

## The Effect of Using English Song on Spotify Application on Students' Listening Ability at SMK Muhammadiyah 1 Pekanbaru

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**ABSTRACT:** This research aims to test whether there is a difference between before and after the use of Song on Spotify Application, this research was conducted using pre- experimental method with a total sample of 19 students, and the research was conducted in class 12 AKL. The sampling in this study using purposive sampling. The instrument in this study was a fill in the blank test and consisted of 20 questions. The results showed a significant difference between before and after the use of word square model, researcher used the paired sample T-test test through the SPSS 20 program with a significance value of 0.001, lower than 0.005 and researchers also used the eta square formula with a result of 0.54.

**KEYWORDS:** English Song, Spotify Application, Listening Ability.

### 1 INTRODUCTION

Listening ability is the most important in learning English, according to Howatt & Dakin (1974), Listening is an activity that we listen to what the speaker says, and so we can understand and can respond to it. Listening is the first step of learning the language. The child who learns to speak will listen to the words first, so they can pronounce those words. We know as well that people begin learning a language with listen to the sound and from that they will try to follow and imitate it.

Effective listening is a crucial component of communication for all people. Students with strong listening comprehension abilities can contribute more successfully in class and in communicative settings (Brown, 2001). According to Feyten (1991), hearing comprises forty-five percent of daily communication time, speaking for thirty percent, reading for sixteen percent, and writing for just nine percent. This highlights the significance of listening.

In EFL learning, listening is considered the most important of the four basic language skills, speaking, writing, listening, and reading because it is essential to comprehending the meaning of a foreign language. It is also essential for effective language learning and communication. Although being the most important and most utilized language skill, listening is also the most difficult for non-native English speakers due to its complexity.

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Learning media can enhance student learning outcomes; specifically, education that grabs students' interest can increase their motivation to learn. Setyobudi (2022) states that the researcher employed a pre-experimental research strategy in this study. This study's design mixes pretest and posttest research by administering a test to one group both before and after treatment. The study's findings demonstrate that using Spotify can improve students' comprehension and listening focus.

And from Solihat 2014, One of the effective ways the kids overcame their listening difficulties was to use English songs to enhance their listening abilities. English songs can increase student engagement and activity in the classroom, which helps them perform well on listening assignments. Students' scores on the pre-test and post-test, which were assessed using paired tests, showed that the use of English songs improved their listening skills after receiving the treatment. The way English is taught to eighth- grade junior high school students help them become better listeners.

It is obvious however, that the process of teaching and learning can occasionally be exceedingly monotonous, or what is known as boredom. A combination of discontent, disappointment, annoyance, inattention, lack of drive to pursue previously set goals, and poor judgment are all considered symptoms of boredom, a mild, unpleasant, or even painful psychological state that makes people disengaged from their environment. Boredom is characterized as a combination of discontent, disappointment, annoyance, inattention, lack of drive to pursue predetermined goals, and impaired judgment. It is a mild, unpleasant, or even painful psychological state that makes people disengage from their surroundings. Vitality. Danckert and associates (2005).

Based on the preliminary observation that conducted at SMK Muhammadiyah 1 Pekanbaru on January, 2024, researcher found that a lot of struggles faced by students to expand their listening ability due to a lack in-depth knowledge to increase their skills and a lack of learning methodologies. The student's found it difficult to listen and read the words because they frequently mispronounced or failed to listen to the word's letters. The students struggled to recall the definitions of the terms. The present problem with listening to the sentence and instruction shows that English language learners are not being taught to listen appropriately or efficiently by teachers. This was proved by the results of the researcher initial inquiry into SMK Muhammadiyah 1 Pekanbaru.

In the modern era, many students use smartphones to access the internet and improve their listening skills. The researcher aimed to identify a smartphone- based supporting media that might help in this process. The fact that practically everyone uses a cell phone, including Indonesian students, speaks volumes about how useful they are in daily life.

According to Wagner (2006), researcher is becoming more aware and interested in the role of nonverbal communication in listening comprehension as Baltova, 1994; Buck, 2001; Gruba, 1997 said. Using a smartphone is one of the various ways that people can listen to music. One of the communication tools of the present era is the smartphone. With our smartphone, we may access a wealth of information via the internet. Spotify is an app with features including diffusive videos, podcasts, and digital music. Users can play their favorite tunes in the app's digital music area. Streaming videos can also be utilized as study tools while watching videos and the podcast itself contains a wealth of engaging digital stories in English.

The significance of the use Spotify application in teaching English show that learning to listen by using song is more effective and gives better result. Until students naturally leave to

English and love this process, they are allowed for using music whenever and wherever they like. Therefore, the researcher wants to.

According to Larsen and Freeman (2002), they should have a proper technique, provide media, and offer instructional strategies in order to ensure that the learners can use the target language communicatively. According to this view, the choice of teaching strategies has a significant impact on enhancing students' skills; in this study, English songs on the Spotify app are highly useful learning resources for enhancing students' listening comprehension. Claudius Bona published "The Use of Spotify to Increase English Listening Skills" in her journal in 2017. With the same issue, it was discovered that a song on Spotify greatly enhances students' listening skills. However, for this study, the researcher will employ a different design. While the prior study used a qualitative descriptive questionnaire method, the researcher will employ a pre- experimental design.

In short, based on the explanation above it is significant to solve students' struggle in listening, so Spotify application might be as a solution to solve students' problem in listening.

## **2 METHODOLOGY**

This study examined how students' listening skills were affected by English songs on Spotify. The researcher used a quantitative approach in this investigation. Creswell (2014) defines quantitative research as an interrelated collection of constructs or variables that are formulated into claims or theories that explain the relationship between variables, typically in terms of size or direction. This study included two variables and sought to determine how students' listening skills were affected by English songs on the Spotify app.

In this study, X and Y are the two variables. One variable is called independent (X), and the other is called dependent (Y). Listening English song using Spotify is denoted by variable X in this study, and students' listening ability is denoted by variable Y.

According to Arikunto (2010), pre-experimental design, also known as non- design, is frequently regarded as an imaginary experiment. As a result, it is frequently called a quasi-experimental. The researcher chose this design because from the sample there was only one class without any other samples.

The populations of this research were the twelve grade students of SMK Muhammadiyah 1 Pekanbaru, in academic year 2024/2025. Consisting of 336 students divided into twelve classes.

Sample is part of population. In this research, the sample was obtained population by using Purposive Sampling technique in one class. According to Sugiyono (2011) purposive sampling is a data collection technique with certain consideration. Therefore, researcher chose XII AKL because the phenomena of this class, suitable for the topic of this research.

## **3 FINDINGS AND DISCUSSION**

### **FINDINGS**

As previously mentioned, the data of this research was obtained from pre-test and post-test. The students' scores of pre-tests and post-test are as follow:

**Table 1. The Descriptive Statistic of Pre-Test**

	N	Minimum	Maximum	Mean	Std. deviation
Pre-test	19	60	90	75,26	10,527
Valid n (listwise)	19				

The researcher found that minimum score was 60, and the maximum score is 90, that the mean score was 75, 26 and standard deviation score was 10,527. It can see from the table above.

**Table 2. The Descriptive of Post Test**

	N	Minimum	Maximum	Mean	Std. deviation
Post-test	19	70	100	86,84	6,283
Valid (listwise)	19				

The researcher found that minimum score was 70, and the maximum score is 100, that the mean score was 86, 84 and standard deviation score was 6, 283. It can see from the table above.

**Table 3. Data analysis of Wilcoxon Test Ranks**

		N	Mean Rank	Sum of Rank
Post-test	Negative Ranks	2 <sup>a</sup>	3,00	6,00
	Positive Ranks	14 <sup>b</sup>	9,29	130,00
	Ties	3 <sup>c</sup>		
	Total	19		

Based on the output SPSS above,  $H_a$  stating that  $0.001 < 0.05$  is accepted. This indicates the acceptance of the alternative hypothesis ( $H_a$ ) and the rejection of the null hypothesis ( $H_0$ ). It indicates that there were significant differences in the listening ability before and after among twelfth grade students at SMK Muhammadiyah 1 Pekanbaru when using English song on Spotify application was used to teach the material.

## DISCUSSION

Based on findings of the research, it showed that English Song on Spotify toward students' Listening Ability had a significant effect of the students' listening ability at the

twelve grade students' of SMK Muhammaiayah 1 Pekanbaru. It can see that the avarage score of students' listening ability ater being taught by using English Song on Spotify application. Besides, there was six students' at "very good" category, with percentage 32%.and likewise in "Good" category there are 11 students who reached with percentage 58%, and 2 students' at "Moderate" category, with percentage 11%. And there is no longer students at "Low and Very Low category".

#### 4 CONCLUSION

The purpose of this study was to determine how effectively students could listen both before and after they were taught by using English songs on Spotify app as learning resources. Additionally, using English songs on Spotify to try to get more students to listen has a big impact, as explained in findings. The participant of this study is focused on twelve grade students of SMK Muhammadiyah 1 Pekanbaru. The study was conducted from November until December 2024.

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