Enhancing Students' Listening Ability Using English Song on Sportify Application at State Islamic Senior High School 3 Pekanbaru

Muhammad Taufik Ihsan
Universitas Islam Negeri Sultan Syarif Kasim Riau
Email:
muhammad.taufik.ihsan@uin-suska.ac.id

ABSTRAK
Penelitian ini dilakukan untuk menyelidiki peningkatan kemampuan mendengarkan siswa melalui penggunaan lagu berbahasa Inggris pada aplikasi Spotify di Madrasah Aliyah Negeri (MAN) 3 Pekanbaru. Penelitian ini menggunakan desain pra-eksperimen. Populasi dalam penelitian ini terdiri dari 176 siswa kelas dua belas yang terdaftar di MAN 3 Pekanbaru. Sampel penelitian dipilih menggunakan teknik purposive sampling, yang melibatkan satu kelas dengan total 16 siswa. Temuan penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan mendengarkan siswa sebelum dan sesudah pembelajaran menggunakan lagu berbahasa Inggris melalui aplikasi Spotify. Hasil uji-t sampel berpasangan menunjukkan nilai signifikansi (2-tailed) sebesar 0,001, yang menunjukkan bahwa hipotesis alternatif (Ha) diterima..

Kata Kunci: Peningkatkan, Kemampuan Mendengarkan, Lagu Bahasa Inggris, Aplikasi Sportify

ABSTRACT
This study aims to improve students' listening ability through the use of English songs via the Spotify application at State Islamic Senior High School 3 Pekanbaru. The research employed a pre-experimental design. The population consisted of 176 twelfth-grade students. The sample was selected through purposive sampling, involving 16 students from one class. The findings revealed a significant difference in students' listening performance before and after the implementation of English songs via Spotify. A paired-sample t-test showed a significance value (2-tailed) of 0.001, indicating that the alternative hypothesis (Ha) was accepted.

Keywords: Enhancing, Listening Ability, English Song, Sportify Application

INTRODUCTION

Listening is one of the fundamental skills in language learning, particularly in English as a foreign language (Afriyuninda & Oktaviani, 2021). It involves receiving and interpreting spoken language to comprehend and respond appropriately. Effective listening skills enable learners to understand spoken language, expand vocabulary, and improve pronunciation. However, many students face difficulties in developing their listening skills due to limited exposure to authentic spoken English (Azizah & Sholikhah, 2023). Traditional teaching methods often fail to provide engaging and interactive

listening experiences, resulting in decreased motivation and limited progress (Hamsia & Roifah, 2023).

Field (2008) argues that listening difficulties often stem from classroom materials that feature slow-paced, scripted speech rather than authentic conversations. Flowerdew and Miller (2005) highlight that limited exposure to natural speech patterns—such as accents, connected speech, and informal language—makes comprehension more challenging. Ifat et al. (2024) add that learners often lack metacognitive strategies such as predicting content, identifying keywords, and making inferences, which hinders their understanding.

As Setyobudi (2022) points out, technological integration in language learning has introduced new approaches to improving students' listening skills. One such approach is the use of music, specifically English-language songs, as a pedagogical tool. Music is widely recognized as an effective medium for language learning due to its rhythmic patterns, repetitive structure, and engaging nature. Listening to English songs exposes learners to natural pronunciation, intonation, and everyday expressions in an enjoyable and authentic way.

Instructional media play a crucial role in enhancing students' learning outcomes. Educational approaches that align with students' interests can significantly boost their motivation. Prayudi et al. (2021) explored how multimedia and digital tools support listening comprehension. Utari (2023) examined the role of online resources, podcasts, and digital media in language learning. In line with this, Setyobudi (2022) demonstrated that integrating Spotify into classroom instruction improved students' focus and listening comprehension.

Spotify, a widely-used digital music streaming platform, offers an extensive library of English-language songs that can serve as effective learning resources. With its accessibility and user-friendly interface, Spotify allows students to engage with diverse accents, genres, and lyrical styles. The platform also provides features such as lyric displays, curated playlists, and offline listening, further enhancing students' engagement and comprehension.

The integration of Spotify into English language instruction demonstrates that learning through music can be more effective and enjoyable. Students are encouraged to

engage with English naturally and at their own pace. Therefore, utilizing Spotify as a learning tool may offer a viable solution to the listening challenges faced by EFL students.

METODHOLOGY

Following Creswell (2015), this study adopted a pre-experimental design, also known as a non-design, as it involved only a single group without a control group. The study aimed to investigate the enhancement of students' listening ability through English songs via Spotify at State Islamic Senior High School 3 Pekanbaru.

The population consisted of all twelfth-grade students during the 2024/2025 academic year, totaling 176 students across eight classes. The sample was selected through purposive sampling from one class. Sixteen students from class XII IPS 1 were chosen based on the alignment of the observed issues in this class with the focus of the study.

A listening test was used to collect data, consisting of fill-in-the-blank items with 20 questions for both the pre-test and post-test. The procedures were as follows: (1) administering the pre-test; (2) conducting the treatment using English songs via Spotify; and (3) administering the post-test upon completion of the treatment.

As this study used a one-group pre-test and post-test design, the data were analyzed using a paired-sample t-test to determine whether there was a statistically significant difference in listening performance before and after the treatment.

DISCUSSION

1. Improved students' listening skills by teaching them English songs on Spotify.

Table 1: Score Classification of Students' Listening Ability Before Being Taught by Using English Songs on Spotify Application.

N	The Level	Category	Frequency	Percentage
1.	81-100	Very Good	6	32%
2.	61-80	Good	11	58%
3.	41-60	Moderate	2	11%
4.	21-40	Low	-	-
5.	0-20	Very Low	-	-
		Total	19	100%

The table above indicates that none of the students scored in the "Poor" or "Very Poor" categories. Six students (32%) were classified as "Very Good," eleven students (58%) as

"Good," and two students (11%) as "Fair." The majority of students fell into the "Good" category before being exposed to English songs via Spotify.

1. Students' Listening Ability after being taught by Using English Song on Spotify Application

Table 2. The Score Classification of Students' Listening Ability after being taught by Using English Song on Spotify Application

N	The Level	Category	Frequency	Percentage
1.	81-100	Very Good	16	84%
2.	61-80	Good	3	16%
3.	41-60	Moderate	-	-
4.	21-40	Low	-	-
5.	0-20	Very Low	-	-
		Total	19	100%

Based on the table above, it is possible to conclude that in this post-test, 16 students received "Very Good" and 3 students received "Good" ratings. However, there were no students who fell into the "Moderate, Low, and Very Low" category, 84% of 100%, and the highest percentage after using English Song on Spotify application is those who get the "Very Good" category, which is 84%.

2. The Significant Differences Before and After Using English Song on Spotify Application on Students' Listening Ability

To demonstrate statistically significant differences in listening ability before and after using the Spotify application, the researcher performed a normality analysis using the Klomogorov-Smirnov method to determine whether the data used parametric or nonparametric analysis. This approach is described below:

a. Normality Test

Table 3. Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statisti	df	Sig.	Statistic	df	Sig.

pre	,152	19	,200	,947	19	,355
post	,227	19	,011	,897	19	,043

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, it can be seen the significant value for pre-test score was 0,355. And the significant value for post-test score was 0,043. So, it can be concluded that both of the data are not normal. Therefore, the analysis of using clustering technique in writing descriptive text could be continued using Wilcoxon Test. After knowing that the data were not normally distributed, the researcher would show the description of Wilcoxon Test analysis as follow as:

Table 4. Data analysis of Wilcoxon Test Ranks

		N	Mean	Sum of
Post Test - Pre Test	Negative	2a	3.00	6.00
	Positive	14b	9.29	130.00
	Ties	3c		
	Total	19		

a. Post Test < Pre Test
b. Post Test > Pre Test
c. Post Test = Pre Test

From the table above, it can be seen the mean of positive rank for pretest and posttest score was 9.29, and the mean of negative rank for pretest and posttest score was 3.00. So, it can be concluded that both of the data are normally distributed.

b. Paired Sample Test

In order to know the significant difference between pre-test and post-test score, the analysis was continued as follow:

Table 5. Paired Sample Test

	Post Test - Pre Test

Z	-3.223b
Asymp. Sig. (2-tailed)	,001

a. Wilcoxon Signed Ranks
b. Based on negative

Based on the SPSS output, the significance value (2-tailed) from the Paired Sample Test was 0.001. Since 0.001 is less than 0.05, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. This result indicates a statistically significant difference in the students' listening ability before and after the intervention among the twelfth-grade students at State Islamic Senior High School 3 Pekanbaru, achieved through the use of English songs via the Spotify application.

The findings of this study reveal that incorporating English songs through Spotify had a significant positive impact on the listening skills of the twelfth-grade students at State Islamic Senior High School 3 Pekanbaru. This is evidenced by the increase in the students' average listening scores following the intervention. Furthermore, six students (32%) were categorized as "Very Good," eleven students (58%) as "Good," and two students (11%) as "Moderate." Notably, no students were classified under the "Low" or "Very Low" categories.

However, after utilizing English songs through the Spotify application, 16 students achieved the "Very Good" category, and 3 students were categorized as "Good." The details are as follows:

1. Students' Listening Skills at State Islamic Senior High School 3 Pekanbaru Before Using Spotify for English Songs.

    The mean score was 75.2. This finding is consistent with Andriani's (2018) study, which reported that students' listening abilities were initially low due to difficulties in comprehending listening materials. Her study demonstrated that the use of the Spotify application improved the listening skills of first-semester students in the English Department at Muhammadiyah University of Makassar. Similarly, Claudius Bona (2017) noted that Spotify can enhance students' listening skills by making the process of learning English more enjoyable.

2. Students' Listening Ability at State Islamic Senior High School 3 Pekanbaru After Utilizing English Songs on Spotify.

   The average score increased to 86.8. This finding aligns with Hadian's (2015) research, which demonstrated that utilizing songs is an effective approach to developing listening skills. Students clearly enjoyed the learning process, actively participated during the lessons, and exhibited positive and enthusiastic responses to the activities.

3. Development of Students' Listening Skills Following the Use of English Songs on Spotify.

   The enhancement was supported by the sig-2 tailed value of 0.001, which indicates the acceptance of the alternative hypothesis (Ha). This is in accordance with Utari's (2023) research, which concluded that the Spotify application serves as an effective medium for learning English, particularly in developing listening skills.

CONCLUSION

The integration of English songs via Spotify to encourage greater student engagement in listening activities has shown a significant impact, as outlined in the study's findings. The study revealed the following:

1. Students at State Islamic Senior High School 3 Pekanbaru had an average listening ability score of 75 prior to using English songs on Spotify.
2. After being exposed to English songs on Spotify, the students' average listening score increased to 86.8.
3. Students at State Islamic Senior High School 3 Pekanbaru demonstrated a significant improvement in their listening skills after engaging with English songs through Spotify. The outcome of the Paired Sample T-Test revealed a two-tailed significance value of 0.001, thus supporting the acceptance of the alternative hypothesis (Ha).

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