

## **IMPROVING STUDENTS' LISTENING SKILLS BY USING THE SPOTIFY APP**

**By:**

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**Abstract:** A crucial component of learning a language is developing one's listening skills. However, students struggled with their listening skills. The issues included dialects, unclear pronunciation, a lack of vocabulary, and the audio's speed. Students' listening skills issues might be resolved with the help of the Spotify app. The study aimed to determine whether there was a significant difference in the listening skills of students who received instruction using the Spotify application compared to those who did not. This study was carried out using a quasi-experimental method. To examine the data, a t-test was employed. Based on the independent sample t-test results, it was revealed that  $p_{value}$  (0.000) was less than  $\alpha_{value}$  (0.05) and the t-test achieved (5.362) was greater than the t-table (2.0345). It indicated that students who received instruction using the Spotify app and those who did not have significantly different listening skills. Thus, students can learn how to listen better by using the Spotify app as a teaching tool.

**Keywords:** application, listening skills, Spotify

## **INTRODUCTION**

Listening is a fundamental teaching and learning skill because people must listen before speaking. Since it offers considerable and meaningful language inputs, listening is the most important component of communication, particularly when learned for communicative purposes (Nushi & Orouji, 2020). It facilitates the acquisition of vocabulary, word stress, pronunciation, and sounds by

language learners. These elements, together with voice tones, pitches, and accents, must be adequately learned for effective spoken message understanding.

Nonetheless, the students struggle with listening. When the recording sped up, the students complained to their teacher that they were unable to understand the speaker's main points. Amir et al. (2019) claimed that the speed at which native English speakers communicate is unquestionably faster than that of nonnative speakers. When the speaker communicated too quickly, the students had trouble recognizing the words (Ramadhianti & Somba, 2021). As a result, EFL learners find it more challenging to comprehend oral communications from native speakers than from non-native speakers.

Furthermore, the students have problems with limited vocabulary. EFL students sometimes make mistakes in listening tests or informal interactions due to new vocabulary, accents, and a failure to comprehend the speaker's point of view (Jaya et al., 2021). The students claimed that they had trouble understanding the meaning when listening because of an unknown word (Permatasari et al., 2023). Indeed, a student with a restricted vocabulary will be considerably inclined to misunderstand what he hears.

In addition, the students have difficulties with the speaker's accent. EFL learners frequently make mistakes while hearing an unusual accent and are unable to comprehend completely what the speaker is saying. Fadilah et al., (2024) reported that students found it difficult to adapt

to the unusual speech if they were not accustomed to hearing the British accent. This made it difficult for them to comprehend what was being said.

The last problem is unclear pronunciation. They have trouble hearing when the speaker's pronunciation is unclear. Aldina et al., (2020) stated that among the issues with students' listening are their limited vocabulary, rapid speaking, and poor pronunciation.

Additionally, ICT can be used to help students who struggle with listening skills. One piece of ICT that can be used to teach listening skills is Spotify. Spotify is a platform where users may listen to various audio files. Several digital devices, including smartphones, Windows, Mac OS X, iPhones, Android smartphones, tablets, and smart TVs, can run the Spotify app. Spotify is

one kind of media that may be utilized in the classroom and aid students in practicing listening skills. Spotify is a music and podcast streaming app that offers educational services as well as enjoyment, particularly for listening through audio and visual (Yanti, 2024).

Spotify is available to students on a variety of devices, providing flexibility in their educational setting. Through active listening to Spotify material, students enhance their comprehension of the English language (Meisa, 2023). They improve their understanding skills as they become accustomed to various accents, speech patterns, and intonations.

Suwarni et al. (2023) reported that students' listening comprehension could be enhanced by using the Spotify app. It turns learning into a

fun pastime and keeps students from being bored or uninterested in class. Students learn a lot of new vocabulary and become more conscious of the enjoyable nature of learning English, especially through listening, when teachers use the Spotify app (DwicaHYa & Uzer, 2024).

Moreover, Spotify is a wonderful tool for practicing listening because it assists students learn new words and improves their pronunciation (Awindya et al., 2025). When used in English language learning activities, the Spotify app can greatly improve students' listening skills. Spotify could help students learn more words, pronounce words correctly, and understand what they are reading by exposing them to real English content regularly (Nida Qurrota & Wahyuni, 2024).

Therefore, this study aimed to determine whether or not students who received instruction using the Spotify app differed significantly from those who did not in terms of their listening abilities.

## **METHODOLOGY**

The design employed in this investigation was quasi-experimental. The sample was chosen using the purposive sampling technique. Based on certain criteria, including having the same total number and being instructed by the same English teacher, two groups were selected as samples. Classes VIII.2 and VIII.6 were selected as the samples based on the criteria. Therefore, a coin flip was employed to determine which groups were experimental and control. Consequently, class VIII.6 was chosen as the control group and class

VIII.2 as the experimental group. There were 68 participants in the sample. Cloze procedure test questions were used in the written exam to obtain the data. To examine the data, the t-test was employed.

## **RESULTS AND DISCUSSION**

The experimental group's statistical analysis revealed that the mean score of the students in the post-test (73.53) was higher than the mean score in the pre-test (53.18). The t-obtained value (20.337) was more than the critical value (t-table 2), while the  $p_{\text{value}}$  (0.000) was lower than the  $\alpha_{\text{value}}$  (0.05). It could be claimed that the experimental group's students' listening skills improved. The Spotify app allowed students to participate in the listening process and practice listening directly, which helped them improve their listening

abilities. Then, students could discuss the right answers while asking the teacher what the terms meant.

The statistical analysis of the control group revealed that the mean score of the students in the post-test (64.06) was higher than the mean score in the pre-test (52.06). The value of t-obtained (9.625) and  $p_{\text{value}}$  (0.000) was less than  $\alpha_{\text{value}}$  (0.05). Students in the control group showed improvement in their listening skills. Due to the students' motivation to learn about listening exercises, the control group made progress. Students' vocabulary and pronunciation could be enhanced by listening to the audio of a native speaker.

The independent sample t-test calculation showed that the  $p_{\text{value}}$  (0.000) was less than the  $\alpha_{\text{value}}$  (0.05) and that the t-obtained value (5.362)

was higher than the critical value  $t$ -table (2.0345). In summary, the alternative hypothesis ( $H_a$ ) was accepted, and the null hypothesis ( $H_o$ ) was rejected. In other words, students who were taught using the Spotify app and those who were not showed a significant difference in their listening skills.

Following treatment for the experimental group, learners' use of the Spotify app enhanced their listening abilities. Students found the Spotify app to be quite beneficial when studying English. It was a useful tool for teaching students how to listen.

Furthermore, the Spotify app includes a lot of intriguing features that let students listen at any time and from any location, specifically to improve their listening skills. Students were able to increase their

pronunciation and vocabulary by using the Spotify app. This study was in line with Fitri et al., (2024), by using the lyrics of the songs or stories on Spotify, students can gain vocabulary and enhance their listening skills. In addition to improving listening skills, the Spotify app also increased students' motivation to learn English. Thus, the Spotify app can be used as a teaching tool to help students become better listeners.

## **CONCLUSION**

Students who received instruction via the Spotify app and those who did not performed significantly differently in terms of their listening abilities. Students found the Spotify app to be helpful in the teaching and learning process, and

they enjoyed listening to English audio on the app.

Additionally, the Spotify app enhanced pronunciation and vocabulary. In conclusion, eighth-grade students at SMP Negeri 1 Pedamaran showed an improvement in their listening skills by using the Spotify app.

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