

# CHAPTER I

## INTRODUCTION

This chapter presents the research background, statement of the problem, research purpose, scope and limitation, significance of the study, and definition of key terms. Each section is presented as follows.

### 1.1 Research Background

According to Nisa, Izzah, and Hadi (2022), listening can be a crucial language skill that is useful to help students learn a second language. Besides, good listening skills allow students to have an easier time communicating among themselves. Not only that, but listening skills also provide opportunities for students to begin their careers. As Salainti and Pratiwi (2021) stated, English listening skills can help students build relationships, support their careers, ensure understanding, and resolve conflicts.

Among the four skills, listening is the trickiest and neglected in learners. According to Widodo, Saenko, Campos-Ugaz, Saavedra-López, Núñez, Razavi, Keezhatta, Fedorova, Hoi & Ilyin (2022), in the language learning process, listening is regarded as the Cinderella skill that has been ignored. Furthermore, some factors make listening difficult for students to learn, such as having difficulty mastering vocabulary, having limited time to learn English, and feeling that learning is boring and monotonous (Nisa, Izzah & Hadi, 2022). According to Nushi & Orouji (2020), the most significant listening difficulty includes pronunciation-based groups, such as 'native accent,' 'native speech level,' 'word

boundary distinction,' and 'connected speech.' In this case, students are unfamiliar with phonological processes such as mispronunciation, sound assimilation, deletion, addition, and understanding of sound combinations. As a result, teaching listening skills is tricky for teachers.

Nowadays, students live where media and technology are a part of their lives. So, teachers must improve the media used to facilitate learning, especially to teach listening skills. It is crucial to choose appropriate teaching media because the use of good media can enhance the students' interest in learning (Rahman, Mustofa & Nisa' 2022). Not only for students, but also for teachers, good media is essential for carrying out learning. According to Hasibuan and Male (2022), the use of new media in the 21st century has become necessity to assist teachers and students in easily obtaining materials at any time, from any source, and from any site via various websites.

However, the teaching media used by the teacher previously made it difficult for students to understand what they heard and made learning seem unpleasant. Fitria (2021a) has found that students often have difficulty understanding textbook tapes specifically designed for listening. Not only that, students feel disturbed due to audio disturbances that often occur in conventional audio, students feel unmotivated and unenthusiastic, and they are also very bored with listening to audio that is not interesting (Fitria, 2021b). Moreover, according to Lengkoan, Andries, and Tatipang (2022), audio containing unfamiliar topics also are a problem for students when learning listening skills since some of them

feel they cannot understand the material they are listening to. Therefore, a high-quality and interactive teaching media is required.

Spotify is one of the popular applications that can access both songs and podcasts. It gives users access to millions of songs and podcasts in English or other language. By providing songs as well as podcasts, Spotify constitutes an application that will help provide interactive teaching media to teach listening skills. Spotify is a very important media because it can help teachers increase student motivation and learning skills. Teachers can use songs and podcasts that are available on Spotify to teach listening skills among the digital media that is currently available. According to Butar & Katemba (2023: 202), students who listen to English songs on Spotify and take English classes have positive attitudes, personal feelings, and good perspectives toward learning. This means that learning listening skills through Spotify can increase student motivation and enthusiasm for learning. The songs available on Spotify not only entertain students but also provide opportunities for them to develop automaticity, i.e., the process of building children's learning independently and making learning enjoyable for students because by using that, students can listen to English anytime and anywhere (Sofian Hadi, 2019). In addition, Spotify podcasts are typically audio records with varied content and are suitable as a teaching media for students. According to Al Fatih, Luthfie, & Kusumadinata (2022), Spotify podcasts are a new educational tool for students that includes formal and non-formal education elements packaged in a concise and entertaining way.

There are several research findings related to the use of Spotify or other listening apps in teaching listening, such as Hamsia & Roifah (2023), Melati, Sari & Siregar (2020), Sari & Susilowati (2019) and Bujangga (2022). Hamsia & Roifah (2023) proved that students were interested when the lecturer used Spotify media, and students found it easier to understand English in listening skills. They conducted this research using qualitative methods. So, they conducted observations, interviews, and questionnaires. In addition, they also used third-semester students as research subjects. Furthermore, they made observations during the learning sessions conducted by the lecturer. They specifically observed how the lecturer incorporated Spotify into the lesson plan. However, this current study applies classroom action research.

Furthermore, Melati, Sari & Siregar (2020) discovered that Podcast as media used by third-year Informatics Management major could increase not only the achievement of students' listening comprehension (66.96% in cycle I to 68.29% in cycle II) but also student participation (46.67% in cycle 1 to 56.67% in cycle 2). On the other hand, this current study employs Podcasts and Songs from the Spotify application for the media and high school students as the subjects. Next, Sari & Susilowati (2019), who focused their study on the use of the "Learning English by Listening" application as learning media, found there was an increase in student scores from the mean pretest, which was 6.34, to the post-test, which was 6.97, and the final score increased to 8.18. In addition, they also found that the students were very enthusiastic while learning. In addition, Bujangga (2022), who studied the use of film animation applications at STAIN

Gajah Putih Takengon to enhance students' listening skills, found that in the initial investigation, the students' mean score of listening ability was recorded at 53.43. However, following the intervention, there was a notable rise in their average score during the first cycle listening test, reaching 59.37. Furthermore, in the second cycle, a further increase was observed, resulting in an average score of 76.71.

Based on what has been mentioned above, it can be concluded that new and interactive media are required for teaching and learning activities, particularly in listening skills. As a result, the researcher intends to undertake research at MA Muhammadiyah 1 Plus Malang by focusing on utilizing Spotify as a learning media. This is because, based on the result of the preliminary study, the students at MA Muhammadiyah 1 Plus Malang still have low mastery of English and low interest in learning English listening skills. In addition, the Spotify application has never been used in the school as an interactive learning medium.

## **1.2 Statement of the Problem**

Based on the research background above, the research problem is stated as follows, “How effective is the use of Spotify as a teaching media in enhancing students' listening ability?”

### **1.3 Research Purpose**

The purpose of this study is to know the effectiveness of Spotify as a teaching media for improving students' listening skills.

### **1.4 The Scope and Limitation**

This study focuses on evaluating the effectiveness of Spotify as a teaching media for enhancing students' listening skills, using songs and podcasts by applying classroom action research design. The research involves high school students as participants, especially the eleventh graders.

### **1.5 The Significance of the Study**

The result of this study is expected to enhance the student's listening skills by using Spotify. The finding of this study is also intended to give recommendations for teachers on how to use the Spotify application as an interactive medium to enhance listening skills. In addition, the findings of this study can be utilized as a reference for future researchers related to this research.

### **1.6 The Definition of the Key Terms**

In order to avoid misunderstanding the main concept used in this study, the following key terms are defined.

1. Teaching media is the use of technology and multimedia to transmit teaching material (Alexander Atmaja, 2023). In this study, teaching media

refers to the numerous tools, resources, and technology used by educators to improve the teaching and learning process.

2. Listening is an active and purposeful engagement in the process of comprehending auditory information (Sudibyو and Kolin, 2018). In this study, listening can be defined as the process of receiving, interpreting, and comprehending auditory information and sounds, particularly in the context of communication.
3. Spotify is a music application that provides several features, such as songs, lyrics, and podcasts (Mal, Disiwi, Kariadi & Asriyama, 2023). In this study, Spotify is a popular digital music streaming service that provides students with access to a vast library of music, podcasts, and other audio content. The students can create personalized playlists, discover new music based on their preferences, and stream music on-demand across various devices.
4. Podcasts are audio or sound files that users can download and save for free on the internet, charge on their mobile phones or audio players, and produce in the form of regular episodes (Hasibuan & Male, 2022). In this study, Podcasts are recordings that can be utilized as teaching media.
5. A song is a musical composition made up of lyrics (words) arranged to a melody and accompanied by instrumentation. It is a type of artistic expression in which elements of music and poetry are combined to communicate emotion, narrative, or ideas (Yastanti, Unpris & Susilawati, 2020). In this study, a song is a compilation of lyrics and melodies that

express emotion, stories, and ideas related to someone. Students who listen to a song can enhance their listening comprehension.

