

# The Effect of Using Spotify Application on EFL Listening Achievement of Senior High School Student

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**Abstract.** The aim of the study analyzed the effect of using the Spotify Application on EFL students' listening achievement of 11<sup>th</sup> SMAN 4 Sidoarjo. This study used a quantitative method. In data collection, the researcher used the experimental and control group with pre-test and post-test. The population of this research was all the students of SMAN 4 Sidoarjo and the sample of this research was the 11<sup>th</sup> students of SMAN 4 Sidoarjo who consisted of 33 students. The instrument of this research used to obtain data was listening test. It was used to get data of the student's listening achievement through English songs by using Spotify Application. The result of the calculation that  $t_{value}$  (the result t-test) was 3,421 in deviation of freedom (df) = 56 by significance standard 5% which was from  $t_{table}$  2,000. The researcher proved that  $t_{value}$  was higher from  $t_{table}$ . The hypothesis of the research is accepted. Using Spotify Application in teaching listening achievement, and based on average of the student's marks, Spotify Application can give the students more experience in listening to foreign language, even only simple sentences at first. The researcher concludes that Spotify Application through English songs is a good application for teaching listening.

**Keywords:** Spotify Application, Listening Achievement, Senior High School

## 1. Introduction

Listening is one of those skills where complex problems arise when listening to the radio, audio, or speaking of someone or a native speaker, caused by the process of listening well, otherwise, we cannot hear what they are saying clearly. In other words, listening is the process of discussing texts by activating different types of language, phonology, and context that are evident from knowledge and experience. Furthermore, that listening comprehension is a conscious, active process in which listeners generate meaning utilizing clues from prior knowledge and contextual information, and rely on various strategic resources to satisfy mission requirements [1]–[3]. English has some important components to master. They are speaking, listening, reading, and writing abilities. Furthermore, English occupies a unique position as it is a widely spoken language and has firmly established itself as the dominant global language in the aforementioned fields [4]–[6]. The complexity of learning English as a foreign language stems from the need for numerous skills and learning techniques. Four skills in particular are commonly linked to acquiring a language. The four talents are speaking, reading, writing, and listening [7]–[9]. Learning to listen well is a skill that students need to master in order to learn English, but it's not as easy as it would seem [10]. According to the school-based curriculum, senior high school students should be proficient in listening as one of their language abilities. To communicate in the closest context, students must be able to comprehend the meaning of brief, simple transactions, interpersonal dialogues, simple spoken language, and short monologue texts, according to both competency standards and basic competencies [11], [12]. However, teachers see listening as a learned skill automatically without much learning and practice. Therefore, the students' listening ability is still very low.

Unfortunately, many students do not understand during the listening activities. It puts pressure on them to comprehend every word. This indicates that it is challenging for students to extract information from sources. Possibly due to limited students. Vocabulary and classroom conditions are too noisy. Students therefore experience hearing issues and many are not motivated to learn to listen. In this case, there are similar previous studies in [13]–[15]. This research aims to give new ideas for

teaching listening through podcasts on Spotify. But in this research, the researcher used the song as a new media in the Spotify Application. Songs are well renowned for aiding in memorizing words for students learning English [16]–[18]. This enables students to pronounce and memorize words. It can also be fun. In general, students like the sounds they tend to imitate. This can help students understand the story because the sound will make them happy. In addition, students enjoy action and interaction. Students learn not only through explanation but also through interaction and what they see, hear, and touch. Teachers should choose a method or strategy that incorporates elements of student interests. Additionally, teachers can use modern media to bring topics closer to students and introduce students to these media. The learning process itself will benefit from the use of media in education [19]. In this way, teachers can not only impart content or material, but also use media. One of the best media for learning and teaching listening is song.

One of the most well-known applications in the world is Spotify. Spotify is a digital music, podcasts, and video streaming service that gives users access to millions of tracks and other works from artists around world. The Spotify application was launched on October 7, 2009, it was founded on April 1, 2006 by Daniel Ek and Martin Lorezon in Sweden. Spotify has many features like podcasts, digital music, and video streaming.

This study, the researcher took some similar studies by using a few previous studies. The first previous observe is carried out by [20]. This study explains that the listening skills of first-year students of the English Department at Muhammediye Makassar University were developed using The Spotify app helps with listening to English songs, with a particular focus on identifying phonemes because students have hearing problems and many lack motivation learn to listen. The second was performed by [21]. The study of using singing in listening lessons can be applied to increase students' interest in the learning activity. Students love to use songs to increase their interested in listening to good songs because they indirectly develop students ingenuity and can enjoyed while this study more deeply about the effect of using Spotify Application by through English song as a new media in teaching listening at senior high school.

Based on these features, the researcher chose Spotify as a tool to increase the result students' listening skills. Because according to the researcher, the Spotify application is fun and easy to learn, easy to use across devices and computers. Regarding listening, researchers can see that hearing is inseparable from our activity. So speaking becomes a dilemma for students as students may have difficulties that need to be explained and analyzed in the learning process. One is the difficulty in their conversation. In this case, the researcher chose Spotify application to enhance students' awareness of learning English. And based on the case above, statement of the problems can be stated as is there any effects of using Spotify application on EFL students listening achievement of eleventh grade Senior High School?

### **Teaching Listening**

Listening is a creative skill, which means that by understanding the sounds entering our ears, we take as raw materials words, word order, and progression down of sound and make meaning out of these materials in [21]. Listening is an active activity that uses the information in incoming sounds to create meaning; it calls for both linguistic and non-linguistic expertise. [22]. In it, Rivers also argues that listening is a creative skill, meaning that we create meaning by sensing sounds entering our ears and extracting raw materials slowly, word order and the rise and fall of words of sound. According to Sevik, the most significant result of early language learning is thought to be improved listening abilities. One of the best methods for teaching listening skills, especially to younger learners, is through songs [23]. Following the integration of these resources, practice listening incorporate language abilities such pronunciation, vocabulary control, writing, speaking, and reading. However, these language skills are not well integrated due to various difficulties in the learning process [24]. Listening teaching requires more for teachers than for students. Teaching listening in senior high school is not an easy task, because high school students range in age from fifteen to seventeen years old. This is still call as teenagers [25] [26]. Teenagers are between childhood and adulthood, so this is a time of transition and growth. During this time, they experience confusion, self-consciousness, and changes in body and mind. You will be very sensitive to how other people perceive their physical and emotional changes and their mental abilities. Now, many English songs are trending and popular in high school student. So, they can learn English with listening music.

## Spotify

Users of Spotify get access to millions of songs and other works produced by musicians around the world through this streaming service. Videos and podcasts are also available. (Spotify.com, 2019). According to Edison Research's Business Insider, Spotify is the most popular audio streaming service on Pandora. Spotify is an amazing application that offers free access to content just by signing up with an email address or connecting to Facebook, claims [27]. Access is simple and free if you do not mind paying the monthly subscription fee for Premium features of Spotify or want to give it a try. Spotify application has features such as digital music, podcasts and streaming video[28]. As for digital music, the users could play the one they like songs in this application.

## Spotify Application for Teaching Listening

Media-based learning is important in the teaching and learning process because depends not only on the competence of teachers and learners, but also on the appropriate learning media[29]. In this modern age, the term media is very familiar to us in the process of learning and teaching. Listening to English songs can improve listening because songs are one of the interesting media for improving listening [30].

According to Prasetyo, there are very many listening types depending on the purpose[31]. The following are listening types lessons where students can develop their capability to listen.

1. Active listening (Active listening is the art of listening to understand the meaning. The listener must listen carefully to understand the meaning of the other person's words).
2. Critical listening (Critical listening is also called evaluation, judgment or interpretation).
3. Listening to understand content (This type of listening involves understanding and remembering information provided by the speaker).

Listening involves two processes. They are top-down processes and bottom-up processes [32]. The top-down process is the process by which the listener gathers information from speech and moves from one part to another. The bottom-up process involves understanding language flow at a large level, starting from the auditory-phonetic, pragmatic phonemes, syllables, syntax, semantics, lexical, propositions, and interpretations[32]. It is generally agreed that students should employ both top-down and bottom-up tactics when learning languages. The bottom-up approach emphasizes the distinct aspects of spoken and written knowledge, such as individual graphs, phonemes, words, and grammatical components that must be applied to comprehend information[33].

Top-down psychological strategies; on the other hand, focus on macroscopic features of the text, such as the purpose of the author or speaker, general text structure, and themes of the message [34]. It is possible to assess the performance of students by determining whether they have understood what they have learnt and how much progress they have made. Assessments can show whether students have understood what they are learning[35].

According to Ayatika (2017) in [36], The sensual type, the expressing type, and the purely musical kind or sheerly type are all available. In "The Hoffer's" interpretation of music, the renowned American composer Copeland used this spelling. Here are the justifications:

- 1) The sensual type refers to music that makes listeners feel good physically and makes them like what they hear.
- 2) The expressing type of is the idea that music has the ability to make listeners feel intense emotions. It might be depressed, cheerful, enraged, etc.
- 3) Sheerly type is the ability to listen calls for training and increased knowledge in the listener. Usually, those who are really interested in the field of music have this type.

For Senior high school, in listening activity use the type of content listening. The process of improving student's listening skills based on sample material using the Spotify application:

1. Opening activity. The teacher opens the lesson, doing apperception, and then introduces the Spotify application to the students.
2. During the event, teachers want students to find the application on their phones, or teachers can share a link to the Spotify application to students that they can easily access. Then the teacher asks the students to listen to English music on Spotify. Next, the teacher asks the students to write down what they heard and answer the question which the teacher will give for students. Afterwards, the teacher explained difficult words and give students a chance to ask questions. In the closing activity, teachers and students completed the materials they had studied, and the teacher also assigned homework to the students. They end the lesson by praying together.

## 2. Method

In this research used quantitative research. This research, the researcher took true experimental design which needs an experiment to prove the hypothesis. Further, in this design there are cause and effect between experiment group and control group. The researcher used the Spotify application for assessing the students' listening effectiveness in different groups. Population which taken by the researcher is the students of Eleventh grade of Senior High School.

This research design, showed to the researcher about difference between the final results of the test in experiment and control class, and to know how the influence of Spotify application as a media that given as a treatment to the experiment class.

**Table 1 – Design Plan**

| GROUP      | PRE-TEST | TREATMENT | POST-TEST |
|------------|----------|-----------|-----------|
| EXPERIMENT | O1       | X         | O2        |
| CONTROL    | O3       |           | O4        |

- O<sub>1</sub> = Pre-test for Experimental Group
- O<sub>2</sub> = Post-test for Experimental Group
- O<sub>3</sub> = Pre-test for Control Group
- O<sub>4</sub> = Post-test for Control Group
- X = The using of Spotify application

The population consists of 12 classes of eleventh grade students and the count of all the students are 444 students. The sample taken from population has to be representative with condition and characteristic for getting an accurate result. Technique sampling used by the researcher was cluster random sampling. According to [37], cluster random sampling are an area sampling technique used to determine samples of when objects to be studied are vast, such as the inhabitants of country, province or district. The researcher identified experimental and control classes. The researcher selected 11 A and 11 C as samples for this study. The experimental class consisted of 11 class A with 33 students, the control class consisted of 11 class C with 25 students. The sample number is 58 students. The instrument of this study is the objective test, with pre-test and post-test which is used by the researcher to collect data.

[38] explained that a variable is a characteristic or attribute of individuals belonging to a group. There are two variables in this research. It is independent variable and dependent variable.

- a. Independent Variable is Using Spotify application  
The independent variable depends on where it is separated from the effect of the dependent variable, which is the variable used by the independent variable. According to [www.spotify.com](http://www.spotify.com), you may access millions of tracks using the digital music, podcast and video streaming platform Spotify[39].  
According the researcher, Spotify application is a media for listening English song to improve listening skill because songs are one of the interesting media for improving listening.
- b. Dependent variable is Students Listening Achievement  
A variable that depends on other measurable variables is called a dependent variable. Due to the experimental manipulation of one or more independent variables, these variables should change[40].

According to the researcher, Making sense of what we hear requires active, focused listening. It is clear from above explanation that when teaching listening, the researcher expects students to recognize and understand what others are saying.

To find out the effect of using Spotify application to EFL student's listening achievement, the data analysis used in the this research is independent *t-test* formula. The formula of *t-test* as follows [41]:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) + \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

X<sup>2</sup> = Nominal quadratic from experiment group

Y<sup>2</sup> = Nominal quadratic from control group

$Mx$  = Average from experiment group  
 $My$  = Average from control group  
 $Nx$  = Sum of individual in experiment group  
 $Ny$  = Sum of individual in control group

### 3. Findings

To analyze the data, the researcher used the t-test formula. The data were obtained from previous trials. The researcher collected the data by testing the object of the research. The object of this research is student class 11 A and 11 C. The data collected by researcher using the tests in the form of objective test are presented in the tables. The result of the data will be presented as follows:

Table 2. The Score of Pre-Test and Post-Test (Control Group) 11 C

| No  | Name | Score of Pre-Test ( $Y_1$ ) | Score of Post-Test ( $Y_2$ ) | Deviation (Y) | ( $Y^2$ )    |
|-----|------|-----------------------------|------------------------------|---------------|--------------|
| 1.  | ADDS | 60                          | 70                           | 10            | 100          |
| 2.  | AQ   | 60                          | 70                           | 10            | 100          |
| 3.  | ANM  | 50                          | 60                           | 10            | 100          |
| 4.  | APA  | 60                          | 70                           | 10            | 100          |
| 5.  | CWFP | 20                          | 40                           | 20            | 400          |
| 6.  | DCB  | 70                          | 80                           | 10            | 100          |
| 7.  | FAF  | 10                          | 20                           | 10            | 100          |
| 8.  | FAR  | 10                          | 30                           | 20            | 400          |
| 9.  | GYPA | 70                          | 80                           | 10            | 100          |
| 10. | HBS  | 20                          | 30                           | 10            | 100          |
| 11. | IPC  | 40                          | 40                           | 20            | 400          |
| 12. | KTP  | 60                          | 70                           | 10            | 100          |
| 13. | LHA  | 50                          | 70                           | 20            | 400          |
| 14. | MDCV | 80                          | 90                           | 10            | 100          |
| 15. | MFK  | 50                          | 60                           | 10            | 100          |
| 16. | MDIF | 10                          | 20                           | 10            | 100          |
| 17. | MNK  | 10                          | 20                           | 10            | 100          |
| 18. | MRH  | 20                          | 30                           | 10            | 100          |
| 19. | MDJ  | 30                          | 40                           | 10            | 100          |
| 20. | NAP  | 30                          | 40                           | 10            | 100          |
| 21. | NAMA | 40                          | 50                           | 10            | 100          |
| 22. | RCDM | 50                          | 50                           | 0             | 0            |
| 23. | RDR  | 30                          | 30                           | 0             | 0            |
| 24. | SI   | 30                          | 40                           | 10            | 100          |
| 25. | ZF   | 50                          | 60                           | 10            | 100          |
|     |      | <b>SUM</b>                  |                              | <b>270</b>    | <b>3,500</b> |

In this study, the control group where the students of 11 C are 25 students as the sample of control class. The listening test results for the control class were displayed in the table. Table 2 shows that the total quadratic deviation is 3,500 whereas the total deviation for the control class is 270.

Table 3. The Score of Pre-Test and Post-Test (Experiment Group) 11 A

| No | Name | Score of Pre-Test ( $X_1$ ) | Score of Post-Test ( $X_2$ ) | Deviation (X) | ( $X^2$ ) |
|----|------|-----------------------------|------------------------------|---------------|-----------|
| 1. | ARI  | 60                          | 70                           | 10            | 100       |
| 2. | ASF  | 70                          | 90                           | 20            | 400       |
| 3. | AMC  | 60                          | 80                           | 20            | 400       |
| 4. | AA   | 70                          | 80                           | 10            | 100       |
| 5. | ABA  | 50                          | 80                           | 30            | 400       |
| 6. | ANM  | 70                          | 80                           | 10            | 100       |

|     |      |            |    |            |               |
|-----|------|------------|----|------------|---------------|
| 7.  | BRNW | 70         | 90 | 20         | 400           |
| 8.  | DS   | 60         | 90 | 30         | 900           |
| 9.  | DAS  | 80         | 90 | 10         | 100           |
| 10. | ENC  | 80         | 90 | 10         | 100           |
| 11. | FR   | 60         | 90 | 30         | 900           |
| 12. | HH   | 60         | 90 | 30         | 900           |
| 13. | IN   | 60         | 80 | 20         | 400           |
| 14. | JIM  | 70         | 90 | 20         | 400           |
| 15. | MAS  | 60         | 70 | 10         | 100           |
| 16. | MRH  | 70         | 80 | 10         | 100           |
| 17. | MLD  | 60         | 80 | 20         | 400           |
| 18. | MRPI | 60         | 70 | 10         | 100           |
| 19. | MFFF | 60         | 90 | 30         | 900           |
| 20. | MF   | 30         | 70 | 40         | 1600          |
| 21. | MRZ  | 40         | 60 | 20         | 400           |
| 22. | NAN  | 70         | 80 | 10         | 100           |
| 23. | NGB  | 60         | 80 | 20         | 400           |
| 24. | NPD  | 70         | 80 | 10         | 100           |
| 25. | RWJ  | 50         | 70 | 20         | 400           |
| 26. | RCS  | 70         | 90 | 20         | 400           |
| 27. | RS   | 60         | 80 | 20         | 400           |
| 28. | SNA  | 60         | 90 | 30         | 900           |
| 29. | SNCA | 70         | 90 | 20         | 400           |
| 30. | SBAP | 70         | 80 | 10         | 100           |
| 31. | TFH  | 60         | 90 | 30         | 900           |
| 32. | WFHQ | 60         | 90 | 30         | 900           |
| 33. | YS   | 60         | 80 | 20         | 400           |
|     |      | <b>SUM</b> |    | <b>650</b> | <b>14,600</b> |
|     |      |            |    |            | <b>0</b>      |

In this study, the experiment class where the students of 11 A are 33 students as the sample of experiment class. The table presented the test score of the listening test in the experiment class. Table.3 shows that the total experiment class deviation is 650, while the total quadratic deviation is 14,600.

Table.4 Average Score of Pre-Test and Post-test from Control and Experiment Class

|                  | Pre-Test    | Post-Test   |
|------------------|-------------|-------------|
| Control Class    | <b>40,3</b> | <b>50,4</b> |
| Experiment Class | <b>62,4</b> | <b>82,1</b> |

Source: Data processing researcher

The data collected by researcher using the tests in the form of objective test are presented in the tables. For knowing the result of research is accepted or rejected, the researcher analyzed the data with using *t-test* formula.

Table 5. Sum of Deviation from Control and Experiment Class

|                  | Deviation (X) | Deviation (X <sup>2</sup> ) |
|------------------|---------------|-----------------------------|
| Control Class    | <b>270</b>    | <b>3,500</b>                |
| Experiment Class | <b>650</b>    | <b>14,600</b>               |

Source: Data Processing Researcher

Before the researcher analyzed the data above, first the researcher will find the mean of each class. From the result of calculation, that the  $M_x$  (mean of Experiment Class) is 19.6 and the  $M_y$  (mean of Control Class) is 10.8. Second, is calculated the deviation. From the result of calculation of deviation, standard deviation of Experiment class in  $\sum x^2_{(1)}$  is 1,797 and standard deviation of Control class in  $\sum y^2_{(1)}$  is 584. Then inserting into *t-test* formula. From the result of calculate of *t-test*, the final score of *t-test* in 5.101 with entered the mean, standard of deviation and total of the students in Experiment and Control class.

#### 4. Discussion

The value of *df* in 56 at degrees of significance 5% or *t-table* is 2.003. According the calculations that have been done by the researcher, it can be seen that the Spotify Application have given a positive effect to listening achievement of student Senior High School 4 Sidoarjo because the *t-test* higher than *t-value*. The media that used by the researcher has successes to improve the listening achievement of the student. The result of study is known by using *t-test* to analyze the data. The degree of freedom from the result of calculation above is 56 from  $N_x$  as the total students in the Experiment class +  $N_y$  as the total students in the Control class minus 2. The value of *df* is 56 at degrees of significance 5% or *t-table* is 2.003. The researcher tested the hypothesis based on the statistical hypothesis as follows:

If *t-test* > *t-value*: The alternative hypothesis ( $H_a$ ) is accepted whereas the null hypothesis ( $H_0$ ) is rejected. The alternative hypothesis ( $H_a$ ) is rejected if the *t-test* results are less than the *t-value*.

By using significant standard of 5% is 2.003 with *df* 56, it makes  $H_0$  (Nul Hypothesis) was rejected because the result from the research that shown in *t-table* (*t-test*) is 5.101. From the analysis above, it can be known that  $H_a$  (Hypothesis Alternative) was accepted because *t-test* > *t-value* (5.101 > 2.003). So it means there is significant effect of using Spotify Application to improve EFL students Listening Achievement.

The sample that taken is 56 students from experiment and control class, the researcher got this number from counting degree of freedom. According to the analysis the result of research can be known that Spotify application is a good media to be implemented in teaching listening.

#### 5. Conclusion

It can seen that the *t-table* from degree of freedom in the chapter before. The *t-test* is higher than *t-value* (5.101 > 2.003). It indicates that the null hypothesis is rejected and the alternative hypothesis is accepted. Research analysis results show that students' scores in the listening section learned using the Spotify application are better. This result has answered the research question that there is positive effect of using Spotify Application on EFL student's listening achievement. So that the teaching listening will be more effective and more interesting. At last, the teacher encourages the students are trained to listen in foreign language well, the students get more experience in listening foreign language even only simple sentences at first and the students are motivated to understand and pronounce words or sentences in foreign language that thought by the singer. Spotify Application is good media to be implemented in teaching listening.

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