

**ENHANCING STUDENTS' LISTENING COMPREHENSION BY USING
AUDIO PODCAST OF SPOTIFY APPLICATION AT THE SECOND
GRADE OF SMA N 1 SEPUTIH MATARAM**

Undergraduate Thesis

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ABSTRACT

ENHANCING STUDENTS' LISTENING COMPREHENSION BY USING AUDIO PODCAST OF SPOTIFY APPLICATION AT THE SECOND GRADE OF SMA N 1 SEPUTIH MATARAM

By

ADI BUDI YANTO

This research aimed to enhance students' listening comprehension by using audio podcast through Spotify application. This research was quantitative. The samples were 36 students of XI IPA 1 at SMA N 1 Seputih Mataram. The instrument used in this research was listening test to find out the significant improvement of the students' listening comprehension after the implementation of audio podcast through Spotify application. The instrument of this research was listening test consisting 25 questions in the pre-test and post-test. This research used one group pre-test and post-test designs. The data were also calculated by using SPSS 26.0 for Windows. This research showed that students' average progress score from the pre-test was 56.60 became 91.63 in the post-test, and the gain score was 35.03. The significance value was 0.000 is less than 0.05 ($0.000 < 0.05$) could interfered that H_a accepted. There is a significant improvement shown on df (32) and the result shows T-value is greater than T-table ($15.957 > 2.037$). Based on the results of using audio podcast through spotify application to enhance students' listening comprehension, the researcher concluded that this strategy can be used effectively in teaching English Listening.

Keywords: Listening, Listening Comprehension, Audio Podcast, Spotify.

ABSTRAK

MENINGKATKAN PEMAHAMAN MENDENGAR SISWA DENGAN MENGUNAKAN AUDIO PODCAST APLIKASI SPOTIFY DI KELAS DUA SMA N 1 SEPUTIH MATARAM

Oleh

ADI BUDI YANTO

Penelitian ini bertujuan untuk meningkatkan pemahaman menyimak siswa melalui penggunaan podcast audio pada aplikasi Spotify. Penelitian ini menggunakan pendekatan kuantitatif dengan sampel sebanyak 36 siswa kelas XI IPA 1 di SMA Negeri 1 Seputih Mataram. Instrumen penelitian berupa tes menyimak yang terdiri atas 25 soal pada *pre-test* dan *post-test* untuk mengukur peningkatan kemampuan pemahaman menyimak siswa setelah penerapan podcast audio melalui aplikasi Spotify. Desain penelitian yang digunakan adalah *one-group pre-test and post-test design*. Data dianalisis menggunakan SPSS versi 26.0 for Windows.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 56,60 pada *pre-test* menjadi 91,63 pada *post-test*, dengan *gain score* sebesar 35,03. Nilai signifikansi sebesar 0,000 ($< 0,05$) menunjukkan bahwa hipotesis alternatif (H_a) diterima. Selain itu, terdapat peningkatan yang signifikan pada kemampuan pemahaman menyimak siswa, yang ditunjukkan oleh nilai *t-hitung* yang lebih besar daripada *t-tabel* ($15,957 > 2,037$) pada derajat kebebasan ($df = 32$). Berdasarkan hasil tersebut, penggunaan podcast audio melalui aplikasi Spotify terbukti efektif dalam meningkatkan kemampuan pemahaman menyimak siswa pada pembelajaran bahasa Inggris.

Kata kunci: menyimak, pemahaman menyimak, podcast audio, Spotify.

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Adi Budi Yanto

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In

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Faculty of Teacher Training and Education**



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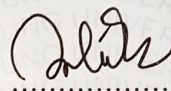
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang Membuat Pernyataan



Adi Budi Yanto

CURRICULUM VITAE

The author's name is Adi Budi Yanto. Adi was born in July 28th 2000 in Central Lampung, as the last child of Surajiyo and Ponijah. He has 4 older sisters named Indariyanti, Erniyanti, Asniyanti, and Nurhidayanti.

Starting his first education at TK Sari Teladan, he continued his study at SD N 1 Rejosari Mataram. After he graduated from elementary school in 2012, he enrolled into SMP N 2 Seputih Mataram and graduated in 2015. Then, he continued his study at SMA N 1 Seputih Mataram and successfully graduated in 2018.

In the next year, he was accepted as a student of English Education Study Program of Teacher Training and Education Faculty at Lampung University through SBMPTN program. During his study in university, he joined SEEDS (Society of English Education Students) and took the responsibility as Head of Public Relation Division in 2022. He has also joined Kampus Mengajar Program held by Ministry of Education, Culture, Research, and Technology and has accomplished the program successfully. To complete his study, he did a research-entitled "Enhancing Students' Listening Comprehension by Using Audio Podcast of Spotify Application at The Second Grade of SMA N 1 Seputih Mataram".

MOTTO

“Not all storms come to disrupt your life. Some come to clear your path”

-Paulo Coelho-

“He knows what is in every heart”

(Al-Mulk: 13)

DEDICATION

This script is dedicated to;

The Almighty God Allah SWT

My dearest parents

My beloved sisters

My honorable lecturers of English Education Study Program

My Almamater, University of Lampung

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CHAPTER I

INTRODUCTION

This chapter is concerned with the introduction of this research which consists of these following points: background of the problem, research questions, objective of the research, the uses of the research, the scope of the research, and definition of terms.

1.1 Background of the problem

In teaching and learning English as a foreign language, it is properly and wisely that media and tool are involved, either to support the student or the teacher and facilitate the materials during the learning process. Both of these functions are relatively connected, which means that it cannot be torn apart.

In supporting the students and the teacher, it means that they can indirectly feel motivated and encouraged by the learning process. Therefore, there will be no pressure in following the learning process. On the other hand, facilitating is providing the bigger chance to ease the students in absorbing materials that are carried by the teacher as a provider while the learning process.

There are four skills in the scope of teaching and learning English as foreign language, they include listening comprehensions; speaking skills; reading skills; and writing skills. As one of the most basic skills to master in the field of English foreign language, yet listening comprehension are still having some issues that is experienced by the students. Starting from their lacking of listening interest, limited time to practice, having difficult access to the materials, and the ability of the students in listening that are still relatively low. Many levels of education in our environment still teach English focusing only on the reading, speaking and writing aspects. This causes students to experience a lack of understanding. Ignoring the main initial step-which is listening, actually makes students

experience higher difficulties. Additionally, listening comprehension traditionally has drawn the least attention of the four skills (reading, writing, listening, and speaking) in terms of both the amount of research conducted on the topic and its place in language teaching methodology (Morley, 1990; Rivers, 1981). This unconcern can be attributed to the fact that listening is seen as a passive skill and exposing students to spoken language is sufficient for listening comprehension.

The teacher plays a key role in the process of enhancing students learning. School teachers spend a lot of time with their students, which students' motivation can be affected by the way the teacher running the class, whether they can be motivated and more interested or their interests and motivation will get decreased while the process. Teachers can improve their students' learning motivation by developing learning strategies as the learner's external motivation. Learning strategies include the methods and media used in the learning process.

It is believed that the teacher is taking the responsibility to support the students in listening class. This is related to the time that the students have in listening class practically as well. Students have the limitation of time in every meeting due to the schedule that the school has been set. The lack of accessing the materials' source, so that teachers still do not have the proper media and materials of listening and the treatment that is applied in listening class is not considered effective enough to help and enhance the students' listening comprehension. So that these factors affect the intensity of their time during practicing.

Those strains force the teacher to find more effective media and tools in listening class than using the conventional way that most of schools still use. Therefore, the use of the material's sources such as the media should be more inclined to things that make it easier for them in order to minimize and overcome those issues. Clearly, the most profound changes in language teaching practice over the past twenty years are those that can be described as communicative language teaching (CLT). Chastain (1988) stated, with the emergence of communicative language teaching (CLT) in the history of language teaching and learning, the focus on

language teaching and learning has shifted towards achieving communicative competence. For communicative language teaching (CLT), it can be said that it paid attention to four language skills: reading, listening, speaking and writing. Listening is no longer considered a passive skill. Communicative language teaching (CLT) and its parties consider listening is an active skill. One of the next divisions of communicative language teaching (CLT) is task-based language teaching (TBLT), which is based on using tasks as the core of language teaching and learning.

Podcasting (the combination of the word iPod and broadcasting) is an asynchronous CMC (Computer Mediated Communication), which contains audio/video that are published on the Internet and updated in a regular interval (Stanley, 2006). The advantages of using podcast in language learning particularly to assist the students in listening and speaking skill—have been researched, and the results show increase in the students' listening and speaking performance (Stanley, 2006). In addition, an experimental study with Iranian EFL students revealed that the students who used podcast had higher listening comprehension score and higher learning motivation, compared to those who did not (Shiri, 2015).

Nowadays, there is a bunch of well-known applications can provide audio podcasts for everyone, such as Spotify, YouTube, Anchor, Castbox, and others. Fitria (2021) has investigated the uses of several digital platforms on her research “Investigating the Emergence of Digital Platforms for Listening Learning Proficiency” and she mentioned that learning English through several applications such as Joox, Spotify, YouTube, and Websites can be the alternative for students in practicing and improving their English listening comprehensions.

Spotify, one of the most famous applications in the world, is one of digital music, podcast and video streaming service that gives the listeners access to millions of songs and more content by artists around the world. This application that launches on 7 October 2009 is founded by Daniel Ek and Martin Lorentzon in Sweden in 1

April 2006. Spotify provides some features that have beneficial to the listeners. There are a lot of English content that can be used as learning media by playing video/audio in. The listeners can put and download their favorite content on favorite lists. Moreover, the listener can make their content and publish it through Spotify. These advantages have led researchers to choose the Spotify application to enhance students' listening comprehension. Because the researchers believe that the Spotify application is interesting enough to use for learning and easy to use on gadgets and computers.

Considering the explanation above, the researcher intends to use audio podcast through Spotify to enhance the students' listening comprehension. Spotify is chosen as supporting application considering the advantages of using it. Audio podcast can be used and help the students to practice their listening comprehension due to its use and advantages. Because of this reason, audio podcast is suggested to be one of the effective tools to be applied in teaching and learning English as foreign language, especially in listening class.

1.2 Research questions

The research question of this research was:

1. Is there any significant improvement on students' listening comprehension after using audio podcast of Spotify application?

1.3 Objective of the research

The objective of this research was to find out the improvement of students listening comprehension after the audio podcast is played and applied in the class.

1.4 The uses of the research

The uses of this research are:

1. Theoretically

This research can be the new result in enhancing students listening comprehension by using audio podcast, and this result is to support the

previous researches that are related to the students' listening comprehension by using audio podcast.

2. Practically

Through this research, the researcher hopes that the use of audio podcast can help the students to improve and enhance their skills and listening comprehension. Moreover, the researcher hopes that the procedure and the following results can be used and applied in the class, and the teacher can get more understandings about enhancing students listening comprehension by using audio podcast.

1.5 The scope of the research

As indicated in the title of the study, the purpose of the study was to use audio podcast through Spotify application to enhance students' listening comprehension. This study focuses on seeing the significance of students' listening comprehension after learning the materials by using audio podcast through Spotify application. The participants were 11th grade students from SMA N 1 Seputih Mataram. The learning materials used in this study were designed based on the Task-Based Learning (TBL) approach, which emphasizes the completion of meaningful listening tasks. The materials included pre-task, task cycle, and post-task activities presented in the audio podcasts through the Spotify application.

1.6 Definition of terms

1. Listening

Listening is an understanding of listening to foreign languages including English. Either directly or through media such as music or movies (Silviyanti, 2014)

2. Skill

Skill is an ability that can be developed through practice and learning. In language learning, skills refer to listening, speaking, reading, and writing abilities that enable learners to communicate effectively (Harmer, 2007).

3. Podcasting

Podcasting (the combination of the word iPod and broadcasting) is an asynchronous CMC (Computer Mediated Communication), which contains audio/video that are published on the Internet and updated in a regular interval (Stanley, 2006).

4. Spotify

Spotify is a digital audio streaming service that provides users with access to millions of songs, podcasts, and other audio content from creators around the world. The platform allows users to stream content for free with limited features or subscribe to Spotify Premium for additional services and benefits (Spotify, 2024).

Listening comprehension is one of the fundamental skills in learning English as a foreign language. However, it is often overlooked and still has several challenges, such as students' low interest, limited time for practice, and the lack of accessible and relevant approaches to support the enhancement of students' listening comprehension.

The integration of audio podcasts through Spotify application provides itself as a potential alternative that can enhance students' listening comprehension. With its user-friendly features and wide access to English audio content, Spotify offers a practical and appealing tool to facilitate language learning, particularly in listening skills. This research aims to investigate the extent to which the use of audio podcasts via Spotify can significantly enhance the listening comprehension of 11th grade students at SMA N 1 Seputih Mataram.

CHAPTER II

LITERATURE REVIEW

This chapter conveys the literature review of this research: previous studies, definition of listening comprehension, the importance of listening, teaching of listening, learning media, definition of podcast, definition of Spotify, theoretical assumption and hypothesis.

2.1 Previous Studies

As a digital platform that is already familiar, accessible, and appealing to students, Spotify holds great potential as a practical learning tool. Several previous studies have investigated the use of audio podcasts as a medium to enhance students' listening comprehension in the context of English as a foreign language. These studies have generally shown positive outcomes, indicating that podcasts can increase students' motivation, improve their listening skills, and offer more flexible and engaging learning experiences.

By utilizing a sound-producing device to record subject matter, this media can be used by the teacher or teaching staff in teaching and learning activities. The results in this study prove that there are still many audio learning media and are used by teachers or teaching staff at the school where they teach. As a result, the existence of the use of audio learning media does not subside even though there are many other types of learning media gadgets can maximize the positive impact of gadgets. The use of podcast media as a learning medium, especially in improving understanding and development of hearing and interactive media can be a solution for SMAN 6 students (Damanik et, al. 2022).

Putra and Dianti (2022) on their study "Podcast Utilization to Enhance Student's Listening comprehension" revealed the results of data analyses that the students for the two groups improved their listening comprehension after they got

treatment. However, the experimental group outperformed the control group in their listening comprehension after they were taught using podcast. It confirmed that podcast could enhance the students listening comprehension since it can provide the students with an intensive listening practice. It highlights that the use of podcast as a digital teaching aid can be an alternative to facilitate the students' listening practices inside and outside the classroom. The teachers of English can optimize the use of podcast to assist the student in listening class.

Sari (2021) has conducted study at IX grade of MTS Salafiyah Siman and the results obtained are sig.2 tailed of $.000 < .05$ with t-count of -9.276 which 23 means that the average before using podcast application is lower than the average 24 after using podcast. Thus, podcast application gives effective learning in the 25 students listening comprehension. Stanley (2006) mentioned the advantages of using podcast in language learning particularly to assist the students in listening and speaking skill, and the results show increase in the students' listening and speaking performance. In addition, an experimental study with Iranian EFL students revealed that the students who used podcast had higher listening comprehension score and higher learning motivation, compared to those who did not (Shiri, 2015).

Podcasting is one of an innovative way of broadcasting through the internet and also it can be used for transferring digital audio content automatically to mobile phones (Sloan, 2005). This is also supported by Gromik (2008:47) he claimed that podcasting provides learners with "full access authentic resources" in non-English speaking contexts. Furthermore, podcasts provide a 'real-life listening sources that all foreign language learners and listeners are allowed to take benefit from it.

In addition, Hawke's (2010) study also reported the significance improvement on science students' scientific English listening comprehensions through podcasts. As additional materials, podcasts assist students paying attention on its content and motivate them to learn listening both using bottom up and top-down strategies.

Previous researchers have demonstrated that the use of podcasts significantly improves students' listening performance in various educational contexts. Therefore, the researcher considers podcasts, particularly those accessed through Spotify, as a suitable medium for enhancing students' listening comprehension. However, most previous studies focused on the general use of podcasts, while this study specifically investigates the implementation of audio podcasts through Spotify integrated with task-based learning materials for 11th grade students of SMA N 1 Seputih Mataram. Thus, this study is expected to provide further evidence regarding the effectiveness of Spotify podcasts in improving students' listening comprehension.

2.2 Listening Comprehension

Clark and Clark (1977) described listening denotes the mental processes by which listeners take in the sounds uttered by the speaker and use to construct an interpretation of what they think the speaker intends to convey. Listening comprehension process consists of three steps: receiving, attending, and understanding in sequence. The understanding step may be followed by responding or remembering as listener may respond immediately and remember the message to respond at a later time (Wolvin and Coakly, 1985).

Silviyanti, (2014) stated that in English, listening is important. Listening is a skill that must be understood because by listening we must be able to know what people are saying to us. She added that listening comprehensions are needed by students to face the English exam which is tested in written form. Therefore, listening must be learned at every level of education. Listening is the activity of paying attention to the speaker and trying to get the meaning of something heard.

According to Cole & Flexer, (2019) listening is the ability to understand native speech at normal speed. Morley (1972) defined listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. Eidsheim, (2019) mentioned listening differs in meaning from sound discrimination to aural

comprehension. He also mentioned that listening is the process of receiving, making meaning from, and answering to verbal and/or nonverbal messages.

The idea of listening according to Rost (2002) is that listening as a complex process of interpretation in which listeners match what they hear with what they already know. Moreover, listening helps us to understand the world around us and is one of the necessary elements in creating successful communication (Rost, 2009). Additionally, Jafari and Hashim (2015) emphasized that listening is a channel for comprehensible input and more than 50 percent of the time learners spend in learning a foreign language is devoted to listening.

Listening is essential in linguistic communication because it contributes to other language skills such as speaking (Rost, 1994). When students have good listening comprehension skills, it can help them in the process of teaching and learning language acquisition. Students with good listening comprehension are easier in gaining new information and can help themselves to understand the material they have learned.

Apparently, listening comprehension is the most difficult skill faced by students from junior high school to university because it involves English grammar and structure in conversation and sometimes it is too fast for the learners to understand. Meyerhuber (2019) mentioned that listening comprehension has consistently been regarded as “a mindboggling” measure. As a result, there are various problems and difficulties.

On the other hand, listening comprehension is a key of successful learning English. It can help students in accurately expressing themselves and their ideas. Students have numerous opportunities to learn how to get the idea correctly when they listen to the audio (A.N. Knoop-van Campen, Segers, & Verhoeven, 2020; Emilie, Gerard, & Marie Line, 2017; Masykuri, 2022).

(Mehrdad, et al., 2022) has explained three stages of listening comprehension by Anderson (1985). The first stage is perceptual processing, second is parsing, and the third stage is utilization.

1. The perceptual processing was relying on attention to the sounds that were temporarily stored in echoic memory. In this stage, the listeners' role was to pay attention to potentially meaningful sounds keywords which lead them to meaning construction and contextual information which assisted in the interpretation of meaning.
2. In the parsing stage, the listeners transformed the incoming words into meaningful mental representations to be retained in short-term memory (STM). Some factors such as quality of the input, linguistic knowledge, and topic familiarity could influence the nature of the processing unit.
3. In the utilization stage, the listeners make an association between the incoming oral input and the existing knowledge already stored in long-term memory (LTM) to construct meaning.

2.3 Aspects of Listening

According to Hughes (2003), listening comprehension involves several aspects, including listening for main ideas, listening for specific information, and listening for details. These aspects enable learners to understand both the general meaning and the specific content of spoken texts. In listening activities, students are expected to identify important information, recognize key details, and comprehend the overall message conveyed by the speaker.

Brown (2004) also emphasizes that successful listening comprehension requires learners to understand the main ideas, identify specific information, and interpret messages from spoken language. These aspects help students process spoken texts effectively and support the development of their listening ability in various communicative situations.

Similarly, Nunan (2003) states that listening comprehension involves identifying the gist of a text, recognizing specific information, and understanding the speaker's intended message. Through these aspects, learners are able to comprehend spoken language more accurately and meaningfully. Therefore, the aspects of listening used in this study were listening for main ideas, listening for

specific information, and listening for details, as these aspects were relevant to the listening tasks administered in the pre-test and post-test.

2.4 The Importance of Listening

Guo and Wills (2006) mentioned that listening can be the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values. This is showing that listening has the biggest and important role in our daily lives. This is also supported by Mendelson (1994) of the total time spent on communicating, listening takes up 40-50%; speaking 25-30%; reading 11-16%; and writing about 9%.

Anderson and Lynch (2003) have the idea that we only become aware of what remarkable feats of listening we achieve when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency. This means that listening does not only affect the daily lives but the classroom settings too. There is a misconception that people used to think that being able to write and speak in a second language means they know the language. In another hand, if they do not have effective listening comprehensions, they cannot communicate effectively. As Nunan (1998) stated, that listening is the basic skill in language learning and over 50% of the time that students spend functioning in a foreign language will be devoted to listening.

According to Rost (1994) there are four importance of listening in language classroom, they are:

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the

language they hear is an impetus, not an obstacle, to interaction and learning.

3. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
4. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language (p. 141-142).

Considering the ideas of the importance of listening, the researcher believed that listening has the same vital roles with the other four skills. In addition, Wallace, Stariha & Walberg (2004) mentioned that listening comprehensions are also important for learning purposes since through listening students receive information and gain insights.

2.5 The Teaching of Listening

Lately, listening is considered not only in terms of comprehension but also in relation to language learning, and it has been viewed from a broader perspective. Feyten (2010) mentioned that listening is used more than 45% in communication, which clearly shows how important this skill is in overall language ability. Teaching means to help someone to learn how to do something, to guide someone in the study of something, and also to provide someone with knowledge (Brown 2000:7).

Teaching listening demands a little more from the teacher than from the learners. One of the main principles of listening is that language materials should be used to train listening comprehensions and should never be presented visually at first. Therefore, the audio listening is the option and solution to fulfill this goal.

2.6 Procedures of the Teaching Listening by Using Audio Podcast

In teaching listening by using audio podcast, the researcher has carried out some stages that were adapted from Amumpuni (2016). These are the following stages in this research:

- Pre-activity

At the beginning of the lesson, the teacher greeted the students and checked their attendance. The teacher then introduced the topic of the lesson and asked several questions related to the material to activate the students' prior knowledge. After that, the teacher explained the learning objectives and introduced the use of audio podcasts, including the learning procedures and activities that would be carried out during the lesson.

- Whilst-activity

In whilst-activity, During the whilst-activity, the teacher played an audio podcast related to the topic being discussed. Before listening, the teacher asked several guiding questions to help students focus on the content of the podcast. The students then listened carefully to the audio material. After listening, the students discussed the content of the podcast in groups. The teacher distributed a worksheet containing several questions related to the listening material. The students completed the tasks individually or collaboratively and then answered the questions based on the information they had obtained from the audio podcast. The teacher guided the discussion and provided feedback on the students' responses.

- Post-activity

In the post-activity, the teacher and the students reviewed the listening material that had been discussed. The teacher provided feedback and clarification on any difficulties encountered by the students during the listening activities. Finally, the teacher and the students conducted a reflection session to evaluate the learning process and summarize the main points of the lesson.

2.7 Learning Media

Musfiqan (2012) defined learning media as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective

and efficient. So that the learning materials more quickly accepted students intact as well as attract students to learn more.

According to Anitah (2009) there are several types of media, namely: (a) Non-projected visual media, such as caricatures, illustrations, charts, graphs, diagrams, maps, and so on; (b) Projected visual media, such as: Slide (film frame), Overhead Projector (OHP), Opaque Projector, Silm strip (composite film); (c) Audio media, such as: radio, optical media, tapes, telephones, and so on; (d) Audio-visual media, such as: television and voice slides; (e) Multimedia, such as: interactive media, hypermedia, virtual reality, and multimedia kits.

2.8 Podcast

According to Constantine (2007) podcast is an internet audio publishing that is designed to be downloaded and listened to a portable device such as tabs, smartphone and laptop. Stanley (2006) defined Podcasting (the combination of the word iPod and broadcasting) is an asynchronous CMC (Computer Mediated Communication), which contains audio/video that are published on the Internet and updated in a regular interval.

Podcast are familiarly divided into monologue and dialogue podcast format. Monologue podcasts are podcast where single host will speak for each episode in its entirety. These podcasts are usually hosted by someone who is an expert in a certain field. Audiences log in to learn more about a specific topic or get an informed opinion on recent events. On the other hand, a dialogue/conversational/co-hosted podcast format is podcast that involves two or more people having a face-to-face conversation, who regularly have good chemistry with each other. These two formats of podcast are broadly categorized by the genre; Interview podcasts, Educational podcasts, Solo podcasts, Non-fiction storytelling, News, Podcast theater, Bite-sized content or limited run podcast series, etc.

2.9 Spotify

Spotify is one of the most famous applications in the world. Spotify is one of digital music, podcast, and video streaming service that gives the listeners access to million songs and more content by artists around the world. This application that launch on 7 October 2009 is founded by Daniel Ek and Martin Lorentzon in Sweden in 1 April 2006. Spotify provides some features that have beneficial to the listeners. There are a lot of English content that can be used as learning media by playing video/audio in. The listeners can put and download their favorite content on favorite lists. Moreover, the listener can make their own content and publish it through Spotify.

Rely on the Spotify website, Spotify is available on various devices, starting from computers, phones, tablets, speakers, TVs, cars, etc. Use Spotify Connect (one of the Spotify fitur) to transition from one to the other device. The important point is that Spotify is an application that can be easily accessed anytime, anywhere, and every moment. Additionally, students these days are having their own devices such as computers, phones, tablets, and speakers. So this can ease them in using Spotify.

2.10 Theoretical Assumption

Listening comprehension has a role that is as important as other skills in learning English as foreign language. Listening comprehension can be said to be essential for someone to master the next skill, especially students. There are some things that are underrated and sometimes overlooked, but on the other hand they can be taken for ways or solutions that can be used to make students' listening comprehensions more effective and enhanced.

By reading the theories and previous literacy studies related to the importance of improving student listening comprehensions, it can be concluded that improving students' listening comprehension requires the use of appropriate and engaging learning media. Audio podcasts provide students with authentic listening materials, repeated listening opportunities, and flexible access to learning both

inside and outside the classroom. These features help students develop their ability to identify main ideas, understand specific information, make inferences, and comprehend spoken English more effectively. Therefore, the use of audio podcasts through Spotify is expected to improve students' listening comprehension by increasing their exposure to English listening materials and encouraging active engagement in listening activities.

2.11 Hypothesis

The researcher analyzed the hypothesis by using Paired Sample T-test of Statistical Package for Social Science (SPSS). Based on the previous explanation, the researcher formulates the following hypothesis:

Ha: There is a significant improvement on students' listening comprehension after being taught using audio podcast through Spotify.

CHAPTER III

METHODOLOGY

This chapter provides an overview of research design, research population and sample, data collecting technique, research procedure, validity, reliability, and data analysis.

3.1 Research design

The researcher used a quantitative study that intended to see the effect of using audio podcast in listening class and the result of students' listening comprehension that can be enhanced. The research design used a pre-test and post-test that was given to the students. The design was used to see the result of the students after they got the treatment.

According to Hatch and Farhady (1982:20), the research design that the researcher used is represented below:

T1 X T2

Notes:

T1: the pre-test that is given before the researcher using the audio podcast in order to measure the student's competencies before the treatment.

X: the treatment that the research gives by using audio podcast to enhance students' listening comprehension. The treatment of this research used some of educational channel audio podcast which were provided in Spotify application.

T2: the post-test that is given to the students after giving the treatment and to measure the final result of listening test.

3.2 Population and sample

The population of this research was the second-grade students in the second semester of SMA N 1 Seputih Mataram Lampung Tengah in academic year 2022/2023. The sample of this research were the students of XI IPA 1 and selected by using cluster random sampling. The sample is chosen based on these criteria:

1. The students who have smartphone and audio accessories, e.g. earphone, earbuds, headphone.
2. The students who have installed and already used and/or familiar with Spotify application.

3.3 Research Variable

The independent variable of this research was the using of audio podcast in Spotify application. The dependent variable of this research was students' listening comprehension achievement.

3.4 Data collection technique

This research gains the data on students listening comprehension after got treated by using audio podcast in listening class. The data are gained from:

1. Pre-test

The pre-test was given to the students before the researcher applying the treatment. This test helped the researcher to know the students' competency in listening comprehension before the treatment. The pre-test was a common listening test which consists of 25 numbers to finish.

2. Post-test

The students got the post-test after the treatment of using audio podcast in listening class. This test helped the researcher to get the result of students' listening comprehension after applying the treatment. The post-test was a common listening test which consists of 25 numbers to finish.

3.5 Research procedures Implementation

In collecting the data, the researcher has followed these procedures:

1. Determining the population and selecting the sample

As a starting point, the researcher determined the population and sample of this study. The researcher chose SMA N 1 SEPUTIH MATARAM, and the population is all the second-grade students in year academic of 2022/2023. The sample of the study was 34 students of XI IPA 1 with the criteria that have been set.

2. Preparing the materials

The researcher prepared the appropriate listening materials. The materials were related to the treatments, and also the pre-test and post-test. The materials were the combination of internet sources and researcher's work which definitely is in accordance with the syllabus at the grade level that is concerned. The researcher also conducted a try-out test in order to measure the validity of the test item before giving the pre-test.

3. Giving pre-test

After all the materials are well-prepared, the sample was given a pre-test by the researcher. This given pre-test helped the researcher to know the listening competencies of the sample before conducting the treatments.

4. Conducting the treatments

The researcher conducted the treatments to the students in listening class. The students were given the treatments by using audio podcast. The treatment was conducted in three meetings. In each meeting, the students got the activities of listening works and supporting the students to be more interested and motivated in listening class.

5. Giving post-test

The next procedure after conducting the treatments is the post-test was by the researcher. This given post-test showed the improvement of the students and helped the researcher to know the result of their listening comprehension after giving the treatments.

6. Analyzing the results

The result of the pre-test and post-test were analyzed by the researcher using SPSS 26.0 software program. This is meant to get the means of the pre-test and post-test, and prove that the result of students listening comprehension is enhanced.

The more detailed activities that the researcher has carried out are provided in the table below:

Table 3.1 The Step of the Activity

No.	Activity	Date
1.	Asking permission from the school to do the research	February, 12 th 2023
2.	Conducting a try-out test (XI IPA 2)	March, 13 th 2023
3.	Giving the pre-test and first treatment in experimental class (XI IPA 1)	March, 18 th 2023
4.	Giving the second treatment in experimental class (XI IPA 1)	March, 25 th 2023
5.	Giving the third treatment in experimental class (XI IPA 1)	April, 1 st 2023
6.	Giving the post-test in experimental class (XI IPA 1)	April, 8 th 2023

3.6 Instrument of the Research

The instruments that the researcher used in this research are listening pre-test and post-test. The pre-test and post-test were a common listening test (in the form of audio in spotify application) which consists of 25 numbers to finish-taken from British Council website. The pre-test was given at the beginning before the treatment was applied. The post-test was given to the students after they got the treatment.

The researcher held a try-out test before conducting the pre-test and applied the method in determining the validity and reliability of the test items. The researcher eliminated and modified the questions that were not valid. Of the 35 try-out questions tested, there were 27 valid questions and 8 invalid questions. Then, the researcher decided 25 questions to be used in the pre-test and post-test.

3.7 Validity of the Test

Hatch and Farhady (1982:281) stated that there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed.

Content validity means that the test that will be tested should have represented of what has to be tested, which is the intended content area. The validity of this research refers to the listening materials based on the syllabus of second grade senior high school. The listening material was about the transactional text (spoken and written activity) which involved asking and giving information according to the situation.

Basic Competence	
3.2. Distinguish social functions, text structures, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for information related to opinions and thoughts, according to the context of use. (Pay attention to linguistic elements: I think, I suppose, in my opinion)	4.2. Composing transactional interaction texts, spoken and written, short and simple, which involve the act of giving and asking for information related to opinions and thoughts, taking into account social functions, text structure and linguistic elements that are correct and appropriate to the context

Brown (1996) defines construct validity is the accumulation of evidence to supports the interpretation of what a measure reflects. According to this theory, a test that was used to measure the students' cognitive knowledge and skills has to cover the construct validity.

In this case, the test was designed based on the concept of listening skills. The listening test was developed based on listening comprehension aspects adapted from Hughes (2003), namely listening for main ideas, listening for specific information, and listening for details.

It can be seen in the table below the construct validity of the test based on the concept of listening by Hughes:

Table 3.2 The Construct Validity of the test

No	Part	Item Number	Listening Aspect (Hughes, 2003)	Indicator
1	Shopping for Clothes (Circle Shop Assistant or Customer)	1 - 6	Listening for Specific Information	Identifying speakers and communicative expressions used in a conversation
2	Shopping for Clothes (Answer the Questions)	7-10	Listening for Details	Identifying detailed information from the conversation.
3	Free Time (Registration Form)	11 - 13	Listening for Specific Information	Identifying speakers and communicative expressions used in a conversation
4	Free Time (True/False)	14 - 17	Listening for Details	Identifying detailed information from the conversation
5	Weather Forecast (Matching)	18 - 19	Listening for Main	Identifying the main idea of weather

			Ideas	conditions in different regions.
6	Weather Forecast (Fill in the Blanks)	20 - 25	Listening for Specific Information and Details	Identifying key words and detailed information from the weather forecast.

These aspects were selected because they were relevant to the objectives of the study and the types of listening tasks administered to the students. The test consisted of dialogues and monologues followed by various task formats, including identifying speakers, answering comprehension questions, completing forms, determining true or false statements, matching information, and filling in missing words.

3.8 Reliability of the Test

Hatch and Farhady (1982:244) defined the reliability of a test could be the extent to which a test produces consistent result when it administered under similar conditions. A test can be considered reliable if its results are consistent. The researcher used the formula below to measure the coefficient of reliability between odd and even groups:

$$R_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Notes:

R_{xy} = coefficient of reliability

$\sum x^2$ = total square of odd number

$\sum y^2$ = total square of even number

$\sum xy$ = total score of odd and even number

After the finding of the coefficient between raters, the researcher will analyze the coefficient reliability with the standard below:

A very low reliability (ranges from 0.00 – 0.19)

A low reliability 9ranges from (0.20 – 0.39)

An average reliability (ranges from 0.40 – 0.59)

A high reliability (ranges from (0.60 – 0.79)

A very high reliability (ranges from 0.80 – 0.100)

(Hatch and Farhady, 1982)

The researcher has computed the reliability using Cronbach's Alpha using The SPSS 26 below:

Reliability Statistics	
Cronbach's Alpha	N of Items
.700	36

Arikunto (1998: 260) stated that the test is reliable if the test that developed by the researcher reaches the minimum range of high reliability (0.60 – 0.79). The result of reliability using Cronbach's Alpha showed 0.700, which is categorized a high reliability. Therefore, the test can be used by the researcher in order to measure the students' listening comprehension. Based on the Level of Difficulty (LD) and

Discrimination Power (DP) tables in appendices, 10 questions had to be eliminated because of their poor discriminatory quality. Thus, the researcher used 25 questions for the pre-test and the post-test.

3.9 Level of Difficulty

To see the difficulty of the test items, the researcher used this following formula:

$$LD = \frac{U + L}{N}$$

Notes:

LD = Level of difficulty

U = the proportion of upper group students

L = the proportion of lower group students

N = total number of the students following the test

This research determined the ability of students in the upper and lower, in order to balance the number of students. The upper group was the students who had score ≥ 57 , and the lower group was the students who had score ≤ 57 .

Table 3.3 Level of Difficulty of Listening Test

No.	Computation	Criteria	Total Items
1.	<0.30	Difficult	1
2.	0.30 – 0.70	Average	27
3.	>0.70	Easy	7
Total			35

The criteria are:

<0.30 : difficult question

0.30 – 0.70 : average question

>0.70 : easy question

{Heaton 1975;182 in Hayani (2012)}

Based on the result of the try-out test, there was 1 item with computation score <0.30 which categorized as difficult question. There were 27 categorized as average questions. Last, the easy question were categorized by the 7 items with computation score >0.70.

3.10 Discrimination Power

The researcher used the formula below in analyzing the discrimination power of the test:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP = Discrimination Power

U = the total of correct answer of the higher group

L = the total of correct answer of the lower group

N = total number of students

Table 3.4 Discrimination Power of Listening Test

No.	Computation	Criteria	Total Items
1.	Negative	Bad	0
2.	0.00 – 0.20	Poor	3
3.	0.21 – 0.40	Satisfactory	4
4.	0.41 – 0.70	Good	21
5.	0.71 – 1.00	Excellent	7
Total			35

The criteria are:

- a) DP = Negative = Bad items (should be removed)
- b) DP = 0.00 – 0.20 = Poor items
- c) DP = 0.21 – 0.40 = Satisfactory items
- d) DP = 0.41 – 0.70 = Good items
- e) DP = 0.71 – 1.00 = Excellent items

(Shohamy, 1985)

Refer to the discrimination power calculation of the listening test, the result showed that there was no negative items question. There were 7 items discrimination that all items are below 0.40 while the good items must be above 0.40 then these 7 satisfactory of discrimination should be dropped. Meanwhile, 21 good items and 7 excellent items were administered as the reference for the pre-test and post-test. In order to simplify the calculation of the result using SPSS, the researcher decided to take the 25 items so that there were 3 good items dropped.

3.11 Data analysis

In this research, the researcher used a paired sample t-test to examine the effectiveness of treatment using audio podcast, by calculating the difference in the average before and the average after the treatment was given. In calculating the final results of this research, the data were analyzed from the improvement of

students' listening comprehension after using audio podcast through Spotify application as treatment. The researcher calculated the average and found the mean. The researcher used the formula below in calculating the mean and the percentage:

$$\text{Mean}(X): X = \frac{\sum Xn}{N}$$

Notes:

X refers to mean

$\sum Xn$ refers to data value

N refers to number of samples

(Purwanto, 2009)

3.12 Hypothesis Testing

In analyzing the data, the researcher used one group pre-test and post-test to determine if there any significant improvement in students' listening comprehension before and after applying the audio podcast.

The hypothesis of the research was:

Ha: There is a significant improvement on students' listening comprehension after being taught using audio podcast through Spotify.

Ha: Sig. <0.05

The researcher used dependent t-test calculated using SPSS 26.0 software for Windows in testing the hypothesis.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This final chapter presents conclusions and suggestions of this research. These two points are described as follows:

5.1 Conclusion

The aim of this research was to determine whether the use of audio podcast through Spotify application can enhance the students' listening comprehension or not. Reviewing the results of using audio podcast through Spotify to enhance students' listening comprehension, it has made the researcher into a conclusion that this is a successful way. Using audio podcast through Spotify application makes the students more flexible in understanding and practicing the material. As a result, the students have more actively participation in the class.

Additionally, the researcher used the pre-test and post-test to the students in determining there was an improvement in students' listening comprehension after using audio podcast through Spotify application. As written in the computation that the students' pre-test mean score was 50.00 and increase in number 96.00 for the post-test mean score, and 46.00 for the gain score. It shows that it increased the number of students who passed the pre-test to post-test. There is a significant improvement shown on df (32) and the result shows that T-value is greater than T-table ($15.957 > 2.037$). Additionally, the significant level is 0.000 which is lower than 0.05. It means that H_a was accepted because there was an improvement on students' listening comprehension after being taught using audio podcast through Spotify application.

For that reason, the researcher came into the conclusion that using audio podcast through Spotify application is effective and can be used to enhance students' listening comprehension.

5.2 Suggestions

1. For the English teacher

Using audio podcast through Spotify application is highly suggested to the English teacher out there in order to improve students' listening comprehension. The flexibility of the Spotify application and the clarity of the material that is listened through audio podcasts positively make it easier and effective for the students to understand. This method is also one of the ways for teachers to make good use of technology in the world of education. Selecting the proper listening material to the needs of students and the role of the teacher to support in every learning activity can help students to be more motivated and become more active in the learning process. Preparing the ideal room for listening class and other elements are also needed to make the students feel more comfortable, enjoy and relax through the learning process.

2. For other researcher

For other researchers who want to conduct research in the same field, especially listening, it is necessary to prepare good listening materials so that they can be applied in the right way and get a good result. Each step in the research must be properly applied so that students can get a good understanding as well. As an addition, to get more ideal result and process the researcher should be more prepared while using the supporting tools and make sure to have more stable internet connections. This research has been conducted at the level of high school. In the future, researchers may conduct research at the same or try in different levels.

Finally, the researcher hopes that this study can provide valuable insights into the use of technology-assisted learning, particularly audio podcasts through the Spotify application, in English language teaching. The positive results obtained from this study indicate that integrating digital media into listening instruction can

support students in developing better listening comprehension. Although this study was conducted within a limited scope and context, its findings may serve as a reference for educators and future researchers in exploring more innovative and effective approaches to teaching listening. It is expected that further studies will continue to investigate the potential of digital learning media in improving students' language skills and learning outcomes.

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