really helps students in improving listening skills, it can be seen from the average pre-test score of 43.44 for the experimental class and 39.06 for the control class, it is clear from the experimental class and control class scores that there is a variation in pre-test results between the two groups in terms of student learning achievement. While There was also a substantial difference in the post-test results between the control class and the experimental class, with the control class's average score being 36.88 and the experimental class's average score being 82.50. and it can be concluded that the experimental class outperformed the control class, indicating that using the Spotify application to improve listening skills has a significant impact and is highly effective. Following the administration of the Pre-test and Post-test, the researcher utilized the SPSS 2.5 application to analyze and process the data in both groups, testing for homogeneity and normalcy using the Pre-test and Post-test scores as well as doing hypothesis testing utilizing the Post-test results from both groups. With the SPSS 2.5 application, the Normality test findings using Kolmogorov-Smirnov were significant at 0.184, 0.200, 0.054, and 0.200 more than $\zeta = 0.05$. Thus, it may be concluded that each group's data is distributed properly. Next, using SPSS 2.5, the Levene test was applied to analyze the homogeneity test results. , A significance value of $0.163 > 0.05$ indicates that there is no significant difference between the two groups, implying that the variance is significant and that the data is homogeneous. In the meanwhile, in order to test the hypothesis, the researcher solely looked at the post-test findings for the two groups. This was done in order to determine whether there were any differences between the two groups after receiving treatment and whether using the Spotify application produced meaningful results. Furthermore, t-count = -13,900 with significance 2- Sided $P = 0.001 < \alpha = 0.05$ was obtained from the test results using an independent simple t test; therefore, H_a is accepted and H_0 is rejected; in other words, there is a substantial influ

CONCLUSION

In connection with the research conducted at SMAN 1 Cihara Lebak-Banten's eleventh grade in the academic year 2023–2024, the researcher discovered through data analysis that the Spotify application had a significant impact on students' listening skills. This is demonstrated

by the results of the hypothesis test, which showed $t\text{-count} = -13,900$ and significance value ($p\text{-value}$) = $0.001 < 0.05$. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This indicates that the scores of the two groups—the experimental class and the control class—differ significantly. Thus, the investigator came to a conclusion. There is significant effect of using Spotify application towards student's listening skill at the eleventh grade student of SMAN 1Cihara academic year 2023/2024.

REFERENCE

- Bevans, R. (2023). *An Introduction to t Test Definitions, Formula and Examples*. [Online]. Available: <https://www.scribbr.com/statistics/t-test/>. [17 June 2024]
- Budiman, H. (2016). "Penggunaan Media Visual dalam Proses Pembelajaran. Al-Tadzkiyyah". *Jurnal Pendidikan Islam*, 7, (2), 171-182.
- Creswell, J.W. (2012). *Educational Research Planing, Conducting and Evaluating Quantitative and Qualitative Research*, United States of America: Pearson.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). "Comparison of convenience sampling and purposive sampling". *American journal of theoretical and applied statistics*, 5, (1), 1-4.
- Flescher, R., & Snickars, P. (2017) "Discovering Spotify- A thematic introduction Culture Unbound". *Journal of Current Cultural Resear*. 9, (2), 130-145.
- Jaya, H. P., Petrus, I., & Kurniawan, D. (2021). Listening comprehension performance and problems: A survey on undergraduate students majoring in English. *Indonesian Research Journal in Education* [Online] Vol 5 (2), 16. Available : <https://doi.org/10.1111/spc3.12648>. [7 February 2024]
- Kwak, S. G & Park, S. (2019). "Normality Test in Clinical Research" *journal of Rheumatic Diseases*, 26, (1), 33-11.
- Nabiyev, A. I. & Idiyev, A. R. O (2022). The Importance of Listening in Learning English. Innovative Developments in Sciences. *Education and Humanities* [Online] , Vol (1) , 2 . available : <https://econferencezone.org>. [10 February 2024]
- Pamangin, K. (2022 : 586) "Improving English Listening Skills Through Audio-Visual For Students". *International Journal of Management and Education in Human Development*. 03, (02), 586-598
- Sadiku, L. M. (2015). "The importance of four skills reading, speaking, writing, listening in a lesson hour". *European Journal of Language and Literature*, 1, (1), 29-31.
- Usmadi (2020). "Pengujian Persyaratan Analisis Uji Homogenitas dan Uji Normalitas" *Inovasi Pendidikan*. 7, (1), 50-62