

## **CHAPTER I**

### **INTRODUCTION**

This research is related to the effectiveness of using spotify application in teaching listening comprehension, viewed from the understanding and habits of students in listening, this research conducted for the eight-grade students of SMP MUALLIMIN . This chapter discusses and presents the background of the research, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, and significance of the research.

#### **A. Background of the study**

The English language is spread all over the world into almost all fields such as science, engineering, and technology, medicine, trade and commerce, scientific research, education, tourism, internet, banking, business, advertising, film industry, transportation, pharmacy, and to name a few. In addition, refers to (Nurhayati, DAW 2016) said that English occupies a unique place as it is the language that is so extensively used and so firmly established as a dominant global language in the fields as mentioned above. Listening plays an important role in communication. Listening also has great importance in foreign language classroom (Renandya, 2002). In the language learning process, listening provides input for students. If students cannot understand the input, the learning process cannot begin (Nurhayati, 2016).

While listening, according to Myers (1992), is considered not only hearing, but also including the added dimensions of paying overt attention, analyzing, understanding, and evaluating the spoken messages, and possibly acting based on what has been heard. Far from passively accepting and recording aural input, listening is an active process. Listeners actively involve themselves in the interpretation of what they hear, bringing their linguistic knowledge and background to produce the information contained in aural texts (Nurhayati, DAW 2015 ). In other words, listening is the process of discussing a text by activating various types of language, phonology, and background that can be seen from knowledge and experience. According to (First, 2019) suggests that listening is a process that involves a series of processes that are under the control of the listener

Furthermore, (Nurhayati, DAW 2016) states that listening comprehension is a conscious and active process in which the listener constructs meaning by using cues from knowledge and contextual information from existing knowledge, and relies on a variety of strategic resources to meet task requirements. Besides, (Mukhlar & dkk.,2013) says that listening can give pleasure and stimulate cultural interest, participation in the target culture (radio, through film, TV, song, drama), appreciation of the beauty of language (figuratively, speech, daily expressions, and fulfillment of social needs (confidence, development relationships, gathering information for every survival need).

Teaching to understand listening is one of the main tasks in teaching English as a foreign language (TEFL) (Chatib & Said, 2012). Although listening is a "receptive skill," not a "productive skill," in the process of understanding the message of what people say (Nurhayati,DAW & Yuwartatik,2016), understanding in listening will be increasingly tricky 2 from the language being discussed, reading, speaking and writing. Especially for English language learners (EFL). This situation can be traced to the listener must receive the message in the language, install the code and understand it directly in the context understood; Because, it is not difficult to imagine how they can overcome various obstacles, for example questioning the content of dialogue in context, and overcoming difficulties that are opposed (Su, 2012). Therefore understanding the conversation is very important for students.

Mendelsohn (1994) in Gilakjani (2011) states that it involves an essential role in communication because of the total time spent communicating, listening requires 40-50%; to speak, 25-30%; to read, 11-16%; and for writing, about 9%. Besides, ( Nurhayati, Daw 2020) in Guo (2005), said that listening to the essential component in the five aspects of English competence is that which talks about listening, speaking, reading, writing, and translating, that requires special attention. The process of learning, listening, and learning theory and understanding listening to improve listening learning outcomes and make students understand how listening is an essential aspect of learning English. According to the curriculum of 2013, the purpose of learning English in junior high schools are

that students are able to understand and use conceptual, factual, and procedural knowledge based on their knowledge.

Their curiosity about knowledge, ecology, art, and culture related to visible phenomena and opportunities (Ministry of Education and Culture (KEMDIKBUD, 2013). The objective of teaching listening is that the students can understand the goal, structure of the text, and language aspect of the oral and written texts or 3 monologues. For the first grade, the oral monologues are in the form of procedure and description. The second grade, oral monologues are in the form of description, recount, and narration. The third grade, oral monologues are in the form of narration, report, and procedure (KEMDIKBUD, 2013) Listening comprehension includes four indicators that must be mastered by students. They make play ideas, orientations, meanings, and conclusions. Furthermore, students must get a minimum passing score of around 70 in order to graduate from the competency standard being taught.

On the other hand, there are many students in SMP MUALLIMIN who score less than 70, so the researcher classify that students get a low listening comprehension. To make listening skills effective and easily understood, the teacher must understand the difficulty in listening. Many English students speak more difficulty in speaking and talking about reading Lam (2002) in (Richard, 2002). In reading, they are exposed to structured text. When listening, students are confronted with flowing text. If they fail to say a word they do not understand, they often lose the next part of the recording (Harmer, 1998). There are many reasons why the researcher decides to choose listening skills in this regard.

Based on the experience of researchers during internship, when teacher teach listening, most of students are lazy and sleepy because they do not understand what they are listening to and the media used is monotonous. It means that students are not interested in the media used. As a result, students are lack of motivation in carrying out listening activities. In line with the situation above, the researchers proposes Spotify podcast as a solution that can be used to improve students' listening comprehension. According to Willings(2020)Spotify is a digital music streaming service that gives access to millions of podcasts, songs, and

videos from artists around the world. These podcasts are available in desktop browsers and applications. It's easy to hunt down and follow your favorite podcasts and access the latest episodes wherever they are (Nurhayati, DAW 2020). Spotify it's free to use on your desktop, phone, or tablet - so it's easy to access wherever you are.

We can access the free version using the software, smartphone application, website, or desktop (Nurhayati, Daw 2020). In the Spotify music, some audios are equipped with a link to download text in PDF or word form. Besides that, the Spotify application is easy to access and free for music features without a premium account. They obtained from the development of an increasingly modern era and the development of technology that is very fast, students who already have and are accustomed to operating android; make it easier to access the Spotify application. Using Spotify music can use their respective android and can be done at home or school. Using a headset also makes it easier for students to understand the contents of the song Research on song has recognized its potential and has documented a lot of evidence that music can be of great help in developing students' language skills, especially in developing students' listening and speaking skills (Hasan, 2013).

Considering the previous studies, then the researcher believes that this research can also be successfully used to effective the student's listening comprehension. Using podcasts, students can learn through more than one modality (listening to audio files / watching videos on content as well as reading subject matter) (Rallis, 2006). The study of podcasting research has recognized its potential. It has documented many statements about podcasts which are very helpful in developing language skills, focusing on students' listening and speaking skills in general (Hasan, 2013). Considering the previous studies, the research conducted can also help to improve student understanding. Seeing from the above conditions, researchers are interested to see whether it is effective to use the Spotify application to teach listening to narrative material. At the end of the study, the effective use of podcast narratives can improve students' listening comprehension. Furthermore, listening comprehension of students in class using

listening skill is expected to be better than listening to students' understanding in class using other media. Based on the explanation above, the researcher is interested in researching and analyzing the effectiveness of using Spotify to teach listening skill comprehension.

## **B . Research Problem**

Based on the background of the research above, the formulation of the research problem of this study. Is there any significant difference in students ability listening comprehension when they are thought by using spotify and without using spotify ?

## **C. Objective of the Research**

The purpose of the study is to improve listening skill, Use the Spotify song application learning media to improve the ability of class VIII SMP MUALLIMIN students in developing listening. To find out students' ability to understand listening, they can use quizzes or test, daily test, and practice listening to a song, story or educational podcast.

### **Formulation of Hypotheses**

There are two hypotheses in this study, null hypothesis and alternative hypothesis:

**$H_0$  or Null Hypotheses** stated of the study is not improve listening skill use the Spotify application for learning media .

**$H_1$  or Alternative Hypotheses** stated of the study is improve listening skill use the Spotify application for learning media . .

## **E. Significance of the Research**

The researcher hoped that this research would provide benefits to teachers, students, and future researchers as described below:

- 1) For the teacher

This research or study are expected to help teachers find effective learning media especially in the listening comprehension.

1) For the Students

The results of this study are expected to improve students' listening comprehension skills.

2) For future researchers

This research or study are expected help future research as a reference that will examine the same topic about podcast as the media for teaching listening comprehension.

#### **D. Scope and Limitation of The Research**

In reference to the background of the study and research problem, the researcher conduct a research focussing teaching the effectiveness of using sotify to teach listening comprehension eight grade in the academic year of 2022/2023 at SMP MUALLIMIN.

#### **E. Definition of Key Terms**

There are some key terms included in this study described as follows :

##### **a. Listening Comprehension**

Listening comprehension is a process which focuses on the ability of the student to understand the meaning of text, song and podcast or basic information from the application Spotify.

##### **b. Spotify Application**

Spotify According to Stephenson (2020) Spotify is a popular audio streaming service launched in Europe in 2008 and has since expanded to most major markets, including the United States, Canada, and Australia. This app is primarily known for its music streaming service, which allows listening to songs from major labels on the web or via one of Spotify's many official apps. In addition to streaming music, this application also functions as a tool for consuming audio podcast.

You can see the main differences between Spotify Free and Premium in our separate features. However, Spotify free is adsupported, just like radio stations. The free version of Spotify can be 27 accessed on PCs, laptops, and

mobile phones, but the full service requires a Spotify Premium subscription (Willings, 2020). Based on the above definition, the researcher concludes that the Spotify is an attractive and free digital music service that contains podcasts and video streaming and gives access to millions of songs and other content from around the world.