

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents (1) Background, (2) Research Problem, (3) the Importance of Studying, (4) Theoretical Significance, and (5) Benefits of Research.

1.1 Background

Technology has become an integral part of everyday life, including in the field of education. The integration of technology into the learning process provides new opportunities to improve the quality of education and student engagement. One digital application that has great potential to support learning is Spotify, a digital music service that provides a variety of audio content. According to (Warschauer, 2006), technology can improve students' access to a variety of authentic and relevant learning resources.

Digital technology is also a technology where its activity no longer requires a lot of human labor and is more likely to be an automated and sophisticated system with a format that can be read by a computer. Technology has certainly become a part of humans, because during his life humans cannot be separated from technology. Technology continues to develop as humans develop. According to (Miarso, 2007) Technology is a form of process that increases added value. The process that runs can be used to produce certain products, where the products produced are not separate from other existing products.

Spotify has been widely known as a platform that offers access to millions of songs, podcasts, and other audio content. In addition to being an entertainment medium, Spotify can also be used as an educational tool, especially in the development of listening skills in foreign languages. Using Spotify in an educational context allows students to explore a variety of authentic audio types that are relevant to the learning material (Firth, 2020).

Listening is an important component of language learning. This ability not only helps students to understand conversation, but also to develop speech and writing skills. Traditional teaching methods are often limited to the use of monotonous and less attractive audio recordings for students. (Brown, 2007). As we know, English has 4 basic skills that must be known by students, namely listening, speaking, reading and writing so it will be difficult for students if they did not know how the process of learning English, for effective learning, this process must be accompanied by the right strategy (Uzer, 2020) he said that learning English by using strategies is a very important role in English learning activities. In learning English, there are several basic skills that must be mastered by students, one of these basic skills is listening. Listening is a way to understand what the speaker is saying and understand what they are saying. As a result, students have listening problems and most of them have low motivation to learn to listen. Listening is considered an important ability that must be mastered (Hidayat 2013: 21).

According to (sulistyono, 2011) Media are materials/tools in the form of physical and non-physical that are used as intermediaries for delivering messages

between teachers and students in carrying out teaching and making it easier for students to achieve teaching goals or objectives (Sudjana and Rivai, 2013:2).

State Senior High School 3 of Palembang has begun to see the importance of using modern digital tools to enhance student learning experience. Applications of technologies like Spotify can help create a more interactive and enjoyable learning environment, which can ultimately improve students' motivation and participation in language learning. (Jones & Shao, 2011).

Spotify offers a wide range of audio materials, including educational podcasts, audio books, and music from different genres and languages. These materials can provide a broader exposure to a variety of different accents, dialects, and language nuances, which are essential for the development of comprehensive listening skills. (Larsen-Freeman, 2018).

In addition, Spotify has features that can be tailored to students' learning needs, such as curated playlists specifically for language learning and repeatable audio content. This allows students to learn at their own pace and to repeat material that is difficult to understand. (Vandergrift, 2007). The study aims to explore the effectiveness of using the Spotify app as a media to improve student listening skills at SMAN 3 Palembang. By integrating Spotify into the language learning curriculum, students are expected to experience improvements in their listening skills (Richards, 2008).

Through this approach, the study also wanted to find out to what extent Spotify can improve student engagement and motivation in language learning. High engagement is expected to have a positive impact on student learning

outcomes, including improved listening understanding and overall language skills. (Deci & Ryan, 2000). The study will use quantitative research methods to collect data. The data will be collected through listening skills tests before and after using Spotify in learning. (Creswell, 2014).

The findings of this study are expected to make meaningful contributions to literature on the use of technology in education, as well as provide practical insights for teachers and educational practitioners in applying digital tools to enhance language learning. (Egbert, 2005).

By using Spotify, students are expected to be more exposed to authentic English, thereby improving their ability to understand everyday conversations and other audio materials. Moreover, this approach is also expected to make the learning process more enjoyable and interesting for students. (Thornbury, 2006).

Overall, this study seeks to answer the question whether Spotify can be an effective tool in improving student listening skills, as well as identifying factors that can affect the effectiveness of its use in an educational context. (Harmer, 2015). The research results are expected to be a reference for other educational institutions that want to integrate technology into their learning process, as well as provide practical recommendations on how to maximize the potential of Spotify as a learning aid. (Prensky, 2010).

The researcher chose Spotify as a tool to improve students' listening skills. Because according to the researcher, the Spotify application is fun and easy to learn, easy to use on various devices and computers. Regarding listening, the researcher sees that listening is inseparable from our activities. So speaking

becomes a dilemma for students because students may have difficulties that need to be explained and analyzed in the learning process. One of them is the difficulty in their conversation. In this case, the researcher chose the Spotify application to increase students' awareness in learning English.

I raised this title because generation Z students have listening problems and most of them have low motivation in learning English especially Listening. In fact, most teachers did not pay much attention to students' listening ability and this can affect students' ability in English especially when they want to speak but cannot understand what others are saying. Such is the case that I encountered in SMA Negeri 3 Palembang, while implementing PPL or Microteaching 2 for 2 months. This is why speaking becomes a dilemma for students because in the learning process, students may face very important difficulties to explain and analyze. Therefore, the researcher decided to choose Spotify Application to improve students' listening skills in learning English through English songs.

Based on the above, the researcher formulates a research title, namely **"SPOTIFY APPLICATION AS A MEDIUM TO IMPROVE THE STUDENTS' LISTENING ABILITY"**

1.2 Research Problem

1.2.1 Research Focus and Sub Focus

The focus of the study was to determine the impact on students' level of understanding in the field of listening when using English songs, and to measure how much the level of students' understanding changes in the area of listen when using Spotify as a learning medium compared to before using Spotify application.

1.2.2 Formulation of the problem

The formulation of the problems in this study include followed:

1. How to improve students' listening by using Spotify?
2. How does the Spotify application affect the students' ability in listening?

1.2.3 Research purposes

The aims of this research are as followed:

1. To find out the effectiveness of using the Spotify application in improving student listening.
2. To find out whether the Spotify application can affect students in learning English, especially listening.

1.3 The Importance of Studying

1.3.1 Practical Significance

A. For Researchers

This research can a source of information about improving students' listening ability using the Spotify application from the perspective and challenges face by teachers and students.

B. For Teachers

The results of this study are expect to useful for teachers to improve students' listening ability by utilizing platforms such as Spotify application.

C. For Students

The students are expect to improve their English ability, especially listening by using the Spotify application.

D. For Other Authors

The results of this study are expect to useful information for other researchers so that they can used as a reference if they want to know other perceptions about Spotify as a medium for improving students' listening ability.

1.4 Theoretical Significance

This research can a source of information in the teaching and learning process using the Spotify application, supporting reference sources in improving students' listening ability using the Spotify application. In addition, this research also offers insights into the used of Spotify's technical features for educational purposes, providing a model for effectively integrating technology into teaching and learning contexts. By using Spotify as an educational tool, this research enriches the materials available for teaching and learning, by utilizing an extensive library of audio content covering a wide range of genres, languages and topics.

This research highlights the potential to diversify educational resources beyond traditional textbooks. Contributes to pedagogical innovation by demonstrating a new approach to improving students' listening ability. Explores the effectiveness of using interactive platforms such as Spotify to engage students in active listening exercises, potentially improving comprehension. As educators strive to adapt to evolving technologies, this research serves as a reference point for those interest in improving students' listening ability through Spotify.

Theoretical frameworks and practical insights for designing and implementing instructional strategies tailored to the platform's capabilities. Understanding how to effectively used Spotify's features for educational purposes can inform broader discussions about adapting digital platforms for learning across multiple disciplines. Focusing on improving listening ability, this research aligns with broader educational goals relate to cognitive development and highlights the cognitive processes involve in auditory learning and offers strategies to optimize these processes through tailored instructional interventions on the Spotify platform.

1.5 Benefits of Research

To improve the listening ability of students at Senior High School 3 of Palembang in English through learning songs by utilizing digital technology, namely the Spotify application, and to see the comparison whether there was a difference or not after the research.