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USING INTERACTIVE MEDIA OF SPOTIFY IN LISTENING COMPREHENSION FOR STUDENTS IN INTENSIVE ENGLISH COURSE OF LANGUAGE CENTER IN UNIVERSITAS MUHAMMADIYAH SURABAYA

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Abstract

Listening comprehension is one of the important activities in learning that can obtain information. Based on the phenomenon that students have difficulty in learning English, especially in listening skills because many students have difficulty in listening comprehension clearly. Moreover, they feel bored because of the teaching and learning process without using interactive media. The purpose of this research found out the implementation of the listening comprehension learning process in intensive English course class of the Language Center Universitas Muhammadiyah Surabaya by using the Spotify media as an interactive learning media and students' responses in using of the Spotify media. The researchers used three instruments in this research that were observation, questionnaire, and interview. Qualitative method was used by researchers to analyze descriptive data. The results showed that the students were interested when the lecturer used the Spotify media as part of the teaching and learning process. Furthermore, the students responded positively to the use of the Spotify media. The results of the analysis showed that the using of Spotify media by the lecturer in the learning process of listening to understanding is very pleasant and students are easier to understand English in listening skill. Since they can use the Spotify anywhere and anytime that was as the new experience in learning English for their daily activities.

Keywords: *Learning Media, Spotify, Listening Comprehension*

Abstrak

Dari realisasi tersebut, diperlukan kajian baru terhadap wacana dakwah Gus Baha, khususnya di Keterampilan mendengarkan merupakan salah satu kegiatan penting dalam pembelajaran yang dapat memperoleh informasi. Berdasarkan fenomena bahwa mahasiswa mengalami kesulitan dalam mempelajari bahasa Inggris khususnya dalam keterampilan menyimak karena banyak mahasiswa yang mengalami kesulitan dalam pemahaman menyimak secara jelas. Apalagi mereka merasa bosan karena proses belajar mengajar tanpa menggunakan media interaktif. Tujuan dari penelitian ini adalah untuk mengetahui implementasi proses pembelajaran pemahaman menyimak pada kelas kursus bahasa Inggris intensif di Language Center Universitas Muhammadiyah Surabaya dengan menggunakan media Spotify sebagai media pembelajaran interaktif dan respon siswa dalam menggunakan media itu. Peneliti menggunakan tiga instrumen dalam penelitian ini yaitu observasi, kuesioner, dan wawancara. Metode kualitatif digunakan oleh peneliti untuk menganalisis data deskriptif. Hasil penelitian menunjukkan bahwa mahasiswa tertarik ketika dosen menggunakan media Spotify sebagai bagian dari proses belajar mengajar. Lebih lanjut, mahasiswa memberikan respon positif terhadap penggunaan media Spotify. Hasil analisis menunjukkan bahwa penggunaan media Spotify oleh dosen dalam proses pembelajaran pemahaman menyimak sangat menyenangkan dan mahasiswa lebih mudah memahami bahasa Inggris dalam keterampilan menyimak. Karena mereka dapat menggunakan Spotify di mana saja dan kapan saja sebagai pengalaman baru dalam belajar bahasa Inggris untuk aktivitas sehari-hari mereka

Kata Kunci: *Media Pembelajaran, Spotify, Pemahaman Mendengarkan*

Introduction

Lecturer in the learning process need interactive media that students feel familiar to make it easy for the students to apply. Learning media has a meaning as a learning resource that develops in accordance with the development of learning technology and its forms vary, ranging from audio-visual to audio-visual. The media used is also an integral part of the learning design that must be mastered by lecturer. Since the learning media greatly affects the learning process and student learning outcomes, lecturers must really be able to choose the right and appropriate learning media. Learning in this way provides convenience because it combines various delivery methods, teaching models, and learning styles and introduces various learning media. English is a language spoken almost all over the world. Used for education, work, and many others. Spotify is a

type of media that can be used in the learning process and can help students implement their listening comprehension. Spotify is a music, podcast, and video streaming service that allows users to access millions of songs and other content from artists around the world. Spotify offers a variety of options, such as podcast songs and music videos. Spotify, as illustrated above, can be used as a new learning resource for students and lecturers(Salsabila, W., Irianti, L., & Thoyyibah, 2021).

According to (Chen, C.M., & Chen, 2021) English is the most spoken language in the world. Speaking English is the most important in the 21st century era. However, the most commonly used skill is listening skill as a receptive skill. Listening is one of the important activities in learning, to get information. Furthermore,(Demir, M.D., & Tavail, 2021)says that communication is very important, listening comprehension skills are part of the language that we must learn in detail. In listening learning in class, lecturers make it a habit to give listening to students and show teaching materials as listening comprehension. Furthermore, in the learning process, lecturers also use the learning model in the classroom because it is to maintain the appropriate learning process. Problem Based Learning is a student-centered learning model. By using this learning model, **the** students are asked to learn independently to build with other students. The learning model that uses Problem Based Learning (PBL) makes students more active in overcoming complex problems in realistic situations. The problem is created to be solved as a trigger for students to develop the ideas. (Othman & Shah, 2013)Delineates that Problem Based Learning (PBL) is an approach that involves no teaching; students learn by solving problems that are carefully constructed by the lecturer according to the course syllabus assigned to them throughout the semester. Learning for listening comprehension using Spotify media which is one type of media that can be used in the learning process and can help students implement listening comprehension. The students would not be bored during the learning process if they use media.

There are several reasons why researchers choose listening comprehension. The lecturer still carries out conservative learning activities. Therefore, there are still some students who do not listen the native speakers clearly because the lecturer still used the media that is monotonous. As a result, all students are lazy to participate in listening learning, because the students are boring. In this research, it implements IT-based interactive learning media for students' listening comprehension. The use of Spotify media, especially listening to songs, can train students' understanding of listening skill. The experts believe that listening has meaning,(Pourhosein Gilakjani & Sabouri, 2016)says Listening is the process of receiving information from a speaker who conveys meaning by creating creativity, participation and empathy. Then (Handayani, A.E., & Izzah, 2020)said,

many factors play a role in the difficulty of learning listening skills. To be a good listener, you must be able to maintain a high level of concentration by varying the difficulty of the student's material. According to the data found, many people are incapable of understanding the English-language information conveyed by the speaker as a whole. Most of them are still confused by the speed statement. In addition, listening is not an easy task if students are not used to listening to native speakers.

According to (Ahmadi, Seyedeh, 2016) as quoted in (Hamouda, 2013) Listening understanding refers to understanding what has been heard with the ability to repeat texts without actual understanding. Furthermore, as cited in (Pourhosein Gilakjani & Sabouri, 2016) Listening comprehension is the process of understanding spoken language that involves speech sounds, understanding the meaning of individual words. The most important step in learning English is listening. Listening is also an important skill for students as it allows them to generate new vocabulary through listening activities. Listening is fundamental for all elements of linguistic and cognitive development, as well as a lifelong role in the learning and communication processes necessary for constructive engagement in life (Nor, 2015). There are some cases where listening learning sessions are often overlooked, which can result in failures in the learning process (Supriyadi et al., 2019). A song is a piece of music that must be accompanied. In song lyrics usually describe a person's feelings such as when happy when falling in love while grieving, and other times. Through song lyrics in the form of messages of spoken words and sentence structures that describe the listener's imagination and create various meanings (Simanjuntak & Usuar, 2021). So that with this media, listening is an active process to obtain information or messages using previous knowledge (Saputra, 2014). Since the researchers felt interested to conduct the research that using Spotify as the interactive media to implied students' listening comprehension. To prove the result of the research, the researchers analyzed whether the media could imply students' listening comprehension through the learning process.

The purpose of this research found out how to apply learning using IT-based interactive learning media in improving students' listening skill in intensive English course class at the Language Center of the Universitas Muhammadiyah Surabaya. In addition, it can also explore listening comprehension through learning media that uses Spotify as an interactive media to improve listening comprehension.

Research Methods

The researchers demonstrate how this research was conducted utilizing the research design in this chapter. It comprises of the research design, the research setting, research instrument, data collection technique and the data analysis technique. To complete this research, the researcher presented all terms.

Research Design

The qualitative method is applied in this research. To find the data that has been collected, a qualitative method is applied. According to Creswell that qualitative research is a situated activity in which the observer is placed in relation to the rest of the world. It is made up of a combination of interpretive and material behaviors that allow us to see the world.

According to Creswell that the research of research problems looking into the meaning people or groups give to a social or human situation begins with assumptions, a worldview, the possible employment of a theoretical lens, and the examination of research problems. The characteristic in question is an understanding of the complexities of data meaning and its role in qualitative research.

The collecting of data in a natural setting sensitive to the people and places under investigation, as well as inductive data analysis that establishes patterns or themes, are all used by qualitative researchers. Asking questions, establishing procedures, and collecting particular data from informants or participants are all part of the qualitative research process. Inductively analyzing data, reducing, verifying, and interpreting or capturing the meaning of the problem under research's context.

Research Setting

The research subjects were 25 who are the students of the 3rd semester in Intensive English Course in Language Center of Universitas Muhammadiyah Surabaya.

Research Instruments

An instrument is a tool or a set of three facilities used by researcher to collect data in order to make the r job easier and their results better so that they can be processed

more easily(Creswell, 2021). The researcher uses three instruments in this research: observation, questionnaires and interview.

1. Observation

Observation was used to collect data. Observation is made during the teaching learning process and is only focused on that process. When the lecturer is conducting teaching learning activities, the observer can use observation sheet that was made to observe teaching learning process.

2. Questionnaire

A questionnaire is a data collection tool in which respondents are given a set of questions or written statements to answer(Sugiono, 2012)(Sugiono, 2012)(Sugiono, 2012)(Sugiono, 2012)(Sugiono, 2012)(Sugiono, 2012)The questionnaire utilized in this research consisted of 5 factual statements. The students can fill out a questionnaire that has been already provided to them by researchers.

Interview

Interview is a qualitative research method that relies on asking questions in order to collect data. Interviews involve two or more people, one of whom is the interviewer asking the questions. There are several types of interviews, often differentiated by their level of structure.

Data Analysis

Data analysis techniques is a process of putting facts and numbers together to answer a research question. Finding the answers to the research question is important. According to (Verdecchia et al., 1995) the interpretation of the data, which is derived from the data reduction, creates data displays, and draws conclusions, is another important aspect of the research. Data analysis techniques used by researcher in this research are:

Data Reduction

In data reduction, the researcher summarizes, chooses the main things, focuses on important things, focuses on themes and patterns and discards unnecessary ones, so that later it is easy to draw conclusions. Reduced data is data from the results of student response questionnaires. The steps for analyzing student response data are as follows:

- A. Make a score for each answer choice using a Likert scale. The respondents' answer can be a statement that very agree the score is 5, agree the score is 4, less agree the score is 3, disagrees with the score is 2, strongly disagrees the score is 1.
- B. Calculating the frequency of respondents who chose Very Agree, Agree, less agree, Disagree, and Strongly disagree on each statement item.
- C. Calculate the total score of each item and calculate the percentage of the total score per item.
- D. Respondent's questionnaire is calculated using the following formula:

$$P = \frac{F}{N} \times 100$$

Information:

P = Percentage of assessment (%)

F= Respondent's Frequency

N = Maximum Score

- E. Interpret the percentage of student responses to each question item using the following categories:
- F. The opinion given by students on each statement can be analyzed descriptively.

1.1.1 Data Display

Data display was a collection of structured information that allows drawing conclusions and taking action. Display data can be presented in the form of tables, graphs, pie charts. After the researcher presented the data, the researcher conducted an analysis of the data. In this step, the researcher described the results of the problem formulation. The researcher described all results from questionnaires, observations, interviews and documentation in detail, so by presenting data arranged the data can be easier to understand.

1.1.2 Drawing Conclusion

In qualitative research, the final step in data analysis made conclusions based on the data taken. At this stage the researchers drawn the conclusions to directly answer the research question of this research. The researcher drawn the conclusions to answer the research question of how to implement language learning strategy and how to respond the

athlete students. At this stage the researchers obtained the results of the research conducted. In this research, the researchers took several steps to analyze the data:

1. Collecting the data through questionnaires, and observation. Then the researcher made a selection.
2. After collecting and reducing the data, the researcher displayed the transcript data and then changed it into a narrative form
3. The final step is the researcher that can draw conclusions and get the results from the research in the form of descriptions.

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- H. Calculating the frequency of respondents who chose Very Agree, Agree, less agree, Disagree, and Strongly disagree on each statement item.
- I. Calculate the total score of each item and calculate the percentage of the total score per item.

Respondent's questionnaire is calculated using the following formula:

$$P = \frac{F}{N} \times 100$$

Information:

P = Percentage of assessment (%)

F= Respondent's Frequency

N = Maximum Score

J. Interpret the percentage of student responses to each question item using the following categories:

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Conclusion

The results of this research found out how the application of Spotify media in classroom learning and to find out the results of students' responses to the application of

Spotify media in the learning process in intensive English course classes. Based on the analysis, the lecturer applied the Spotify application as an IT-based interactive learning medium in the teaching process of listening comprehension in intensive English course classes, which can be seen from the results based on lesson plan that used 3 stages namely; opening activities, core activities and the last activity is closing. The results of the analysis of the use of three instruments in the Spotify application as a learning medium used by the lecturer as a learning process prove that Spotify can be used as an interactive learning medium. Based on the results of the student response analysis, it shows that students are interested in the application of the Spotify application as a learning medium to understand English listening. This can be seen through filling out the questionnaire with an average of 85% of students giving positive comments. In the questionnaire, students said that lecturers teach well and correctly through Spotify media. Therefore, the students are very interested in using Spotify media as learning English listening comprehension. Then, the researchers concluded that the students strongly support and agree when the lecturer use Spotify to implement students' English listening comprehension. Therefore, the students get the new experience because learning using Spotify media is very fun.

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