Using "Listening Time Podcast" on Spotify to Improve Students' Listening Comprehension

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Abstract: This pre-experimental study investigates whether the use of "Listening Time Podcast" on Spotify is able to improve students' listening comprehension. It was conducted at class R002 which consisted of 29 students. They were the students of English Department, Universitas Jambi academic year 2022/2023. The data was gathered through pre-test and post-test. The findings of the study show that the mean score for post-test is higher than the post-test score. The mean score for pre-test was 59.72 while the post-test score was 73.24. This result indicates that there is an increase in the student's listening ability after they were taught by using the *Listening Time* podcast on the Spotify application. Comparison of the mean score of pretest and post-test by conducting a T-test paired sample T-test shows the result of the significance value (2-tailed) was $0.001 < 0.005$. This means that H_0 hypothesis is rejected and H_1 is accepted. In other words, it can be concluded that 'Listening Time Podcast' on Spotify is one media that appropriate to be used by English teachers or lecturers to improve students' listening ability.

Keywords: *Listening comprehension, listening time podcast, pre-experimental, Spotify, learning media.*

INTRODUCTION

Listening skills play a big role in language learning. According to Rahman et.al (2018) in language learning, as much as 40% of the time is spent on listening. Richards in Rahman et.al (2018) adds that listening is the key to successful language learning. In process of learning English, especially to improve listening skills, nowadays there are many media that can be used, one of which is by utilizing technology. Today's technology has shown a very extraordinary effect. Of the many technologies that can help language learning to improve students' listening skills is podcast on Spotify application.

Spotify is an application that consists of several features such as digital music, podcasts, and video streaming (Chandra et al. 2019). At digital music, the feature focuses on songs. Here, the listeners can listen and freely choose their favorite songs. While at podcast, it contains stories, monologues and dialogues which commonly talk about general things and those also have lessons that are very interesting to listen to. The last one is video streaming, which can be used as a learning medium by watching videos in application (Andriani at all. 2018). From several features on Spotify, the researcher decided to choose podcasts to improve students' listening skills. Podcast itself is defined as a technology that contains audio or video files where we can download the file on the web and can save it on a computer or smartphone or a player such as mp3. The topics discussed in the podcast itself are very diverse; some are in the form jokes, stories, poems, and the most interesting thing, podcasts also discuss the features of language learning. one of them is in the field of listening as

well as contains sources of material in his teaching (Sze in Darwis, 2016).

Kavaliauskiene (2008) investigated the case of podcasts and the results of his research are podcasts as a technology to measure our listening ability and podcasts as a blended learning technique. Apart from Kavaliauskiene, there are also from Hasan and Hoon in Darwis (2016) they have reviewed journal about podcast, they got important points that podcasts can support in improving listening skills and students show a good attitude towards using podcasts. Although many previous researchers have conducted the similar research about use podcast as media technology in learning listening, but research related with this topic will keep being conducted by other researcher in order to reveal the possibilities of podcasts in language learning, especially in terms of listening skills (Darwis, 2016). That's why researchers interested in conducting research about using podcast on English Department students especially at Listening and Speaking for General Purposes Course, at Universitas Jambi. Hopefully, the result of this research could give contribution to English teachers and lecturers' alternatives media to teach English in order to improve students' listening skill.

LITERATURE REVIEW

In the process of developing and learning their first or second language, people will first start from listening (Nation & Newton: 2009). This statement in line with the theory proposed by Krashen (1985) in the field of second language acquisition, input hypothesis theory, is a theory that suggests that language learners acquire language most effectively

when they are exposed to linguistic input that slightly beyond their current proficiency level . In input hypothesis theory, there are five categories; one of them is "focus on meaning". In this category, Krashen emphasized the importance of focusing on meaning rather than form. He believes that language acquisition is primarily driven by desire to convey and message, rather than by conscious and focus on grammatical rules. From this theory, it can be said that by listening to music, students unconsciously learn and convey the meaning of the song. It means that they comprehend the message sent by the song itself.

There are some types of listening the first is One-way listening, One-way listening is the type that listens in one direction (receives information) or is also known as transactional listening. This makes the listener try actively to understand, identify and interpret what information is heard. Activities carried out in this type such as listening to music, radio, tv etc. the second is Two ways listening, Two-ways listening is a type that is related to social relationships or can be said to be interactional listening. This type of listening is characterized by having at least one interlocutor in a communicative situation.

In this research, listening ability focus on listening in detail information by using *Listening Time* podcasts on the Spotify application. Listening in detail information is a listening activity that refers to when we cannot ignore anything between one piece of information and the other piece of information that we listen to. This way will help us to understand what is listening well and clearly and no misunderstandings in communication (Wilson, 2008).

Spotify is available on various devices such as computers, phones, tablets, speakers, TVs and cars. This is the advantage of Spotify by using the Spotify connect feature so you can easily switch from one device to another depending on which device you are listening to. When you are relaxing at home you can choose a cellphone, computer or speaker to listen to it or you are on a trip you can still listen to it in the car by connecting it to the device in the car. This means that Spotify is easy to use anytime and anywhere because the application is easy to access (Andriani et al. 2018).

Listening Time is one of the podcast channels in the Spotify application. *Listening Time* podcast was created by Conner Pe (2021), an English teacher. Conner created this listening time podcast for English learners who want to practice listening to improve their English. This is a good resource for non-native students if they are not able to understand real native speech spoken at real speed, but students are more advanced than just a low beginner level. This podcast is made into several episodes, this podcast will air three times a week, namely on Mondays, Wednesdays, and Fridays with one day airing one episode with a duration of about 25 minutes per episode. That way we have enough time and lots of material to practice listening skills.

Some researchers have conducted the researchers related to this research. Andrianni, Akib, and Ma'ruf (2018) determined the improvement of students' listening skills by using the Spotify application which focuses on listening to English songs to identify what

3

words the singer said and the meaning of the song. This study applied a pre-experimental method with one group pre-test post-test design. After being given treatment, the posttest value increased significantly. This shows that using the Spotify application through English songs improves listening skills.

Another research conducted by Salsabila, Irianti, and Thoyyibah (2021). They determined the improvement of listening skills that focused on Georgina's podcast on the Spotify application. Their research used a mixed methods design, which type is the embedded design. The instruments used were tests and questionnaires. The results of this study indicated that Georgina's podcast is effective in improving students' listening skills. This can be seen from the different pretest scores with significantly increased posttest scores

Syahabuddin, Mulia, Rizqa (2021) also studied the use of podcasts in improving students' listening skills. This study involved 15 students majoring in English education at the State Islamic University of Ar- Raniry Banda Aceh. The research instrument used was pretest and posttest. The results showed that podcasts helped students improve their listening skills. It is proven by the increasing average value of pretest and posttest.

The above related studies are commonly investigate the use of podcast in listening comprehension, but those studies focus on listening a song, different method, and different site of the research. While this study focus on investigating students' listening skill improvement especially in listening for general purposes course and focus on listen for the detail information, with pre-experimental design.

RESEARCH METHOD

Design of the study

The researcher used pre-experimental research design. according to Sugiyono (2014) pre-experimental is a design that includes one group or class that is given pre and post-test. This research uses a one group pretest posttest design without a control or comparison group.

In this study, the researcher gave pretest, then, gave treatment by using the *Listening Time* podcast on Spotify, after fifth meeting, the researcher gave posttest to student at sixth meeting.

Population and Sample

The population in this research is the first semester students at Universitas jambi English Education in academic year 2022/2023 Consist of five class. With the use convenience sampling, According to Santoso & Tjiptono (2001) Convenience sampling is a sampling procedure that selects a sample of people or groups that are most easily found or accessed. the researcher used R002 class because the researcher collaborated with the supervisor who taught the class Listening and Speaking General Purposes course. Listening and speaking for general purposes is a course to prepare students to be able to communicate and understand oral communication in a general context. This course focuses on acquiring English listening and speaking skills.

Instrument of the Test

The pre-test and post-test consist of 24 questions taken from the TOEFL test questions. The questions of Pre-test and post-test are not same but they are at the same level of difficulty. Google form was used by researcher in order to make researcher easy to calculate the result of the test.

Treatment

Treatment was given to students for 6 meetings in the listening and speaking for general purpose course. Researchers and supervisors chose 6 material podcasts from listening time podcast on Spotify for 6 meetings. The material only taken from *Listening Time* podcast from Spotify application. In one meeting, students are listened to one podcast with a topic that is in accordance with the RPS. After they listen to the selected podcast, they were given an exercise in the form of multiple choices, short answer, and complete the missing word.

Data Analysis

For the data analysis, the researcher used SPSS. This analysis is used to compare student achievement and performance during the pretest and posttest. The steps taken for data processing and analysis are normality test used Kolmogorov- Smirnov method to see if the data collected is normally distributed or not and T-test used paired sample T-test to test the hypothesis.

4. FINDINGS

The following are descriptive statistical results from one group pre-test and post-test using SPSS.

Table 1. Result of Pre-Test

	N	Min.	Max.	Sum	Mean	Sd
Listening Pre-test	29	28.00	96.00	1732.00	59.72	15.92
Valid N (listwise)	29					

The result of description statistic of pre-test is showed in table 1. Researcher found, the total number of participants in this research is 29 students and the maximum score is 96. The lowest score is 28. While the mean of pretest is 59,72, and the standard deviation was 15,92. To more easily understand and to clarify the data description statistic it can be seen at **figure 1.**

Figure 1. Histogram of Pretest
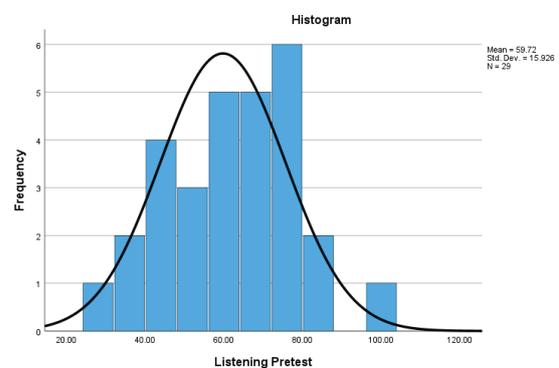
The result of description statistic of post-test report in table 2.

Table 2. Result of Post Test

	N	Min.	Max.	Sum	Mean	Sd.
Post-test	29	40.00	92.00	2124.00	73.24	16.53
Valid N	29					

Nurul Izzah, Masbirorotni, Failasofah
Using "Listening Time Podcast" on Spotify to Improve Students' Listening Comprehension

Researcher found, The total number of participants of this research 29 students. the maximum score is 92, the lowest score is 40, while the mean score is 73,24, and the standard deviation is 16,53. To more easily understand and to clarify the data description statistic it can be seen in **figure** 2.

Figure 2. Histogram of Posttest
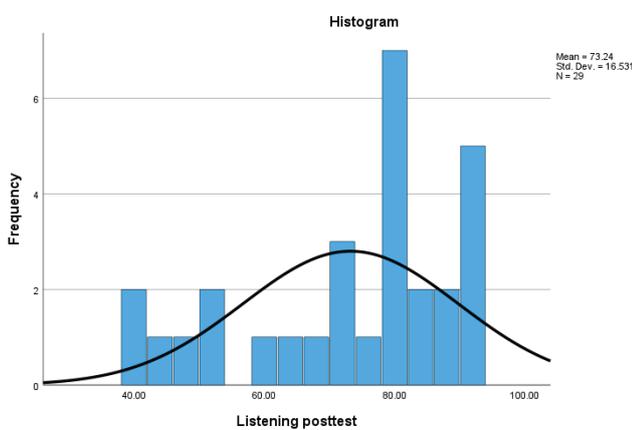
Normality tests are carried out to determine that pretest and post test data are obtained from normally distributed populations. In this test using the SPSS application by means of Kormogorov Smirnov. The result of this test can be seen through table 3.

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		29
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	14.93954055
Most Extreme Differences	Absolute	.102
	Positive	.079
	Negative	-.102

Test Statistic			.102
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed) [e]	Sig.		.590
	99% Confidence Interval	Lower Bound	.577
		Upper Bound	.602

Base on table above show that significance (2-tailed) reaches 0,200. Which means that 0,200 > 0.05, according to the criteria for the data normality test, the data obtained from the pre-test and post-test shows the data distribution is normal.

Researchers conducted T-test with the paired sample method on the SPSS application. Paired sample T-test is one of the methods used in hypothesis testing. the output view should look like in the table 4.

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Listening Pre-test	59.72	29	15.93	2.96
	Listening Post-test	73.24	29	16.53	3.07

Table report that, the mean score before being given treatment (pretest) is as much as 59,72. While the mean score after being given treatment (posttest) was 73,24. From this summary shows that the use of *Listening Time* podcasts on the Spotify application increases the mean score of students. However, to see the difference in students' mean scores, Table 5 report that the significant value (2-tailed) reaches

0.001. which means that 0,001 < 0.05, a decision can be made that hypothesis testing in this research, carried out by the paired sample T-test method is the hypothesis H0 is rejected and H1 is accepted.

Table 5. Paired Samples Test

		Paired Diff.							Sig.	
		Mean	Sd.	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-test - Post-test	-13.52	18.56	3.45	-20.56	-6.46	-3.92	28	<,001	<,001

DISCUSSION

Based on the findings, the data show that there is an increase in students' listening ability scores after using *Listening Time* podcasts on the Spotify application. The analysis showed an invcrease in the mean score in the pre-test is 59,72 and the mean score of the post-test 73,24. From this test, we can see the difference in score before and after learning using podcast listening on the Spotify application. In the T-test that has been carried out, the T-test that shows a significance value (2-tailed) which is 0.001 < 0.05 which means that the H0 hypothesis is rejected and H1 is accepted. This shows that there is improvement of students' listening ability if they are taught by using Spotify listening podcast. This findings relates with the input theory of Krashen (1985) which he emphasized the importance of focusing on meaning rather than form. Also, Krashen added that if a learner is anxious, stressed, or lack of motivation, their ability to acquire language may be hindered. By listening, students tend to relax and not feel stressed. So, it can be said that Spotify is one alternative say for teacher or lecturer to improve students' listening ability .

Similarly, Kavaliauskiene (2008) investigated the case regarding the use of podcasts, and the results of his study were podcast as a technology for self-evaluation of their own performance in listening practice and podcasts as a blended learning technique where in addition to studying in class, the rest can also combine it with listening to podcasts. A similar study was also carried out by Hasan and Hoon in Darwis (2016). They have reviewed 20 journal articles about podcasting, and they got two important points. The first is podcasts really support students in improving their English skills. Second, most students feel and show very good attitudes and perceptions towards podcasts in learning English, especially to improve listening skills.

For English students, Walberg (2004, p. 14) said that listening is an ability that adds insight and information, and listening is also the ability to achieve good communication processes from other people. Additionally, Schmitt (2010) also said that listening is an ability that involves understanding spoken language characterized by the process of recognizing the voice spoken by the speaker, perceiving the intonation pattern that is carried out and the interpretation produced by the listener based on what is said by the speaker.

Spotify podcasts are very good because we can listen at any time and are very easy to access, we can access them on smartphones or computers even in the car, we can still listen to podcasts or can connect it to speakers or other devices because Spotify has a connect feature so that it can connect easily to other devices.

Listening Time podcast on Spotify application can be a good choice in listening teaching and students also feel a new experience in learning listening that they can access themselves on a smartphone or mobile technology that they have their own. Researchers believe that the use of *Listening Time* podcast on Spotify application can make students interested in listening activities so that it can improve their listening skills. From the results of the analysis, researchers believe that the use of *Listening Time* podcast on Spotify application can make students interested in listening activities so that it can improve their listening skills. In addition to making a major contribution in improving listening skills for students, the use of podcasts also has an impact on teachers. Podcasts can be used as an alternative in teaching listening.

CONCLUSION

Researchers found an improvement in listening ability after being given treatment by using *Listening Time* podcast on Spotify application. This is evident from the results of the data analysis carried out. The data analysis carried out comes from the pretest score, the student's score before being given treatment and the pos test score, which is the student's score after being given treatment, that means that the student's listening ability has increased. Therefore, it can be concluded that *Listening Time* podcast on Spotify application can improving listening ability of students in semester 1 class R002 of the English language education study program for the 2022/2023 academic year of Universitas Jambi.

SUGGESTION

The finding shows that the podcast supports students in improving their listening skill in English and they have a very good attitudes and perceptions towards podcasts in learning English. The writers suggest that *Listening Time* podcast on Spotify app in listening teaching is helpful to make learning more engaging for students.

This research is recommended to researchers who want to develop modern learning media such as podcasts on the Spotify application for listening learning.

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