

## Enhancing Students' Listening Skill by Spotify Application

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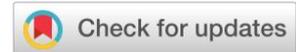
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### ABSTRACT

*Listening cannot be separated from all activities, but in reality most of the teacher does not pay attention the student's ability to listen and that can affect students' ability in English especially when they want to talk to other people but don't understand what is being said otherwise because they lack in listening. In the learning process, students may face difficulties one of them is difficulty in conveying speech. Many people say that listening is difficult, due to lack of focus or failure to focus. Therefore, practice concentration by listening more. The objective of the study is to find out spotify podcast application able to enhance the students' listening skill. The writer apply pre-experimental method with one group pre-test and post-test design, and collected the data based on the test. The research findings showed that the students' had poor score in pretest. After treatment, their listening ability in identify of listening comprehension increase significantly. The result of the research were the mean score obtained by the students' through pre-test was 41.6 and post-test was 72.5 with the t-test value orientation is greater than t-table (16.8>2.06). Listening through Spotify podcast in term of identify the listening comprehension 74,2% The result of calculating t-test of the indicators in the students' t-test listening ability in listening through Spotify podcast application was greater than t-table 24.1>2.06. It can be concluded that spotify podcast application can enhance the students' ability in listening skill*

### ARTICLE HISTORY

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### KEYWORDS

Application and listening; Spotify; Students.

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### 1. Introduction

Language is a tool or means of communication. It can be used in both spoken and written form. The spoken form of language is realized through speaking and listening skills. The written form of language is realized through reading and writing (Yusuf, 2012; Copp et al., 2021; Rahman, 2018). In other words speaking, listening, reading, and writing is manifestations of language. In the context of learning English as a foreign language and second language, students can focus on these four language skills. Among the four language skills, it seems that listening is more complicated for students to master. Because listening in English is important for students who have studied English, high interest should be given to students (Pham, 2021; Afriyuninda & Oktaviani, 2021).

Listening is a language learning activity that is not just listening to people talking in English. As (Nunan, 2003) have stated that listening is an active, purposeful process of making sense of what we hear. It means that listening is the very first language skill before people are able to speak, read, and write. In communicating verbally, it indeed required to first understand what the other person is saying (Listiyarningsih, 2017; Junaidi et al., 2020; Said et al., 2021). Thus, it can respond properly and correctly. Most people learn English starting with learning reading skills, then continuing with writing, then listening and speaking. This sequence is not very appropriate to be applied. As with natural human communication skills, we should learn listening first.

Listening is a psychomotor process of receiving and waves though the ear and transmitting nerve impulses to the brain (Brown, 2001). It learned that to grow a high interest in listening, it must be accompanied by fun activities and by adding a few different techniques. Then to increase students' interest in learning to listen, It used the Spotify podcast application as a medium in the dictation technique. The technique has a very significant position to achieve the goal. Therefore, a good teaching method is a method that can foster learning activities for students, and the teacher's efforts in choosing a good method are an effort to improve the quality of teaching education for which they are responsible (Asriyama, 2023; Utari, 2023; Caramancion, 2022).

The way to apply the dictation method is where the teacher reads the learning material and then the students write what the teacher reads, now the dictation method is packaged in a different and sophisticated way, namely by using the application as the medium used for dictation, whether it be a paragraph, a sentence or just a word Spotify is also known as a digital music, podcast, and video service that gives you access to millions of songs and other content from creators around the world (Lazuardy et al., 2023; Hracs & Webster, 2021).

Basic functions like playing music are free, while podcasts themselves also have audio recordings that can be listened to by the general public via the internet. In contrast to radio, which must be performed and broadcast live on a certain frequency. However, podcasts can be implemented at any time and can be listened to through various existing electronic media (Shiang et al., 2021; Tarmawan et al., 2021; Rahimi & Katal, 2012). With these features, Spotify is considered very helpful to be able to improve students' listening skills. In addition, Spotify is also an app that is quite interesting if used in learning because it is easy to use, it can also be used on gadgets and computers easily.

## 2. Methodology

The writer use pre experimental method with one group pretest and post-test design. The schema representation or the design as follow:

01      X      02

(Adapted From Gay in Goestina 2016)

Where:

01      : Pre-test

X: Treatment

02      : Post Test

In this study, the writers find out the improvement of the students' listening ability through Spotify application, especially in Listening Podcast. The improvement was known after finding out the significant difference between the student's' achievement before teaching using Spotify application and those were taught after using Spotify application comparing pre-test and post-test scores.

The population of this study is the fourth semester 2022/2023 academic years students of English Department Education, Faculty Teacher Training and Education, University of Muhammadiyah Bone consists of 24 students that spread into one class. The sampling technique used in this research the total sampling technique. The writer take only one class of the population as the sample of this research.

To collect the data, as follow the procedures:

### 2.1. Pre-test

Before giving the treatment, the writer give the students pre-test the researcher asked the student's prior knowledge of listening ability and about what Spotify is. Conducted for 60 minutes.

### 2.2. Treatment

The writer give treatment by using the Spotify podcast application. The treatment of the research was conducted in two meetings in which each meeting needs 45 minutes.

The procedures of the treatment were as follows:

#### a. Opening activities

The writer give some questions to the students based on the topic of active students' prior knowledge.

#### b. Lesson activities

1. The teacher explains what the Spotify podcast application is.
2. The teacher explains how to use of Spotify podcast application.

3. The teacher asks the students to open the Spotify application on their smartphones.

4. All of the students are divided into groups and each group should choose a topic podcast. After that, the teacher plays every group podcast, and students' should write what words they catch from the podcast and give an opinion.

c. Closing activities

The teacher summarize the learning material by providing a little motivation and advantages by learning to listen using the Spotify application, and then the teacher closed the class.

**2.3. Post-test**

After giving the treatment to the students, the writer give post-test that carried out in the last meeting. The writer employ a post-test to find out the value of treatment whether the result of the post-test is better than the pre-test or not.

**3. Result and Discussion**

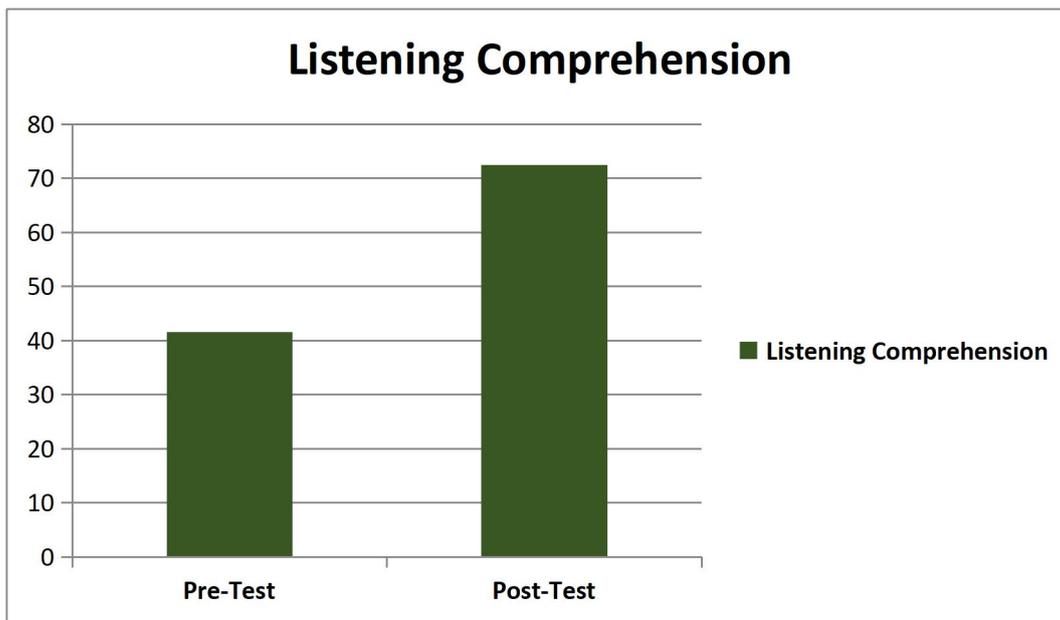
The findings of the research that listening through spotify podcast application could enhance students listening ability in terms of listening comprehension that focus on dictation technique. In the further interpretation of the data analysis were given below.

Students' listening ability in term of listening comprehension that focus on dictation technique by using spotify podcast application had different in pre-test and post-test. In pre-test the students' ability listening was less understand about what the topic talks that they hear but after applied the use of spotify podcast application the students more understandable about the topic talks between the resource person and the interviewer, it can be seen clearly table 1.

**Table 1 Students' Score of Listening Comprehension**

Pre-Test	Post-Test	Improvement
41,6	72,5	74,2%

Table 1 showed that the improvement percentages of student in listening through dictation technique in terms of listening comprehension was 74,2% after using spotify podcast application. The mean score of the students in pre-test were 41,6 and post-test which to be 72,5.



**Figure 1. Graphic of the mean score of Pre-Test and Post-Test**

Figure 1 showed that there was improvement of the students in listening skill through dictation technique by using spotify podcast application in term listening comprehension from pre-test with the mean score was 41,6 to post-test with the mean score was 72,5.

**Table 2 Classification of Listening Comprehension (Pre-Test)**

No.	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	1	5%
5	Fairly	56-65	0	0%
6	Poor	36-55	16	66%
7	Very Poor	00-35	7	29%
	Total		24	100%

Table 2 showed that the classification of the students score of listening comprehension in pre-test there were 1 (5%) students got fairly good, 16 (66%) students got poor, 7 (29%) students got very poor.

**Table 3 Classification of Listening Comprehension (Post-Test)**

No.	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	2	9%
3	Good	76-85	8	33%
4	Fairly Good	66-75	8	33%
5	Fairly	56-65	6	25%
6	Poor	36-55	0	0%
7	Very Poor	00-35	0	0%
	Total		24	100%

Table 3 showed that the classification of the students of listening comprehension in post-test there were 2 (9%) students got very good, 8 (33%) students got good, 8 (33%) students got fairly good, and 6 (25%) got fairly.

The research findings indicated that the students ability in listening skill through dictation technique by using spotify podcast application showed the improvement of the students listening skill in the listening comprehension. From the improvement showed the process in pre-test and post-test. The result of the students listening in pretest was low, especially in finding the right answer in test.

Based on the problem above, the writer gave the treatment by using spotify podcast application, so the students could show the improvement in post-test. In pre-test, only gave the exercise listening to know their prior knowledge before using spotify podcast application. Their listening skill was less good for the first time because almost of them were confused and spent much time to think about the words that utter. They only read, but they did not understand about how to find out the right answer.

The writer gave the treatment by using spotify podcast application. As the result, students become active and enjoy in listening activity. They would be easy to do the listening activity especially every students had their own smartphone and spotify podcast application could be installed in their smartphone so it can make them easy to doing practice every day. Most of their utterance were correct and no need to read for a long time to understand what they read.

The description of the data collection through listening test as explained to the previous finding section that the students' achievement after using spotify podcast application was significant. In using spotify podcast application in listening activity, the writer found that the mean score of post-test students' achievement is greater than pre-test. In table

1 showed that the score of find out which the mean score of pre-test was 41.6 and after using spotify podcast application the mean score of post-test was 72.5. Therefore, the researcher indicated that there was significant improvements after treatment by using spotify podcast application through dictation technique in listening skill.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 23 indicated that t-table value was 2.06 and t-test value was 16.8. It meant that the use of spotify podcast application in teaching listening through dictation technique in listening in term of listening comprehension. It was concluded that the use of spotify podcast application could improve students listening ability in terms of listening comprehension that focus on dictation technique. It could be showed from the students' listening test in pre-test and post-test. In pre-test, some students were difficult to answer the questions and find out the right answer because similar sound of word. But, the students' in post-test, which the content of listening podcast could be understand. And then, the students were easy to answer the questions and find out which one the correct answer is true.

#### 4. Conclusion

The researcher's conclusion highlights the potential benefits of incorporating Spotify into listening classes as a means to enhance students' engagement in the learning process. Students have demonstrated a strong inclination toward using Spotify for listening to podcasts, as it effectively contributes to improving their interest in the subject. This preference for podcast listening can be attributed to several advantages it offers. Firstly, it indirectly hones the students' listening skills, as they actively engage with authentic spoken content. Secondly, it transforms the learning experience into an enjoyable activity, preventing students from becoming bored or disinterested during class. Additionally, the use of Spotify makes it easier for students to grasp and comprehend the material being taught.

Furthermore, the writer's study provides empirical evidence supporting the effectiveness of integrating Spotify podcasts with a dictation technique. The study's findings reveal a significant improvement in students' listening skills, as reflected in the mean score increase from 41.6 to 72.5. This improvement signifies a remarkable 74.2% enhancement in students' performance after the treatment. The statistical analysis, with a t-test value greater than the t-table value ( $16.8 > 2.06$ ), reinforces the notion that Spotify-based podcast listening with dictation is a highly effective method for enhancing the listening skills of fourth-semester students in the English Education Department at the University of Muhammadiyah Bone. This underscores the potential of innovative teaching approaches that harness technology and authentic materials to optimize the learning experience.

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