

## The Implementation of English Songs Using Application Spotify to Students' Listening Comprehension

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### ABSTRACT

This study aims to implement listening comprehension learning with English songs using the Spotify application. The target will be research material in MTSN schools in Majalengka and in class IX. In the application of learning listening skills, namely in a different way of teaching and to find out the effect on the application of learning listening skills with English songs using the Spotify application and in this application, researchers will examine how Spotify works and can be used for learning at school or studying at home. The research method used is pre-experimental design using a quantitative. The findings from this study students feel motivated and interested in this different teaching. So it is the hope of researchers with this application that students can be helped and teachers can create teaching methods and strategies today which can also be called the age of technology.

**Keywords:** *Listening Comprehension, English Songs, Spotify.*

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### INTRODUCTION

Language is a human communication system, and language is very important for people, especially in everyday life. This is important for us humans because language is an important and effective means of expressing basic thoughts and feelings. This language is also often used to express ideas, communicate with others and converse. Listening in English is one of the English topics, so we have to comprehend what people are telling us (Fitria, 2021). Basically, the main function of language is to convey messages or meanings from one person to another and also to communicate and understand each other. Today, language is a human communication system and plays an important role especially in our daily life, especially in society and social media. In this case, language is an important tool. Because language is a tool or means by which we communicate with other people.

According to Ahmed (2015), five English listening skills are predicting content, listening for gist (find the general meaning), detecting signpost (understand the topics), listening for details (find specific information), inferring meaning (guess the meaning). As a foreign language, there are four skills that must be acquired when learning English. These include reading, writing, speaking and listening. Of course, of the four skills that one must master in order to master or produce English very well and fluently. Thus, listening is one of the skills of learning English, because if students have good listening skills, they can understand what is said or heard. And listening is a skill that seems difficult to master, because understanding the sounds coming from the speaker or listening material requires more concentration and attention. Tri Listyaningsih (2017) said, listening English song can improve the listening skill because song can be media to improve listening skill.

SPOTIFY is one of the most famous applications in the world. SPOTIFY is a digital music, podcast, and video streaming service that gives listeners access to millions of songs and other content from artists around the world. The SPOTIFY application was launched on October 7, 2009 and was discovered on April 1, 2006 by Daniel Ek and Martin Lorentzon of Sweden. The SPOTIFY application features digital music, podcasts, video streaming, and more. As for digital music, users can play their favorite songs with this application. The podcast itself is full of digital English stories that are fun to listen to, and video streaming can also be used as a learning medium by watching videos. You have selected an application. Researchers find the SPOTIFY app interesting enough to use for learning because it's easy to use, so gadgets and computers will have no problem using it. According Abdullah (2015), responding from the four pillars of the learning process by UNESCO, in the journal entitled "The International Commission on Education for the Twenty First Century", the teachers as learning agents need to master and implementing Information and Communication Technology in learning. The usage of Spotify in English listening courses effectively enhances students' listening abilities (Bona, 2017).

Here are some activities or programs to improve students' English learning skills, especially listening skills. In this activity, the application SPOTIFY is used, the purpose of which is to listen to English songs and encourage students to also want to learn English. When learning English, especially in listening, many media can help students improve their listening skills, such as in videos, movies, and songs (Simamora & Oktaviani, 2020). Because by listening through this program, students will also understand what they have not learned before in this listening skill. Technology as an advanced tool is clearly proven to help students and teachers create effective language lesson activities and different learning styles.

## **LITERATURE REVIEW**

### **Listening**

Listening is one of the language skills. This is an important part of the telecommunications process that students must master. By listening, students can get information and develop what the speaker said. According to (Brown, 2006), listening is the activity of pouring out the information that has been heard. This means that listening is an important skill for students, especially in the teaching and learning process. According to Rost (1994) stated that listening is significant in language learning because it provides input for learners and it plays an important role in the development of learners' language.

### **Listening Comprehension**

According to Krashen (1985) and Hamouda (2013), listening skill is an important element in obtaining understandable input. Learning will not occur if there isn't any input. Hasan (2000) and Hamouda (2013) expressed that listening comprehension provides the appropriate situations for the acquisition and expansion of other language skills. Rost (2002) stated that the development of listening is related to the attainment of proficiency in speaking. He continued that listening is the most important skill in language learning because it is the most widely used language skill in normal daily life. Beyond understanding meaning and supporting details in spoken material, listening also includes the speaker's thoughts, feelings, and intentions in conveying the message as well. (Davies, 2000) Whereas Davies (2000) states that listening is not a passive activity, but rather a complex process of activity. The listener must distinguish between sounds, understand vocabulary and structure, interpret stress and intonation, retain what is collected in all of the above, and interpret it. in a broader socio-cultural context and direct utterances.

## Learn to Listen by using the Spotify Media Application

There are various ways to teach listening skills such as audio, video, podcasts, songs and more. Many researchers prove that songs are an effective medium in teaching listening. According to Abdullah (2013) Listening to students' favorite music is not just wanting to have fun, but having fun while studying. According to Yuliyanto (2017), the use of songs in listening classes can be applied to increase student interest during the learning process. The students like to use songs to increase their interest in listening to class because it indirectly trains students' skills, they can enjoy activities, and it makes them not feel bored and also understands the material more easily. It can be concluded that the media is a tool or object to convey information to recipients and anything that can be used to transmit messages from sender to recipient

### **METHODS**

According to Sugiyono (2017:107) experimental research can be interpreted as a method of research used to find the effect of certain treatment against others to find the effect of certain treatment against others in controlled conditions.

This research was conducted with a pre-experimental design using a quantitative approach by providing learning and data collection with pre-test and post-test. Students will receive a pre-test, and post-test. He may also experience classroom study and classroom observational research. This test is whether there is a good way to learn to listen with English songs, because basically in this test is to convince students that learning English by using English songs can also be done.

Data collection referred to above as follows:

1. Pre-test

The pre-test was conducted to determine students' initial listening skills before the treatment was carried out. Here the researcher gives assignments to students to listen to songs with a given topic.

2. Treatment

After giving the pre-test the researcher will provide treatment to students by using the Spotify application on their cellphones.

3. Post-test

The post-test is the same as the pre-test and will be given to all students, to find out their improvement and interest in listening comprehension.

## 1. Respondents of the Research

This research was conducted in 2023 MTSN class in Majalengka for the 2022/2023 academic year. The author took 1 month for meetings consisting of presenting lessons and giving tests for research.

## 2. Research Variables

This study includes two types of variables, i.e. independent variable and dependent variable. In this study, the independent variable is Spotify application, while the dependent variable is students' listening comprehension ability.

### Operational Definition of Variables

To avoid interpretation biases specifically related to the terms used in this study, the activity definition variables were constructed as follows:

1. Spotify application in learning to listen. This means that the Spotify app is used to enhance student listening.
2. Comprehension is defined as a student's ability to hear correctly after listening to theme-specific songs through the Spotify app.

## 3. Instruments

The type of instrument used in this study was experimental. The test focuses on the student's listening comprehension. The test consists of a pre-test and a post-test. The former was administered before using the Spotify app to obtain data on a student's prior knowledge, while the latter was administered after using the Spotify app on a smartphone.

## 4. Data Analysis Techniques

This analysis compares student performance and performance during pretest, treatment, and posttest. For both pre-test and post-test, researchers use a coring guide. The Coring Guide provides benchmark vocabulary, comprehension, and memory rating scales.

To determine the students' English listening comprehension, the researchers converted the students' listening comprehension scores using the following formula:

$$\text{Student's Score} = \frac{\text{the gain score}}{1! \text{ the maximum score}} \times 100$$

Then classify student scores based on the following class classifications:

**Table 1 Classification of Students' Score**

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor

< 50	Very Poor
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Calculation of mean, standard deviation, frequency table, and t-test values when determining pretest and posttest differences using inference analysis in program SPSS version 26.0

## RESULTS AND DISCUSSION

### Results

#### The interpretation of the Result of Students Achievements Test

This section is devoted to the presentation and elaboration of pre-test and post-test data, and to improving students' listening comprehension before and after treatment application. In addition, pre-test, post-test mean scores, and pre-test and post-test standard deviations are also investigated further as considerations in this study. Detailed results can be found in the detailed data presentation.

#### a. Scoring Classification of Students' pre-test

The representation of this part of the data was obtained through interpretation of listening tests. We analyzed in three steps: Assess student listening tests, classify student scores, and calculate average scores. Student results on the pretest are shown in the following table.

**Table 2 The Students' Score and Classification in Pre-test**

No	Student's Name	Students' Score	Classification
1	S1	55	Poor
2	S2	30	Very Poor
3	S3	25	Very Poor
4	S4	25	Very Poor
5	S5	50	Poor
6	S6	40	Very Poor
7	S7	60	Poor
8	S8	45	Poor
9	S9	35	Very Poor
10	S10	35	Very Poor
11	S11	65	Average
12	S12	25	Very Poor
13	S13	50	Poor
14	S14	35	Very Poor
15	S15	65	Average
16	S16	30	Very Poor
17	S17	50	Poor
18	S18	25	Very Poor
19	S19	55	Poor
20	S20	65	Average
21	S21	70	Average

22	S22	45	Poor
23	S23	40	Very Poor
24	S24	30	Very Poor
25	S25	50	Poor
26	S26	20	Very Poor
27	S27	70	Average
28	S28	60	Poor
Total		1250	
Mean Score		44.64	Poor

Source MTSN in Majalengka

The pretest data are intended to examine the student's prior knowledge of listening comprehension prior to treatment. A pre-test was held at the first meeting. The table above shows that 13 students were rated very poor, 10 students were rated poor, 5 students were classified as average and none of students were classified as excellent and good. Indicates that the student's total score before the test was 1,250. Most students' grades are very poor, which means that their listening skills are still low.

**b. The mean score and standard deviation of student's pre-test**

Before treatment was administered, the authors underwent a pretest to test the students' prior knowledge. Also, the test should check if the students are on the same level.

**Table 2.1 The Students' Frequency and Percentage Achievement in Term of Listening in Pre-test**

No	Classification	Score	Pre-test	
			F	P
1	Excellent	91-100	0	0%
2	Good	76-90	0	0%
3	Average	61-75	5	18%
4	Poor	51-60	10	36%
5	Very Poor	< 50	13	46%
Total			28	100%

Shows the pre-test percentage of students based on the table above. No students received excellent or good scores (0%), 5 (18%) students received average scores, 10 (36%) received poor scores, and 13 (46%) students received a very poor score. Score obtained before treatment.

The average score and standard deviation for calculating the Student Pre-Test score are shown in the table below.

**Table 2.2 The Mean Score and Standard Deviation of Students' Pre-test**

Mean Score	Standard Deviation
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44.64	15.452
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Based on the table above the mean score of the pre-test (44.64) was considered poor with the standard deviation 15.451. It indicates that the score the classification reached by students are still low.

### c. Scoring classification of the students' post-test

**Table 2.3 Students' Score and Classification in Post-test**

No	Student's Name	Students' Score	Classification
1	S1	70	Average
2	S2	80	Good
3	S3	60	Poor
4	S4	65	Average
5	S5	60	Poor
6	S6	65	Average
7	S7	80	Good
8	S8	75	Average
9	S9	80	Good
10	S10	60	Poor
11	S11	85	Good
12	S12	65	Average
13	S13	70	Poor
14	S14	70	Average
15	S15	80	Good
16	S16	70	Average
17	S17	65	Average
18	S18	65	Average
19	S19	70	Average
20	S20	85	Good
21	S21	75	Average
22	S22	60	Poor
23	S23	95	Excellent
24	S24	75	Average
25	S25	75	Average
26	S26	80	Good
27	S27	95	Excellent
28	S28	75	Average
Total		2050	
Mean Score		73.21	Average

*Source MTSN in Majalengka*

Post-test data were provided to assess students' listening comprehension after treatment. The post test was carried out at the previous meeting. The table above shows that 2 students are classified as excellent. 6 students with good grades, 15 students with moderate grades, and there are still 5 students with bad scores but not one student with very bad grades. The total score of the students' posttest was 2.015. Most of the students got good grades. This means that students' listening comprehension has improved significantly.

**Table 2.4 The students' Frequency and Percentage Achievement in Term of Listening in Post-test**

No	Classification	Score	Post-test	
			F	P
1	Excellent	91-100	2	7%
2	Good	76-90	6	21%
3	Average	61-75	15	54%
4	Poor	51-60	5	18%
5	Very Poor	< 50	0	0
Total			28	100%

Based on the table above, the average percentage of students' post-test is shown. 2 (7%) got a excellent score, 6 (21%) got a good score, 15 (54%) got a average score, got poor grades 5 students (18%) and none of the students had very poor grades. The score is obtained after being given treatment.

**d. The mean score and standard deviation of students' post-test.**

Post-test results were defined as a way of knowing the mean score and standard deviation. The following table shows the mean and standard deviation of the post-tests.

**Table 2.5 The Mean Score and Standard Deviation of Students' post-test**

Mean Score	Standard Deviation
73.21	9.739

Based on the table above, the latter test has a value of 73.21 giving a mean score with a standard deviation of 9,739. It can be returned from the description of the mean and standard deviation for the following test. The latter test produces a better improvement from 44.64 on the former to 73.21 on the latter, or a poor rating to a average rating.

After calculating the students' pretest and posttest results, the mean and standard deviation are shown in the following table.

**Table 2.6 The Mean Score and Standard Deviation of Students'**

**Descriptive Statistics**



	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	28	20	70	1250	44.64	15.452
Post-test	28	60	95	2050	73.21	9.739
Valid N (listwise)	28					

Based on the data before and after the trial above, the researcher found that there was a significant increase after receiving the treatment. In the former test the total score is 1250, the mean score is 44.64 and the standard deviation is 15.452 while in the latter the total score is 2050 with a mean score of 73.21 and a standard deviation of 9.739. The total score and the average score after the test were higher than before the test.

#### e. Test of Significance (t-test)

After conducting student pre-test and post-tests in the pre-experimental area, the authors used t-tests for hypothesis testing. The t-test was intended to measure whether there was a significant difference in student mean score results between the pre-test and the post-test. Significance differences can be analyzed more easily by using inferential t-test analysis or significance tests performed in SPSS version 26.0.

In this study, the null hypothesis ( $H_0$ ) states that the English listening skills of students in grade 9 of MTSN, Majalengka in the 2022/2023 school year were not improved by the implementation of the Spotify application. On the other hand, the alternative hypothesis ( $H_1$ ) states that the implementation of the Spotify application will improve the English listening skills of her 9th grade students on her MTSN in Majalengka for the 2022/2023 school year. With significance values less than 2 or sig. (two-sided) 0.05,  $H_1$  was accepted and  $H_0$  was rejected.

**Table 2.7 The Result t-test**

#### Paired Samples Test (T-test)

##### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	44.6429	28	15.45175	2.92011
	Post-test	73.2143	28	9.73865	1.84043

##### Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	28	.414	.029

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	Pre-test - Post-test	-28.57143	14.45665	2.73205	Lower	Upper			
					-34.17713	-22.96573	-10.458	27	.000

The results of the t-test were 0.0 0 for Sig. (2-tailed) and below the significance level for the Sig. Therefore, the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. This means that the Spotify application can improve the listening comprehension of students in Grade 9 of MTSN in Majalengka for the 2022/2023 school year.

## DISCUSSION

In this section, the authors describe the results of pre-test and post-test data analysis according to the scope of this study. This outcome study was conducted as a pretest to examine the students' prior knowledge of listening comprehension prior to treatment with the Spotify application. Referring to the results above, there is a significant difference in the students' listening comprehension before and after treatment. I applied the Spotify application as a listening teaching method. This statement was confirmed by the scores the students received on the pretest and posttest. Student performance showed that students' scores on the post-test were higher than those on the pre-test.

This means that the students' listening improved significantly after treatment. The study was conducted from April 2 to May 7, at the ninth grade MTSN in Majalengka in three meetings, which included a lesson presentation and a test for the study.

## CONCLUSION

The Spotify app is a digital medium for listening to songs that is a fun way to learn listening to stimulate students to improve their listening comprehension. Based on data analysis, the author concludes that the use of Spotify application in teaching listening in ninth grade of MTSN in Majalengka 2022/2023 can be applied to determine the effectiveness of using Spotify in listening. percent of the previous test.

The use of Spotify app in teaching listening is effective for students' listening comprehension at MTSN in Majalengka. Using the Spotify app in teaching listening to songs can make students more interested and motivated to listen because they can listen to whatever they want. And using the Spotify app in teaching listening can help students gain confidence enough to listen.

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