

CHAPTER I

INTRODUCTION

This chapter consist of the background of the research, the formulation of research problem, research objective, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Research

In today's digital era, technology plays a central role in everyday life, including in the field of education. Music streaming apps like Spotify are becoming increasingly popular among college students, especially during study sessions. This trend raises questions about the impact of such media use on academic abilities particularly listening skills. This study aims to explore the correlation between Spotify use and listening comprehension among sixth-semester students at UIN Sayyid Ali Rahmatullah Tulungagung.

The integration of digital technology into education has transformed students' learning practices, with music streaming platforms like Spotify gaining popularity among university students. Music streaming platforms such as Spotify have become increasingly popular among university students, including those at UIN Sayyid Ali Rahmatullah Tulungagung. Many students appear to listen to music or podcasts while doing academic work, including tasks like reading, writing, or studying. This practice raises questions about its impact on cognitive processes, particularly listening skills, which are vital for English as a Foreign Language (EFL) learning. While audio content can enhance motivation (Linnemann et al.,

2017)¹, its effect on auditory processing during academic tasks remains unclear, highlighting a practical gap in optimizing digital tools for EFL education.

Listening skills are essential for EFL students to comprehend oral instructions, engage in discussions, and follow lectures. The use of the Spotify application as a learning medium to enhance listening skills is becoming increasingly popular; however, conflicting findings exist. Some studies indicate that using Spotify can boost students' motivation and interest in learning listening, helping them understand vocabulary and pronunciation.²³ Conversely, other research suggests that students still face difficulties in comprehending the content they listen to, particularly if they are not accustomed to different accents and speaking speeds.⁴ While Spotify offers diverse audio content, such as songs and podcasts, no studies have quantitatively examined the correlation between specific Spotify usage patterns frequency, duration, and audio content type (music or podcasts) and listening skills during academic tasks in a localized EFL context like UIN Tulungagung. This research gap underscores the need for empirical investigation.

¹ Alexandra Linnemann et al., "Music Listening and Stress in Daily Life—a Matter of Timing," *International Journal of Behavioral Medicine* 25, no. 2 (2018): 223–30, <https://doi.org/10.1007/s12529-017-9697-5>.

² Andini Amalia Ilyas and Nita Kaniadewi, "Students' Perception on the Use of Spotify to Improve Students' Pronunciation," *Inspiring: English Education Journal* 6, no. 2 (2023): 119–32, <https://doi.org/10.35905/inspiring.v6i2.6452>.

³ Dawi Yanti, "The Utilization of Spotify Application to Improve English Listening Skill: Students' Experience," *International Journal of Language and Ubiquitous Learning* 2, no. 2 (2024), <https://doi.org/10.70177/ijlul.v2i2.1191>.

⁴ Nadila Frensiska Amanda et al., "Using Spotify as a Learning Medium in Developing Students' Listening Comprehension" 4778 (2025): 3012–22, <https://doi.org/10.2456/ideas>.

This study investigates the correlation between Spotify app usage and listening skills during academic tasks among sixth-semester students in the English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung. As the first study to focus on this specific population and context, it offers a novel contribution by exploring how digital audio tools influence advanced EFL learners. Grounded in Cognitive Load Theory (Sweller, 1988)⁵, which posits that multitasking may affect cognitive processing.

B. The Research Problem

Considering the frequent use of Spotify during academic activities, this study aims to investigate whether such usage is associated with students' listening skills. Therefore, the research problem is formulated as follows:

“What is the correlation between the usage of the Spotify app and the listening skills of the sixth-semester students at UIN Sayyid Ali Rahmatullah Tulungagung during task completion?”

C. Purpose of The Research

The purpose of this research is to investigate the correlation between Spotify app usage and the listening skills of sixth-semester students at UIN Sayyid Ali Rahmatullah Tulungagung during academic tasks such as writing essays or analyzing texts. Specifically, the study examines how different audio content types, such as music and podcasts, influence students' listening comprehension in academic settings. By exploring this relationship, the research aims to contribute to

⁵ John Sweller, "Cognitive Load During Problem Solving: Effects on Learning," *Cognitive Science*, Vol. 12, No. 2 (1988), hlm. 257-285.

evidence-based practices for enhancing EFL learning through the integration of digital audio tools.

D. Significance of The Research

This study offers significant contributions to education and student development. By analyzing the relationship between the use of the Spotify app and listening skills among sixth-semester students at UIN Sayyid Ali Rahmatullah Tulungagung, this study aims to uncover how digital music platforms can support language learning. The findings of this study can help educators identify practical ways to leverage technology in teaching, which in turn can enhance listening comprehension and lead to better academic outcomes. Additionally, understanding students' preferences for audio content may enable more personalized learning approaches, thereby increasing their motivation and interest. Overall, this study hopes to contribute to discussions about creative teaching strategies that leverage modern technology to enhance language learning and develop essential communication skills in today's rapidly evolving educational environment.

E. Research Hypothesis

In line with the research problem, the following hypotheses are proposed to determine the statistical relationship between the two variables in this study:

1. Null Hypothesis (H₀):

There is no correlation between the usage of the Spotify app and the listening skills of the sixth-semester students at UIN Sayyid Ali Rahmatullah Tulungagung during task completion.

2. Alternative Hypothesis (H_a):

There is a significant correlation between the usage of the Spotify app and the listening skills of the sixth-semester students at UIN Sayyid Ali Rahmatullah Tulungagung during task completion.

F. Scope and Limitation

This study is designed to investigate the correlation between Spotify app usage and students' listening skills specifically among sixth-semester students of the English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung, during their academic task completion. To ensure a focused and manageable inquiry, the scope of this research is deliberately delimited in several key aspects. It exclusively examines the Spotify application as the digital audio platform, intentionally excluding other streaming services or digital tools.

Furthermore, the study concentrates solely on listening comprehension skills, without extending its investigation to other language skills such as speaking, reading, or writing. The participant pool is confined to this specific student population, meaning the findings may not be directly generalizable to broader or different educational contexts. The analysis of Spotify usage is also narrowed to its application within the context of academic task completion, rather than encompassing general or leisure use.

Lastly, by employing a quantitative correlational design, this research aims to identify relationships between the variables but does not seek to establish cause-and-effect, nor does it involve experimental

interventions. These deliberate choices define the boundaries of the study, ensuring a clear and feasible research inquiry.

G. Definition of Key Terms

To avoid misinterpretation and to ensure clarity throughout this research, the following key terms are defined:

1. **Spotify App Usage:** Refers to students' active engagement with the Spotify app, specifically listening to music or podcasts as background or supplementary audio while performing academic tasks. It is measured by frequency, duration, and audio content type through a questionnaire.
2. **Listening Skills:** The ability of students to process and understand spoken English content during academic tasks, encompassing comprehension, focus, and distraction filtering, measured by a listening test.
3. **Academic Tasks:** Activities such as writing essays, analyzing texts, or conducting research, during which students engage with Spotify while completing academic tasks a situation referred to as task completion in this study.