

Improving Students' Listening Skill Through Spotify in SMP Panca Budi Medan

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ABSTRACT

The aim of this research is to find out the improvement of students' listening skill through Spotify that focused on listening to English song for identifying what the missing words of the singer said and also focused on the structure of the grammar in the lyrics of the song. The method of this research used quantitative, which involved conducting a pre-experimental method with one group pre-test - post-test design, and collecting the data based on the test. The total sample was 25 students at the ninth-two grade in SMP Panca Budi Medan. The total pre-test score of students was 1090 with the mean score was 43.6. The researchers can conclude that the students' listening skill were still low. After finding the pre-test result, the researchers gave the treatment and the result of the total score and the mean score improved on the post-test. The students got the total post-test score 2140 with the mean score 85.6. It proved there was significant difference between the pre-test and the post-test before and after giving the treatment. Beside that, the result of statistical analysis proved that the result of the hypothesis test value (Sig.) lower than 0.05. That means H₁ (Alternative Hypothesis) was accepted and for H₀ was rejected (Null Hypothesis). It concluded that the Spotify Application can improve students' listening skill at the ninth-two grade of SMP Panca Budi Medan

INTRODUCTION

An essential component of learning English is listening as a second language. Since speaking and listening are the most commonly used abilities in daily life, it would appear that others talents such as writing, reading, and learning English are also highly significant. According to Diora & Rosa (2020), listening is crucial to people's lives. By developing our listening abilities, we can communicate more effectively. People must be regularly and consistently hearing several versions of English if they wanted to communicate well and effectively. This implies that hearing—which produces linguistic input—is a prerequisite for language acquisition. In a similar vein, Hien (2015) noted that because hearing constitutes language input, it is crucial for learning a foreign language. As an input skill, listening comprehension is critical to pupils' language development.

LITERATURE REVIEW

Furthermore, According to Nowruzi & Kamali (2013), listening is more than just hearing noises; it's a sophisticated problem-solving ability. Knowing and also understanding what was the meaning of word, phrase, clause, sentence, and also the utterance that go along with them is a component of listening. In addition, listening was the process of concentrating attention and trying to decipher what was spoken. Mandarani (2016). Children, teenagers, and adults obtain the majority of their knowledge, understanding of the world and human affairs, goals, and also feelings of value and appreciation through this medium.

Even while hearing was crucial for learning a language, many students still struggle with it. Many students found it challenging to understand listening to exercises. The students felt compelled to comprehend every words. It indicated that they were having trouble understanding what the speaker is saying. The student's poor command of terminology and the noisy classroom environment could be the reason of this. As a result, many of the pupils lack motivation to acquire listening skills and have hearing problems. According to (Diora & Rosa, 2020), the majority of pupils experienced hearing issues as a result of the listening content. The intricate grammatical structure presents the first challenge. Grammar is a subject that most pupils find difficult and hence never fully grasp. Students discover it even when they're listening. Grammar is a subject that most pupils find difficult and hence never fully grasp. Students struggle even when they are listening since they are unable to understand the complicated grammatical structures in the audio text. The second challenge lies in comprehending every word that is spoken. The majority of students find listening challenging since they have trouble following along with an impending lecture word by word. This indicates that their language is not well-mastered.

To make students motivate and encourage them be more creative for their learning, the researcher enhanced their listening skills in a number of ways. The researcher proposed one method in improving listening skill through Spotify.

Nowadays, the students right now are very accustomed with their handphone, even they are smarter and know well how to use handphone than older people. This case has a good and bad for the teacher adapted with digital modern era to increase their students' willingness to learn English. Learning English through applications is one of the students' favorite ways to learn. They don't need to sit in a classroom to study English; they can learn anywhere and at any times. Spotify is a digital music and video streaming service that provides access to millions of tracks from artist worldwide. Learn to listen with the Spotify app won't make students bored or lazy. Students can practice listening to English songs and more using just their phones by using the Spotify app. The researcher believed that utilizing the Spotify application will have a considerable impact on pupils' listening skills based on the explanation provided above.

Based on the Education First (EF) report, Indonesia was in 80th position for an English Proficiency Index (EPI) score of 468 points in 2024 with low proficiency. This score falls into the low English proficiency category. From the data, we need something to encourage Indonesian to be more active and mastering English.

There were some troubles for learning English the most common in listening. The trouble that we could be analysed from some factors, such as the process of learning, the way or the method from how the way the teacher explained the material.

Listening had its own difficulties when it compared to learn other English language skill. Yagang (2012:2) said that the understanding oral text is more difficult than understanding written texts, because oral text are received in a short time, so the contents of the message delivered are received or interpreted differently by the listener, then disappear from hearing while the written text can be read over and over again as the reader wishes. The teachers should give some effective methods to teach listening to their students, so it won't make their students felt lazy or bored to learn English. Students will be interested and they will prefer to study with Spotify so that they can improve their listening skills.

METHODOLOGY

This chapter was presented the description of research method, time of the research and place, research subject, the instrument of research, research variable, data collecting procedure and also techniques of data analysis.

Research Design

One type of research design is one that is organized to assist the researchers discover the answers for their questions of the research. In order to properly integrate different research components logically and systematically, research design is also the best approach a researcher can choose. This way, while discussing or analyzing the research findings, they become logical, effective, and the focal point of good study. A plan to address a number of research issues is known as a research design or strategy. Methods and procedures to collect, analyze, and interpret data are included in this section's framework (McCombes, 2019). One group pre-test and post-test are part of the pre-experimental research design. In this research, the t-test was used to find the significant differences for improving students' listening skill before and after the researchers implemented

the treatment, where the researcher tried to find out how well the effect of using Spotify application to improve students' listening skill.

The Design Was Used in this Research:

| <i>Pre – test</i> | <i>Treatment</i> | <i>Post – test</i> |
|-------------------|------------------|--------------------|
| <i>O1</i> | <i>X</i> | <i>O2</i> |

Note:

O1: Pre-test

O2: Post-test

X: Treatment through Spotify

Time and Place of the Research

This research was done at SMP Panca Budi Medan, it's located at Jl. Jendral Gatot Subroto Km. 4,5, Simpang Tanjung, Kec. Medan Sunggal, Medan City, North Sumatera in October 2024.

The Subject of the Research

The research will be focused for the ninth-two grade at SMP Panca Budi Medan with 25 students and also as a sample of this study. This study will conduct in a class to look the effectiveness by using the Spotify application to improve students' listening skill. The researcher collaborated with the English teacher and she permitted to do this research. The researchers did collaboration with the English teacher during the researchers implemented the classroom action plan.

The English teacher was an observer and collaborator in this study. The teacher as an observer identified the effectiveness and also ineffectiveness the classroom action plan and after that assisted the researchers to improve students' listening skill by giving and providing feedback.

The Instrument of the Research

The instrument of the research was a tool which used to collect, measure, and analyze data related to research's interests.

In this study, researchers used the research instruments such as:

- **Pre-test**

Before the researchers carried out the treatment, the researchers offered a pre-test first to measure students' past knowledge. In this case, the researchers gave a pre-test by giving a paper test with some missing words of the verb from grammar or tenses. There were ten missing words which students should answer all the missing words by listening to the song. In this study, the researchers took a song from Bruno Mars with the title "count on me". This test focused on future tense and passive voice of present simple which were there in the lyrics. The duration of the song was 3 minutes 13 seconds. The researchers gave the chance only 5 times to the students have to finish and answer all the missing words. After finishing the paper test, the researchers analyzed the lack of pupils' listening skill and gave the treatment that hope the students can improve their listening skill well.

- **Treatment**

After the researchers found out the lack of students' ability in listening. The researchers carried out the treatment by providing material regarding sound of the verb that the researchers gave in the pre-test and its usage in a sentence. The treatment will be done for four meetings or one month, once in a week. At the last meeting the researchers did the treatment by using Spotify as an observation material. The steps of treatment were as follows:

1. The researcher opened and greeted the class as well.
2. The researcher did checking students' attendance list.
3. The researcher motivated the students.
4. The researcher gave an explanation of the Spotify application and also explain by using the lyric of Spotify.
5. The researcher explained relation pre-test questions to the tenses which be used.
6. The researcher explained the formulation that be used in the tenses.
7. The researcher provided more examples of the explanation.
8. The researcher demanded the students to know and pronounce the words.
9. The researcher demanded the students singing the song together by watching the lyrics from the Spotify application.

- **Post-Test**

The researcher finished to give the treatment, the students would receive post-test, which was identical for the pre-test, to gauge their progress and level of interest in listening comprehension. This was used to gauge how well the students were listening following the treatment.

Research Variabel

The research used two different types of variabel: independent and dependent

- a. The independent variable (X) was using Spotify. An independent variable was one that was believed to affect the dependent variable. To find out if it had an impact on the dependent variable, the researchers altered this variable. The study's independent variable was the Spotify app, which enhanced listening skills during the study.
- b. The dependent variable (Y) was the students' listening proficiency. The dependent variable was the one that caught the researcher's attention. The researcher was trying to measure changes in the dependent variable using all of their advanced techniques. The listening comprehension that students were learning was the dependent variable in this study.

The Procedure for Collecting Data

One was able to evaluate outcomes and address relevant questions by collecting and also evaluating data on thorough factors in a predefined, systematic way. Data collection was the term for this. Data collecting was an important part of the research in the social, physical sciences, business, humanities, and other academic fields. While approaches differ per field, the most important thing is to guarantee that data was obtained honestly and accurately. The purpose of all data collecting was to acquire high-quality material that could be analyzed and used to provide credible and convincing answers to

the concerns stated. Three techniques were used by the researcher to collect the data for the research. The three techniques were the pre-test, the treatment, and also the post-test.

The Technique of Data Analysis

a. The students' accurate answers on pre-test and post-test were calculated by using the following pattern:

$$\text{Score} = \frac{\text{student's score}}{\text{maximum score}} \times 100$$

Then, classified the students' score according to the following class of classification:

Table 1. Score

| No | Score | Classification |
|----|----------|----------------|
| 1 | 96 - 100 | Excellent |
| 2 | 86 - 95 | Very Good |
| 3 | 76 - 85 | Good |
| 4 | 66 - 75 | Fair Good |
| 5 | 56 - 65 | Fair |
| 6 | 46 - 55 | Poor |
| 7 | 0 - 45 | Very Poor |

The researcher used SPSS 26 statistics to provide the descriptive data, the result of mean score, finding standard deviation, the table of frequency, and the result of t-test for identifying the difference both of pre-test and post-test.

RESULTS AND DISCUSSION

This chapter elaborated the results of the study and a discussion. These results came from the data which the researchers had been gained by use the test in order to look the students' listening skill improved after the researcher gave them the treatments by using Spotify Application. The interpretation and description of the research's results were explained in this part. The researchers' discussions in this study were based on data collection analysis and application of techniques that had been explained in the previous chapter.

Interpretation of Students' Test Result

In this content deals with the data based on pre-test and post-test, as well as the improvement of students in listening skill both before treatment and after using the treatments. Furthermore, the pre-test mean score, post-test and standard deviation of the pre-test and post-test as a major deliberation for the researchers in conducting this study.

- **Classification of Students' Result on the Pre-Test**

The result of students' understanding from their listening before the students received the treatment. The pre-test exercise was given at the beginning meeting with students. The result of the pre-test proved that 14 students achieved very poor scores, 7 students achieved poor scores, 1 student achieved fair scores, 2 students achieved fair good scores, only 1 student achieved good score and no

one achieved excellent or very good. The total pre-test score of students was 1090. Most of students achieved very poor, so we could conclude that there were still many students who had low listening skill.

- **Students' Mean Score and Standard Deviation of the Pre-test**

Before students were given the treatment and post-test, students were given a pre-test first with the aim the researcher can find out whether students's ability at the same level or not.

Table 2. The Classification of Frequency and Percentage of Students' Knowledge on Pre-test

| No | Classification | Scores | Pre-test | |
|--------------|----------------|----------|-----------|-------------|
| | | | F | P |
| 1 | Excellent | 96 - 100 | 0 | 0% |
| 2 | Very Good | 86 - 95 | 0 | 0% |
| 3 | Good | 76 - 85 | 1 | 4% |
| 4 | Fair Good | 66 - 75 | 2 | 8% |
| 5 | Fair | 56 - 65 | 1 | 4% |
| 6 | Poor | 46 - 55 | 7 | 28% |
| 7 | Very Poor | 0 - 45 | 14 | 56% |
| Total | | | 25 | 100% |

Based on the table above showed the frequency and the rate percentage of the level of students' listening skill in the ninth regular 2 at SMP Panca Budi for the pre-test. No one (0%) achieved excellent and very good scores, 1 (4%) student achieved good score, 2 (8%) students achieved fair good scores, 1 (4%) student achieved fair score, 7 (28%) students achieved poor scores and 14 (56%) students achieved very poor scores. The scores was obtained by the students before they got treatment.

Providing students' mean score and standard deviation were calculated from the pre-test scores as the following table below.

Table 3. Students's Mean Score of Pre-test and Standar Deviation

| Mean Score | Standard Deviation |
|-------------|--------------------|
| 43.6 | 14.967 |

The students' mean score on pre-test was 43.6 and standard deviation was 14.96. Based on the table above, the researchers can conclude that the students' listening skill were still low. After the researchers known the students' lacks of listening, the researchers gave the treatment in order to there will be an improvement of the score from the students' listening ability.

- **Classification of Students' Result on the Post-Test**

After the researchers gave the treatment for the students. The researcher provided the post-test to find the significant improvement and the result of the post-test proved that 6 students achieved excellent scores, 8 students achieved very good scores, 7 students achieved good scores, 2 students achieved fair good scores, 2 students achieved fair scores, and no one of the students achieved poor and very

poor scores. The total post-test score of the students was 2140 and we can see that they achieved a significant improvement of their listening skill after they received the treatment, as shown by the data from the table that none of the students received poor and very poor scores anymore.

Table 4. The Classification of Frequency and Percentage of Students' Knowledge on Post-Test

| No | Classification | Scores | Post-test | |
|--------------|----------------|----------|-----------|-------------|
| | | | F | P |
| 1 | Excellent | 96 - 100 | 6 | 24% |
| 2 | Very Good | 86 - 95 | 8 | 32% |
| 3 | Good | 76 - 85 | 7 | 28% |
| 4 | Fair Good | 66 - 75 | 2 | 8% |
| 5 | Fair | 56 - 65 | 2 | 8% |
| 6 | Poor | 46 - 55 | 0 | 0% |
| 7 | Very Poor | 0 - 45 | 0 | 0% |
| Total | | | 25 | 100% |

Based on the table above showed the frequency and the rate percentage of students' post-test achievement after being given the treatment. 6 (24%) students achieved excellent scores, 8 (32%) students achieved very good scores, 7 (28%) students achieved good scores, 2 (8%) students achieved fair scores, 2 (8%) students achieved fair good scores, and none (0%) of students achieved poor and very poor scores.

Providing both of mean score and standard deviation were calculated from post-test scores in the following table.

Table 5. Students's Mean Score of Pre-test and Standar Deviation

| Mean Score | Standard Deviation |
|-------------|--------------------|
| 85.6 | 11.930 |

Based on the table above that was shown the mean score of post-test was 85.6 with the standard deviation was obtained 11.930. Post-test mean score showed a better improvement 43.6 pre-test mean score to 85.6 post-test mean score, from very poor to very good classification.

After the researcher calculated and found the mean score both of the pre-test and post-test, the researchers provided the descriptive statistic by using IBM SPSS Statistic 26 as presented in the following table.

Table 6. Descriptive Statistical Data

| | N | Descriptive Statistics | | | |
|-----------------------|----|------------------------|---------|-------|----------------|
| | | Minimum | Maximum | Mean | Std. Deviation |
| Pretest | 25 | 20 | 80 | 43.60 | 14.967 |
| Posttest | 25 | 60 | 100 | 85.60 | 11.930 |
| Valid N (listwise) | 25 | | | | |

According to the data above, there was a significant improvement before and after the researchers gave the treatment to the students. The data from the pre-test table indicated the students' scores range from minimum of 20 to maximum 80, resulting the total score of the pre-test was 1090, the mean score of the pre-test was 43.60, and the standard deviation was 14.967 whereas the data from the post-test table indicated the students' scores range from minimum of 60 to maximum 100, the result of the total score of the post-test was 2140, the mean score of post-test was 85.60, and the standard deviation was 11.930. Comparing post-test total score and the result of mean score were higher improvement than the total score and mean pre-test.

- **Test of Significance (T-Test)**

After obtaining the result of the students' pre-test and post-test scores in pre-experimental, the researchers used the t-test to know hypothesis test. According to Widiyanto (2013:35), the paired sample t-test is one of the testing procedures used to examine the success of treatment, defined by differences in the average before and after treatment was given. By using a significance test conducted with IBM SPSS Statistic 26, significant differences will be easier to be analyzed.

According to the study's the Null hypothesis (H0), using the Spotify application at the ninth grade regular 2 of SMP Panca Budi Medan can't improve the students' listening skill. However, according to the Alternative hypothesis (H1), the usage of the Spotify app at the ninth grade regular 2 of SMP Panca Budi Medan can improve the students' listening skill. H1 was accepted and H0 was rejected if the value of significance level 0.05 ($\alpha=5\%$), or sig. (2-tailed), was less than 0.05.

Table 7. The Result of T-test

| | Paired Samples Test | | | | | | | | |
|----------------------|---------------------|----------------|-----------------|---|---------|--------|----|------|-----------------|
| | Paired Differences | | | | | | t | df | Sig. (2-tailed) |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | | |
| | | | Lower | Upper | | | | | |
| PRE TEST - POST TEST | -42.000 | 21.794 | 4.359 | -50.996 | -33.004 | -9.635 | 24 | .000 | |

T-test result stated that Sig. (2-tailed) was 0,000. This result provided that Sig. (2-tailed) was less than 0.05. The conclusion showed that Alternative hypothesis (H1) was accepted whereas the Null hypothesis (H0) was rejected. We concluded that Spotify App can improve their listening skill at the ninth grade regular 2 of SMP Panca Budi Medan.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Spotify application which allowed users to listen to music, is an entertaining method of teaching listening skill and encouraging them to improve their listening skill. According to the data that we have analyzed, the researchers concluded that using Spotify app for teaching listening at the ninth grade regular 2 SMP Panca Budi Medan could be applied to increase their listening ability. The significant percentage of students who completed both of pre-test and post-test indicated how effective Spotify application in teaching listening. This research concluded as follows:

By using Spotify to teach listening was beneficial for improving their listening skill at SMP Panca Budi Medan. Students may become more engaged and gave them motivation to listen and they may gain sufficient confidence in their listening skill as a result of using the Spotify application to teach listening songs.

From this research, the researchers concluded that using Spotify application to listen to the music can improve their skill to answer all the missing words of the lyrics and this application also can be the best choice for them to increase their listening ability because from that they achieved a significant increasing on their result both of pre-test and post-test.

Recommendation

From the conclusion above, the writer suggested and recommended for all the teachers might occasionally combine the lessons with other materials by using technology to provide learning be more engaging than before, the students are more likely to want practicing directly better than only following the textbook. In their English class, teachers might experiment with using the Spotify app or other digital resources to teach listening, so the students will be energetic and enjoy the lesson cause how to learn English or listening isn't boring for them.

Not only for the teachers but also for the pupils, they have to be more interested to learn English. The pupils needed to catch up their mindset if English isn't always boring and hard to be learnt. English is fun and useful for our future later cause it can help us to speak with the foreigners from every country in the world.

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