**THE USE OF SPOTIFY APPLICATION ON FIRST YEAR COLLEGE STUDENTS’ LISTENING SKILL ABILITY**

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**Abstrak:**

Kemampuan mendengarkan merupakan salah satu kecapakan yang penting untuk dikuasai dalam mempelajari berbagai Bahasa termasuk Bahasa Inggris. Berdasarkan kurikulum di Indonesia khususnya subjek Bahasa Inggris, pelajar diharapkan mampu memahami beberapa percakapan yang pembicaranya merupakan penutur asli. Faktanya, Sebagian besar pelajar Indonesia mengalami beberapa kesulitan dalam memahami poin dalam percakapan karena berbagai alasan utamanya karena dampak pembelajaran online selama pandemi. Berdasarkan kasus tersebut, peneliti tertarik untuk melakukan penelitian terkait hal tersebut menggunakan aplikasi music, Spotify, pada mahasiswa tahun pertama di STKIP PGRI Bangkalan. Tujuan dari penelitian ini adalah untuk mendeskripsikan pengimplementasian aplikasi Spotify sebagai media pembelajaran, dan unutk mendeskripsikan respon siswa terhadap aplikasi Spotify. Penelitian ini menggunakan pendekatan kualitatif untuk mengumpulkan dan menganalisa data yang didapatkan. Terdapat beberapa hasul dari penelitian ini yang dapat menjawab pertanyaan penelitian. Berikut beberapa temuan utama dalam penelitian: aplikasi tersebut memberikan dampak positif bagi mahasiswa, mahasiswa dapat meningkatkan kemampuan mendengarkan sehingga dapat memahami inti dari pembicaraan, kosa kata mereka meningkat yang berperan penting dalam proses memahami percakapan, serta Spotify menjadi aplikasi musik online yang direkomendasikan untuk media belajar.

**Kata Kunci**: Kemampuan Mendengar, Spotify, Media Pembelajaran.

***Abstract:***

*Listening ability was one of the most important skills to be mastered in learning various languages including English. Based on the curriculum in Indonesia, especially the subject of English, students were expected to be able to understand several conversations where the speakers were native speakers. In fact, Most Indonesian students were experiencing some difficulties in understanding the points in the conversation due to various reasons mainly due to the impact of online learning during the pandemic. Based on this case, researcher was interested in conducting research related to this case using the music application, Spotify, for first-year college students at STKIP PGRI Bangkalan. The purpose of this study was to describe the implementation of the Spotify application as a learning media, and to describe students' responses to the Spotify application. This study used a qualitative approach to collect and analyze the data obtained. There were several results from this study which had answered research questions. Here were some of the main findings in the research: the application had a positive impact on students, students improved their listening skills so they finally understood the essence or get the point of the conversations, their vocabulary increased which played an important role in the process of understanding conversations, and Spotify was the recommended online music application for learning media.*

***Keywords:*** *Listening Skill, Spotify, Learning Media.*

**INTRODUCTION**

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nglish is an international language that is really needed in various sectors, meanwhile on 2019 a new virus called corona virus became epidemic and made Indonesian government applied new rules to do everything from houses including working and teaching learning activities. The senior high school students spent months to study in their homes which provided several negative effects. Based on (Dewi, 2020) she stated that the application of teaching and learning process based on online activity is good enough to stop the spreading of Corona Virus. Nevertheless, it became different in the context of students’ soft skills which was need to be practiced every time. In learning English, the soft skills are listening, reading, writing, and speaking which are connected each other.

Mulyawan (2020) concluded in her research about students’ problematic toward learning english and online learning regulation. She stated that this condition could be an issue for the students such as there was no maximum time and the capability of the companinons (parents) during the learning process because did not have sufficient understanding about the material and had parents’ own bussiness like working and being housewifes. The researcher conducted a preliminary research at a senior high school on 2021 and noticed that learnes’ parent were mostly working and did have really little understanding in english which was connected to the previous statement. It was the big blocker for the students to mastery those soft skills remembering it was needed to be praticed daily and needed companions whose skills were good. Listening capability was one of the most important skills. This skill made a person connected in a communication with others through delivering their opinioos, ideas, and others important information.

This research is important because listening ability plays an important role for every college students’ future which are required to be mastery in order understanding communication for finding jobs, getting higher education, and even simple daily talk in international scope. Teacher can modify the media in teaching listening online and make the students feel attractive to learn based on (Kendall & Khuon, 2006). Comparing to the situation, Spotify Application could help the students in their learning problems. Remembering English is an international language and globalization is in an uproar, it is urgent to mastery that language specifically English language. Beside the importance of listening during globalization era, the use of technology for learning are improved though. Spotify is an online music application that is free to use including several seconds advertisements. The songs in Spotify are unlimited and equipped with the lyrics so that the listener could listen and enjoy the song, also in the same time could enhance the vocabulary that will effective in Listening capability.

There are several key words of this research. Firstly, is “learning media”, it is everything that can be used to convey or distribute material from the teacher in a planned manner so that students can learn effectively and efficiently. Secondly, “listening skill,” it is a complex activity where the listener or the students need to exert both their language knowledge of vocabulary, sounds, grammar, and additional knowledge to comprehend what is the speaker are saying remembering the different culture in the audio recording (Ghonivita, Pahamzah, & Wijayanti, 2021). And the last is “Spotify Application”, is a digital music, podcast, and video service that gives people access to millions of songs and other content from creators around the world. People can enjoy Spotify’s basic functions like playing music freely, nevertheless, users can also choose to upgrade to Spotify Premium.

According to Apriyanti (2022) the use of Spotify to listen songs is effective to teach listening skill. In her case, she compared Joox and Spotify, and in conclusion, she stated that Spotify application was better in teaching listening for students. Songs on Spotify become a new strength media in teaching listening remembering most of people especially young people who are in college must be use smartphone in their daily life. Therefore, teaching and learning English skill specially listening skill are expected to help students’ activities in purpose to be varied and have meaningful process in learning listening as a skill in mastery a language, Hadi, Izzah, & Maesari (2021)’s research was also support the statement about learing using Spotify.

There are several previous studies which support this study. First came from Salsabila, Irianti, & Thoyyibah (2021) who conducted a research about the effectiveness of Georgiana’s Podcast on Spotify. It explained students’ listening capability using Spotify Application. They conducted their research in tenth grade with total twenty students. The instruments that they used were a test and a questionnaire, while for choosing the sample, the researchers used random sampling technique. There were a number of issues that the researchers underlined. First, in teaching and learning English language, a group of learners and a teacher need teaching media that can support the process. Second, the language learners preferred to learn by conducting interesting activities. Third. The teaching method in the classroom was conventional. In conclusion, the researchers stated that the post-test score after taught using Georgiana’s Podcast in the classroom was different with the pre-test.

The second came from Apriyanti (2022) who conducted a study about the comparison between Spotify and JOOX as the learning media to learn listening skill. The writer believed that teaching listening to students whose first language was Indonesian is challenging remembering most of the students complained that they faced difficulty in mastery listening skill, therefore the writer needed an attractive learning media. To collect the data the researcher spread a questionnaire to the participant and they chose the most appropriate answer. After the analyzing the data, the researcher stated that Spotify can more help the students in mastery listening skill than joox.

The third came from Teppa, Rorimpandey, & Posumah (2022) who explored the relation of songs’ lyrics to students’ listening skill. The researcher collected the needed information through pre-test to see the students’ ability and the post-test to see the improvement after the treatment. The researchers underlined four points why did students feel listening was really difficult to be mastery. First, most of the young English learners started to learn the language by reading the text instead of by listening. Second, on every tape recorder, speakers are native speaker while most of the English teachers are Indonesian. This made the students rarely listen the native accent and it became unusual that ends in not understanding the recording or to get the point of the speakers. Third, English native speakers speak quickly that the students cannot control their speeds. This made the students lack of motivation since they missed the first, the second, and even the third sentence of the conversation. The Last, the topics in the recording are not the same with the situation with the students’ hometown. Students felt unfamiliar with the contents of the tape, especially foreign cultural backgrounds. In the end, the students did not understand what the speakers were talking in the recording. In conclusion, it can be proven that using songs’ lyrics made the students’ motivated and more confident in their learning process, it was also proved that songs’ lyrics technique was effective to enhance students’ listening skill.

**RESEARCH METHOD**

In order conducting the research, the researcher needs a research design. The main aim of a research design is to make sure that the data gotten from the activity in the classroom during research are possible for the researcher to answer the research question clearly. Hardani, Andriani, & Ustiawaty (2020) mentioned various research design to conduct a study, one of those designs is Qualitative Approach. Qualitative means an approach which purpose is to understand the condition of context in detail and deep description about what is happening in the classroom or the field of the study. Descriptive research was conducted in line with the goal, to describe or to illustrate the facts about the population systematically and clearly. Therefore, this research is an action to develop knowledge, as the same as to develop and to check the previous studies and the researcher believe that this design would help the researcher answer the research questions. To collected the needed information, the researcher needed to analyze the information. This process was called data analysis technique. Based on Miles to Huberman in Hardani, et al. (2020) in analyzing the data there are three steps: 1. Data Reduction, to select and reduce unnecessary data (living out) and to maintain the necessary data related to the research (living in); 2. Data Display, or also known as data presentation, is an organized collection of information that provides the possibility there is a conclusion. In this part the researcher would use Matrix Effect.; 3. Conclusion, the final result is based on the previously described description of an article.

In the process of collect information needed, the researcher collected the data at SKTIP PGRI Bangkalan in January 24th 2023 whose informants were first-year college students majoring English Education. The researcher did an observation, documentation, questionnaire, and interview session to make sure all the information was collected. The first when the researcher conducted the research was to know how was the implementation of Spotify as listening learning media. Each student listened to their own favorite songs on Spotify for 10 to 15 minutes. Most of them wore earphone while listening the song. In the same time, the researcher observed everything which was happened. After that, the researcher gave the questionnaire sheet to the informants so that they answered it honestly. The next step was interview sessions which took around an hour. The researcher analyzed the information based on the stages mentioned before.

**FINDINGS AND DISCUSSIONS**

The Implementation of Spotify as the media in learning listening contained from Observation, Questionnaire, and In-Depth Interview Session. The observation was divided into; 1. Pre listening session where the researcher only paid attention to the informant ways to enjoy the English Songs that they want to listen. Each student had different styles or ways to find comfort zone in listening music; 2. While listening session where the informants started to open the application and move to the favorite songs on Spotify Application. Some students nodded their head based on the rhythm of the songs. The classroom situation was conducive but there were several students who were talking outside the classroom; 3. After listening session, where After the students listened the songs on Spotify Application, the paused the music and closed the application as the same as the had done in their daily life.

The questionnaire session is to answer the question about their response after the implementation of Spotify to their listening skill. The informants were needed to answer the questions that had been prepared based on their own heart. The informants need to choose which one that is most appropriate answer by putting checkmarks on the option, namely: 1) SD [Strongly Disagree]; 2) D [Disagree]; 3) A [Agree]; 4) SA [Strongly Agree]. the result of the Questionnaire presented on the following table.

Table 1. Percentage of Statement “I can learn listening anytime using Spotify Application”

|  |  |  |
| --- | --- | --- |
| Options | Frequency | Percentage |
| SA | 1 | 25% |
| A | 3 | 75% |
| SD | 0 | 0% |
| D | 0 | 0% |

From the table above, it illustrated that the 0% of responders were strongly disagree and disagree of the statement that they can learning listening any time using Spotify Application. While the 25% on the table was strongly agree to learn listening using Spotify Application as the media to help, and the rest of the percentage were 75% who agree to learn listening using Spotify Application. It means most of the students can learn listening using Spotify.

Table 2. Percentage of Statement “Spotify Application help me learning listening skill”

|  |  |  |
| --- | --- | --- |
| Options | Frequency | Percentage |
| SA | 2 | 50% |
| A | 2 | 50% |
| SD | 0 | 0% |
| D | 0 | 0% |

From the table above, it described that a half of the informant stated that Spotify help them on listening skill. Furthermore, the half rest were strongly like agreed that Spotify much help them on listening skill. While there was no informant who stated that Spotify Application could not help them in listening skill. All of the students in this research stated that Spotify help their listening skill proven from the 50% Agree and 50% Strongly Agree about the statement mentioned. It shows that most of the students like to learn listening.

Table 3. Percentage of Statement “There is an urge from yourself to learn more listening using Spotify”

|  |  |  |
| --- | --- | --- |
| Options | Frequency | Percentage |
| SA | 0 | 0% |
| A | 4 | 100% |
| SD | 0 | 0% |
| D | 0 | 0% |

From the table above, it showed all of the informant had an urge in themselves to learn more listening using Spotify Application. All of them agreed what was written on the statement. It means that all of the students in this research felt that they had an urge in their selves to learn further about listening skill using online music application called Spotify.

Table 4. Percentage of Statement “It is interesting to learn listening using Spotify Application”

|  |  |  |
| --- | --- | --- |
| Options | Frequency | Percentage |
| SA | 2 | 50% |
| A | 2 | % |
| SD | 0 | 0% |
| D | 0 | 0% |

From the table above, it described that a half of the stated that Spotify is an interesting online music application to mastery listening skill. Furthermore, the half rest were strongly agreed the statement about the relation of Spotify and listening skill. Therefore, all of the students in this research like to learn listening skill using Spotify application because it was interesting proven from the 50% Agree and 50% Strongly Agree about the statement mentioned. It means that Spotify Application is interesting media to be applied in learning listening skill.

Based on the interview with the students most of them agreed that Spotify made them enhance their listening skill. The next part would discuss the findings that had been explained on previous part. In the process of listening the researcher conducted an observation through paid attention to every detail on the listening session, and also did the observation based on the checklist guide. Based on the information gotten the implementation of Spotify was something usual for the informant and made the listener enjoyed the songs for different reasons. Therefore, the implementation of Spotify Application for 1st year college students had appropriated with the literature in the second chapter of this thesis. As mentioned in the second chapter in the part ‘Spotify Focus for English’ it can be seen that the use of Spotify was compatible where the English learners can enhance their language skill through learning Spotify anytime and anywhere. It was strengthened by (Teppa, Rorimpandey, & Posumah, 2022).

The researcher had seen that it had proven that using songs’ lyrics made the students’ motivated and more confident in their learning process. It was also proved that songs’ lyrics technique was effective to enhance students’ listening skill. Besides, Apriyanti (2022) stated that Spotify Application was a better application than another to learn English for students, and it was supported by Salsabila, Irianti, & Thoyyibah (2021) stated that Spotify Application was a better application than another to learn English for students, and it was supported by

All of the students in this study stated that learning listening using Spotify Application was fun. The term ‘fun’ in each student’s statement were different because they had different opinions. The informant stated it was fun because of some reasons, such as the melody of the music, can listen the latest songs, the lyrics on the screen, and also the melody in every song. It illustrates that whenever the students were learning using Spotify in their daily life through English songs, they faced no difficulties and pressure. Therefore, they felt it was fun. The statement was supported by (Salsabila, Irianti, & Thoyyibah, 2021).

As the explanation mentioned, the use of Spotify was decided as a good learning and teaching media in helping people who are teaching listening skill in a classroom. Besides, it is a fun learning media that might increase students’ interest and motivation to keep their improvement that was supported by (Apriyanti, 2022). Whenever the students were learning happily, their motivation might increase too. Most of the students were agree that learning using Spotify was interesting and motivated. The role of motivation was really important in the process of learning something. Motivation is a desire or an energy power which arise to make a person achieve his/her desire or goals, and motivation played important role for the students while learning which supported by (Dewi, 2020).

Listening comprehension means a process to understand or get the meaning from what the interlocutor were saying. After the students used to learning outside the class using Spotify, students became used to listen English language that was spoken by native speakers. This progress made their skill in listening better, in case the students got the points of the speakers were saying. In this stage, the understanding in listening skill was an important point from all of the process of listening. From the questionnaire result which can be seen at table 7 about the percentage of statement ‘Spotify Application can help me learning listening skill’, and all of the students agreed. Both interview and questionnaire data about students’ understanding learning listening using Spotify Application was strengthened by (Salsabila, Irianti, & Thoyyibah, 2021).

Salsabila, Irianti, & Thoyyibah (2021) stated that the role of vocabulary was really importat to students’ listening skill because it was a part of the process in understanding a complete sentence from interlocutor. Besides, based on the preliminary research that the researcher conducted, the students who faced difficulty in listening class were the students who have a little vocabulary. The importance of vocabulary in learning listening was also strengthened by Teppa, Rorimpandey, & Posumah (2022), that explored the relation of songs’ lyrics to students’ listening skill. The more the students have vocabulary, the better they can understand the point in listening comprehension. It was also proved that songs’ lyrics technique was effective to enhance students’ listening skill.

**CONCLUSION**

The use of Spotify in students’ daily life give some positive effect in students’ opinion. Besides, the application was free and easy to use. Therefore, the students can enhance and train their listening skill anytime and anywhere. In another condition, the application was fun which makes the students felt motivated. It was fun because they can learn whatever they want to learn about listening, student finally can understand the accent of people whose first language is English like in the audio in the classroom. The lyrics shown on the screen was also made the students got new vocabulary and slowly understand the meaning of the songs.

The research had conducted based on the previous statement could answer the first question especially from the observation process in this research that is, “How is the implementation of Spotify Application as listening learning media?”. While the interview and questionnaire result could answer the second research question that is, “How are the students’ responses toward Spotify Application as the learning media?”. It is important for students to use their learning issues to get better learning solution.

**ACKNOWLEDGEMENT**

The researcher would like to say a big thank for family’s supports and love, also for the supervisors, Mr. Chairuddin, M.Pd., and Mr. Maulana Yusuf Aditya, M.Pd., who guided the researcher and gave positive vibe in conducting this research.

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