


## SOUNDCLOUD APPLICATION: CAN IT ENHANCE THE STUDENTS' LISTENING COMPREHENSION?

Nandadewa Aji Putra<sup>1</sup>, Entika Fani Prastikawati<sup>2</sup>, Ajeng Setyorini<sup>3</sup>

<sup>1,2,3</sup>English Education Department, Universitas PGRI Semarang, Semarang, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: November 18, 2024 Revised: November 28, 2024 Accepted: December 18, 2024 Published: December 31, 2024</p> <p><b>Keywords:</b> SoundCloud Application Listening Comprehension English Learning</p>	<p>English is essential to learn in today's world, with numerous methods available for effective acquisition. First English skill that learners' have to master is listening. Although listening is the first skill to master, however it is challenging to teach English listening in class. Due to the difficulty of teaching English listening, teacher starting to implementing teaching media to teach English. This research aims is to investigate whether using SoundCloud application can enhances students' listening comprehension. By involving tenth-grader students, 72 participant that divided into experiment and control group. Pre-test and Post-test are uses to collect the data. After the data was gathered, the data analyzed via SPSS 26. The result of this study revealed that SoundCloud can improve the students' listening comprehension. This result was derived from the data that experimental group has higher achievement in listening comprehension rather than control group. To conclude, SoundCloud application is an alternative tool to be implemented in the listening comprehension session. Additionally, SoundCloud does not only provide an enjoyable way to teach English listening but also significantly boost the students' listening comprehension</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
<p>How to cite: Putra, N. A. ., Prastikawati, E. F., &amp; Setyorini, A. (2024). Soundcloud Application: Can It Enhance The Students' Listening Comprehension?. English Language Teaching Methodology, 4(3), 394-404. <a href="https://doi.org/10.56983/eltm.v4i3.1670">https://doi.org/10.56983/eltm.v4i3.1670</a></p>	
<p><b>Corresponding Author:</b> Nandadewa Aji Putra English Education Department Universitas PGRI Semarang Jl. Sidodadi Timur Jalan Dokter Cipto No.24, Karangtempel, Kec. Semarang Tim., Kota Semarang, Jawa Tengah 50232 Email: <a href="mailto:nandadewaajiputra@gmail.com">nandadewaajiputra@gmail.com</a></p>	

### INTRODUCTION

English has been the most necessary language to learn (Arini & Wahyudin, 2022). This is due to English has become the global lingua franca, essential for international communication in academia. In teaching English there are four skill that need to be mastered, namely listening, reading, speaking and writing. Nevertheless, listening is the most crucial among four skills. Listening often receives less attention and is frequently overlooked in classrooms (Krivoshayeva & Shodiyeva, 2020)

The crucial need of listening in learning English is considered important, because listening is also as the aptitude to perceive and comprehend spoken communication, encompasses a fundamental aspect of language acquisition and effective communication

(Shakhnoza et al., 2024). Listening in other word skill that entails not only hearing the words uttered but also processing their meaning, context, and nuances, thereby facilitating understanding and interaction in various social and professional settings. Consequently, this is why listening considered important. Furthermore, listening always be the first skill to learn because listening is a passive skill (Djabborova, 2020). Listening considered receptive skills, in which learners simply receive and comprehend information without the necessity of generating language output (Afriyuninda & Oktaviani, 2021).

Learning English is important, but listening English is difficult to students (Kusumajati et al., 2022). There are several reasons why students' lacks interest of listening English music, for instance the variety of the music application, their surrounding that rarely listen to an English music and the preference of favourite genre of music. Students often become bored when repeatedly listening to a narrative or dialogue as they endeavour to grasp the meanings of new words or phrases within a context (Afriyuninda et al., 2021). Learners easily become bored if teachers solely employ basic teaching methods, such as lecturing in front of the class. Teacher often absence of innovation; hence, teacher must introduce new teaching methodologies. One such method is the integration of technology to facilitate teaching and learning activities in the listening sections.

According to Gilakjani & Sabouri (2016) Listening is the process of understanding what the speaker conveys, interpreting and expressing meaning, collaborating with the speaker to clarify meaning, responding appropriately, and engaging with creativity, empathy, and active participation. One challenge in listening comprehension instruction is how to teach these multiple language and cognitive skills in a limited school day (Kim, 2016.) Teaching listening often link to the implementation of music. Understanding the challenges associated with listening, it is crucial to implement technology in schools. Thus, by integrating music applications in the classroom before or after teaching and learning activities, so that teachers can enhance students' listening comprehension effectively. The usage of technology to improve listening abilities is essential in the process of learning a language (Sudewi et al., 2023). English nowadays has variety ways to learn, especially, when the teachers apply technology when teaching, thus teaching and learning could be more practical. since today learners are enthusiastic when learning English using technology. To mitigate this issue among language learners, teachers are advised to utilize instructional media to support the teaching and learning of listening skills (Demir & Tavail, 2021).

Technology can significantly improve students' listening comprehension by making the learning process more interactive and engaging, thereby capturing and maintaining students' full attention during learning activities (Krivosheyeva et al., 2020). Variety of teaching methods when teaching listening should force teacher to create teaching media that correlative to the students. Teacher also has to considered a trend that students recently like the most such as social media and music, in result that teacher has multiple teaching methods that enhance students listening comprehension. Furthermore, while music benefits children personally, its advantages also extend to broader dimensions of school life (Savage, 2018).

The need for effective listening instruction in English as a foreign language is increasingly urgent due to the pivotal role of listening in language acquisition and global communication. Despite its importance, listening skills are often neglected in classrooms, overshadowed by other language skills such as speaking or writing. This gap highlights the need for innovative methods to enhance listening comprehension. Traditional teaching methods have proven insufficient, often leading to student disengagement and lack of interest.

Given the widespread integration of technology in education and the growing popularity of music among learners, it becomes essential to explore tools like SoundCloud for teaching listening skills. SoundCloud's versatility and accessibility make it a promising platform for addressing challenges in listening comprehension by engaging students in a dynamic and enjoyable learning process. While previous studies have examined SoundCloud's impact on speaking and pronunciation, its potential for improving listening comprehension remains underexplored. Considering the challenges students face in mastering listening skills and the limited instructional time available, leveraging SoundCloud provides a novel, practical, and engaging solution. By focusing on this under-researched area, this study contributes to the broader understanding of how technology and music can enhance listening skills, making it a timely and valuable addition to language learning research.

The study identified five distinct digital media platforms aimed at improving listening skills with the aid of technology. These platforms include mobile-based media, multimedia technology, radio broadcasts, podcast apps, and mobile audiobooks (Sudewi & Isma, 2023). Among the various practice teacher could do to enhances students' listening comprehension is to integrating Soundcloud, whether before or after the teaching process. Music facilitates learning and enhances its effectiveness (Santika & Lestari, 2022). The insertion of music in teaching listening may help on the student's listening comprehension, and the applications teacher should use in the practice of teaching listening is Soundcloud (Vadivel et al., 2021). Soundcloud presents an alternative method for teaching English, particularly aimed at enhancing students' listening skills (Pramesthi, 2023). Music makes learning engaging and fun (Vadivel et al., 2021). The appliance of Soundcloud also differentiates according to its intended purpose, whether it's providing background study music or offering relaxation tunes to unwind after several hours of intense studying. Soundcloud music application is one of the listening teaching media that is considered interesting for students. English songs can engage students actively in the classroom, sparking their interest and enabling them to perform well on listening tasks (Ariani & Iswandi, 2020). Soundcloud's versatility extends beyond its varied offerings, catering to different needs such as providing study music or relaxation tunes after intensive study sessions. This recognition of music's significant impact on the studying process underscores its role in influencing concentration levels, mood, and overall productivity. SoundCloud offers a multifaceted platform for educational purposes (Amir & Anggitasari, 2022).

According to Birch (2017) Soundcloud provides easy access for students through the Play Store, ensuring convenience in acquiring the application. Additionally, Soundcloud

enhances language learning with its lyric feature, allowing students to improve their spelling skills while enjoying music. Moreover, teachers benefit from Soundcloud's extensive music collection, which they can seamlessly integrate into their lessons. As an up-to-date application, Soundcloud remains relevant and adaptable to evolving educational needs, making it a valuable tool in the modern classroom.

Some previous studies also have highlighted that Soundcloud assists in improving English teaching. Sanchez (2018) investigates whether Soundcloud affects students' speaking comprehension. By using pre and post-test Versant English placement tests from Pearson, he conducted an experimental design. The results of this study showed that neither group exhibited significant score differences between the post-test and pre-test. As a result, the findings of this study can be considered as an alternative to customary in-class discussion.

In the same vein, Hesmatantya (2018) also examine Soundcloud as utilization tool for students presenting oral book. The study was conducted in an Extensive English class where students presented their oral book reviews. The findings showed that it was easy for students to operate Soundcloud, creating a fun learning environment and encouraging students to communicate book reviews orally and listen attentively to other students' reviews.

In the other hand, Lizano (2021) also had explored whether Soundcloud had affected students' pronunciation skills. This study included 23 students divided into a control group and an experimental group. The final results showed that the Soundcloud application had a positive impact on students' pronunciation, motivating them to improve their skills.

While previous studies have primarily focused on SoundCloud's impact on students' speaking skills and pronunciation, this study breaks new ground by exploring its effect on listening comprehension—a less examined but equally critical aspect of language learning. Specifically, this research investigates how SoundCloud influences students' listening comprehension, guided by the central question: How does SoundCloud enhance students' listening comprehension?

## RESEARCH METHOD

Since this study intended to investigate the impact of Soundcloud to enhances the students' listening comprehension, the researchers utilized quasi-experimental research design. In this research, researchers included two groups; experimental group and control group. While the experimental group had the treatment of using Soundcloud in listening section, in the other hand the control group was taught used the conventional methods by listening to the music in the listening section and following the sequence that has been instructed.

This experimental study aims to investigate can SoundCloud enhances students' listening comprehension skills. The participants were drawn from the population of tenth-grade students, involving 72 students. specifically selecting two classes for the study.

Table 1. Demographic information of participant

Gender	Experimental group	Control group
Male	18	18
Female	18	18

According to the table 1, There were total of 72 students as the participants on this study, they were consisting of 18 male and 18 female in the experimental group, In the other hand, 18 students' male and 18 females in the control group. To collect the data, this study adopted a listening test from the British Council, specifically from their website <https://learnenglish teens.britishcouncil.org/>, as the primary instrument for assessment. This listening test is carefully designed to gauge the English listening proficiency of learners at the B2 level on the Common European Framework of Reference for Languages (CEFR). The test comprises two main parts: a preparation section, followed by Part 1 and Part 2 of the actual listening test. The theme chosen for this particular listening test is "meeting an old friend," which is highly relevant and engaging since the target age of groups of the students' were a teenager.

The data gathered method start with Pre-test, the time to finish the Pre-test was 30 minutes. After that introducing the SoundCloud to the students. Students downloaded the SoundCloud after familiar with the application. After signing, students are given time ten minutes to listen their favourite English song using SoundCloud. In this scenario after listening to their favourite music on SoundCloud, students is given Post-test to measure if there is difference in the students listening comprehension. After the data was collected, the result analyzed using SPSS 26 in form of descriptive text. independent sample t-test was also carried out to check if there was significant difference.

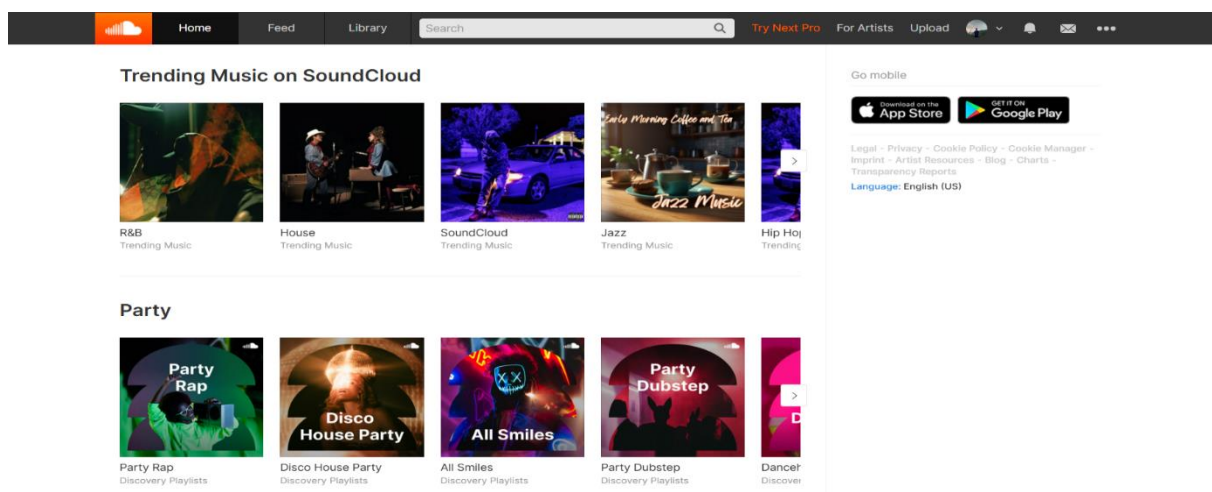


Figure 1. The home section of SoundCloud

Figure 1 presents a home section of SoundCloud, in this section students can enjoy variety of music that suggested by the artificial intelligence (AI) on the SoundCloud. The first thing that students will see is music's that currently trending by all genres. There are R&B, House, Jazz and etc. There are more to explore such as playlist. There are lot of playlists provided by SoundCloud. Party Rap, Disco House Party are example of playlist students can access freely in SoundCloud. In the top of the web there is search bar, where students can search for their favourite music.

## RESULT AND DISCUSSION

### Result

This experimental research examined the use of SoundCloud to improve students' listening comprehension. Data were collected at two points: a pre-test administered before implementing SoundCloud as a tool to enhance listening comprehension, and a post-test conducted afterward to assess the impact of its use.

Two variables were analyzed to determine the significant effects of using SoundCloud to improve listening comprehension in the tenth-grade class at SMA N 1 Gemuh. The independent variable was represented by Y, while the dependent variable was represented by X.

Table 2. Mean for Pre-test and Post-test

Group	N	Pre-test	Post-Test
Experiment	36	81,47	85,22
Control	36	77,39	80,25

According to table 2, The total participants of each group is 36. The Pre-test mean of experiment group is 81,47, while the control group is 77,39. The mean of Post-test from experiment group is 85,22 and the control group is 80,25.

Table 3. Descriptive Analysis

N		Control Class	Experiment Class
Mean		80,25	85,22
Std. Error		1,401	1,006
95% Confidence Interval for Mean	Lower Bound	77,40	83,18
	Upper Bound	83,10	87,27
5% Trimmed Mean		80,42	85,80

Median	82,00	86,00
Variance	70,707	36,463
Std. Deviation	8,409	6,039
Minimum	65	65
Maximum	92	95
Range	27	30
Interquartile Range	20	8
Skewness	-0,251	-1,462
Kurtosis	-1,424	2,950

The findings from this study suggest that using SoundCloud as a tool in listening comprehension classes positively impacted students' performance, as reflected in the higher mean scores in the experimental class (85.22) compared to the control class (80.25). This difference in means, along with a smaller standard error (1.006 in the experimental group vs. 1.401 in the control group), indicates that SoundCloud may have contributed to more consistent and improved listening comprehension among students in the experimental group.

Looking at the 95% confidence intervals, the experimental group's interval (83.18 to 87.27) is higher and more narrowly focused around the mean than that of the control group (77.40 to 83.10). This narrower range may suggest greater reliability in the listening scores achieved in the experimental class, reinforcing the idea that the SoundCloud-enhanced approach supported learning stability and effectiveness.

The variance and standard deviation also show that scores in the experimental class were less dispersed (variance of 36.463 and standard deviation of 6.039) than in the control class (variance of 70.707 and standard deviation of 8.409), implying that SoundCloud might have helped maintain a consistent level of comprehension across students. The interquartile range of 8 in the experimental class versus 20 in the control class further supports this consistency.

The skewness and kurtosis values highlight additional differences in score distributions between the two groups. With a skewness of -1.462 and kurtosis of 2.950, the experimental class shows a negatively skewed and peaked distribution, suggesting that more students achieved higher scores. In contrast, the control group's skewness of -0.251 and kurtosis of -1.424 depict a flatter, more symmetrical distribution, indicating a broader range of comprehension levels without a distinct clustering at higher scores.

Table 5. Independent t-test

N	Control Class	Experiment Class
N	36	36
Mean	80,25	85,22
Std. Deviation	8,409	6,039
Std. Error Mean	1,401	1,006

According to table 5, The Group Statistics results show that the mean listening comprehension score for the experimental group using SoundCloud is 85.22, with a standard deviation of 6.039, while the control group, which did not use the application, has a mean score of 80.25 with a standard deviation of 8.409. This indicates a significant difference in average scores between the two groups, with the experimental group showing a higher mean compared to the control group.

### Discussion

This research focuses to investigate how SoundCloud as a tool enhances students listening comprehension. The finding can be summarized that student's post-test score are showing positive number on the effect when using SoundCloud in the teaching process. The comparison between control and experimental class reveals a significant different outcome, with the experiment class show a higher comprehension score. SoundCloud gives students a whole new learning experience. In today's world, most people, including students, happily when they use technology in their daily lives (Agustin & Ayu, 2021). Since this SoundCloud only available on Smartphone and PC, students are more excited when they use their phone while learning. Using today's technology is one of methods which greatly improves their listening skills (Rahmania & Mandasari, 2021). Implementing music application helps students improve their pronunciation and expand their vocabulary (Rahmania et al., 2021).

The uses of technology in this case SoundCloud, helps students to become unstressed when learning English. The use of SoundCloud enhances students listening comprehension by providing ton of songs around the globe. Songs introduce familiar language in a fresh and enjoyable manner, facilitating natural and engaging repetition (Fachraini et al., 2017). Incorporating music and songs into language learning offers numerous benefits for students, significantly enhancing their educational experience. These interactive activities not only boost students' engagement but also improve listening comprehension and foster a positive attitude toward language learning (Shakhnoza et al., 2024)



Furthermore, A positive and enjoyable learning environment is crucial, when students feel disengaged or dislike a subject, their motivation can swiftly diminish. That's the advantages of SoundCloud. In order to give the enjoyable learning environment, SoundCloud gives students easy access to music around the world (Amir & Anggitasari, 2022). Other advantages of Soundcloud are that lyrics are mostly accessible. By means, that not only students can learn listening through SoundCloud songs', they also able to learn to read the songs' lyrics from the application. Engaging in activities like reading lyrics, learning new vocabulary, and listening to a variety of songs can help students become more familiar with popular music and boost their confidence in understanding the world around them (Ulfah, 2019).

As noted before, importance of applying the technology to teach English language, are severe. Incorporating technology can enhance students' understanding and retention of concepts (Raja & Nagasubramani, 2018). The advantages of implementing SoundCloud gives students' positive experience when learning. Especially when listening English language. SoundCloud provides ton of songs. Songs are a suitable medium for teaching English (Fachraini et al., 2017). The implementation of SoundCloud as a tool to enhance students listening comprehension had proven a beneficial way for students listening comprehension. It was same as the previous studies had claimed that using SoundCloud gives positive impact on student's engagement to study English (Birch, 2017).

## CONCLUSION

Based on the finding of this research, SoundCloud has been proven to give positive outcome on enhancing students listening comprehension. SoundCloud considered to be a new learning experience for students to learn English, especially for listening English language. SoundCloud was considered to be one of the ways to teach English. By implementing technology during teaching and learning activity, students' excitement is enhanced by using SoundCloud. Additionally, not only SoundCloud enhances students listening comprehension, but it also improving students' vocabulary by providing lyrics of students' favorites music in the application. From this study finding, it is proven that SoundCloud can enhances student listening comprehension. Further research is recommended to enhances the other benefits of SoundCloud. By involving larger research participants is also recommended to confirm other benefits of using SoundCloud in teaching and learning activity.

## REFERENCE

Afriyuninda, E., & Oktaviani, L. (2021). The use of English songs to improve English students' listening skills. *Journal of English Language Teaching and Learning (JELTL)* (Vol. 2). [Http://jim.teknokrat.ac.id/index.php/english-language-teaching/index](http://jim.teknokrat.ac.id/index.php/english-language-teaching/index)

- Agustin, R. W., & Ayu, M. (2021). The impact of using Instagram for increasing vocabulary and listening skill. *Journal of English Language Teaching and Learning (JELTL)* (Vol. 2). [Http://jim.teknokrat.ac.id/index.php/english-language-teaching/index](http://jim.teknokrat.ac.id/index.php/english-language-teaching/index)
- Amir, F., & Anggitasari, A. (2022). The using communicative language teaching in the online class through Soundcloud, Zoom, and Google Classroom applications. *Proceedings Series on Physical & Formal Sciences*, 3, 89–92. <https://doi.org/10.30595/pspfs.v3i.270>
- Ariani, S., & Iswandi, K. (2020). The use of English Pop song to enhance students' listening ability. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(2), 112. <https://doi.org/10.33394/jo-elt.v7i2.2965>
- Arini, M., & Wahyudin, A. Y. (2022). Students' perception on questioning technique in improving speaking skill ability at english education study program. *Journal Of Arts And Education* (Vol. 2).
- Birch, H. J. S. (2017). "Potential of soundcloud for mobile learning in music education: A pilot study potential of soundcloud for mobile learning in music education: a pilot study. *International Journal of Mobile Learning and Organisation* (Vol. 11). Retrieved from [www.tyndale.ca](http://www.tyndale.ca)
- Demir, D., & Tavit, M. (2021). The effect of technology-based materials on vocational high school students' listening skill. *Journal of Language and Linguistic Studies*, 17(1), 448–457. <https://doi.org/10.3316/informat.167206616507405>
- Fachraini, S., Bina, S., & Getsempena, B. (2017). Using english songs to increase early students' vocabulary. *Getsempena English Education Journal (GEEJ)* (Vol. 4).
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123. <https://doi.org/10.5539/elt.v9n6p123>
- Hesmatantya, V. (2018). Soundcloud utilisation as a tool for students in presenting oral book review. *Journal of Teaching & Learning English in Multicultural Contexts* 2(1).
- Kim, Y.S.G., Pilcher, H. (2016). What is listening comprehension and what does it take to Improve Listening Comprehension? In: Schiff, R., Joshi, R. (eds) *Interventions in Learning Disabilities. Literacy Studies*, vol 13. Springer, Cham. [https://doi.org/10.1007/978-3-319-31235-4\\_10](https://doi.org/10.1007/978-3-319-31235-4_10)
- Krivosheyeva, G., & Shodiyeva, N. (2020). Interactive way to further improve teaching listening skills. *Academic research in educational sciences volume* (Vol. 1). Retrieved from [www.ares.uz](http://www.ares.uz)
- Kusumajati, W. K., & Fitriani, D. (2022). Study on relationship among emotional intelligence and virtual listening classroom with Soundcloud. *English Education, Linguistics, and Literature Journal*, 1(1), 8-21. <https://doi.org/10.32678/ell.v1i1.5657>
- Odilovna Djabborova, F. (2020). Ways of developing listening skills of english learners in esl and efl classroom. *European Journal of Research and Reflection in Educational Sciences*, 8(10). Retrieved from [www.idpublications.org](http://www.idpublications.org)
- Pramesthi, O. R. (2023). Developing podcast-based learning media through soundcloud to teach listening skill of narrative text for the first graders of senior high school.
- Rahmania, A. H., & Mandasari, B. (2021). Students' perception towards the use of joox application to improve students' pronunciation. *Journal of English Language Teaching and Learning (JELTL)* (Vol. 2). <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>

- Raja, R., & Nagasubramani, P. C. (2018). Recent Trend of Teaching Methods in Education" Organised by Sri Sai Bharath College of Education Dindigul-624710. *India Journal of Applied and Advanced Research*, 2018(3), 33-35.  
<https://doi.org/10.21839/jaar.2018.v3s1.165>
- Santika, S., & Lestari, S. (2022). The use of adele's song to improve student's listening skill: a case of the tenth graders of sma kesatrian 2 semarang in the academic year of 2021/2022.
- Savage, J. (2018). Music Education for All. *FORUM*, 60(1), 111-122.  
<https://doi.org/10.15730/forum.2018.60.1.111>
- Shakhnoza, I., Zamira Ne, S., & Sevinch Olimjonov Asqar, matullayeva. (2024). *Improving listening skills of elementary school students through music and songs* (vol. 2). *Western European Journal of Linguistics and Education*. Retrieved from <https://westerneuropianstudies.com/index.php/2>
- Sudewi, P. W., & Isma, A. (2023). Students' Perception on Utilization of Technology in Listening Learning. *Scope: Journal of English Language Teaching*, 8(1), 160.  
<https://doi.org/10.30998/scope.v8i1.18331>
- Ulfah, M. (2019). The Use of English Songs to Teach Listening Skill. *The Use of English Songs EDUCASIA*, 4(2). Retrieved from [www.educasia.or.id](http://www.educasia.or.id),
- Vadivel, B., Khalil, N. R., & Roy, D. (2021). Using Music for Developing Language Skills in the English Language Classroom. In *Turkish Journal of Computer and Mathematics Education* (Vol. 12). Retrieved from [www.targetstudy.com](http://www.targetstudy.com),