



**ENHANCING STUDENTS LISTENING SKILLS THROUGH
SPOTIFY MEDIA: REFLECTIVE PRACTICES IN ENGLISH
LANGUAGE TEACHING CLASSROOM**

UNDERGRADUATE THESIS

**Presented as a Partial Fulfillment of the Attainment of the *Sarjana
Pendidikan* Degree in the English Education Department**

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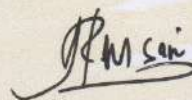
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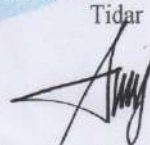
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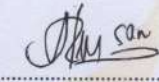
“Enhancing Students Listening Skill Through Spotify Media: Reflective Practices In English Language Teaching Classroom ”

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PERNYATAAN KEASLIAN

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ABSTRACT

Krisdian, Kevin Septa (2023). *ENHANCING STUDENTS LISTENING SKILL THROUGH SPOTIFY MEDIA: REFLECTIVE PRACTICES ENGLISH LANGUAGE TEACHING CLASSROOM.* Undergraduate Thesis. Magelang: English Department, Faculty of Education and Teachers Training, Tidar University. Supervisor I Moch Malik Al Firdaus, M.Pd., Supervisor II Retma Sari, M.Pd.

Keywords: *Spotify Media*, English Language Teaching, Listening Skill

Listening is an essential skill of the four language skills which is vital to be mastered by students. It is a tool to grasp the information from native speakers or from what they try to listen to. In fact, at SMP Pantekosta Magelang, have a problem with listening ability such motivation, and monotone strategies that teacher used in the class and bored students. To overcome this problem, the writer carried out research on the students' listening skills by using English Song at Spotify media, which encourages students' interest in learning and improves their listening ability.

The methodology of this research was Classroom Action Research. The subject of this research was students in the ninth grade of SMP Pantekosta Magelang in the school year 2022/2023. The total number of students was 28 students which consist of 15 males and 13 females. The writer used tests and non-tests to collect data. The test is about listening tests while the non-test is observation, questionnaire, and documentation.

The finding of this study showed that based on questionnaire and observation, the use of the Spotify media to enhance listening skills increases the students' scores. The result of the research showed in Pre-cycle is 69%, Cycle I is 74%, and Cycle II is 77%. It means using Spotify media enhance students' listening skill and increase their motivation in English Learning Teaching. There is a great improvement in listening skills after being taught by using Spotify media.

MOTO AND DEDICATION

MOTTO :

- *Do the best and God will do the rest*
- *Diberkatilah orang yang mengandalkan TUHAN, yang menaruh harapannya pada TUHAN! -Yeremia17:7-*

DEDICATION: *My beloved Mom, My Friends, My Support System and My Self.*



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All praise and gratitude to the Jesus Christ, who has given the writer's blessing, strength, convenience and fluency to finish this final assignment in this study. This thesis is entitled “Enhancing Students Listening Skill Through Spotify Media: Reflective Practices English Language Teaching Classroom”. This thesis is structured as one of the requirements for earning a Bachelor of Education in the English Education Study Program. Faculty of Education and Teachers’ Training, Tidar University.

This research can also be completed with the help of various parties. Therefore, the writer would like to express his gratitude and highest appreciation to those who have helped the completion of this research. The writer expresses his gratitude for the first time to the advisors: Moch Malik Al Firdaus, M.Pd., (Advisor I) and Retma Sari, M.Pd. as the second advisor (Advisor II). The writer would like to thank them profusely for helping this thesis due to his guidance, motivation, and advice.

In arranging this paper, a lot of people have provided motivation, support, and advice. In this opportunity, the writer would like to express his gratitude and appreciation to:

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Finally, the writer hopes that this thesis will be useful for the reader. The writer also realizes that this thesis is still far from being perfect. However, the writer will appreciate the critics and suggestion from the readers

Magelang, July 2023



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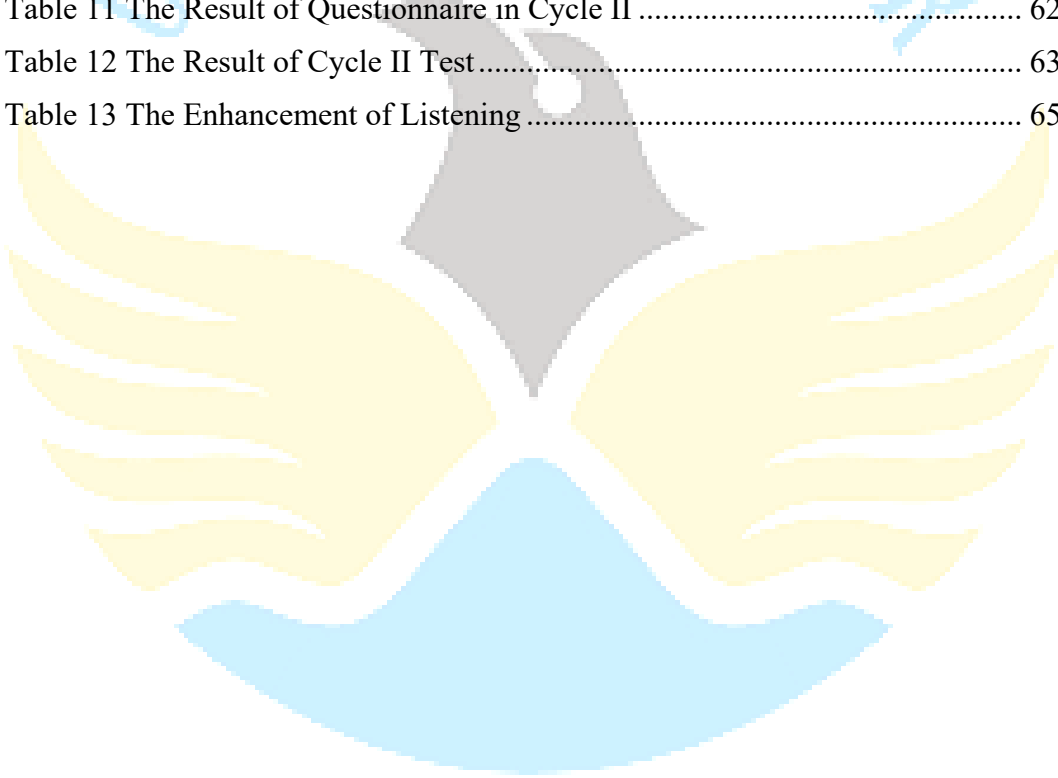
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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Communication is crucial in life since individuals communicate every day and the majority of human actions include communication. The ability to effectively communicate effectively in English is crucial in this age of globalization (Naseri & Motallebzadeh, 2016).

English nowadays is the one of students' difficulties. Some talents are required for communication. One of the most important is people's ability to collect information from what they listen to and then respond to the information they get. Through education, communication entails systematic and ongoing speaking as well as comprehending the process through observing other individuals (Gómez Burgos & Pérez Pérez, 2015).

Therefore, the students should have to enhance learning English especially listening. In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Listening skill becomes one of important skill in education as a fundamental language skill. Students need to be exercised and trained in order to have a good listening skill. Listening skill

is an ability to listen something but not just listen but understand what is the speaker say or the other people say. Humans prefer to listen more than they read, talk, or write, putting listening at the center of the language acquisition process (Gonulal, 2020).

Messages might be readily misread if one lacks the skill to listen effectively. Listening skill is critical for students to get knowledge from what they are listening to and then grasp and process the information they are receiving to have an understanding of the content they are listening to, (Yasin et al., 2017). The students' understanding level during the communication process may be seen when they grasp what they listen to. Listening is important because it demonstrates engagement in communication, which is especially important in English communication acquisition. The process of learning cannot be sustained if students are unable to grasp the teacher's information because they are unable to listen to it well (Rahmawati & Sianturi, 2021).

On the other hand, teachers must continue to give an exciting and pleasurable approach of teaching listening in order to assist and help their students keep their motivation, such as through the use of learning media. Listening is not a passive talent (Farhan et al., 2021) as listeners guess, forecast, deduce, critique, and, most importantly, analyze their counterparts' utterances throughout conversation. As a result, listening classes must be more engaging in order to pique students' attention and encourage them to develop their listening abilities. Listening is a key receptive skill that includes

comprehending, anticipating, inferring, critiquing, and interpreting the meaning of the speaker (Hamdy, 2017).

One of the media to enhance listening skill the students is song. (Degrave, 2019) suggests that many English teachers have long recognized that song and music work well in language classes. The statement shows that teachers can use song as a media to resolve the student's difficulties in listening and increase students' listening ability. By using songs to listening skill, students are given opportunity to improve their listening skill in different, fun and easy way. Song is one of things which the students like and listen almost every day. It also helps the students to get the information or vocabulary or anything by listening in one song because the students enjoy and listen it accurately. In this way, teacher and students can work together to improve students' listening skill.

From the explanation above we know that song can improve student's listening skill with an easy way. Using Spotify media is the best way to help students and teacher to find a song to improve listening skill. Spotify is a media that provide many songs that can be heard, so it makes easier if the teachers want to play a song in the class or the students want to play a song everywhere. This media is so flexible and convenient to use in this day. Spotify is one of digital music, podcast, and video streaming service that gives the listener access to millions of songs and other content from artists all over the world. Spotify application launch on 7 october 2009, this application found by Daniel Ek and Martin Lorentzon in Swedia in 1 April 2006.

Spotify application have some features like digital music, podcast and video streaming. In digital music, users can playing their favorite song in that application. Podcast itself have much digital English story that interesting to hear and video streaming also can use as a learning media by watching video in. By that features, the researcher decided to choose Spotify application as the way to improve students ability in listening. Because the researcher feel that Spotify application is interested enough to use in learning cause easy to use, also can use in gadget and computer easily.

Based on the observation was done in SMP Pantekosta Magelang, the ninth grader' listening score was not satisfying yet. The standard minimum score of learning in SMP Pantekosta Magelang was 75. It shows that they had a score less than the standard minimum score of learning, the average score they have was only 60. Many factors cause the students' to have bad vocabulary. When the teacher gives some exercises, the students get confused, and they get some difficulties in listening; it means that the students do not understand the patterns, and it was not an effective way in the teaching-learning in the classroom. The students get difficulties in grasp the sentence from what they listen because they just hear unthoroughly, it was out of necessity. The students have limited knowledge of basic competencies in listening.

Based on the explanation above, the researcher is interested in *Enhancing Students Listening Skill Through Spotify Media : Reflective Practices in English Language Teaching Classroom*. The reseracher focuses on

listening ability of the students and hopes that this media brings enjoyment for the students and also teachers.

1.2 Identification of the Problems

Based on the background of the study, the writer identifies some problems as follows.

1. The students were unencouraged in listening.
2. The students difficult to grasp the information from what they listen.
3. The students were monotone with the strategy used by the teacher.
4. The students got low scores in listening.
5. The students listen unthoroughly

1.3 Limitation of the Problem

The researcher limits the problem on how students can grasp the information from what they listen. Then, the writer tries to enhance listening skill of the third graders of SMP Pantekosta Magelang in the school year of 2022/2023 by using Spotify Media.

1.4 Formulation of the Problems

The problems of this research are formulated as follows :

1. Can the use of Spotify Media Enhance Students' Listening Skill Learning as Reflective Practice in English Language Teaching?
2. How great is the improvement of Spotify Media Enhance Students' Listening Skill Learning as Reflective Practice in English Language Teaching?

1.5 Objectives of the Study

The objectives of the research can be stated as follows :

1. To know whether or not the use of Spotify media can enhance students' listening skill in English Language Teaching Classroom reflective practices.
2. To know how great is the improvement of Spotify media can enhance students' listening skill in English Language Teaching Classroom reflective practices.

1.6 Significance of the Study

The results of the study are hoped to give benefits for students, for the teachers, and also for researchers :

1. For Students

It was expected to give students more motivation, interest, and attractiveness to enhance the listening skill through spotify media.

2. For Teacher

It was expected to give teacher inspiration to develop creative teaching media, especially listening and to be alternative media in teaching-learning process of listening skill.

3. For Researcher

It was expected to give the other researcher give information about how to enhance student's listening skills by using spotify and can be used as reference.



CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Previous Studies

In conducting this research, the researcher uses some references from the previous study. The first reference is a study conducted by (Lestary, 2019) entitled “The Use of Songs to Improve Students’ Listening Comprehension Ability”. The purpose of this study is to find out the utilization of songs as the technique of teaching listening. The method used in this study is a qualitative method. The results show that technology should be used in the classroom as much as feasible. Using songs in the learning process, particularly in the listening lesson, creates a pleasant mood in the classroom and allows teachers to easily communicate the topic or content. Students can also develop their listening skills as one of their significant ways to overcome their listening skill difficulty. English songs may motivate students to participate in class, they are fascinating, and they can perform well on a listening job.

The second reference is a study conducted by (Hadi, 2019) entitled “The Use of Song in Teaching English for Junior High School Student”. The aim of this study is to investigate in detail the use of song in teaching English for Junior High School student. This study is an action research. The results show that using songs also allows students to practice more with their favorite music, which boosts

their self-esteem and allows them to begin to solve their own problems when learning a language, particularly English. This research is one of the different methods that a teacher may utilize to provide numerous teaching materials in order to create the greatest learning practice for the students.

The third references is study that conducted by (Salainti & Pratiwi, 2021) entitled “The Role of Digital Technology in Supporting Students’ Listening Skills Through Digital Music Platforms and Podcasts: A Literature Review”. The purpose of this study is to find and share the role of digital technology in supporting students’ listening through music platforms and podcasts. The method used in this study is qualitative method. The results show that by listening to podcasts, we may enhance not only our listening abilities, but also our vocabulary, allowing listeners to acquire new terms, and our grammar. Students who listen extensively tend to have a better comprehension of grammatical rules and better pronunciation. When we listen to native speakers say words, we enhance our own pronunciation and fluency.

Based on the explanation above, it can be seen there are some similarities between this research and the previous researches. The similarity between the three articles is that teaching-learning can use Song in the field of education. The researcher combines Spotify as a digital media to enhance student's listening skills in the teaching and learning process from the three studies above. When students use new technology-based learning media and usually use it, it will make them feel that English is fun and easy. Besides learning to listen, students also feel

interested in learning English because their learning uses modern applications that they usually use in everyday life.

2.2 Theoretical Background

2.2.1 English Language Teaching class

English Language Teaching: the teaching of English specifically to students whose native language is not English. English Language Teaching in the dictionary is the practice and theory of learning and teaching English to benefit people whose first language is not English.

Archana and Rani (2017) argue that a teacher is an individual in the classroom who has the proficiency, tools, and information necessary to enlighten young students. In this fast-growing world, there are great chances in teaching approaches along with learning strategies. Besides Parents, Teachers play a crucial role in developing a child's interest in a subject or the language. The teacher should thus become a learner by thinking about the situation by understanding it from a different point of view before teaching students and making them relevant in everyday circumstances.

Teaching and learning is a continuous process, and the strategies may differ with the moving generations. Although we find many changes in the education system, the role of a teacher will remain the same but with slight modifications. The teacher's job is to convince the student that education fulfills the need and learning in the classroom. A Teacher has to think from the learners' perspective before she

plans to interact with the students. When a teacher starts teaching, they should arrange with the learners' perspective; students can receive the information without hesitation in grasping the things (Archana and Rani,2017).

2.2.2 Reflective Practice of Action Research

The teacher defined reflective teaching as looking back for the teacher's instruction. It includes thinking and rethinking about one's performance before, during, and after class activities. Instructors have to reflect on the problems of students who are likely to happen during the achievement of targeted goals. Teachers have to ponder about the teaching strategies they will need to consider in delivering the expected lesson (Artzt, Curcio, Gural, Thomas,2015).

Reflective teaching practice is one of the essential processes in teacher education. It stimulates teachers and students to develop various decision-making, metacognition, and logical thinking (Goodley,2018). The pioneers of reflective practices, Dewey (2001), previously in 1916, defined reflection as a complete systematic process of decision making for solving a given problem whereas, Cruickshank et al. (1995), Jay & Johnson (2002), Pollard (2002), Pollard & Tann (1995), Posnanski (2002), Tang (2002), Wilson & Jan (1993) identified that reflective thinking involves taking a systematic & thoughtful action through consistent self-inquiry where teachers thoroughly review their classroom experience through a complete cyclic procedure towards high-quality standards of learning & teaching methodology.

Atherton (2005) argues that reflective practitioners invigorate the classroom by making it attractive, challenging, and motivating. Reflective teaching practice is a valuable approach in advanced teaching where teachers use their perceptions and experience to evaluate their teaching progress. They observe themselves, criticize their teaching practices & admit other's criticism with open-heart. It makes teachers self-evaluators for their teaching practices.

2.2.3 Listening as an Important Skill

The capacity to hear is different from the ability to listen. Although most people are born with the capacity to hear, listening is an acquired talent. Listening has traditionally been recognized as one of the four language abilities and a crucial precursor for language development under normal conditions. As a young person's language improves, so does his or her capacity to listen and talk with comprehension. Listening is the foundation of all verbal and nonverbal human communication. According to (Otgaar et al., 2018) research on verbal communication, listening is so important to the acquisition of speech and language that poor listening can lead to poor learning.

Young learners must utilize active listening to expand their understanding of and sentiments about what they hear in their environment. As a result, it is critical to cultivate listening abilities in both the primary and second languages, Wessels & Van den Berg (Hugo & Horn, 2013). Good listening skills should be developed from the start, especially while learning a second language. To be able to pronounced the words correctly, learners must listen carefully and recall the sounds of the new language. This means that when the new sounds are not clear or

understood, the learners must substitute corresponding sounds from their own language.

The crucial problem of comprehension should not be overlooked: while hearing is a receptive ability, it is not a passive act since it is an act of meaning construction. Listeners use their previous knowledge and expectations about the message to be transmitted to interpret a conversation or an oral presentation. Teachers understand that listening skills must be taught: they cannot be assumed to develop on their own, DazRico (Hugo & Horn, 2013).

For example, the total physical response (TPR) technique, which is commonly used to teach a new or second language to young learners, is predicated on the idea that students have strong listening skills. James Asher created the whole physical reaction approach to help in the learning of second languages. The approach is based on the notion that when a second language is learned, it is internalized through a process of code breaking. Before speaking the second language, the approach provides for a period of listening and establishing understanding, Hugo (in Hugo & Horn, 2013). When the TPR approach is utilized, young learners are obliged to listen to a teacher's teaching, watch how the instructor carries out the lesson, and then react and demonstrate understanding by carrying out the instruction themselves. Learners must only talk when they are ready, Wessels & Van den Berg (in Hugo & Horn, 2013).

2.2.3.1 Component of Listening

According to Shockingawful, 2017 (in Andriani & Ma'ruf, 2018), there are four components of listening:

1) Concentration

The capacity to focus refers to a student's or listener's ability to listen to the content from the audio. The ability to focus is divided into two parts: focus on the ears to listen to the audio and focus on the eyes to read and match the text to the audio. Eyes, for example, may not be responding effectively to the multiple distractions in a regular classroom, as well as some deafening noises from outside the classroom.

2) General Understanding

The term "general comprehension" refers to the ability of students or listeners to grasp the main concept of the material from the text. The listener can visualize in order to get the gist of what they hear.

3) Paying Attention to Details

Listening for particular information is another term for listening for details. It entails comprehending the work and concentrating in order to get information.

4) Correctness of Answer

The capacity of students or listeners to answer the assignment correctly is referred to as accuracy of answer. To acquire the proper answer, you must first grasp the text and terminology.

2.2.3.2 Type of Listening

The ability to listen, on the other hand, is difficult to perfect. According to (Zhang, S., & Zhang, 2020), there are several sorts of listening to be aware of before attempting to develop the talent. They are as follows :

- 5) Intense; emphasis on phonology, syntax, and lexis. The learner pays great attention to what is said.
- 6) Selective; focus on core concepts, predetermined job. The learner seeks to extract crucial knowledge and apply it in a meaningful way.
- 7) Interactive; emphasize being an active learner. The learner communicates vocally with others in order to find knowledge or negotiate solutions.
- 8) Extensive; concentrate on constant listening and handling vast volumes of hearing material. The learner listens to extended excerpts and completes meaning content activities.
- 9) Responsive, with an emphasis on the learner's reaction to input. The learner finds opportunity to engage to and express his or her own thoughts and ideas.
- 10) Autonomous listening; emphasis on learner progress management and navigation of "help" alternatives. Learners choose their own extracts and activities, track their own performance, and decide on their own patterns of engagement with others.

2.2.3.3 Purpose of Listening

The following is the reason for listening.

- 1) Listening to learn, that is, gaining knowledge from the speaker's discourse.

- 2) Listening to appreciate audial beauty by emphasizing appreciation of anything from the content uttered or performed.
- 3) Listening in order to assess. Listening with the goal of judging everything he sees (good-bad, beautiful-ugly, and etc).
- 4) Listen in order to fully comprehend the content read. People are listening to like or appreciate what he is listening to.
- 5) Listen in order to express your own opinions. Person who listens with the purpose of being able to transmit thoughts, concepts, and sentiments to others in a smooth and correct manner.
- 6) When listening with focus and intention, sounds may be distinguished precisely.
- 7) Listening in order to address problems creatively and analytically.

The goal of listening, according to Hunt (in Tarigan, 2015), is to obtain information relating to or important to a job or career, making interpersonal connections more successful in daily life, gathering facts in order to make sound judgments, responding correctly to all that is heard

2.2.4 Student's Motivation

Motivation is a vital aspect of a student's life, particularly motivation to study. Wanih & Iqbal (2020) defines motivation as "the encouragement that they are within someone to make adjustments in improved behavior that are required." According to (Hadiyati et al., 2021), motivation is defined as a shift in energy that

encourage someone into action in order to achieve a certain goal. Suryabrata, on the other hand, stated in (Hosna, 2021) that motivation is the state that pushes someone to execute particular behaviors in order to reach a goal. Furthermore, Sardiman (2011:74) defines motivation as a complicated process that causes a person's energy to shift in order for them to perform something. Furthermore, (Filgona et al., 2020) defined motivation as "mental encouragement that may move and guide conduct."

Motivation is extremely important in language acquisition and performance. Students who can effectively encourage themselves and students who are professionally motivated by their teachers attain their language learning goals. It is well acknowledged that motivation is a critical characteristic that may either help or interrupt learners' progress. According to (Mamadaminova & Khadjikhanova, 2021), "motivation is regarded crucial in its influence in language learning performance." Along these lines, students' desire for English language acquisition can, to some extent, impact their learning outcomes. It is worthwhile to investigate how students succeed or fail in learning English since it may alter their motivation and the manner they learn the language.

1) Types of Motivation

Based on Self-determination Theory (SDT), learners may be driven to learn by two sources— internal and external. Generally, there are two types of motivation; intrinsic and extrinsic motivation.

a) Intrinsic Motivation

Intrinsic motivation is an inner force that motivates students to engage in academic activities, because they are interested in learning and they enjoy the learning process as well (Schiefele in Chow & Yong, 2013). Their (learners) abilities are put to the test and they are eager to learn even when there are no external rewards to be won (Chow & Yong, 2013). Students with learning goals of seeking understanding for mastery of science content and skills are said to be intrinsically motivated (Cavallo, et al., 2003).

Intrinsic motivation is more influenced than extrinsic motivation because intrinsic motivation rises from learner self not influenced by an external factor. Gagne and Deci (2005) reported that intrinsic needs derive satisfaction from performing the activity itself; from the implementation of an activity without receiving any apparent reward. This makes a learner be aware that he/she needs to learn. Brown (2000) reported that intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Brown added that people seem to engage in the activities for their own sake and not because they need an extrinsic reward.

b) Extrinsic motivation

Extrinsic stimulus is outside the person, it can be there in the form of operant conditioning or social cognition. It refers to the performance of a task for attaining an outcome. It may be in the form of some kind of reward, social approval, or appreciation. Harmer (1988) explained that extrinsic motivation is caused by any

number of outside factors that might include the hope of financial reward; need to pass an exam or the possibility of the future level.

2) Language Learning Motivation

Motivation plays an important role in language learning. It has a special attention in the research of second language acquisition (SLA), there is a model that is considered the most influential model in language learning. It is known as socio-educational model, which is developed by Gardner (1985:45). In his model, he shows that there is two kinds of motivations, as follows.

a) Integrative motivation

Integrative motivation refers to learners' desire to at least communicate or at most integrate with members of target language.

b) Instrumental motivation

Instrumental motivation refers to more functional reasons for learning the language, such as getting better job, a higher salary or passing the examination. However, he stresses most on integrative motivation. He has a notion that learners who highly interested in Second language (L2) community have more motivation to learn L2 than those concerned with the instrumental use of the language.

3) How to Measure Motivation

Hatch and Lazaraton (2005) show that there are three ways to measure motivation, as follows.

a) Projection Test

The most known project is Thematic Apperception Test (TAT). What people say is a projection of the inside state them. To know what do people think,

people should give stimulus that can interpret. What people say is a projection of the inside condition them. To understand what do people think, people should provide inspiration that can solve.

b) Questionnaire

One of the instruments in measuring motivation is to ask the client to answer questions that contain indicators to be used to know the reason. The questionnaire can be presented by checklist consist of a positive question and a negative question.

c) Behavioral Observation

Creating a certain situation is one of the ways to measure motivation. The case can generate the problem according to the indicators that make and show the client's attitude that can be categorized as a motivation. Students' learning motivation indicators that are usually used in the observation are :

- The motivation of the students to hear to teacher's explanation
- The students pay attention to th teacher's explanation
- The students ask for material
- The students comment on the material
- The students answer the teacher question
- The students make a note
- The motivation of the students during the learning process
- The students are motivated in the learning process
- The students involved in the learning process
- The students can understand the material

- The motivation of the students to do the assignment that is given by the teacher
- The students can do the evaluation test
- The students can finish the assignment within given time.

Based on Gutman (1998), the result of the test could be classified into five categories as follows.

Table 1 Gutman's Scale

Categories	Score
Very High	86-100%
High	70-85%
Fair	60-69%
Low	50-59%
Very Low	<50%

Source: Guttman's scale (1998:7)

The students' motivation can be categorized as very high if the percentage of the motivation indicators in the observation sheet reaches 86-100% from the total number of the students. It will be a high category if the result is 70-85%. If the percentage of the motivation indicator reaches 60-69%, it belongs to an appropriate category, while 50-59% belongs to a low sort. It is called very low if the result only reaches <50%.

2.2.5 Song

Songs, according to Lo and Li (in Hadi, 2019), may modify the monotonous tone in the classroom and, with the smoothing impact of music, produce a comfortable class setting in which students can improve their linguistic abilities more readily. Furthermore, using songs in the classroom setting amuses students,

makes them feel comfortable, and helps them overcome their unfavorable attitudes about a foreign language while learning a linguistic framework through a song, (Moshtahari, 2019).

Songs are one type of listening activity with a lot of potential. Songs and music are essential components of developing and learning. Songs have several important properties, including the fact that they are entertaining and may keep pupils engaged. There are several benefits to employing music in the classroom. The instructor can address the demands of the adolescent needs in the classroom by selecting modern popular songs that teens are already familiar with. Because songs are extremely remembered and motivational for pupils. Repetition is the most significant aspect of music. Songs include linguistic patterns while also developing listening skills, pronunciation, and rhythm, as well as providing a joyful environment. Furthermore, songs are quite useful forms of exercises.

Songs, such as choruses, rhymes, and melodies, include several codes that help students remember information, (Arif et al., 2021). As a result, these song codes improve the usefulness of songs in language instruction. When a student listens to and memorizes a song used in class, the words become part of his or her long-term memory. Furthermore, neurological studies have revealed that musical and lingual processes occur in the same area of the brain and that musical and lingual syntax have considerable similarities (Besson et al., 2018). According to (Rehman & Perveen, 2021), when aspects from the target language's popular culture are included in the class, student motivation increases because pupils learn topics about which they have prior knowledge more readily.

1) Function Of Song

The functions of song according to Lo and Li, “songs are invaluable tools to develop students’ abilities in listening, speaking, reading and writing, and can be used to teach variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjective, and adverbs.” Furthermore, Weda claim that the teaching of English to young learners by using songs has many benefits. One of those benefits is the students will feel comfort and relax because of its good atmosphere which will enhance their proficiency.

In the same field, Lo and Li also explain that the activities through songs offer a great deal of advantages in promoting of English, they therefore state that the advantage of songs is stimulating students’ interest and enhancing their involvement. From the explanation above, there are many functions of songs in the view of linguistic, psychology, cognitive, social and culture. It is used not only for fun but also for education as in teaching English especially in improving students’ vocabulary. It also can be considered that songs with easy text would help the students develop English proficiency, especially vocabulary.

2) Advantage And Effectiveness Of Song In Teaching And Learning Process

There are many advantages in using songs in the language classroom as follows:

- a) Songs and music can be used to relax students and provide an enjoyable classroom atmosphere.

- b) Songs contain examples of colloquial speech. The natural language of songs as opposed to the artificial language in many textbooks, so it takes language input
- c) Every song is a culture capsule containing within itself a significant piece of social information, of it has much cultural input
- d) Songs can be used as texts in the same way that a poem, short story or novel or any other piece of authentic material can be used
- e) Songs and music as supplements; can be used to supplement a textbook or can serve as the text itself
- f) Songs have much related to students' interest
- g) Other advantages related to teaching which has several correlation with teaching in many aspects as follows:
 - Song can be used as a launching pad for conversation.
 - Songs are especially good at introducing vocabulary because it provides a meaningful context for the vocabulary.
 - It provides a natural context for the most common structures such as verb, tenses, and prepositions.
 - Songs can be provided for some languages with a suitable way to teach and practice the several skills.
 - It can be used for pattern practice and memory retention.

Based on the statements above, it shows that song or music is a manifestation of culture and has been used in classes in many ways and for different reasons, through music which creates a relaxed learning environment for students.

In general, songs and music affect our emotions; many people can be moved to tears or other strong emotions by music, song can acquire strong emotional associations with people, events and places.

2.2.6 The Influence of Songs in Language Teaching Classroom

Songs, according to Lo and Li (in Hadi, 2019), may modify the monotonous tone in the classroom and, with the smoothing impact of music, produce a comfortable class setting in which students can improve their linguistic abilities more readily. Furthermore, using songs in the classroom setting amuses students, makes them feel comfortable, and helps them overcome their unfavorable attitudes about a foreign language while learning a linguistic framework through a song, Saricoban (in Moshtahari, 2019). In this regard, the amusing and relaxing mood brought to the classroom by songs alleviates the effects of certain emotional cases such as excitement, anxiety, lack of self-confidence, and a sense of being threatened, in addition to positively influencing or facilitating the learning process by emotionally stimulating the student, Kramsch (in Farooq et al., 2018).

Songs can also assist motivate students by creating a nice environment. Students are encouraged to actively participate in the learning process by using their musical skills. Songs assist kids establish confidence for language acquisition in this way, Sahin (in Izzah, 2014). According to Orlova (in Al-efeshat & Baniabdelrahman, 2020), the following are some of the benefits of using music in class:

- a) Practicing the English language's rhythm, stress, and intonation patterns.
- b) Vocabulary instruction, particularly at the vocabulary reinforcement stage.
- c) Grammar instruction. In this regard, teachers who are researching the usage of tenses particularly like songs.
- d) Speaking classes are being taught. Songs, and particularly their lyrics, are used as a stimulant for class discussions for this purpose.
- e) Listening is being taught. Music can aid with understanding.
- f) Developing listening abilities. A song may be utilized for this purpose in a variety of ways, such as speculating on what could happen to the characters in the future, composing a message to the main character, and so on.

2.2.7 Digital Media

1) Definition of Media

According to Naz and Akbar (2018:35), media refers to anything that carries information between a source and a receiver. It is the means for transmitting or delivering messages and in a teaching-learning perspective delivering content to the learners to achieve effective instruction.

In general, Gerlach and Ely in Bakri (2011:3) divide teaching media into wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create a condition so that students can get new knowledge, skill or attitude. In this meaning, teacher, book, and environment are included in media.

While media in narrow meaning is graphic, photo, picture, mechanic, and electronic tools that use to express, process, and also convey visual and verbal information.

Based on the above definitions, it can be summarized that media is anything such as a person, materials, equipment, or events which means for delivering messages or information from the source to the receiver.

2) The Importance of Media

According to Obanya (1985), Campbell & Dlamini (1994), as cited in Oyedele, Rwambiwa, and Mamvuto (2013), teaching using media can extend the opportunities for learning far greater than chalk and talk.

The use of media in the classroom makes students aware of the ever-changing world of electronic communications and giving them a better understanding of such resource, which prepare them to be successful in the future (Williams, 2018).

Moreover, Naz and Akbar (2018:37) state that using media or instructional aids, it makes teaching more interactive, which results active involvement of learners. Media for the learning-teaching process provide with the tools to engage learners powerfully in the learning process. It greatly enhances the effectiveness of communication.

From the explanation above, it explains that the media is a crucial cause for the activeness of students in undergoing the learning process.

3) Types of Media

Traditional media, or as some refer to as old media, has been used in the world for years especially for advertising. When related to advertising, old media such as television, newspaper, radio, and magazine have reached both consumers and other companies for decades. However, over the last few years, people prefer utilizing new media (Christian, 2014).

New media is often characterized as highly interactive digital technology. There are five types of new media, according to Neese (2016) as follow:

a) Blogs

Blogs are an early form of new media that still relevant and share several characteristics of the most recent new media types.

b) Virtual Reality

Virtual reality technologies stimulate an environment along with the user's physical presence and sensory experience through a special headset or on a computer screen. It may be poised to become the future of new media.

c) Social Media

Social media is a form of new media that relies heavily on the participation of users to provide value. It centers on creating, sharing, and exchanging information, ideas, and content in online networks and communities.

d) Online Newspapers

Online newspapers are considered new media for many of the same reasons as blogs. Online newspapers blend multiple types of media and are easily accessed and searched. Users can also interact with some online newspapers via a comment feature.

e) Digital Games

Digital games are a part of everyday media culture and a unique type of new media.

2.2.8 Spotify

Spotify application have some features like digital music, podcast and video streaming. In digital music, users can playing their favorite song in that application. Podcast itself have much digital English story that interesting to hear and video streaming also can use as a learning media by watching video in. By that features, the researcher decided to choose Spotify application as the way to improve students ability in listening. Because the researcher feel that Spotify application is interested enough to use in learning cause easy to use, also can use in gadget and computer easily.

Spotify has a mixed business model between a freemium service supported by advertising, and a paid service. In running its business model, the biggest cost component is selling costs, including fees for paying for music licenses (Gobry, 2011). In addition to paid services, Spotify also combines it with freemium services that are supported by advertising services. There are three subscription models described on the Spotify.com page, namely: 1. Free Spotify. Application users can download and listen to Spotify for free, and instead, there are advertising services in the form of audio and display ads. 2. Spotify Premium. Pay a subscription fee of Rp. 49,900,-/ month(for public), Rp. 24,900,-(for students), and Rp. 79,000,-for a family, and get five accounts (Spotify.com, 2017).

In running its business, Spotify works with various record companies that oversee musicians. There are many profit-sharing scenarios between Spotify and the musicians/record labels. Spotify, for example says that the average payouts for streaming to labels and music publishers are \$0.006 and \$0.0084, respectively. However, there is also information that says the artist's payment from the label portion is \$ 0.001128 (Dredge, 2015).

Music streaming services, such as those owned by Spotify, have changed the face of the music industry. Beyoncé made history with her album *Lemonade*, which racked up a record 115 million streams in just one week. One week later Drake broke the record, when his album was streamed more than 245 million times. The era of music streaming has arrived in full force, replacing physical album sales such as CDs (Luca & McFadden, 2016) At the forefront of the music streaming revolution, Spotify and Apple's iTunes Music –these two “disruptors” stand firmly in changing the way we experience music. Together, they build the development and trend of music streaming (Bullhound, 2017).

To provide excellent service to Spotify's 140 million active users, one of the key elements of streaming media such as music and video is the support for the streaming protocol used. Ideally, the data is compressed as much as possible and then transferred in an efficient way to reduce network congestion (Irvine, 2013).

The high need for reliable cloud-based infrastructure services forces Spotify to use the best service. For its server infrastructure, since mid-2016, Spotify stated that it had transferred the technology that runs its music streaming service to the

Google Cloud Platform. Previously, server infrastructure from Spotify used Amazon Web Services (Moon, 2016).

As a music streaming service provider, Spotify always updates its technology with current trends. One of them is Artificial Intelligence (AI)-based technology, which is useful for strengthening its dominance in the music streaming industry. AI itself is a science and technique of making intelligent machines, especially intelligent computer programs. This matter related to similar tasks using computers to understand human intelligence, but AI does not have to limit itself to biologically observable methods (McCarthy, 2007).

That background is the reason Spotify is actively pursuing acquisitions of technology companies in music throughout 2017. Most recently, Spotify announced that French AI startup Niland has joined its ranks (Russel, 2017). Niland claims to be a music technology company that provides a search and discovery engine based on search and deep learning algorithms (McIntyre, 2017).

2.2.9 Learn Listening by Media Spotify Application

According to Sanjaya (in Sany, 2021), an application is software developed by a computer corporation to do certain functions. According to Ramzi (in Sukanda & Andri, 2021), an application is a program that stores things, data, problems, and work in a form of media or media that can be used to enforce or implement existing things or difficulties so that they change into a new form without erasing the values that form the basis of data, troubles, and the work itself. So the application is a

transformation of a difficult-to-understand problem or job into something simpler, easier, and understandable by people. As a result of the application, an issue may be solved more quickly and precisely.

Spotify is an application designed to help people learn English by listening. Spotify is a digital music and video streaming service that provides access to billions of songs from all over the world. A search engine that includes the name of the artist, album, genre, song list, or record label may be used to find music. The benefits of learning to listen to music on Spotify, including music and songs, play a significant role in the growth of learning English, particularly listening. Because it may strengthen memory, expand vocabulary, practice pronunciation, and most importantly, it does not boring students because they can learn to listen by selecting an English song that they enjoy. So the usage of Spotify in learning to listen means that the application to listen to English songs is used to increase students' listening comprehension.

2.2.10 Advantages of Spotify Media

There are several advantages of Spotify media based on Sahana (2022) as follows :

- 1) It is easy to use

Spotify is aiming to make its presence across the globe and its availability in 184 countries speaks for itself. On top of that, the application is straightforward to use, allowing users to get started in a few clicks or taps. If you want to use this

platform, all you need is an internet connection and your email address to start listening to music. Plus, if you have a Facebook account, you can use it to create a Spotify account. Finally, once you have registered an account, you can create a playlist for different occasions.

2) Spotify provides a tailored listening experience

The customer-centric model of Spotify with the feature of providing free access to content makes it an indisputable leader in the music industry. Based on various factors such as theme, mood, gender, and age, Spotify has curated more than 80 million tracks along with 4 billion playlists for its users. That's one of the reasons it has 406 million active users at the time of publication. In fact, listening to music is just one part, Spotify also allows its users to upload their tracks from their devices. That's mostly why they add over 60,000 songs daily.

3) It is available on multiple platforms

Whether you are an Android or an iOS user, you can easily download the Spotify application on your device. Not only this, but the Spotify application is also available on Microsoft Windows and Apple macOS computers. In fact, it was reported last year that the total number of Spotify app downloads exceeded 1 billion in the Android market. Undoubtedly, it is a major milestone that was accomplished. But there's more, you can access the Spotify app even from Linux, Open Pandora, Xbox, and PlayStation. This compatibility gives Spotify a competitive edge in the music industry.

4) Spotify allows sharing music experiences

We already mentioned that Spotify allows users to register using their Facebook accounts. Once you have connected via Facebook, you can easily share your music experience with your friends and family. With a few clicks, you can also share your favorite songs with anyone worldwide. Along with this, they can also see what you are listening to in real-time.

5) It gives access to the massive music library

Spotify provides both free and premium versions to its users. But irrespective of that, Spotify users get access to massive music libraries. From songs to podcasts, the users can surely find something they like. Also, there are around 3.2 million podcasts available on Spotify and many more are added each day. Plus upgrading to the premium version allows users to save up to 10,000 songs on five different devices individually. The saved playlists are available for listening offline.

2.2.11 Disadvantages of Spotify

Besides some advantages of Spotify media, here are several disadvantages of Spotify as follows :

1) It is expensive

While Spotify has a free version, only limited features are available to such users. Upgrading to the premium version is expensive. That's because excellent features are available with an upgrade. Also, there is a possibility that even after

upgrading to the premium version, there would be months when you won't use the application. Therefore, premium users who don't use the service regularly might find it pricey.

2) Spotify shows advertisements

As we pointed out previously, the free version is supported by ads. These users have to listen to audio advertisements between the songs. This frustrates the listener, especially when the ad pops up in between their favorite songs or while listening to podcasts. The only way to get rid of the annoying ads is to upgrade to the premium version, which, as we have examined above, can be expensive.

3) It offers low sound quality to free users

Like ads, free users get low sound quality. The maximum bitrate at which free users can stream music is 128kbps on desktop and 160kbps on mobile. Whereas with the premium version, you can stream music at 320kbps on both desktop and mobile. If you choose to upgrade to the premium version, you may experience the music of drastically better quality.

4) Spotify requires an internet connection

Spotify is a major player, but there are good competitors in the music industry. Compared to other music streaming service providers, the major drawback of Spotify is that it requires an internet connection all the time. Unless you are upgrading to the premium version and saving songs, there's no way you can listen

to music offline. In contrast, the competition allows offline listening without requesting an upgrade to the premium version.

5) It is not universally available

Spotify was founded in Stockholm, Sweden, and it is expanding its services globally. Initially, it was available only in a few countries and gradually included more. However, Spotify is still not available universally, i.e., there are some countries where Spotify does not provide its services. People from those regions will have to wait until the service becomes available there.

2.3 Conceptual Framework

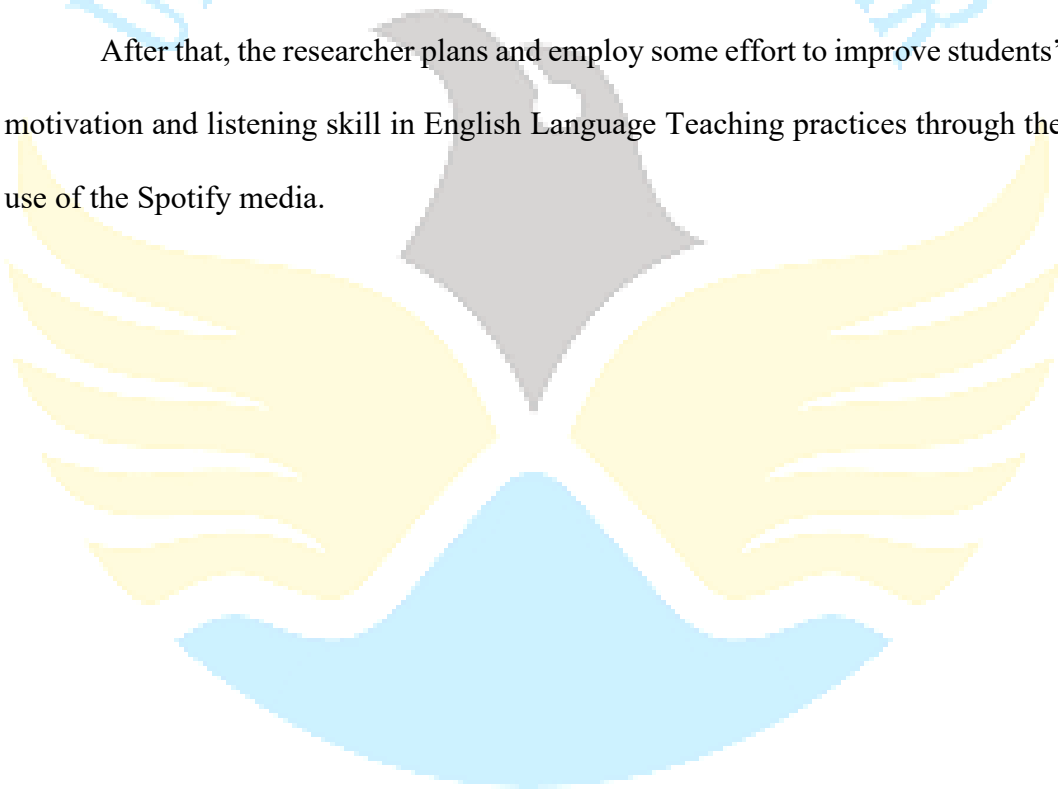
Listening is one of four skills that should be mastered for Junior High School students. Students got difficulties in listening because most of the students can not grasp and understand what the speaker say. Then the students need a long time to process what they listen. The students are also afraid to make a mistake when they doing the task.

There are so many problems faced by students when they learn lisytening skills. The students had low motivation in English listening, especially in listening from native speaker because they did not have a lot of vocabulary. Besides, the teacher usually taught by using events traditional technique. Those may cause their motivation to be low. To solve the problem, the writer uses the Spotify as media in English language teaching to improve listening skills.

The researcher assumes that the Spotify media is expected to be a good media to teach listening skills in junior high school. To conduct this research, the researcher needs to do some steps.

The first step is the researcher needs to observe the school where it is going to conduct the research. In this observation, the writer notices some problems with students' ability in listening skills. After finding some problems, the researcher thinks about the action to solve the problems. Then, the Spotify media is used in the teaching and learning process.

After that, the researcher plans and employ some effort to improve students' motivation and listening skill in English Language Teaching practices through the use of the Spotify media.



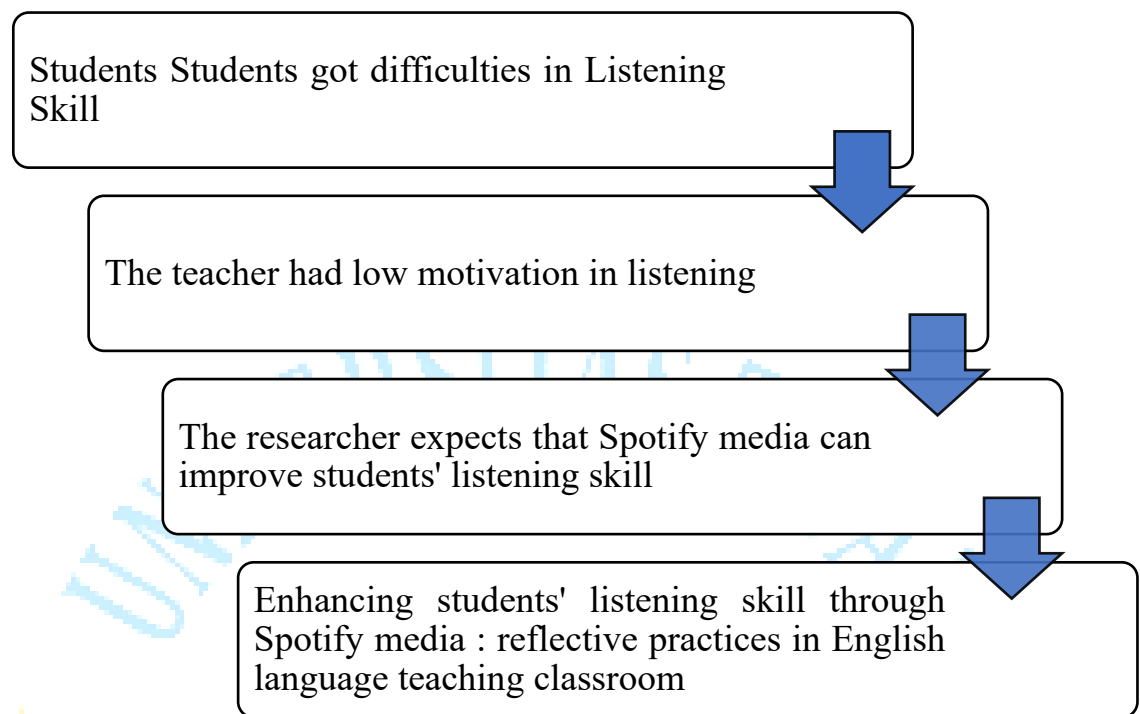


Figure 1 Conceptual Framework

2.4 Action Hypotheses

The Hypotheses are:

1. By utilizing Spotify media enhance students listening skills in English language teaching in Junior High School Education.
2. There is a great enhancement of the listening skill practice in English language teaching in Junior High School Education

CHAPTER III

RESEARCH METHODOLOGY

3.1 Type of Research

The research is aimed to increase teaching and learning process, so the research using classroom action research. The kind of this research is Classroom Action Research. According to Donald Ary (in Sari et al., 2021), Action Research is an activity to take an action based on research and analyze the action taken. Action research in the school setting is a systematic approach to improve teaching practices.

As stated by Kemmis and McTaggart in Koshy (2005, p. 4), Action research contains two cycles that are different in each purpose. The first cycle involved the major steps of planning, action, observation, and reflection. The second one is revising the first cycle. This research will collect and interpret data that involve some cycles.

Both cycles used at least two meetings in class. cycle I consisted of four procedures called planning, acting, observing, and reflecting in this cycle the writer applies Spotify media. Cycle II would be continuing based on the reflection of cycle I. The process was similar to Cycle I but with a different topic.

3.2 The Subject of the Research

The researcher carried out this research in SMP Pantekosta Magelang in 2022/2023. The researcher choose 9A class. The writer choose this class because it has a low motivation and low scores.

The researcher chooses the student's 9A class as the subject of the research. The total number of students was 28 students which consist of 15 males and 13 females. The researcher chooses this class because the students have the lowest average score in listening skills. Then the students need some media to help them to enhance their listening skill.

3.3 The Setting of the Research

This research will take place in 9A class of SMP Pantekosta Magelang in the school year 2022/2023. It was located at Tentara Pelajar Street number 64, Magelang, and Central Java. SMP Pantekosta Magelang has class from grades VII, VII and IX. The class 9A that the researcher chooses has 28 students.

3.4 The Procedure of the Research

The learning process conducted this research through a Pre-cycle and two cycles. In each Cycle, there were four procedures of this research. They were planning, observing, acting, and reflecting.

3.4.1 Pre-Cycle

The Pre-cycle was conducted at the beginning of the research before the two cycles. There were two activities in this cycle, observation and test. The first was observation, the teacher as a collaborator was taught the students as usual, and the comment observed the writer. The second activity was the test. The purpose was to check the students' weaknesses and strengths in listening skills.

3.4.2 Cycle I

The writer was given action by using Spotify media. In this cycle, the writer was doing some activities.

3.4.2.1 Planning

The planning will be reference in doing action. In this phase, the researcher makes a series of planning as follows :

- 1) Preparing Lesson Plan.
- 2) Prepared the material.
- 3) Make observation sheet.
- 4) Make questionnaire sheet.
- 5) Preparing the instrument for photo documentation.
- 6) Make a cycle I test of listening skill.

3.4.2.2 Observing

In this observation, the researcher observed the student's activity in teaching learning process and record by using note. The result of observation will be used in doing action in next cycle. Focus of observation is the student activity in doing activity. The writer also took photographs for documentation of this observation.

3.4.2.3 Acting

The writer was doing some acts to the students by using a Spotify divided into three parts of the activity.

1) Pre-Activity

- a) The writer opened the class, greeted the students, and led the prayer.
- b) The writer was checking students' attendance.
- c) The writer was motivated the students to learn English.

2) While-Activity

a) Observing

- The students listen to the song that the writer gave
- The students sing along to grasp what is the meaning of the song.

b) Questioning

- The students were asked questions about the different context of song.

c) Exploring

- The students were asked questions about the different context of song.

- The teacher was discussing the question and the material with the students.
- The teacher explained to the student about a Spotify application that was being used as media for learning.
- The teacher was asking the students to open their Spotify application.
- The Spotify application showed many song that students can search and choose it.
- Teacher asked students to search song *You Are The Reason* (the song by Calum Scott) and listen the song.
- The students listen a song once again while complete the missing lyrics in the paper that given by teacher.
- The students can explore additional information from dictionary (new vocabulary or difficult word).

d) Associating

- The students checked their friends work.
- The students give a correction on their friend's work.

e) Communicating

- The teacher wrote the comment of the students work.

4) Post-Activity

- a) The writer and the students summarized the material.
- b) The students reflected what they have learned.
- c) The teacher closed the class by greeting/praying.

3.4.2.4 Reflecting

In this stage, the writer analyzes the result of the questionnaire and the test in cycle I. The result of these analyses were used to know whether Spotify Media was successful in enhancing the students listening skill and their motivation in teaching-learning process or not. Finally, the writer decided to make the next plan in continued research to the next cycle.

3.4.3 Cycle II

Based on the reflection of Cycle I, the writer decided to continue the treatment in Cycle II in order to enhance the students' listening skill through Spotify media. The process was similar to the Cycle I but with different topic.

3.4.3.1 Planning

Similar to the planning in Cycle I, the writer, as the teacher worked to plan everything needed in order to solve the problem of the students' face in Cycle I, so the writer prepared everything related to the teaching-learning process. In this phase, the researcher makes a series of planning as follows:

- 1) Preparing Lesson Plan.
- 2) Prepared the material.
- 3) Make observation sheet.
- 4) Make questionnaire sheet.
- 5) Preparing the instrument for photo documentation.
- 6) Make a cycle II test of listening skill

3.4.3.2 Observing

In Cycle II, the researcher observed the student's activity in teaching learning process and record by using note. Focus of observation is the student activity in doing activity. The writer also took photographs for documentation of this observation.

3.4.3.3 Acting

In acting, the writer still conducted an important activities to know the enhancement in students' listening skill after through Spotify media. The procedures of Cycle II were also similar to the Cycle I. However, the writer still added the review of the materials and make the students more interested in listening. The writer used a new topic and gave more explanation to the students for Cycle II.

1) Pre-Activity

- a) The writer opened the class, greeted the students, and led the prayer.
- b) The writer was checking students' attendance.
- c) The writer was motivated the students to learn English.

2) While-Activity

- a) Observing
 - The students listen to the song that the writer gave
 - The students sing along to grasp what is the meaning of the song.
- b) Questioning

The students were asked questions about the different context of song.

c) Exploring

- The teacher was discussing the question and the material with the students.
- The teacher explained to the student about a Spotify application that was being used as media for learning.
- The teacher was asking the students to open their Spotify application.
- The Spotify application showed many song that students can search and choose it.
- Teacher asked students to search song *You Are The Reason* (the song by Calum Scott) and listen the song.
- The students complete the the task (missing lyrics) with different part of the son.
- The students can explore additional information from dictionary (new vocabulary or difficult word).

d) Associating

- The students checked their frineds work.
- The students give a correction on their friend's work.

e) Communicating

- The teacher wrote the comment of the students work.

3) Post-Activity

- a) The writer and the students summarized the material.
- b) The students reflected what they have learned.

- c) The teacher closed the class by greeting/praying.

3.4.3.4 Reflecting

The writer analyzed the result of the questionnaires sheet and the students' worksheet on Cycle II. Then, the writer combined it with the result of the questionnaires sheet and the students' worksheet on Cycle I. The result of this analysis was used to know whether Spotify media was successful in enhancing the students' listening skill.

3.5 Technique of Collecting Data

The techniques of collecting data, which were used in this research, were test and non-test techniques. The goal of this technique was to know the students' responses during the activity.

3.5.1 Non-Test

1) Observation

The writer used observation sheet to observe the students' ability during the teaching-learning process to get some data. The writer used the results of the observation in Pre-cycle, Cycle I, and Cycle II to know whether there were students listening ability changes or not through Spotify media. The data of observation sheet was concentrated to support the result of the students' test.

Table 2 The Motivation Observation Sheet Guidance

Behavioral Types	Observation Focus	Number of Students	Total Students	Percentage
The students' motivation to hear the teacher's explanation	1. The students pay attention on the teacher. 2. The students ask about the material. 3. The students answer the teacher's questions. 4. The students make notes.			
The students' motivation during the learning process	5. The students are motivated during the lesson			
The students are interested to do the task that was given by the teacher	6. The students can do the test 7. The students finish the test within a given time			

Hatch and Lazaraton (2005)

2) Questionnaire

The students will be asked to answer the questions that were given by the writer based on their experience during the process of learning.

Table 3 The Questionnaire Sheet Guidance

No	Questions	Yes	No
1.	Do you like studying English?		
2.	Do you think that listening English song is important?		
3.	Do you think that listening English song is difficult?		
4.	Does your teacher explain the material clearly?		
5.	Do you understand the teacher's explanation well?		

6.	Are you bored with the way teacher explains the material?		
7.	Are you able to understand the material after using Spotify media?		
8.	Do you like Spotify media?		
9.	Do you feel that this media can improve your listening skill in this research?		
10.	Are you motivated to the material after using this media?		

Hatch and Lazaraton (2005)

3) Documentation

The writer will take some photographs in this process to support the data visualized form of evidence.

3.5.2 Test

The writer used test as one of the research instruments in order to know the achievement of the students' listening skill in pre-cycle, cycle I, and cycle II. The test focused on how the students measure their listening ability by using Spotify. After collecting students' listening test, the writer calculated and analyzed the students' score of listening skill.

After the test scores were collected, the writer classified the test score by adapting from Brown's (2004) rating score as follows.

Table 4 Classification of Test Score

No.	Category	Score
1	Very Good	85-100
2	Good	70-84
3	Fair	60-69
4	Poor	50-59
5	Very Poor	<50

3.6 Technique of Analyzing Data

There were two kinds of data that will be analyzed in this research, qualitative and quantitative data. To analyze quantitative data, the writer will use Arikunto's Formula and for the qualitative data, the writer will use descriptive analysis.

3.6.1 Quantitative Data

The writer will collect the quantitative data from the test. The researcher will use statistic formula from Arikunto (2013), to find out the mean of students' score. The formula as follows :

$$M = \frac{SS}{R}$$

Explanation:

M = Mean

SS= Sum of the students' score

R = Number of respondent

3.6.2 Qualitative Data

In analyzing the qualitative data, the writer will use descriptive analysis. It was used to know the enhancement of the students' motivation in learning English after through Spotify as a digital media.

1) Performance Indicator

- a) At least 75% of students in the 9th graders who were through Spotify were motivated in listening skill.
- b) At least 75% of students in the 9th graders who were through Spotify get the score ≥ 75 in listening skill.



CHAPTER IV

RESULTS AND DISCUSSION

4.1 The Results of the Research

The result of this research is presented in the form of data (non-test and test). The results of the test were divided into three parts. They were pre-cycle, cycle 1, and cycle 2. The results of non-test data were obtained from observation, questionnaire and documentation.

4.1.1 The Results of Pre-Cycle

1) Non-Test

In the pre-cycle, the non-test data was taken from observation, questionnaire, and documentation. The writer provided the information on the result of the pre-cycle as follows.

a) Observation

The result of the observation in pre-cycle is presented in the following table:

Table 5 the Result of Observation in Pre-Cycle

No	Behavioral Types	Observation Focus	Number of Students	Total Students	Percentage (%)
1	The motivation of the students to listen to the	1. The students give attention to the teacher's explanation	18	28	64%

	teacher's explanation	2. The students ask something about the material	3	28	10%
		3. The students answer the teacher's questions	10	28	35%
		4. The students make notes	15	28	53%
2	The motivation of the students during learning process	1. The students have spirit in the learning process	20	28	71%
3	The motivation of students do the task that was given by the teacher	1. The students can do the task	18	28	64%
		2. The students can finish the task within the time which have been determined	20	28	71%
Average					$\frac{368\%}{7} = 52\%$
Category					Low

Table 5 shows that the students still have low motivation to learn English. It can be seen by the percentage of the observation, which is 52%. It belongs to the low category. The students pay attention to the teacher's explanation and the students have spirit in the learning process. The students also have consciousness to write a note in their book but just a part of the class. However, they do not interest in participating in the teaching-learning process actively. The students have

low curiosity about the material, as shown by low scores in asking the teacher. The students also have low understanding as shown as by low scores in answer the teachers question. At the end of the learning section, the students can do the task and the students can finish the task on time.

b) Documentation

The writer took some photographs during the teaching-learning process of the ninth graders of SMP Pantekosta Magelang, especially in the 9A class. The pictures of the students activities can be seen in appendices.

2) Test

The result of the pre-cycle test was used to know the students' listening skill before the writer conducted the action using the strategy. The result of the Pre-Cycle test is as follows.

Table 6 The Result of Pre-Cycle Test

No	Category	Span of Score	Freq	Sum of Score	Percentage (%)	Average Score
1.	Very Good	85-100	1	85	4%	$1.925:28 = 69$ Fair Category
2.	Good	70-84	13	1.010	46%	
3.	Fair	60-69	8	519	29%	
4.	Poor	50-59	6	311	21%	
5.	Very Poor	<50	0	0	0%	
SUM			28	1.925	100%	

Based on table above, the result of Pre-Cycle test shows there are 1 students or 4% who get very good category, 13 students or 46% who get good category.

There are 8 students or 29% who get fair category and 6 students get poor category 21%.

From the data, it shows that the students' listening skills was still low. The average score is 69. It indicates that the students cannot reach the minimum requirement standard that is 75. The researcher needed to do action to help them in enhancing their listening skill through Spotify media.

4.1.2 The Results of Cycle 1

1) Non-Test

The non-test in cycle 1 data was taken as follows.

a) Observation

The result of observation in cycle 1 can be seen in Table 7 as follows.

Table 7 The Result of Observation in Cycle I

No	Behavioral Types	Observation Focus	Number of Students	Total Students	Percentage (%)
1	The motivation of the students to listen to the teacher's explanation	1. The students give attention to the teacher's explanation	22	28	78%
		2. The students ask something about the material	7	28	25%
		3. The students answer the teacher's questions	15	28	53%

		4. The students make notes	15	28	53%
2	The motivation of the students during learning process	2. The students have spirit in the learning process	20	28	71%
3	The motivation of students do the task that was given by the teacher	3. The students can do the task	22	28	78%
		4. The students can finish the task within the time which have been determined	20	28	71%
Average					$\frac{429\%}{7} = 61\%$
Category					Fair

Based on Table 7 shows that the average score of the observation of the students' behavior in Cycle 1 reached 61%, which belongs to the fair category. In this observation, students pay attention to the teacher's explanation. They also have a curiosity by the teacher materials and make a notes in their book. The students also have spirit during teaching-learning process. Then, the students can do the task properly and also can finish on time. Based on the result of observation in cycle 1, the students' motivation increased by a higher percentage than pre-cycle.

b) Questionnaire

The researcher used questionnaire to collect the data of student responses and opinions about the teaching learning process that was done. The students are given two opinions in answering the questionnaire can be seen on table 8 below.

Table 8 The Result of Questionnaire in Cycle I

No	Questions	Yes	No
1.	Do you like studying English?	21	7
2.	Do you think that listening English song is important?	18	10
3.	Do you think that listening English song is difficult?	6	22
4.	Does your teacher explain the material clearly?	20	8
5.	Do you understand the teacher's explanation well?	20	8
6.	Are you bored with the way teacher explains the material?	3	25
7.	Are you able to understand the material after using Spotify media?	25	3
8.	Do you like Spotify media?	26	2
9.	Do you feel that this media can improve your listening skill in this research?	21	7
10.	Are you motivated to the material after using this media?	17	11

Based on the above table, there is an improvement from the questionnaire result in cycle 1. There are 21 of 28 students who like English lessons. There are 18 of 28 students who think that English song is important. After that, 22 of 28 students think that English song is not difficult for them. There are 20 of 28 students who get what the teacher explain and understand about the material. There are 25 students feel not bored with the way teacher explains the material. There are 25 students can understand the material after unsing Spotify media. There are 26 of 28

students like Spotify media which means almost all the students like this media. After that, 21 of 28 students feel that Spotify can improve their listening skill. There are 16 of 28 students motivated to the material after using this media. Last, there are 17 students motivated their learning English song by using Spotify media.

c) Documentation

The writer took some photographs during the teaching-learning process of the ninth graders of SMP Pantekosta Magelang, especially in the 9A class. The pictures of the students activities can be seen in appendices.

2) Test

After collecting non-test data from the class, the writer carried out the reading test in Cycle 1 to know their reading comprehension after being taught using the College Bowl strategy. The result of the Cycle 1 test can be seen in Table 4.6 as follows

Table 9 The Result of Cycle I Test

No	Category	Span of Score	Freq	Sum of Score	Percentage (%)	Mean Score
1	Very Good	85-100	3	261	11%	$2.057:28 = 74$ Good Category
2	Good	70-84	19	1.431	68%	
3	Fair	60-69	5	310	18%	
4	Poor	50-59	1	55	3%	
5	Very Poor	<50	0	0	0%	
SUM			28	2.057		

Based on Table 9, there are 19 students are in the good category and 3 students belong to the very good category. 5 students belong to the fair category, and 1 students belong to the poor category. Therefore, it can be concluded that the Spotify media improved the students' average score on the listening, which reached 74. However, the result of the test has not reached the performance indicator.

3) Reflection

The result of cycle I shows that the students' learning motivation and participation are increasing. It can be seen that the observation result in cycle I increased, reaching 61% higher than the pre-cycle observation result of 52%. Besides, the students' average scores on the listening test test also improved from 69 in the pre-cycle to 74. However, the result of the test was not yet reach the performance indicator because less than 75% of students reached the minimum score. Therefore, the writer continued the research into Cycle 2 with better treatment by using Spotify media.

4.1.3 The Result of Cycle 2

1) Non-Test

a) Observation

In cycle 2, the writer used the same observation sheet as cycle 1. The result of observation in cycle 2 can be seen in the table below.

Table 10 The Result of Observation in Cycle II

No	Behavioral Types	Observation Focus	Number of Students	Total Students	Percentage (%)
1	The motivation of the students to listen to the teacher's explanation	1. The students give attention to the teacher's explanation	25	28	89%
		2. The students ask something about the material	18	28	64%
		3. The students answer the teacher's questions	22	28	78%
		4. The students make notes	23	28	82%
2	The motivation of the students during learning process	1. The students have spirit in the learning process	25	28	89%
3	The motivation of students do the task that was given by the teacher	1. The students can do the task	24	28	85%
		2. The students can finish the task within the time which have been determined	26	28	92%
Average					$\frac{579\%}{7}$ 83%
Category					Good

Based on table 10 shows that the average score of the observation of the students' behavior in Cycle 2 reached 82,7% belongs to the good category. In this observation, students have a good attention to the teacher's explanation. The students participate in the teaching-learning process by asking questions, answer

the teacher's question, and make a notes based on the material. The students also have a good spirit to a laearning process. Almost of the students can do the task and finish the task within the time which have been determined. Based on the result of observation in cycle 2, the students' motivation increased by a higher percentage than in cycle I.

b) Questionnaire

The result of the questionnaire in cycle II can be seen in the following table.

Table 11 The Result of Questionnaire in Cycle II

No	Questions	Yes	No
1.	Do you like studying English?	23	5
2.	Do you think that listening English song is important?	23	5
3.	Do you think that listening English song is difficult?	3	25
4.	Does your teacher explain the material clearly?	26	2
5.	Do you understand the teacher's explanation well?	26	2
6.	Are you bored with the way teacher explains the material?	2	26
7.	Are you able to understand the material after using Spotify media?	25	3
8.	Do you like Spotify media?	28	0
9.	Do you feel that this media can improve your listening skill in this research?	22	6
10.	Are you motivated to the material after using this media?	21	7

Based on table 11, Based on the above table, the result of the questionnaire in cycle 2 shows that the students' learning motivation in English is increasing. There are 23 students who like studying English and also 23 students think that

listening English song is important. There are 25 students who are think that English song is not difficult. There are 26 students know the material and understand the explanation well. 26 students are not bored the way the teacher explain the material. After using Spotify media, 25 students can understand the material properly. 28 students in the class like Spotify media and 22 students feel that this media can improve their listening skill. Related to the teaching-learning process using Spotify media, 21 students are motivated to the material and their listening skill.

c) Documentation

The writer took some photographs during teaching and learning with the ninth graders of SMP Pantekosta Magelang, especially in the 9A. The photo documentation can be seen in appendices.

2) Test

After the teaching and learning process in Cycle I, the writer took the data from the Cycle II test. The result of the test can be seen in Table 12 as follows.

Table 12 The Result of Cycle II Test

No	Category	Span of Score	Freq	Sum of Score	Percentage (%)	Average Score
1	Very Good	85-100	4	348	14%	$2.166:28 = 77$ Good Category
2	Good	70-84	22	1.682	79%	
3	Fair	60-69	2	136	7%	
4	Poor	50-59	0	0	0%	
5	Very Poor	<50	0	0	0%	
SUM			28	2.166	100%	

Based on the table, the score shows that students had a score that belonged to the good category. There are 4 of 28 students' belonged to very good category. In the good category, there are 22 of 28 students. In the fair category, there were 2 of 28 students.

Regarding the above result, the writer decided not to continue to the next cycle because the students' scores had reached the minimum score criteria and the performance indicator.

3) Reflection

The writer was satisfied with the result of this research because more than 75% of students had reached the minimum score criteria of 70. Based on the result of Cycle II, the students had good motivation to join the teaching-learning process. The students understood the material and the procedures of the media, so there was an improvement in their listening skill.

4.2 DISCUSSION

4.2.1 The Enhancement of Student's Learning Motivation

The writer compared the questionnaire and observation results in a pre-cycle, cycle I, and cycle II to know the enhancement of the students' motivation of the 9A of SMP Pantekosta Magelang in the school year 2022/2023.

After describing Pre-Cycle, Cycle I and Cycle II, the writer compares the result. The writer compares the non-test result of all cycles to engage in the teaching-learning process.

In Cycle I, the writer starts to use the Spotify to overcome the problem. In Cycle I the students have better motivation to engage in the teaching-learning process. They are interested in listening by Spotify media, but the result has not been satisfied and the writer continues to Cycle II.

In Cycle II, the student's listening skill shows an enhancement. The students can understand the material, and they enjoy listening skills when the teacher through Spotify as media. It means that the students have higher motivation in listening skills through Spotify as media. The writer can summarize that the students' motivation in the teaching-learning process by using the Spotify media can change their behaviour. Furthermore, it could be understood that there is a significant. Enhance the teaching-learning process for students in listening class by using Spotify media.

4.2.2 The Enhancement of Listening Skill

The Improvement of listening skills in all cycles can be seen in Table 13.

Table 13 The Enhancement of Listening

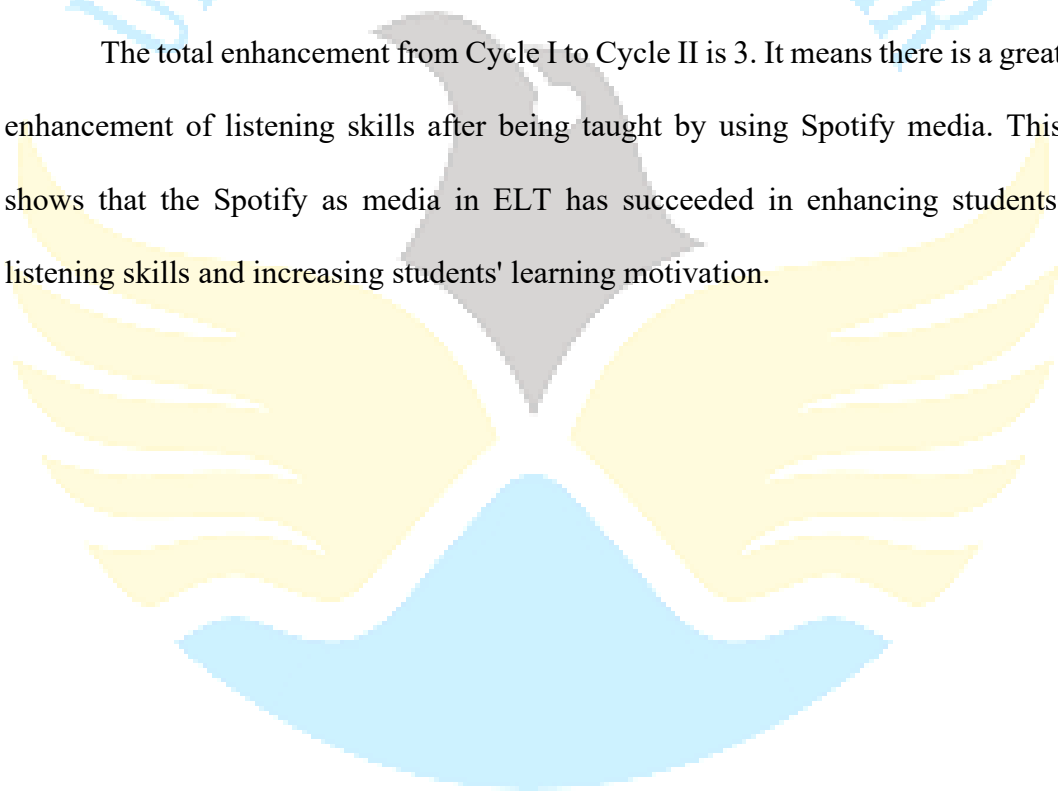
The Enhancement of Listening Skill		
PC-CI	CI-CII	TOTAL
5	3	8

Listening Test	Mean of Score		
	PC	CI	CII
	69	74	77
Category	Fair	Good	Good

Based on Table 13 in Cycle I students have started to show enhancement in listening skills using Spotify media but the results are not very satisfy because students are still in the stage of introducing the Spotify media. So, in Cycle II is still needed to get better and more satisfying results.

The enhancement of Cycle I to Cycle II is 3. In Cycle II students have shown a better and more satisfying improvement than in the previous cycle. Students have started to show a significant improvement in listening skills and are more motivated in learning listening.

The total enhancement from Cycle I to Cycle II is 3. It means there is a great enhancement of listening skills after being taught by using Spotify media. This shows that the Spotify as media in ELT has succeeded in enhancing students' listening skills and increasing students' learning motivation.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter discussed about research conclusion and some suggestion for teaching listening skill through Spotify media.

5.1 Conclusion

Based on the analysis of the data in Pre-cycle, Cycle I and Cycle II. The researcher made some conclusions as follows.

- 1) By utilizing the Spotify media as a teaching tool in English Language Teaching (ELT), media can effectively enhance the motivation of ninth grade students at SMP Pantekosta Magelang to develop their listening skills during the 2022/2023 school year.
- 2) The use Spotify as a media tool in English Language Teaching (ELT) proves to be highly effective in enhancing the listening skills of ninth grade at SMP Pantekosta Magelang during the 2022/2023 school year. The students achieved an average score of 77, which places them in the above-average category.

5.2 Implication

Implementation of listening through the Spotify in this learning process has a positive effect. It can enhance students' interest and motivation in the learning

process of listening. Teachers can use the learning media implemented in this research, especially in teaching listening used the Spotify as media.

By utilizing Spotify as media in the learning process can help students overcome their boredom in teaching listening. Students' motivation influences learning achievements in listening skills. Students with high learning motivation, of course, have better learning achievements than students with low motivation. The writer hoped that teachers could enhance students' motivation in various ways through the Spotify media. Overall, the Spotify media is beneficial to enhance students' listening skill.

5.3 Suggestions

5.3.1 English Teacher

Based on the result of the action research, the writer suggests English teacher would recommend utilizing Spotify as a media tool in English Language Teaching (ELT). This media has proven to be highly effective in other educational contexts. The writer believe it can have a positive impact on the result of students in listening skills. By incorporating this game into teaching methods, the teachers can engage the students in a fun and interactive way, making the learning process more enjoyable.

5.3.2 English Student

Spotify media provides many English song that can be chosen by students. This media not only helps improve the students' listening skills and also make students have more choices to choose English song.



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APPENDICES

Appendix 1 Surat Keputusan Bimbingan Pembimbing



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS TIDAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jalan Kapten Suparman 39 Magelang 56116
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**SURAT KEPUTUSAN PERUBAHAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS TIDAR
Nomor : 3959/UN57.F3/K/HK.04/2022
tentang
DOSEN PEMBIMBING PENYUSUN SKRIPSI
MAHASISWA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS TIDAR
SEMESTER GASAL TAHUN AKADEMIK 2022/2023
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Membaca : Usulan Koordinator Program Studi Pendidikan Bahasa Inggris,
Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar
tentang Dosen Pembimbing Skripsi

Menimbang : 1. Bahwa para mahasiswa dalam penyusunan skripsi agar
terarah dan sesuai dengan ketentuan yang berlaku
diperlukan dosen pembimbing.
2. Bahwa dosen pembimbing perlu ditunjuk dan ditentukan
yang tertuang dalam Surat Keputusan Dekan

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Pendidikan
Nasional;
2. Undang-Undang Nomor 19 Tahun 2005 tentang Standar
Nasional Pendidikan Tinggi;
3. Statuta Universitas Tidar

MEMUTUSKAN

Menetapkan : 1. Menunjuk dan mengangkat dosen yang namanya tersebut
dalam lampiran surat keputusan ini untuk bertindak sebagai
dosen pembimbing satu dan atau pembimbing dua dalam
penyusunan skripsi mahasiswa yang namanya tersebut
dalam lampiran surat keputusan ini.
2. Keputusan ini berlaku mulai 10 Oktober 2022 sampai
dengan 10 Oktober 2023



Ditetapkan di : Magelang
Pada tanggal : 10 Oktober 2022
Dekan

Prof. Dr. Sukarno, M.Si.
NIP. 195907041986031002

Tembusan :

1. Rektor Universitas Tidar
2. Wakil Rektor Bidang Akademik
3. Wakil Rektor Bidang Umum dan Keuangan
4. Kepala Biro Akademik, Kemahasiswaan, Perencanaan, dan Kerjasama
5. Mahasiswa

Lampiran Keputusan Dekan FKIP
 Nomor : 3959/UN57.F3/K/HK.04/2022
 Tanggal : 10 Oktober 2022

**DAFTAR PEMBIMBING SKRIPSI MAHASISWA
 PROGRAM STUDI SI PENDIDIKAN BAHASA INGGRIS
 SEMESTER GASAL TAHUN AKADEMIK 2022/2023**

NO	NPM	NAMA MAHASISWA	PEMBIMBING
1.	1510302023	Irma Diah Anjarsari	1. Prof. Dr. Sukarno, M.Si. 2. Arum Nisma Wulanjani, M.Pd.
2.	1510302028	Eri Fibri Andini	1. Dr. Sri Sarwanti, M.Hum. 2. Atsani Wulansari, M.Hum.
3.	1610302008	Aris Budianto	1. Prof. Dr. Sukarno, M.Si. 2. Susanti Malasari, M.Hum.
4.	1610302044	Andika Sandra	3. Dr. Sri Sarwanti, M.Hum. 4. Gilang Fadhilia A., M.Hum.
5.	1610302048	Atika Dhea Tamara	1. Prof. Dr. Sukarno, M.Si. 2. Sukma Shinta Yunianti, M.Pd.
6.	1610302050	Wibianno Putra Prasadana Herrera	1. Dr. Farikah, M.Pd. 2. Paulina Besty Fortinasari, M.Hum.
7.	1610302051	Brilliant Aji Casanova	1. Rini Estiyowati Ikaningrum, M.Pd. 2. Agnira Rekha, M.Pd.
8.	1610302059	Yulia Gesa Manda Sari	1. Rini Estiyowati Ikaningrum, M.Pd. 2. Winda Candra Hantari, M.A.
9.	1610302118	Muchtar Bagus Qurniawan	1. Moch. Malik Al Firdaus, M.Pd. 2. Susanti Malasari, M.Hum.
10.	1610302126	Kevin Septa Krisdian	1. Moch. Malik Al Firdaus, M.Pd. 2. Retna Sari, M.Pd.
11.	1710302061	Riski Sholekah	1. Rini Estiyowati Ikaningrum, M.Pd. 2. Agnira Rekha, M.Pd.
12.	1710302075	Nadya Tri Puji Prasetya	1. Moch. Malik Al Firdaus, M.Pd. 2. Taufik Arochman, M.Pd.
13.	1710302083	Gracea Ayu Cindiyanti	1. C. Prima Ferri K., M.Pd. 2. Boris Ramadhika, M.Pd.
14.	1710302092	Dewi Anggraini	1. Dr. Dwi Winarsih, M.Pd. 2. Lilia Indriani, M.Pd.
15.	1710302094	Zain Muhammad Jauhar Hilmi	1. Moch. Malik Al Firdaus, M.Pd. 2. Rolisda Yosintha, M.Pd.
16.	1710302097	Mustika Kurnia Wardani	1. Dr. Dwi Winarsih, M.Pd. 2. Arum Nisma Wulanjani, M.Pd.
17.	1710302112	Fina Oktaviana	1. Lilia Indriani, M.Pd. 2. Sukma Shinta Yunianti, M.Pd.
18.	1810302005	Latifatul Azizah	1. Rini Estiyowati Ikaningrum, M.Pd. 2. Gilang Fadhilia A., M.Hum.
19.	1810302006	El Dina Saifina	1. Rini Estiyowati Ikaningrum, M.Pd. 2. Atsani Wulansari, M.Pd.
20.	1810302011	Sekar Lathifatul Aliyah	1. Dr. Farikah, M.Pd. 2. Rolisda Yosintha, M.Pd.

21.	1810302014	Jauza Fatin Nabillah	1. C. Prima Ferri K., M.Pd. 2. Paulina Besty Fortinasari, M.Hum.
22.	1810302015	Valistiana	1. Rini Estiyowati Ikaningrum, M.Pd. 2. Boris Ramadhika, M.Pd.
23.	1810302041	Selvi Yuliani	1. Dr. Dwi Winarsih, M.Pd. 2. Taufik Arochman, M.Pd.
24.	1810302054	Vara Dhillia Yuniar	1. Dr. Sri Sarwanti, M.Hum. 2. Sukma Shinta Yuniarti, M.Pd.
25.	1810302064	Theresia Calcuta Wilujeng Pangestika	1. Atsani Wulansari, M.Hum. 2. Rolisda Yosintha, M.Pd.
26.	1810302068	Mahendra Pudya Astawa	1. Arum Nisma Wulanjani, M.Pd. 2. Paulina Besty F., M.Hum.
27.	1810302070	Ajrina Ramadhani	1. C. Prima Ferri K., M.Pd. 2. Susanti Malasari, M.Hum.
28.	1810302073	Zagra Fitriana Qolby	1. Dr. Sri Sarwanti, M.Hum. 2. Agnira Rekha, M.Pd.
29.	1810302084	Nadya Eka Khoirunnisa	1. Dr. Sri Sarwanti, M.Hum. 2. Retma Sari, M.Pd.
30.	1810302086	Wahyu Nur Azizah	1. Dr. Farikah, M.Pd. 2. Taufik Arochman, M.Pd.
31.	1810302090	Muhamad Reza Dewantara	1. Dr. Dwi Winarsih, M.Pd. 2. Paulina Besty F., M.Hum.
32.	1810302094	Abdul Rozak Hakiki	1. Dr. Farikah, M.Pd. 2. Sukma Shinta Yuniarti, M.Pd.
33.	1810302101	Anindya Vara Maharani	1. Moch. Malik Al Firdaus, M.Pd. 2. Paulina Besty F., M.Hum.
34.	1910302045	Muhammad Burhannudin Faata	1. Arum Nisma Wulanjani, M.Pd. 2. Winda Candra Hantari, M.A.

Magelang, 10 Oktober 2022
Dekan

Prof. Dr. Sukarno, M.Si.
NIP. 195907041986031002

Appendix 2 Surat Tugas Ujian Seminar Proposal



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS TIDAR

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jalan Kapten Suparman 39 Magelang 56116

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Laman : <https://fkip.untidar.ac.id/> Surat elektronik : fkip@untidar.ac.id

SURAT TUGAS

Nomor : 1823/UN57.F3/KP.16/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar menugaskan:

No	Nama, NIP/NIPPPK/NIK	Dosen	Nama Mahasiswa, NPM	Penugasan
1.	Moch. Malik Al Firdaus, S.Pd., M.Pd. 198512202021211003	Pembimbing I	Kevin Septa Krisdian 1610302126	Penguji I
2.	Retma Sari, M.Pd. 198203182015042001	Pembimbing II		Penguji II
3.	Rini Estiyowati Ikaningrum, S.S., M.Pd. 197507062021212007	Penguji		Penguji III

untuk menghadiri seminar proposal skripsi mahasiswa Program Studi S1 Pendidikan Bahasa Inggris yang dilaksanakan pada:

hari, tanggal : Rabu, 12 Juli 2023
pukul : 10:00 s.d 11:30 WIB
ruang : L.2.02

Surat tugas ini dibuat untuk dilaksanakan dengan sebaik-baiknya.

11 Juli 2023
Dekan,

Dr. Ahmad Muhlisin, M.Pd.
NIP 198607142019031009



Appendix 3 Berita Acara Seminar Proposal



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS TIDAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI

Alamat : Jalan Kapten Suparman 39 Magelang 56116 Telp. (0293) 364113 Fax. (0293) 362438
Laman : www.fkip.untidar.ac.id Surel : fkip@untidar.ac.id

BERITA ACARA
UJIAN SEMINAR PROPOSAL SKRIPSI

Nama Mahasiswa : Kevin Septa Krisdian
NPM : 1610302126
Judul Proposal : ENHANCING STUDENTS LISTENING SKILL
THROUGH SPOTIFY MEDIA : REFLECTIVE
PRACTICES IN ENGLISH LANGUAGE TEACHING
CLASSROOM
Nama Dosen Pembimbing I : Moch. Malik Al Firdaus, M.Pd
Nama Dosen Pembimbing II : Retma Sari, M.Pd.
Nama Dosen Penguji I : Rini Estiyowati I., M.Pd.
Nama Dosen Penguji II : -
Tanggal : Rabu, 12 Juli 2023
Waktu : 10.00
Tempat : 1. 2. 06

Daftar Hadir

No.	Nama	Jabatan dalam Tugas	Tanda Tangan
1.	Moch. Malik Al Firdaus, M.Pd	Dosen Pembimbing I	
2.	Retma Sari, M.Pd.	Dosen Pembimbing II	
3.	Rini Estiyowati I., M.Pd.	Dosen Penguji I	
4.	-	Dosen Penguji II	-
5.	Kevin Septa Krisdian	Mahasiswa Teruji I	
6.	Muchlis Bagoes Watajawan	Audience	
7.	Achmad Reza A. I	Audience	
8.	Muhammad Hidayat A	Audience	
9.	Mado Ani A	Audience	
10.	Aris Bachriani	Audience	

11.	Enno Tiesa Godelava . J.	Audience	<i>Ken</i>
12.			
13.			
14.			
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25.			

Appendix 4 Surat Izin Penelitian



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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UNIVERSITAS TIDAR
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JURUSAN BAHASA DAN SENI

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Laman : <https://fkip.untidar.ac.id/> Surat elektronik : fkip@untidar.ac.id

Nomor : B/125/UN57.F3.2/DT.01.18/2023
Hal : Permohonan izin penelitian

5 Mei 2023

Yth. Kepala SMP Pantekosta Magelang
di Tempat

Dengan hormat,
Sehubungan dengan penyusunan skripsi bagi mahasiswa Program Studi S1 Pendidikan Bahasa Inggris, dengan ini kami mohon memberi izin kepada mahasiswa berikut ini :

Nama : Kevin Septa Krisdian
NPM : 1610302126
Program Studi : S1 Pendidikan Bahasa Inggris
Judul Skripsi : *ENHANCING STUDENTS LISTENING SKILL THROUGH SPOTIFY MEDIA : REFLECTIVE PRACTICES IN ENGLISH LANGUAGE TEACHING CLASSROOM*

untuk melaksanakan penelitian di SMP Pantekosta Magelang pada tanggal 8 Mei s.d 29 Mei 2023.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerja samanya diucapkan terima kasih.



Muhammad Daniel Fahmi Rizal, M.Hum.
NIP 199105102019031017

Appendix 5 Surat Keterangan Melaksanakan Penelitian



YAYASAN SEKOLAH PANTEKOSTA MAGELANG
SEKOLAH MENENGAH PERTAMA (SMP) PANTEKOSTA
Jl. Tentara Pelajar 64 Telp. (0293) 363091 Magelang 56121
email : smppantekosta_mgl@yahoo.com

SURAT KETERANGAN PENELITIAN NOMOR : 10/SMPP/VII/2023

Yang bertanda tangan di bawah ini :

Nama : Novita Chandra M.,S.Pd.

NIP : -

Jabatan : Kepala Sekolah

Unit Kerja : SMP Pantekosta

Menerangkan dengan sesungguhnya bahwa :

Nama : Kevin Septa Krisdian

NIM : 1610302126

Program Studi : Bahasa Inggris

Sekolah : Universitas Tidar

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

tersebut diatas adalah benar-benar telah melakukan **Penelitian** yang dilaksanakan pada tanggal, 8 Mei s.d. 29 Mei 2023 di SMP Pantekosta Magelang dengan judul *ENHANCING STUDENTS LISTENING SKILL THROUGH SPOTIFY MEDIA : REFLECTIVE PRACTICES IN ENGLISH LANGUAGE TEACHING CLASSROOM.*

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Dikeluarkan di : Magelang

Pada tanggal : 22 Mei 2023

Kepala Sekolah,



Novita Chandra M.,S.Pd.

Appendix 6 List of the Students of 9A

NO	NAMA	L/P
1	Abelda Laquinta	P
2	Abner Mordekhai	L
3	Angelyne Putri Christella	P
4	Blasius Nafiri Marvin	L
5	Callysta Shereen Suyanto	P
6	Cornellius Jesse Jonathan Danielson	L
7	Daniel Evo Adikaputra	L
8	Elizabeth Valencia	P
9	Genesis Evangelie Loen	P
10	Grace Febriyanti Walukouw	P
11	Graciela Kristania Ardianta	P
12	Handika Putra Pratama	L
13	Hana Nikita Christiany	P
14	Isai Mora Manullang	L
15	Jessica Derviana Banunaek	P
16	Leonila Mpwarintinan Sulbel W L	P
17	Malvin Farellino Alfa RYTHI	L
18	Naomi Sekar Krisliani	P
19	Nathaela Myracle Budijanto	P
20	Richard Agung Suharto	L
21	Samuel Willem Widodo	L
22	Steven Sabastian Adinata	L
23	Teodurus Satria Krismanuel	L
24	Theresia Nadine Angkasa	P
25	Tirza Sekar Kristiani	P
26	Violeta Pratiwi	P

27	Yoshelin Indra Purnomo	P
28	Zefanya Florencia Monique	P



Appendix 7 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Pantekosta Magelang

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/2

Materi Pokok : Lagu pendek dan sederhana

Alokasi Waktu : 2 x 4 (2 x pertemuan)

A. KOMPETENSI INTI (KI)

1. Menghargai dan menganut ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, dan kerjasama dalam melaksanakan komunikasi fungsional
- 3.15. Memahami fungsi sosial dan unsur kebahasaan dalam lagu dan pesan lagu

Indikator :

Mengidentifikasi unsur kebahasaan dan pesan dalam lagu

4.19. Menangkap makna lagu

Indikator :

Merespon makna yang terdapat dalam lagu

C. TUJUAN PEMBELAJARAN

Siswa mampu merespon pesan yang terdapat dalam lagu

D. MATERI PEMBELAJARAN

Fungsi sosial:

Menghibur, mengungkapkan perasaan, mengajarkan pesan moral

Unsur kebahasaan :

1. Kata, ungkapan dan tata bahasa dalam karya seni berbentuk lagu.
2. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
3. Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan

Topik:

Lagu – lagu tentang keteladanan yang menginspirasi

E. METODE PEMBELAJARAN

Contextual Teaching and Learning (CTL)/Modelling

F. Media, Alat dan Sumber Pelajaran

1. Media : Laptop, Loudspeaker
2. Sumber Belajar : Lyric Lagu

G. LANGKAH – LANGKAH PEMBELAJARAN

a. Pendahuluan

Guru

- Greeting.
- Mengabsen siswa.

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka.
- Mengajukan pertanyaan – pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari.
- Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

b. Kegiatan Inti

1. Pre-Cycle

Siswa diminta untuk mendengarkan lagu *I Have a Dream* (by Westlife). Siswa diminta mengisi bagian lirik yang rumpang sementara mendengarkan lagu yang sudah ditentukan.

2. Cycle I

Siswa	Guru
Mengamati:	
Siswa mendengarkan lagu yang diperdengarkan oleh guru dengan penuh perhatian	Menanyakan pesan moral yang terdapat dalam lagu

Siswa mengikuti menyanyikan lagu bersama untuk lebih memahami dan menghayati makna dalam lagu tersebut	Menjelaskan pesan moral yang terdapat dalam lagu dengan singkat
Mempertanyakan :	
Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan lagu dalam berbagai konteks	Memotivasi siswa untuk menyebutkan dan menanyakan tentang lagu
Explorasi :	
Siswa mendengarkan lagu lagu lainnya dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks didalam dan diluar kelas	Membimbing siswa untuk menyimak pesan lagu
Siswa berdiskusi mengenai materi yang akan diajarkan	
Siswa mendapat penjelasan mengenai aplikasi <i>Spotify</i> yang akan digunakan sebagai media belajar	
Siswa membuka aplikasi <i>Spotify</i>	
Siswa diminta untuk mencari lagu <i>You Are The Reason (by Calum Scott)</i>	
Siswa mendengarkan lagu yang diminta oleh guru terlebih dahulu	
Siswa mendengarkan lagu sementara siswa mengisi bagian lirik yang rumpang pada bagian <i>Verse 1</i> dan <i>Chorus</i> .	

Mengasosiasikan :	
Siswa mengkoreksi hasil kerja teman mereka	Memberi penilaian terhadap hasil kerja antar siswa
Komunikasi/jaringan	
Lembar kerja siswa diberikan komentar oleh guru	Memotivasi siswa untuk menyanyikan lagu bersama – sama didalam kelas

3. Cycle 2

Siswa	Guru
Mengamati:	
Siswa mendengarkan lagu yang diperdengarkan oleh guru dengan penuh perhatian	Menanyakan pesan moral yang terdapat dalam lagu
Siswa mengikuti menyanyikan lagu bersama untuk lebih memahami dan menghayati makna dalam lagu tersebut	Menjelaskan pesan moral yang terdapat dalam lagu dengan singkat
Mempertanyakan :	
Dengan bimbingan dan arahan guru, siswa menanyakan perbedaan lagu dalam berbagai konteks	Memotivasi siswa untuk menyebutkan dan menanyakan tentang lagu

Explorasi :	
Siswa mendengarkan lagu lagu lainnya denagn memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks didalam dan diluar kelas	Membimbing siswa untuk menyimak pesan lagu
Siswa berdiskusi mengenai materi yang akan diajarkan	
Siswa mendapat penjelasan mengenai aplikasi <i>Spotify</i> yang akan digunakan sebagai media belajar	
Siswa membuka aplikasi <i>Spotify</i>	
Siswa diminta untuk mencari lagu <i>You Are The Reason (by Calum Scott)</i>	
Siswa diminta untuk mendengarkan lagu tersebut terlebih dahulu	
Siswa mendengarkan lagu sementara siswa mengisi bagian lirik yang rumpang pada bagian <i>Verse 2</i> dan <i>Chorus</i> .	
Mengasosiasikan :	
Siswa mengkoreksi hasil kerja teman mereka	Memberi penilaian terhadap hasil kerja antar siswa
Komunikasi/jaringan	
Lembar kerja siswa diberikan komentar oleh guru	Memotivasi siswa untuk menyanyikan lagu bersama – sama didalam kelas

c. Penutup

- Guru bersama – sama dengan peserta didik atau sendiri membuat rangkuman/ kesimpulan pelajaran.
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. PENILAIAN HASIL PEMBELAJARAN

1. Sikap

No.	Nama Siswa	Daftar Nilai		
		Tanggung jawab	Disiplin	Jujur
1.				
2.				
3.				
4.				
5.				
6.				
7.				

2. Pengetahuan

No.	Nama Siswa	Aspek Yang dinilai		
		Pronunciation	Fluency	Comprehension
1.				

2.				
3.				
4.				
5.				
6.				
7.				

3. Keterampilan

No.	Nama Siswa	Kerjasama (cooperative)	komunikasi
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Catatan:

KETERANGAN PENILAIAN

1. Tanggung Jawab

a. Tanggung Jawab

5 = Tidak pernah menunjukkan sikap tidak tanggung jawab

4 = Pernah menunjukkan sikap tidak tanggung jawab

3 = Beberapa kali menunjukkan sikap tidak tanggung jawab

2 = Sering menunjukkan sikap tidak tanggung jawab

1 = Sangat sering menunjukkan sikap tanggung jawab

b. Jujur (*honest*)

5 = Tidak pernah menunjukkan sikap tidak jujur

4 = Pernah menunjukkan sikap jujur

3 = Beberapa kali menunjukkan sikap tidak jujur

2 = Sering menunjukkan sikap tidak jujur

1 = Sangat sering menunjukkan sikap tidak jujur

- c. Disiplin
- 5 = Tidak pernah menunjukkan sikap tidak disiplin
 - 4 = Pernah menunjukkan sikap tidak disiplin
 - 3 = Beberapa kali menunjukkan sikap tidak disiplin
 - 2 = Sering menunjukkan sikap tidak disiplin
 - 1 = Sangat sering menunjukkan sikap tidak disiplin
2. Aspek Pengetahuan (*knowledge*)
- a. Pengucapan (*pronunciation*)
- 5 = Hampir sempurna
 - 4 = Ada kesalahan tapi tidak mengganggu makna
 - 3 = Ada beberapa kesalahan dan mengganggu makna
 - 2 = Banyak kesalahan dan mengganggu makna
 - 1 = Terlalu banyak kesalahan sehingga sulit dipahami
- b. Kelancaran (*Fluency*)
- 5 = Sangat lancar
 - 4 = Lancar
 - 3 = Cukup lancar
 - 2 = Kurang lancar
 - 1 = Tidak lancar
- c. Pemahaman (*comprehension*)
- 5 = Sangat memahami
 - 4 = Memahami
 - 3 = cukup memahami
 - 2 = Kurang memahami
 - 1 = Tidak memahami
3. Aspek keterampilan
- a. Kerja sama (*cooperative*)
- 5 = Selalu kerja sama
 - 4 = Sering bekerja sama
 - 3 = Beberapa kali melakukan kerja sama
 - 2 = Pernah bekerja sama
 - 1 = tidak pernah bekerja sama
- b. komunikasi
- 5 = Selalu melakukan kegiatan komunikasi
 - 4 = Sering melakukan kegiatan komunikasi
 - 3 = Beberapa kali melakukan kegiatan komunikasi
 - 2 = Pernah melakukan kegiatan komunikasi
 - 1 = tidak pernah melakukan kegiatan komunikasi

I. PENILAIAN PENGETAHUAN DAN KETERAMPILAN

No.	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument/soal
1.	Pengetahuan Mengidentifikasi unsur kebahasaan dan pesan dalam lagu	Tulis	Essay	Terlampir
2	Keterampilan Merespon makna yang terdapat dalam lagu	Tulisan	Fill in the blank	Terlampir

J. INSTRUMENT/SOAL

Listen the song and fill in the blank...!

- *Pre-Activity*

Questions :

I Have a Dream

I have a _____, a song to _____

To _____ me cope with anything

_____ you _____ the wonder of a fairy _____

You can _____ the future even if you fail

Chorus : I _____ in angels

Something _____ in everything I _____

I believe in _____ when I know the _____ is right for me

I'll cross the stream, I _____ a dream

I have a dream, a _____

To _____ me through _____

And _____ destination makes it worth the while

_____ through the darkness still _____ mile.

(Back to chorus)

Answer Keys :

📖 *Dream, sing, help, see, if, tale, take, believe, good, see, angels, time, have, fantasy, help, reality, my, pushing, still, mile.*

- *Cycle I*

You Are The Reason

Verse 1

There goes my _____ beating

_____ you are the reason

I'm losing my _____

Please _____ back now

There goes my _____ racing

And you are the reason

That I'm _____ breathing

I'm _____ now

Chorus

I'd _____ every mountain

And swim every _____

Just to be with you

And fix what I've _____

Oh, cause I need you to see

That you are the reason

Answer Keys :

📖 *Heart, Cause, Sleep, Come, Mind, Still, Hopeless, Climb, Ocean, Broken*



- *Cycle II*

You Are The Reason

Verse 2

There goes my _____ shaking

And you are the reason

My heart keeps _____

I _____ you now

If I could turn back the _____

I'd _____ sure the light defeated the _____

I'd spend every hour, of _____

Keeping you _____

Chorus

I'd climb every _____

And _____ every ocean

Just to be with you

And _____ what I've broken

Oh, cause I need you to _____

That you are the reason

Answer Keys :

📖 *Hands, Bleeding, Need, Clock, Make, Dark, Every day, Safe, Mountain,
Swim, Fix, See*

Mahasiswa,

Magelang,
Guru Mata Pelajaran,

Kevin Septa Krisdian

S. Anggi Arga, S.Pd.



Appendix 8 Result of The Listening Test in Pre-Cycle

NO	NAMA	L/P	SCORE
1	Abelda Laquinta	P	70
2	Abner Mordekhai	L	80
3	Angelyne Putri Christella	P	75
4	Blasius Nafiri Marvin	L	82
5	Callysta Shereen Suyanto	P	76
6	Cornellius Jesse Jonathan Danielson	L	65
7	Daniel Evo Adikaputra	L	60
8	Elizabeth Valencia	P	77
9	Genesis Evangelie Loen	P	78
10	Grace Febriyanti Walukouw	P	81
11	Graciela Kristania Ardianta	P	69
12	Handika Putra Pratama	L	50
13	Hana Nikita Christiany	P	80
14	Isai Mora Manullang	L	50
15	Jessica Derviana Banunaek	P	75
16	Leonila Mpwarintinan Sulbel W L	P	75
17	Malvin Farellino Alfa RYTHI	L	52
18	Naomi Sekar Krisliani	P	68
19	Nathaela Myracle Budijanto	P	60
20	Richard Agung Suharto	L	65
21	Samuel Willem Widodo	L	55
22	Steven Sabastian Adinata	L	80
23	Teodurus Satria Krismanuel	L	52
24	Theresia Nadine Angkasa	P	52
25	Tirza Sekar Kristiani	P	83

26	Violeta Pratiwi	P	67
27	Yoshelin Indra Purnomo	P	78
28	Zefanya Florencia Monique	P	65

$$\text{SUM} = \frac{1.925}{28} = 69$$



Appendix 9 Result of The Listening Test in Cycle I

NO	NAMA	L/P	SCORE
1	Abelda Laquinta	P	75
2	Abner Mordekhai	L	88
3	Angelyne Putri Christella	P	77
4	Blasius Nafiri Marvin	L	85
5	Callysta Shereen Suyanto	P	80
6	Cornellius Jesse Jonathan Danielson	L	70
7	Daniel Evo Adikaputra	L	70
8	Elizabeth Valencia	P	78
9	Genesis Evangelie Loen	P	78
10	Grace Febriyanti Walukouw	P	81
11	Graciela Kristania Ardianta	P	73
12	Handika Putra Pratama	L	60
13	Hana Nikita Christiany	P	80
14	Isai Mora Manullang	L	55
15	Jessica Derviana Banunaek	P	78
16	Leonila Mpwarintinan Sulbel W L	P	78
17	Malvin Farellino Alfa RYTHI	L	60
18	Naomi Sekar Krisliani	P	70
19	Nathaela Myracle Budijanto	P	65
20	Richard Agung Suharto	L	70
21	Samuel Willem Widodo	L	65
22	Steven Sabastian Adinata	L	83
23	Teodurus Satria Krismanuel	L	60
24	Theresia Nadine Angkasa	P	70
25	Tirza Sekar Kristiani	P	88
26	Violeta Pratiwi	P	70

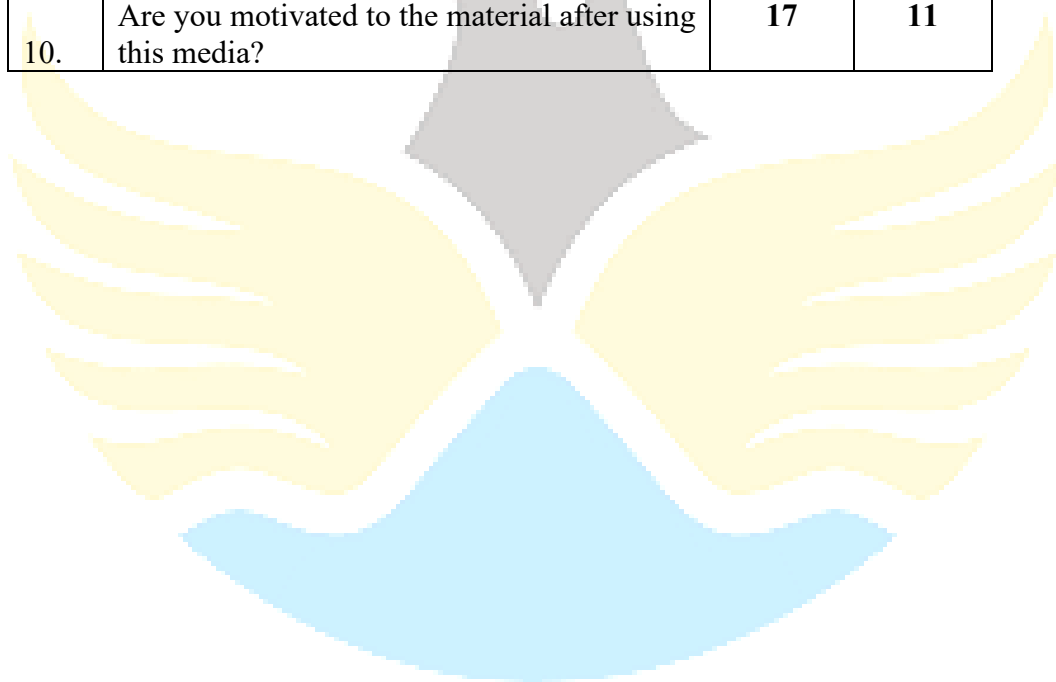
27	Yoshelin Indra Purnomo	P	80
28	Zefanya Florencia Monique	P	70

$$\text{SUM} = \frac{2.057}{28} = 74$$



Appendix 10 Result of The Questionnaire in Cycle I

No	Questions	Yes	No
1.	Do you like studying English?	21	7
2.	Do you think that listening English song is important?	18	10
3.	Do you think that listening English song is difficult?	6	22
4.	Does your teacher explain the material clearly?	20	8
5.	Do you understand the teacher's explanation well?	20	8
6.	Are you bored with the way teacher explains the material?	3	25
7.	Are you able to understand the material after using Spotify media?	25	3
8.	Do you like Spotify media?	26	2
9.	Do you feel that this media can improve your listening skill in this research?	21	7
10.	Are you motivated to the material after using this media?	17	11



Appendix 11 Result of The Listening Test in Cycle II

NO	NAMA	L/P	SCORE
1	Abelda Laquinta	P	77
2	Abner Mordekhai	L	90
3	Angelyne Putri Christella	P	77
4	Blasius Nafiri Marvin	L	85
5	Callysta Shereen Suyanto	P	82
6	Cornellius Jesse Jonathan Danielson	L	75
7	Daniel Evo Adikaputra	L	77
8	Elizabeth Valencia	P	78
9	Genesis Evangelie Loen	P	75
10	Grace Febriyanti Walukouw	P	80
11	Graciela Kristania Ardianta	P	75
12	Handika Putra Pratama	L	70
13	Hana Nikita Christiany	P	82
14	Isai Mora Manullang	L	68
15	Jessica Derviana Banunaek	P	80
16	Leonila Mpwarintinan Sulbel W L	P	80
17	Malvin Farellino Alfa RYTHI	L	70
18	Naomi Sekar Krisliani	P	79
19	Nathaela Myracle Budijanto	P	80
20	Richard Agung Suharto	L	71
21	Samuel Willem Widodo	L	70
22	Steven Sabastian Adinata	L	85
23	Teodurus Satria Krismanuel	L	68
24	Theresia Nadine Angkasa	P	77
25	Tirza Sekar Kristiani	P	88
26	Violeta Pratiwi	P	75

27	Yoshelin Indra Purnomo	P	81
28	Zefanya Florencia Monique	P	71

$$\text{SUM} = \frac{2.166}{28} = 77$$



Appendix 12 Result of The Questionnaire in Cycle II

No	Questions	Yes	No
1.	Do you like studying English?	23	5
2.	Do you think that listening English song is important?	23	5
3.	Do you think that listening English song is difficult?	3	25
4.	Does your teacher explain the material clearly?	26	2
5.	Do you understand the teacher's explanation well?	26	2
6.	Are you bored with the way teacher explains the material?	2	26
7.	Are you able to understand the material after using Spotify media?	25	3
8.	Do you like Spotify media?	28	0
9.	Do you feel that this media can improve your listening skill in this research?	22	6
10.	Are you motivated to the material after using this media?	21	7

Appendix 13 Documentation



Appendix 14 Students' Work

Name : Grace Febriyanti Nalukaw

Class : 9 A

I Have a Dream

I have a dream a song to sing

To help me cope with anything

If you see the wonder of a fairy tail

You can take the future even if you fail

Chorus : I believe in angels

Something good in everything I see

I believe in angel when I know the time is right for me

I'll cross the stream, I have a dream

I have a dream, a dream

To help me through reality

And my destination makes it worth the while

Pushing through the darkness still ^{another} mile.

(Back to chorus)

Name : Almer Mudekwa

Class : 9A

I Have a Dream

I have a dream a song to sing

To help me cope with anything

if you you the wonder of a fairy tail

You can take the future even if you fail

Chorus : I believe in angels

Something good in everything I see

I believe in angel when I know the time is right for me

I'll cross the stream, I have a dream

I have a dream, a fantasy

To help me through velity

And my destination makes it worth the while

poor sing through the darkness still another mile.

(Back to chorus)

Name : Tirza Sekar Kristiani

Class : 9A

I Have a Dream

I have a dream, a song to sing
 To help me cope with anything
If you see the wonder of a fairy tale
 You can take the future even if you fail

Chorus : I believe in angels

Something good in everything I see

I believe in angel when I know the time is right for me

I'll cross the stream, I have a dream

I have a dream, a fantasy

To help me through reality

And my destination makes it worth the while

pushing through the darkness still another mile.

(Back to chorus)

Name : Handika Pratama

Class : 9A

I Have a Dream

I have a dream, a song to sing

To help me cope with anything

If you see the wonder of a fairy tell

You can take the future even if you fail

Chorus : I believe in angels

Something good in everything I see

I believe in angel when I know the time is right for me

I'll cross the stream, I have a dream

I have a dream, a big fantasy

To help me through reality

And my destination makes it worth the while

pushing through the darkness still other mile.

(Back to chorus)

Appendix 15 Journal of Paper Revision

JOURNAL OF PAPER REVISION

Title	Enhancing Students Listening Skill Through Spotify Media: Reflective Practices In English Language Teaching Classroom
Name	Kevin Septa Krisdian
NPM	1610302126
First Advisor	Moch. Malik Al Firdaus, M.Pd
Second Advisor	Retma Sari, M.Pd.
Examiner	Atsani Wulansari, M.Hum.

No.	Name	Suggestion	Signature
1.	Moch Malik Al Firdaus, M.Pd. NIP. 198512202021211003	- Writing Mechanism - Grammar - References use APA style - Add Abstract, Motto and Acknowledgements	
2.	Retma Sari, M.Pd. NIP. 198203182015042001	- Grammar - References	
3.	Atsani Wulansari, M. Hum. NIK. 198801082016023K066	- Grammar - Add more instrument and treatment in Pre-Cycle, Cycle I, and Cycle II - Citation writing	