

MEASURING THE POSSIBILITY OF PODCASTS IN SPOTIFY APPLICATION TO IMPROVE STUDENTS' LISTENING SKILLS ON NARRATIVE TEXTS

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Abstract

This research aimed to improve students' listening skills using podcast in Spotify application. This research utilized a pre-experimental design with a quantitative approach involving 30 samples of students from MA EL-BAYAN Majenang. The research instruments were pre-tests and post-tests, which consisted of 40 questions based on the application used. The results of this research showed that the students' listening skill after using podcast in Spotify application was improved up to 55.5% from the mean pre-tests score 40.67 to mean post-tests score 63.25. Furthermore, the results of significance values was $0.001 < 0.05$, it means that the students' listening skills using podcasts in Spotify application significantly improved. In other words, Alternative Hypothesis was accepted and Null Hypothesis is rejected. Furthermore, it can be concluded that the use of podcast in Spotify application was improve for students' listening skill on narrative text at grade XI of MA EL-BAYAN Majenang. Based on the research result above, the use of podcast in Spotify application was improve for students' listening skill on narrative text at grade XI of MA EL-BAYAN Majenang. The researcher suggests that the English teachers should use podcast in Spotify application for teaching-learning process, especially in listening skill. The researcher also suggests that the student should have more practice in listening skill to improve their abilities.

Keywords: *Listening Skill, Narrative Text, Podcast in Spotify Application.*

INTRODUCTION

English consists of four skills, they are listening, speaking, reading, and writing. In learning English, there are some basic skills that must be mastered by students, one of these basics is listening. Listening is a way to comprehend what the speaker is saying and understanding what they are saying. Gulec & Durmus (2015) explained that listening is the ability to comprehend what is being said or read aloud.

Listening is one important skill in English. The importance of listening skills is recognized by Brown (2007), who said that "Listening is the main component in teaching and learning process because students spend more time listening than speaking in the classroom." Listening skills are important to learn because students can obtain information in

communicating with others. The presence of students inside and outside the school can provide many opportunities for listening.

Lewier (2020) argued that listening is a form of communication that students gain from what they hear by activating their prior knowledge. In Language learning, listening is one of the first stages of mastery of English before learning other English skills like speaking, reading, and writing. Someone will develop their ability to say a few words or compose a phrase after listening. Students who are developing listening skills must understand speech that takes place in a situational or real-world context in order to learn more of the speech or words they have heard. English teachers must be able

to come up with strategies and techniques that make it simpler for their students to learn listening in order to address the issues that arise during the listening learning process.

In the educational process, learning is the most important activity. This means that the success of students in achieving educational goals depends on effective learning. According to Brown (2007), teaching is process of paying attention to the students' need that is learning how to do something, providing guidance, assisting in learning something, and giving knowledge. Teaching involves offering directions, assisting students in their studies, and supplying them with knowledge.

In teaching listening, there are three steps that need to be completed. Beare (2011) mentioned that the steps of listening consist of pre-listening, while-listening, and post listening. In pre-listening, the students develop their background knowledge. The students are asked to describe what they know and then to give reasons for their understanding before predicting what they will learn. In while-listening, the students receive feedback from the teacher starting from listening for the gist until detail. After that, they can confirm that what they heard matches what were supposed to hear. In addition, the students also take note of whether their predictions were correct or not and whether they were successful in doing the task. In post-listening, the students check their assignments and the discuss difficulties encountered. They receive comments on their ability to complete the assignments and how they can respond to it.

In teaching and learning process of listening, teachers must be able to package interesting learning to build a conducive learning atmosphere. There are several learning method in listening. One of the methods used to teach listening is learning media. The use of learning media can help

the effectiveness of learning, and help the students to improve learning understanding. Rasyid (2016) argued that the use of learning media in teaching and learning process can generate the motivation and stimulate the learning activities. Learning media has many functions. One of them is media as a learning resource.

Learning media is a component that may help in the teaching and learning process to make the message or information communicated clearer in order to accomplish the intended learning objectives (Ana et al., 2021). Examples of media in the learning process are offline and online media. Offline media includes video, images, graphics, etc., while online media include Google Classroom, YouTube, Spotify, etc.

There are several learning media in teaching and learning process at MA EL-BAYAN Majenang such as: two whiteboards, projector, tape, and speakers. Based on information from English teacher in Grade XI social 3 at MA EL-BAYAN, in the teaching and learning process of listening, English teacher rarely uses cassettes. She uses the dictation method, so to support the learning process, the researcher chose online media in the listening learning process, especially Spotify.

Spotify presents a variety of learning materials presented in the form of conversational podcasts or interesting monologues that are very easy to understand at various levels, starting from elementary (basic level), intermediate and advanced. Besides that, with the use of Spotify, teachers can give them various assignments, exercises, and listening activities, especially in listening learning. Based on Spotify.com data, Spotify has many features that contain learning material such as; music, lyrics, and podcasts. One of the features that can be used in the Spotify application for learning is podcasts.

Nowaday, there are many technologies have supported for teaching listening that expected to improve listening skill. There are some media can be used in teaching and learning process such as podcast. Podcasts is a media that offer a variety of ways for students to access "authentic" listening sources on a variety of topics that interest them, and they are clearly an attractive (Beare, 2011).

In the education field, podcasts can be used to convey informative instructions from educators, motivational stories, and auditory case studies. Students can create brief podcasts to serve as concept summaries or as an essay substitute and they can use podcasts to reflect on their learning. Students may engage podcast as learning tools and evidence of their comprehension. Teachers can take students' learning to a new level by using podcasts because podcasts give teachers one more way to meet current students no matter where they live. Chester (2014) suggested that podcasts should be used to complete the class material so that students can better understand concepts, theories, and applications that may not be available during class.

In addition, podcasts can also be used to record and distribute information and can be used for student presentations. For example, in podcasts, there are thousands of topic categories to choose. They are Arts, Business, Comedy, Education, Games & Hobbies, Health, and so on. In each category, there are also many episodes that can be selected for learning. An example of the materials that has several episodes for learning is narrative text.

Rayendriani (2016) defines that a narrative is a piece of text that tells a story to the reader or listener. Narrative text is a text that presents a story about a problem that results in a crisis or turning point and requires resolution. This shows that there are several problems in the narrative text

that arise or develop and can finally be resolved at the end of the story.

The researcher found some problems at grade XI of MA EL-BAYAN Majenang in the context of listening skill. They have problems of lack in vocabulary, unclear pronunciation because English teachers in teaching listening still use the sentences dictation method, while in practice questions, PTS, PAS and school exams they use cassettes so that they are not familiar with listening to pronunciation from native speakers. Therefore, the researcher tries to lessen the problems of the students' listening skills using podcast in Spotify application to improve students' listening skills.

METHODOLOGY

The design of this research was experimental design. The researcher used a pre-experimental design that focused on one group pretest-posttest design. The researcher used pre-experimental design because there is no control group and students given treatments for some time. The population of this research used the whole students in the Grade XI of MA EL-BAYAN Majenang. The sample used in this research was XI social 3 totaling 30 students which consists of 14 males and 16 females. The researcher took a sample of class XI Social 3 based on non-probability sampling depends on what criteria are used.

Table.1. Illustration of One Group Pre-Test and Post-Test Design

Pre - test	Treatmen t	Post - tests
O ₁	X	O ₂

Where:

O₁ = Pre-test

X = Treatment using podcasts in Spotify application.

O₂ = Post-Test

The procedures of pre-experimental research that use one-group pre-test and post-test design in this research are described as follows:

- 1) Gave a pre-test (O_1) with the purpose of improving listening skills at grade XI of MA EL-BAYAN Majenang before giving the treatment. Pre-test would be given once for first meeting to find out the basic knowledge of students by using podcasts in Spotify.
- 2) Applied the treatment (X) teaching listening skills on narrative text by using podcasts in Spotify application to the Grade XI students at MA EL-BAYAN Majenang. The researcher provided the treatments for grade XI social 3 for two meetings. The researcher only did treatment for three meetings because in this research just focused on narrative text material. So that according to the grade XI students' syllabus, the researcher only needs three meetings to did the treatment.
- 3) Gave a post-test (O_2) with the aimed of improving listening skills of grade XI students at MA EL-BAYAN Majenang after applied the treatment. Post-tests would be given once at the end of the meeting to knew the result of improvement of students' learning after treatments.

In this research, independent variable was used for podcasts in Spotify application in the learning process of Listening skills. Meanwhile, dependent variable was the students' listening skill. The instruments of this research are tests. The researcher gave two types of tests for students they are pre-test and post-test. The total of the test given were 40 questions containing: 10 items multiple-choice, 10 items fill in the blank, 10 items short questions, and 10 items true-false questions. The test results are compared to

determine whether there is a significant effect differences before and after the students were given treatment.

There are two hypotheses in this research, those are alternative and null hypotheses. Null hypothesis (H_0), it means there is no improvement the students' listening skills using podcasts in Spotify application. Meanwhile, alternative hypothesis (H_a), it means there is improvement the students' listening skills using podcasts in Spotify application.

In this research, the researcher used two instruments; they are pre-test and post-test to collect the data. In the first step is pre-test. The researcher gave pre-test to students before giving the treatment. The researcher gave pre-test in the first meeting to assess the first knowledge of students by using podcasts in Spotify application. It was conducted to find out the students' scores in listening skills. The number of pre-tests given was 40 questions with the time provided is 60 minutes.

Second step is treatment. . The treatments were given in three meetings. In the treatments, the researcher taught the students with the topic of "Narrative Text" by using podcast in Spotify application. The first meetings, the reseacrh explained about the introducing to podcasts in Spotify application and gave the material about social function and example of narrative text using podcast in Spotify application. The second meeting, researcher gave the material about generic structure, and played an example of narrative text using podcast in Spotify application. In the third meeting, the researcher repeated the lesson previous meeting to remain the material and gave assignment of narrative text using podcast in Spotify application related on played a podcast.

The last step is post-test. Post-tests would be given once at the end of the meeting to know the result of improvement of students' learning after

treatments. This test was conducted after the students were given the treatment using podcast in Spotify application. The number of tests given was 40 questions with the time provided is 60 minutes.

This research used a statistical analysis by SPSS Version 26 to analyze the data. The researcher used t-test formula to measure the differences of students' score before and after given the treatments.

RESULTS AND DISCUSSION

Results

The research of "Measuring the Possibility of Podcasts in Spotify Application to Improve Students' Listening Skills on Narrative Texts" was conducted from August 22nd to September, 6th 2022. The data of this research were obtained from 30 students. The researcher analyzed the data obtained from the students' pre-test and post-test score. In this research, the researcher used SPSS 26.0 to analyzed the data.

Table.2. Mean score of pre-test and post-test
Statistics

	Pre-test	Post-test
N	30	30
Valid	0	0
	40.66	63.25
Missing	41.25	65.00
Mean	47.50	57.50
Median	11.25	^a
Mode	5	12.21
Std.	15.00	4
Deviation	67.50	40.00
Minimum		87.50
Maximum		

a. Multiple modes exist. The smallest value is shown

From the computation using SPSS 26, it can be concluded that the mean score of pre-tests was 40.66 and the post-tests was 63.25. The median score of pre-tests was 41.25 and the post-tests was 65.00. The mode score of pre-tests was 47.50 and the post-tests was 57.50. The standard deviation of pre-tests was 11.255 and the post-tests was 12.214. So, the researcher concluded that there was significant improved in listening skill using podcasts in Spotify application.

Table.3. Improvement of students listening skills using podcasts in Spotify application

N o.	Indicator	Mean Score		Improve ment
		Pre-test	Post-test	
1.	Listening	40.6	63.2	55.5%

The data in table above, revealed that the students' mean score of listening was improved (55.5%); from the mean score 40.6 in pre-test become 63.2 in post-test. The result showed that there was improved in the mean score pre-test, and post-test.

Table.3. Result of the paired sample test
Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Paired Sample 1	Pretest	40.67	30	11.25591	2.05504
	Posttest	63.25	30	12.215	2.230

Paired Sample Correlations

		N	Correlation	Sig.
Paired Sample 1	Pretest & Posttest	30	.587	.001

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From the calculation using SPSS 26 above, this can be seen from the results of mean score of pre-tests was 40.67 and the mean score of post-tests was 63.25. The table above shows that there is improvement on the students' listening skills using podcasts in Spotify application. The improvement at grade XI Social 3 was 55.56%. Therefore, correlation 0.587 with sig < 0.05 that is 0.001 means it has a significant correlation. So, H_a is accepted and H_o is rejected, and it can be concluded that there is improvement on the students' listening skills using podcasts in Spotify application on narrative text at MA EL- BAYAN Majenang in the Academic year of 2022/2023.

Discussion

From the data obtained, it can be seen that after doing treatments using podcasts in Spotify application there was an improvement score. The result of this research was statistically significant. In this research, the researcher conducted pre-test and post-test to grade XI Social 3. The total of students was 30. The test was in the form multiple choices consisting 10 questions, true-false consisting 10 questions, fill in the blanks consisting 10 questions, and short-answer questions consisting 10 questions.

The researcher analyzed the data by using SPSS 26. The results of the data showed that the highest score of pre-tests was 67.5 and the lowest score of pre-tests was 15. Then, the highest score of post-tests was 40 and the lowest score of post-

tests was 87.5. The mean score of pre-tests was 40.66 and the post-tests was 63.25.

Based on table 1, the students' mean score of listening was improved 55.5% from the mean score 40.6 in pre-test and 63.2 in post-test. The result showed that there was improvement in the mean score pre-test, and post-test. Furthermore, from the data obtained, there was a significant score using podcasts in Spotify application for students' listening skills.

In determining the final result, the researcher calculated the data using Paired- Samples T-Test. Based on the result obtained, the significance values were $0.001 < 0.05$. So, H_a is accepted and H_o is rejected, and it is clear that there was improvement on the students' listening skills using podcasts in Spotify application on narrative text at MA EL- BAYAN Majenang in the Academic year of 2022/2023.

CONCLUSION

Based on the research results in previous chapter, the students' listening skills using podcast in spotify application significantly improved. The result was the significance values was $0.001 < 0.05$. As a result, the Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_o) was rejected which can be said that there was improvement on the students' listening skills using podcasts in Spotify application on narrative text at MA EL- BAYAN Majenang in the Academic year of 2022/2023. It was proven on the mean score of pre-tests was 40.66 and the mean score of post-tests was 63.25. Therefore, the students' mean score of listening was improved 55.5% from the mean score pre-test and post-test.

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