THE USE OF SPOTIFY APPLICATION TO IMPROVE STUDENTS ABILITY IN LISTENING THROUGH ENGLISH SONG: A Pre-Experimental Research

Andriani [1], Erwin Akib [2], Amar Ma'ruf [3]

[1]*Universitas Muhammadiyah Makassar, English Education Student, andrianihuzain@gmail.com*

[2,3]*Universitas Muhammadiyah Makassar, Faculty of Teacher Training and Education, English Education Department*

Article Info	Abstract
	This research aimed at finding out the improvement of the students' listening ability in listening skill by using SPOTIFY Application as a tool that focused on Listening English song to identify what words the singer said and the meaning of the song. The researcher applied pre-experimental method with one group pre-test - post-test design, and collected the data based on the test. The sample of the research was the first semester students, which consisted of 25 students. The sample was taken by using purposive sampling technique. The research findings showed that the first semester students of English Department of Muhammadiyah University of Makassar had fairly score in pre-test. After treatment, their listening ability in identify phoneme words increase significantly. The result of the research were the mean score obtained by the students through pre-test was 57.2 and posttest was 74.4 with the t-test value orientation is greater than t-table (10.8>2.06). Listening through English Song in term of identify the phoneme words improved 17.2%. The result of calculating t-test of the indicators in the students' t–test listening ability in listening through English Song was greater than t-table 25.1>2.06. Eventually, based on findings and discussion above, the researcher concluded that the improvement of the students listening ability through English song using SPOTIFY Application was significant improved.

INTRODUCTION

English is one of International language that should be known by all of the people around the world. According to Rocio Segura Alonso, Convocatoria deJunio. 2012: 2, they said English had spread all over the world because the influence of British Empire and because of superiority of North America that influence the world. After World War II, English became International Language such as French. Because of the World War II, English itself became international language and be a second language in some of country such as Malaysia, Singapore, etc. There are some important components in English that should be mastered. They are listening skill, speaking skill, reading skill, writing skill etc. However, in this research will focused only on listening skill.

Listening is one of English Skills that shall be master in. According to Solak and friend, 2015 in Prospective EFL Teachers' Perceptions Of Listening Comprehension Problems In Turkey assumed that Listening Skill as known as Cinderella Skill that difficult after speaking in learning and listening comprehension is more complex problem solving activity that can be broken down into distinct factors like process, listener, input, task, affect and context. It means, Listening is one of skill that have some complex problem when hearing a song in the radio, audio or someone or native speaker in speaking cause by process in listening in running well or we cannot hear clearly what they say. Another aspect also why listening skill is one of skill that little bit difficult because of the Researcher country, English is a foreign languages. It means, the society is not familiar with English language because of societies' habitual and less knowledge about English itself.

Unfortunately, many students have difficulties to follow listening activity. They felt under pressure to understand every word. It means that the students have difficulty in catching the information from the speaker. This might be caused the student's limited vocabulary mastery and the condition of the class was very noisy. As a result, the students have hearing problem and most of them have low motivation to learn listening.

SPOTIFY is one of famous application in the world. SPOTIFY is one of digital music, podcast, and video streaming service that gives the listener access to millions of songs and other content from artists all over the world. SPOTIFY application launch on 7 october 2009, this application found by Daniel Ek and Martin Lorentzon in Swedia in 1 April 2006. SPOTIFY application have some features like digital music, podcast and video streaming. In digital music, users can playing their favorite song in that application. Podcast itself have much digital English story that interesting to hear and video streaming also can use as a learning media by watching video in. By that features, The researcher decided to choose SPOTIFY application as the way to improve students ability in listening. Because the researcher feel that SPOTIFY application is interested enough to use in learning cause easy to use, also can use in gadget and computer easily.

Based on the aspects of listening, the researcher can know that listening cannot be separated. But in the reality, most of lecturer does not pay attention about students' ability in listening and it can influence students' ability in English especially when they want to speaking with another people but do not understand what the opposite say because they are less in listening. That is the reason why speaking became dilemma for students because. In learning process, student may face difficulty, which is crucial to be described and analyzed. One of them is difficulty in deliver their speaking. By that case, the researcher decides to choose SPOTIFY Application to increase students' awareness to learn English.

LITERATURE REVIEW

Listening

Yulianto (2017) also is comparing two scientific perceptions in his research; they are River (1978) and Underwood (1990). In that paper, Rivers (1978) argues, if listening is a creative skill which means that we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance. He also states that listening skill is listening with comprehension, attention and appreciation.

Elements of Listening.

Shockingawful, 2017: 1 in Wisra: 2018: 10, said that there are four elements of listening, namely:

a. Ability to Focus

Ability to focus means the capability of students or listeners in listening the material from the audio. Ability to focus define in two, focus on ears for listen the audio and focus on eyes for read and match the text with the audio. Such as eyes may not be adapting well to the numerous distraction in a typical classroom and some noisy sound from the outside of classroom.

b. General Understanding

c. General understanding means that the students or listeners can understand about main idea of the content from the text. The listener can imagine catching the general meaning of something they hear.

d. Listening for Details

Listening for details sometimes known as listening for the specific information. It involves understanding the task and focusing to catch information.

e. Accuracy of Answer

Accuracy of answer means the capability of students or listeners to answer the task with the correct answer. It is involves understanding the text and vocabulary to get the correct answer.

Types of Listening

Listening skill, however, is not easy to master. There are many types of listening to know before somebody wants to learn the skill according to Michael Rost (2011). Those are:

a. Intensive; focus on phonology, syntax, and lexis. Learner pays close attention to what is actually said.

b. Selective; focus on main ideas, pre-set task. Learner attempts to extract key information and utilize information in a meaningful way.

c. Interactive; focus on becoming active as a learner. Learner interacts verbally with others to discover information or negotiate solutions.

d. Extensive; focus on listening continuously, managing large amounts of listening input. Learner listens to longer extracts and performs meaning content tasks.

e. Responsive, focus on learner response to input. Learner seeks opportunities to respond and convey her/his own opinions and ideas.

f. Autonomous listening; focus on learner management of progress, navigation of "help" options. Learners selects own extracts and tasks, monitors own progress; decides on own patterns of interaction with others.

SPOTIFY

SPOTIFY is one of famous application in the world. SPOTIFY is one of digital music, podcast, and video streaming service that gives the listener access to millions of songs and other content from artists all over the world. SPOTIFY application launch on 7 October 2009, this application found by Daniel Ek and Martin Lorentzon in Swedia in 1 April 2006. SPOTIFY application have some features like digital music, podcast and video streaming. In digital music, users can playing their favorite song in that application. Podcast itself have much digital English story that interesting to hear and video streaming also can use as a learning media by watching video in. By that features, The researcher decided to choose SPOTIFY application as the way to improve students ability in listening. Because the researcher feel that SPOTIFY application is interested enough to use in learning cause easy to use, also can use in gadget and computer easily.

Depend on SPOTIFY's website, Spotify is available across a range of devices, including computers, phones, tablets, speakers, TVs, and cars, and you can easily transition from one to another with Spotify Connect (one of SPOTIFY fitur). It means, SPOTIFY is easy to use every time and everywhere cause that application easy to access in every moments. Even more, Students nowadays have their own gadgets, like computers, phones, tablets, speakers etc.

In this study, listening skill relates on the independent variable- SPOTIFY Application especially listening song by using that application. Since song is a short piece of music, listening has three types on it. According to Adawia (2017) on her research, there are the sensuous type, the expressive type, and the Sheerly musical type. Those types spelled out by Copland, the eminent American Composer, on The Understanding of Music by Hoffer. These are the explanation:

a. The sensuous type means the music of the song-affecting listeners' physical and make listener pleasure on what they hear.

b. The expressive type is the agreement that when somebody listens to the music it can stimulate the listener's feeling. It could be sad, happy, angry, etc.

c. Sheerly type. It requires the listener to be trained and to be having more knowledge to listen. Usually this type is having by people who pay a lot of attention in music world.

Phoneme Words

A phoneme is the smallest unit of sound, which is <u>significant</u> in a language. one of the set of <u>speech</u> sounds in any <u>given</u> language that <u>serve</u> to <u>distinguish</u> one word from another. A phoneme <u>may</u> consist of several phonetically <u>distinct</u> <u>articulations</u>.

Which are <u>regarded</u> as <u>identical</u> by <u>native</u> <u>speakers,</u> since one articulation may be <u>substituted</u> for another without any <u>change</u> of <u>meaning</u>. <u>Thus</u> /p/ and /b/ are <u>separate</u> phonemes in English because they distinguish such words as <u>*pet*</u> and <u>*bet*</u>, whereas the light and <u>dark</u> /l/ sounds in *little* are not separate phonemes since they may be <u>transposed</u> without changing meaning.

Put it simply, phoneme is a contrasting phonological unit. Let us consider several examples:

1. Pig – big /p/* – /b/
2. Pen – pan/e/– /æ/
3. Sink – think /s/ – /θ/

As can be seen from the examples above, the distinction between /p/ – /b/, /e/ – /æ/, and /s/ – /θ/ creates new words in English, which means that English has such phonemes as /p/, /b/, /e/, /æ/, /s/, /θ/ (among other English phonemes). When linguists construct phonological system of a language (let's say the language of a tribe), they try to find pairs of words in which the distinction is as small as in the words above. If such a pair is found, then it means that this language has such phonemes. Let us consider one more example, in Russian this time:

люк [luk] "hatch" – лук [łuk] "onion" /l/ – /ł/.

In this pair, the only difference between two words is /l/ – /ł/, that is, soft /l/ vs hard /ł/. As example, 4 shows, in Russian, there are two distinctive phonemes /l/ – /ł/ since they change the meaning of the word**. However, in English, there is no phoneme /ł/ since it does not serve the purpose of distinguishing words or morphemes. For example, whether we pronounce [lamp] or [łamp], it does not change the meaning; therefore, it is not a phoneme in English. In contrast, in Russian, there is no pair of words, which would be distinguished, based on the /e/ – /æ/ opposition (example 2 above); therefore, /æ/ is not a phoneme in Russian.

Sound (phone) is a vibration or wave caused by an object. This definition comes from acoustics and underlines physical characteristics of sounds of speech. Sounds are instances of phonemes in real speech. Put it simply, sounds are everything we hear with our ears. Here are some examples of sounds:

1. [k], [b], [f], [u], [d], [e], [i:]
2. The word "cat" consists of three sounds and can be transcribed as follows: [kæt]

In dictionary transcriptions, we have sounds, not phonemes. Sounds are physical segments. Sounds, unlike phonemes, have such concrete characteristics as duration in time and loudness. Organs of speech produce sounds. Sounds are quite concrete and linguists consider them to be units of speech; while phonemes are abstract (they are generalizations

made on the basis of comparison of words) and linguists consider them to be units of language (Saussurian distinction langue – parole). Sometimes, in non-linguistic circles, the word "sound" is used to name what is, in fact, a phoneme. Example:

a. See and Sea
b. Kiss and Kill
c. But and Bit
d. Pat and Pad

METHODS

This research was conducted in pre-experimental designed using quantitative approach. The researcher used Pre-Experimental design because the researcher want to measure students' progress in Listening by using SPOTIFY Application. Therefore, in this research the researcher just take one group or class to use pretest and posttest design to know the result of treatment.

Instrument

The instrument of this research was written test, a device used by the research while collecting the data to make his work easier and to get better result, complete and systematic in order to make the data easy to process. In this research used test as instrument. Test was set of question use to measure the achievement or capability of individual class.

Data Analysis

The writer analyze the data was using following steps:

1. Calculating the meanof pre-test score and post-test score.
2. Calculating the percentage of increasing achievement.
3. Calculating the significance difference between the students' pre-test and post-test.
4. Calculating the t-test of pretest and posttest score to find out the difference between them.

Method of analyzing data is a method to process the findings data intoresearch. The technique of analyzing the data is using the T-test. In analyzing the scores using t-test, the writer should find out the Mean, modus, median and the Standard Deviation of both the pretest and the posttest score.

1. Calculation the mean of the students answered by using formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where: $\overline{X}$ = Mean score

$\sum x$ = The raw of all score

N = The number of subjects

(Subana, et al, 2005)

2. The percentage of increasing achievement used the following formula:

X_2-X_1

$$P = \frac{X2 - X1}{X1} x100\%$$

Where: P= Percentage

X_2= Average score of Post-test

X_1= Average score of Pre-test

(Gay in Goestina, 2016)

3. After collecting the data of the students, we was classified the score of the students into the following criteria:

TABLE 1. CLASSIFY THE SCORE OF THE STUDENTS

Score	Classifications	Description
96 – 100	Excellent	Knowledgeable, substantive through development of subject; relevant to assigned topic.
86 – 95	Very Good	Some knowledge of subject; adequate range; good development; mostly relevant to topic and good in detail.
76 – 85	Good	Some knowledge of subject; adequate range; limited development; mostly relevant to topic; but lack detail.
66 – 75	Fairly Good	Little knowledge of subject, little substance, adequate development of topic
56 – 65	Fair	Limited knowledge of subject, little substance, inadequate development of topic
36 – 55	Poor	Show limited knowledge of subject but non substantive, not patient
00 – 35	Very Poor	Does not show knowledge of subject, not substantive, not patient

(Depdikbud, 2010)

4. The significance difference between the students' pre-test and post-test, the writer applied the formula as follow:

$$T = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}}$$

Where:

T	= Test of significance
D	= The difference between the method pairs (X_1–X_2)
Md	= The mean of Ds
$\sum_d 2$	= The sum of the square
$(\sum_d)2$	= The square of $\sum d$
N	= Number of students (Subana, et al, 2005)

5. The criteria for the hypothesis testing was as follows:

TABLE 2. HYPOTHESIS TESTING

Comparison	Hypothesis	
	H0	*H1*
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005)

Table 2 meant (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

RESULT AND DISCUSSION

The research findings indicated that the students' ability in listening ability through English Song by using SPOTIFY Application showed the improvement of the students listening ability in the terms of phoneme words. From the improvement showed the process in pre-test and post-test. The result of the students listening in pretest was low, especially in finding the right answer in test.

Based on the problem above, the researcher gave the treatment by using SPOTIFY Application, so that the students could show the improvement in post-test. In pre-test, only gave the exercise (listening through English song) to know their prior knowledge before using SPOTIFY Application.

At the beginning, their listening skill was less good. Almost of them were confused and spent much time to think about the words that singer sang. They only read, but they did not understand about how to choose the right answer. The researcher gave the treatment by using SPOTIFY Application. As the result, students become active and enjoy in listening

activity. They would be easy to do the listening activity especially every students had their own smart phone and SPOTIFY Application could be installed in their smart phone so it can make them easy to doing practice every day. Most of their utterance were correct and no need to read for a long time to understand what they read.

TABLE 3. HYPOTHESIS TESTING

The Student's Score		Improvement (%)
Pre-test	Post-test	
57,2	74,4	17.2%

Table above showed that the improvement percentages of students in listening through English song in term of identify phoneme words was 17.2% after using SPOTIFY Application in Listening through English song in term of identified phoneme words. The mean score of the students in pre-test was 57.2 %, and post-test was 74.4 %.

The description of the data collection through listening test as explained to the previous finding section that the students' achievement after using SPOTIFY Applicationwas significant. In using SPOTIFY Application in listening activity, the researcher found that the mean score of post-test students' achievement is greater than pre-test. In table, showed that the score of find out which the mean score of pre-test was 57.2 and after using SPOTIFY Application, the mean score of post-test was 74.4. Therefore, the researcher indicated that there was a significant improvement after treatment by using SPOTIFY Application.

Yusuf Yuliyanto (2017) on his research said, the use of song in listening class could be implemented to increase student's interest during the learning process. The students like to use song to improve their interest in listening class because it indirectly trains the students' skill, they can enjoy the activities, and it makes them do not feel bored also easier to understand the material. The use of the song also be chosen to improve students' ability compared to other methods because it will make them earn a lot of new vocabulary through learning activities in a fun way.

Applying multimedia can be one of solution as it has some advantages for improving students' listening skill. By using multimedia students not only hear the sound but also can capture the pictures, moreover by using multimedia a teacher can download native voice as a source material for teaching listening (Sangkala, I., et al, 2015)

So, based on the statement above, the researcher believed that the use of SPOTIFY Application in listening through English songcan help the students to interest in doing listening activity and it could make the students found out the world that had similar song by that the song that they listen. Then, the use of SPOTIFY Application gave more good contributon for the students to explore their listening skill and their understandable because the students can listen the song whenever and wherever they are.

In addition, Tri Listiyaningsih (2017) said Listening English song can improve the listening skill because song can be media to improve listening skill. When someone learn

about English language, they should comprehend in listening skill because listening is one of skill that must comprehend in learning English language. Listening to English song can add the vocabularies, improve pronunciation, and can make comprehend in listening skill and there is way to improve listening skill. Vocabularies can be obtained because people will usual to listen the English word and it can add new vocabularies. Improve pronunciation can obtained because when listen English song, the singer usually is native speaker of English and they will pronounce English well. Therefore, that people can use the English song to improve the ability. In addition, Jin-Sung Kim and Mun-Koo Kang (2015) in their study said English Pop Song reputed as effective and useful also could be very helpful way in practice related to the song. It can help student to more confident and enjoying while learning especially at home like in the classroom. The result of their study is they can prove if English song can improve students' interest and motivation.

Through the result of pre-test and post-test, the result of *t*-test value of the level of the significant = 0.05, degree of the freedom (df) = 24 indicated that *t*-table value was 2.06 and *t*-test value was 10.8. Therefore, it can be concluded that hypothesis of H_1 was accepted and hypothesis of H_O is rejected. It meant that the use of SPOTIFY Application in teaching listening through English song could improve the students' ability in listening in term to identify phoneme words.

By seeing the improved of the students' listening ability in terms of identify the phoneme words by using SPOTIFY Application. It was concluded that the use of SPOTIFY Application improve the students' ability in listening in terms to identify the phoneme words. It could be showed from the students' listening test in pre-test and post-test. In pre-test, some students were difficult to answer the questions and find out the right answer because similar sound of word. Nevertheless, the students' in post-test, which the content of listening English song could understand. Then, the students were easy to answer the questions and find out which one the correct answer is true.

CONCLUSION

The improvement of the students listening ability through English song using SPOTIFY Application was significant improved. It was proved by the mean score of orientation before and after giving treatment is 57.2 becomes 74.4improve 17.2% with the *t*-test value orientation is greater than *t*-table *(10.8>2.06)* at the first semester students of English department of Muhammadiyah University of Makassar.

REFERENCE

Abdullah, Amalia Qistina.2013. *Not Just Wanna Have Fun: Teaching Listening Skills with Songs. English Language Department, Academy of Language Studies, Universiti Teknologi MARA.* Malaysia

Adawia, Ayatika. 2017. *The Effectiveness of Popular Songs in Improving Students' Listening Skill*

Alonso, Rocio Segura. dkk. 2012. *The Importance of Teaching Listening Skills.*

Anonim. 2017. *The 8 Components of Listening.* Retrieved from http://blog.listenwise.com/2017/04/8-components-listening/*Accessed on 22 June 2018.*

Goestina. 2016. *The Effect of Explicit Instruction Strategy to Increase Reading Comprehension at the Eleventh Grade Students of Sma Pesantren Putri Yatama Mandiri Kabupaten Gowa.* Makassar Muhammadiyah University.

Listiyaningsih, Tri. 2017. *The Influence of Listening English Song to Improve Listening Skill in Listening Class.* IAIN Surakarta

Jin-Sung, Kim. dkk. 2015. *The Effects of Improving English Listening Skills of High School Students with a Lower Level through Pop Song Hunminglish Pronunciation (PSHP) Practice.* Kongju National University.

Kuswoyo, Heri. 2013. *The Effectiveness of Song Technique in Teaching Paper Based TOEFL (PBT)'S Listening Comprehension Section. Higher School of Foreign Language Teknokrat.* Lampung, Indonesia.

Masnijar, Tuti. 2015. *The Use of English Kids' Song to Improve Students' Listening Comprehension.* Banda Aceh

Putriani, Desy.dkk. 2015. *The Use of Video Movie to Improve Students' Listening Comprehension Achievement.* FKIP Universitas Lampung.

Rost, Michael. 2011. *Teaching and Researching Listening, (Edinburg Gate: Pearson Education Limited)*

Sangkala, I., ul Haq, M., & Sakka, F. (2015). *The Use of English Language Teaching Podcast in Teaching Listening of Students. JKIP (Jurnal Keguruan Dan Ilmu Pendidikan), 2*(1), 24-33. Retrieved from https://ojs.fkip.unismuh.ac.id/index.php/jkip/article/view/53

Saputra, M. Wisra. 2018. *Improving Students' Listening Comprehension Using Cloze Dictation Technique. FKIP Muhammadiyah University of Makassar.*

Sevik, Mustafa. 2016. *Teaching Listening Skills to Young Learners through "Listen and Do" Songs.*

Sevik, Mustafa. dkk. 2012. *Developing Young Learners' Listening Skills through Songs. Turkey.*

Subana, et al.2005. Educational Statistic. Bandung:CV Pustaka Setia.

Solak, Erem. dkk. 2015. *Prospective EFL Teachers' Perceptions of Listening Comprehension Problems in Turkey.*

Sofoyah. 2015. *The Use of Children Songs to Improve Students' Listening Skills. UIN Walisongo Semarang.*

Sriwahyuni, Andi. 2016. *The Use of English Webtoon to Improve Students' Vocabularies at The Eighth Grade in SMPN 6 Makassar.*

Yaman, Ismail. 2014. *EFL Students' Attitudes towards the Development of Speaking Skills via Project-Based Learning: An Omnipresent Learning Perspective.*

Yuliyanto, Yusuf. 2017. *The Use of Song to Increase Students' Interest in Listening Class. Tidar University.*

Wikipedia. 2018. SPOTIFY-Wikipedia retrieved from (*https://en.wikipedia.org/wiki/SPOTIFY*) *accessed on 22 June 2018*