THE EFFECT OF USING SONGS THROUGH SPOTIFY APPLICATION ON STUDENTS' LISTENING SKILLS AT SMK N 1 AMPEK ANGKEK

A THESIS

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ABSTRACT

LAILATUL HIDAYAH, 2319047. "*The Effect of Using Songs through Spotify Application on Students' Listening Skills at SMK N 1 Ampek Angkek*". Thesis. English Education Study Program. State Islamic University Sjech M. Djamil Djambek Bukittinggi, 2024.

This research was conducted because there were several problems in listening learning. First, most of students got low scores in learning listening. Second, most of students felt confused when listening certain sentences in English. Third, most of the students were not aware of the media or tools that could be used to help improve their listening skills. Based on these problems, the researcher offered the Spotify application to play songs as a learning medium to address students' problems in listening skills. Therefore, this research aimed to find out the effect of using songs through the Spotify application on listening skills at SMK N 1 Ampek Angkek

The design of this research was true-experimental research. The population in this research were all 11^{th} grade students at the school, totaling 161 students. The sample in the research was 51 students consisting of 25 students in the experimental class and 26 students in the control class. The instrument of this research was a listening test. To analyze the data, the researcher used an independent samples t-test in SPSS Version 26 for Windows to determine the effect of using songs through the Spotify application on students' listening skills.

The results of this research show that there was an effect of using song through Spotify application on listening skill at SMK N 1 Ampek Angkek. Based on the output of Statistics the value of Sig. is 0,00 < 0,05. It means that Ha is accepted. There is a significant difference between students who are taught by using song through Spotify application. The result was also indicated by the mean score of the post-test for the experimental class (84.40), which was higher than the mean score of the control post-test (44.42). Based on the results of the research, the use of songs through the Spotify application had a significantly positive effect on students' listening skills at SMK N 1 Ampek Angkek. This finding was relevant to the characteristics of Generation Z, who were very familiar with technology and digital media. By utilizing Spotify as a learning medium, students not only enhanced their understanding of the content but also felt more engaged and motivated in the process of learning English. This demonstrated that the integration of technology in education could be tailored to meet the needs and preferences of Gen Z, creating a more engaging and effective learning experience.

Keywords: Listening Skill, Media, Song, Spotify

ABSTRAK

LAILATUL HIDAYAH, 2319047. "*Pengaruh Penggunaan Lagu melalui Aplikasi Spotify terhadap Keterampilan Mendengarkan Siswa di SMK N 1 Ampek Angkek.*" Skripsi. Program Studi Pendidikan Bahasa Inggris. Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, 2024.

Penelitian ini dilakukan karena terdapat beberapa masalah dalam pembelajaran mendengarkan. Pertama, sebagian besar siswa memperoleh nilai rendah dalam pembelajaran mendengarkan. Kedua, sebagian besar siswa merasa bingung ketika mendengarkan kalimat tertentu dalam bahasa Inggris. Ketiga, sebagian besar siswa tidak menyadari media atau alat yang dapat digunakan untuk membantu meningkatkan keterampilan mendengarkan mereka. Berdasarkan masalah-masalah ini, peneliti menawarkan aplikasi Spotify untuk memutar lagu sebagai media pembelajaran guna mengatasi masalah keterampilan mendengarkan siswa. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pengaruh penggunaan lagu melalui aplikasi Spotify terhadap keterampilan mendengarkan di SMK N 1 Ampek Angkek.

Desain penelitian ini adalah penelitian eksperimental sungguhan. Populasi dalam penelitian ini adalah semua siswa kelas 11 di sekolah tersebut, yang berjumlah 161 siswa. Sampel dalam penelitian ini terdiri dari 51 siswa yang terdiri dari 25 siswa di kelas eksperimen dan 26 siswa di kelas kontrol. Instrumen penelitian ini adalah tes mendengarkan. Untuk menganalisis data, peneliti menggunakan uji t sampel independen dalam SPSS Versi 26 untuk Windows untuk menentukan pengaruh penggunaan lagu melalui aplikasi Spotify terhadap keterampilan mendengarkan siswa.

Hasil penelitian ini menunjukkan bahwa terdapat pengaruh penggunaan lagu melalui aplikasi Spotify terhadap keterampilan mendengarkan di SMK N 1 Ampek Angkek. Berdasarkan output statistik, nilai Sig. adalah 0,00 < 0,05. Ini berarti bahwa Ha diterima. Terdapat perbedaan yang signifikan antara siswa yang diajar dengan menggunakan lagu melalui aplikasi Spotify. Hasil ini juga ditunjukkan oleh nilai rata-rata post-test untuk kelas eksperimen (84,40), yang lebih tinggi daripada nilai rata-rata post-test kelas kontrol (44,42). Berdasarkan hasil penelitian, penggunaan lagu melalui aplikasi Spotify memiliki pengaruh positif yang signifikan terhadap keterampilan mendengarkan siswa di SMK N 1 Ampek Angkek. Temuan ini relevan dengan karakteristik Generasi Z, yang sangat akrab dengan teknologi dan media digital. Dengan memanfaatkan Spotify sebagai media pembelajaran, siswa tidak hanya meningkatkan pemahaman mereka terhadap konten, tetapi juga merasa lebih terlibat dan termotivasi dalam proses pembelajaran bahasa Inggris. Hal ini menunjukkan bahwa integrasi teknologi dalam pendidikan dapat disesuaikan untuk memenuhi kebutuhan dan preferensi Gen Z, menciptakan pengalaman belajar yang lebih menarik dan efektif.

Kata Kunci: Keterampilan Mendengarkan, Media, Lagu, Spotify

TABLE OF CONTENT

TABLE OF CONTENT 2
CHAPTER 1 INTRODUCTION 1
- **A. Background of the Problem** 1
- **B. Identification of The Problem** 6
- **C. Limitation of The Problem** 6
- **D. Formulation of The Problem** 6
- **E. Purpose of The Research** 7
- **F. Significance of The Research** 7
- **G. Definition of The Key Term** 8

CHAPTER II REVIEW OF RELATED LITERATURE 10
- **A. Review of Related Theories** 10
- **B. Review of Related Literature** 41
- **C. Conceptual Framework** 43
- **D. Research Hypothesis** 45

CHAPTER III RESEARCH METHOD 46
- **A. Method and Research Design** 46
- **B. Population and Sample of The Research** 49
- **C. Instrumentation** 52
- **D. Data Collection Technique** 54
- **E. Technique of Data Analysis** 55
- **F. The Statistical Hypothesis** 57

REFERENCES 58
APPENDICES 61

CHAPTER 1

INTRODUCTION

A. Background of the Problem

In learning English, listening is an essential skill that must be mastered by the students. According to Field, 2009, listening is regarded as the most often used language skill that encourages and triggers people to communicate well (Field, 2009). It seems like other skills like writing, learning, and speaking, listening is a facility in communicating language. Therefore, listening is very important because it is the most common used skill in everyday life In the listening, the students do not only hear the speaker's sound, but they also need to know what the speaker's meaning and the context of the conversation. Learning listening will allow people to greatly improve the ability to communicate. People need to regularly and consistently hear different forms of English if they want to communicate properly and meaningfully. It means that people cannot learn language without hearing because listening provides language input.

Listening is one of the important skill that student should have learned in learning a language such as learning English, but learning to be good in listeningis not easy as it seems. This cannot be separated from the influences of listening in constructing students' vocabulary and enhancing language usage. Listening has the potential to develop students' pronunciation, words stress, and syntax acquisitions. It also contributes for language expertise and proficiency. In addition, according

to Iwankovitsch, 2001, listening facilitates students to obtain 45% of the total language competences (Iwankovitsch, 2001). From the information given, it can be concluded that listening is a very important skill that students need to learn in order to improve their English language proficiency.

However, listening is not a simple and easy process. According to Chen, 2019, in Melani, 2020, the majority of English language learners, particularly those with lower proficiency levels, believe that listening is the most difficult skill to acquire (Melani, 2020). Another aspects also why listening skill is one of skill that difficult because of the researcher country, English is a foreign languages. It means, the society is not familiar with English language because of societies habitual and less knowledge about English itself. Therefore, effective techniques and methods are needed in teaching listening skills so that students are able to listen and understand properly.

In improving listening skill, many media can be used, such as videos, films, podcasts, audio recording and song. In many ways, learning a song or playing a musical instrument is similar to learning a language. Song is a collection of arrangementthat includes words and musical aspects such as rhythm, melody, harmony, and emotions. Theyall become one as to create a song that can be enjoyed even very useful to facilitate learning activities. Songs have an emotional impact on people's lives and provide insight into their thoughts.

Songs are really useful for learning English listening skill. according to Robin Walker, 2006, the use of songs in the classroom is a powerful technique in teaching and training vocabulary, grammar, listening and speaking (Walker, 2006). In addition, according to Murphy, 2000, song can help learners to improve students listening skills and pronunciation (Murphey, 2000). Arleo, 2000, said songs are useful for listening comprehension, pronunciation practice, vocabulary learning and grammar review (Arleo, 2000). Therefore, songs are an alternative way to improve English and provide opportunities for students, especially in listening.

There are many application to listening a song such as Sound Cloud, JOOX, Shazam, and Spotify. One of them is Spotify, this is one of the most popular applications. Users can play their favorite song in digital music Applications. Podcasts have a lot of digital English stories that are fun to listen to, and video streaming can be used as a learning tool through watching videos. Because of these characteristics, the researcher chose to use the Spotify app to help students improve their listening skill. Because this research believes that the Spotify Application is interesting enough to employ in learning. Because it is simple to use and can be used on both a smartphone and a PC.

Therefore, the researcher use songs on Spotify as a media for teaching listening skill. According to Demont Heinrich, 2021, in Intan Clara, 2023, have identified Spotify's utility in improving various English

language skills, including listening, pronunciation, speaking and vocabulary (Clara & Mallisa, 2023). In addition, according to Apriyanti, 2022, using Spotify regularly can help the students their English student's listening course as well as other English courses. Spotify is very beneficial to increase student's English listening skills (Apriyanti, 2022). So, it can conclude that by using Spotify the students can improve their listening skill through songs.

The use of English song has many benefits for listening activities. English song can expose the students to the authentic use of the language and stimulate their interest in the listening class. Thus, the researcher must select a song that is appropriate for the students, as songs are a key tool for improving their English listening skills, and songs can make learning English fun and not monotonous. The subject was chosen by this research because students at SMK N 1 Ampek Angkek have problem in listening skills.

Based on preliminary research conducted by doing observation and interview at SMKN 1 Ampek Angkek in November 2023, I discovered several facts about the students' listening skill. This research involved collecting students' score data and conducting interviews with teachers involved in teaching English (Ms Daya). From the obtained score data, it was found that the most of students received low scores in listening skills. This indicates a difficulty in understanding the material presented through listening activities. Additionally, the results of the teacher interviews also

revealed that most students were unable to fill in the missing words in the listened text, indicating that they struggled to understand specific details of what they heard.

Furthermore, the interviews also revealed that most of students felt confused when listening certain sentences in English, especially when faced with different accents or complex sentence structures. This difficulty suggests that they are not yet accustomed to or adequately trained in understanding everyday conversations in the language. Moreover, most of students admitted that they were unaware of the media or tools that could be used to help improve their listening skills.

This lack of knowledge about learning media presents an additional barrier in the teaching and learning process, which ultimately negatively impacts the students' learning outcomes. This situation underscores the need for a more effective approach to teaching listening, as well as the use of appropriate media to help students enhance their skills. In that case, the researcher decided to choose Spotify Application to increase students' awareness of learning English.

Based on the background above and referring to the description above and based of many problems in listening skill at SMKN 1 Ampek Angkek, the researcher is interested in conducting a study entitled **"The Effect of Using Song through Spotify Application on Students' Listening Skill at SMK N 1 Ampek Angkek"**.

B. Identification of The Problem

Based on the preliminary research conducted, there are several problems found at SMKN 1 Ampek Angkek :

1. Most of students received low scores in learning listening.
2. Most of students felt confused when listening certain sentences in English.
3. Most of the students were not aware of the media or tools that could be used to help improve their listening skills.

C. Limitation of The Problem

Based on the identification of the problem, the researcher limits the study on the using song through Spotify application on students listening skill at SMKN 1 Ampek Angkek. In which, this research will found how the Spotify application can improve students listening skill.

D. Formulation of The Problem

1. Is there significant effect of using song through Spotify application on students' listening skill of the eleventh grade at SMK N 1 Ampek Angkek?
2. Is there significant different of the students' listening skill between the students who will be taught by using song through Spotify application with the students who are not taught using song through Spotify application of the eleventh grade at SMK N 1 Ampek Angkek?
3. Is the use of song through Spotify application for students better

than not using the song through Spotify application?

E. Purpose of The Research

1. To find out whether there is significant effect of using song through Spotify application on students' listening skills of the eleventh grade at SMK N 1 Ampek Angkek.
2. To find out whether there is significant different of the students' listening skills between the students who will be taught by using song through Spotify app with the students who are not taught using song through Spotify app of the eleventh grade at SMK N 1 Ampek Angkek.
3. To find out whether using song through Spotify app better than not using the song through Spotify app of the eleventh grade at SMK N 1 Ampek Angkek.

F. Significance of The Research

The significance of this research has two benefits, the first is namely theoretical benefits and the second is practical benefits. The expected result of this both theoretically and practically are ;

1. Theoretically significant
    a. It gives for further researchers who want to study the same case. Hopefully, this research becomes the source of information and reference.
    b. It gives the empirical evidence of the effect of using song through Spotify app on students listening skill.

2. Practical significance

   a. For the researcher

      This research is willing to fulfill the prerequisite of achieving bachelor degree.

   b. For teachers

      This research will be useful for English teachers to know the students' difficulties in learning English especially in listening.

   c. For students

      This research will help students learn listening in a more interesting way so that students feel that learning English is so fun.

   d. For future researchers

      This research hopes to give them a reference about the effect of using song through Spotify app on students listening skill. And also, this research will be useful for future researchers who want to carry out the same technique but in other skills or English components with a wide range of participants.

G. Definition of The Key Term

1. Song

Song is a musical work that usually consists of lyrics and melody. A song can be sung by an individual or a group, and it is often accompanied by musical instruments. The purpose of a song can vary, such as to entertain, convey a message, or express

emotions.

2. Spotify Application

Spotify is an application or online music service that is used to listen to songs anywhere and anytime via the internet.

3. Listening Skill

Listening skill is a person's ability to listen well, understand what is heard, and respond appropriately. It involves giving full attention to what others are saying to ensure the message is understood correctly.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Listening

a. Concept of Listening

Listening is the ability to hear and understand information conveyed through speech or sound. According to Nation & Newton, 2009, listening is the beginningof the ability to speak (Nation & Newton, 2009). In addition, according to Sevik, 2012, Listening skill is regarded as the most important outcome of early language teaching and songs are regarded as one of the best ways for practicing and developing the listening skills of especially young learners (Sevik, 2012).

Richards & Renadya, 2002, stated that for some decades, many stakeholders and teachers did not give any priority in language teaching. Until recently, listening skills are considered important by many linguists, teachers and students (Richards & Renadya, 2002). Wallace et al, 2004, said that listening is an ability that adds insight and information, and listening is also the ability to achieve good communication processes from other people (Wallace et al., 2004)

So, from the statements above it can be concluded that listening is important skill in foreign language classroom.

Listener gets the information from the speaker, and then can result imagination and understanding. When a person decides to communicate with another person, he or she does so to fulfill the need. The person wants something, feels discomfort, and or has feeling or thoughts about something. Effective communication exists between two people when the receiver interprets and understands the sender's message in the same way the sender intended it.

According to S. Brown, 2006, there are three skills involved in listening (S. Brown, 2006):

1) Listening for main idea

   Listening for main ideas means that the listener wants to get a general idea of what is being said. You might set this sort of task: "What's the most important idea in this conversation? What is the main thing they are talking about?" Write some choices on the board: Class? Dinner? After the listening, students would answer, "Dinner." Point out that to be successful, they didn't need to understand anything else. They just had to understand that "dinner" is the main idea of the conversation.

2) Listening for detail

   Listening for details is something we do every day. For example, we need the details when we are getting

directions to some places like a friend's home. Just understanding the topic in this case does us no good. We sometimes need to listen for details. To point this out, use the same dialogue, but this time set this task: "What are they going to eat?" When students answer "Pizza" point out that to be successful, they needed only to understand one detail of the conversation: that the woman and her friends are going out for pizza, not hamburgers or spaghetti.

3) Listening and making inferences

Listening and making inferences helps students develop a sense of why they listen and which skill to use to listen better. The important reason for listening is listening and making inferences. Speakers do not always say exactly what they mean. That is, important aspects of meaning are sometimes implied rather than stated. Listeners have to "listen between the lines" to figure out what really is meant.

From the definition above, it can concludes that all of skill involved in listening above are important to improve listening skill for students in classroom.

b. Types of Listening

According to Brown, 2004, there are four types

performance of listening (H. D. Brown, 2004) :

1) Extensive listening

   Listening to develop a top down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

2) Responsive Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, and so on) in order to make an equally short response.

3) Intensive Listening

   Listening for perception of the components (phonemes, words, intonation, discourse markers, and so on) of a larger stretch of language.

4) Selective

   Processing stretches of discourse such as short monologues for several minutes in order to scan for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions

from a teacher, tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.

Moreover Broughton et al, 1980, pointed out there are extensive and intensive types in listening. Extensive listening can be used for two different purposes. A very basic is the representation of already known material in a new environment. This could be a recently taught structure or say, a lexical set which was introduced months before and needs revision. Whereas extensive listening is concerned with the freer, more general listening to natural English, intensive listening is concerned, in a much more controlled way, with just one or two specific points. Clearly in this second case the meaning of the language must already be generally familiar (Broughton et al., 1980). It means that in intensive listening the listener must be familiar with the language than in extensive listening.

In the types of listening, it can be concluded that each types of listening has different purpose and way for the listeners to understand the message and the meaning from their listening activity. Firstly in intensive listening, listeners just asked to get the components of language such as phonemes and intonation.

While in responsive listening, listeners should understand short stretch of language like a greeting and question, so the listeners can make short response from those activity.

c. Purpose of Listening

We always listen with a purpose in mind, and we listen in different ways depending on that aim. Having a goal allows us to listen more effectively. According to S. Brown, 2006, the following are the goals of listening (S. Brown, 2006):

1) Listening for Main Ideas

   Listening for main concepts indicates that the listener wishes to gain an overview of the topic that is being discussed.

2) Listening for Details

   We listen for specifics on a daily basis. For example, we require the details while requesting directions to somewhere, such as a friend's house. In this scenario, simply comprehending the topic is insufficient.

3) Listening and Making Inferences

   Speakers may not frequently express themselves precisely. That is, crucial meaning aspects can be hinted instead of explicitly stated. Listeners must “listen between the lines” to understand what is being said.

d. Techniques of Teaching Listening

According to H. D. Brown, 2001, teachers should be familiar with some practical principles for designing listening comprehension teaching techniques. Brown summarize some principles for designing listening teaching techniques as the followings (H. D. Brown, 2001) :

1) In an interactive, four skills curriculum, do not overlook the importance of techniques that specifically develop listening comprehension competence.
2) Use intrinsic motivation techniques.
3) Utilize authentic language and contexts to make students realize the relevance of classroom activity to their long-term communicative goals.
4) Carefully consider the form of listeners' responses to see whether or not their comprehension has been correct.
5) Encourage the development of listening strategies, because most foreign language students are simply not aware of how to listen.
6) Include both bottom - up and top-down listening techniques, because both of them can offer keys determine the meaning of spoken discourse.

e. Indicators of Listening

Listening is an activity which is a process. According to

Shockingawful, 2017, there are four indicators of listening, namely:

1) Ability to Focus

   Ability to focus means the capability of students in listening skill the material from the audio. Ability to focus define in two, focus on ears for listen the audio and focus on eyes for read and match the text with the audio. Such as eyes may not be adapting well to the numerous distraction in a typical classroom and some noisy sound from the outside of classroom.

2) General Understanding

   General understanding means that the students or listeners can understand about main idea of the content from the text. The listener can imagine to the general meaning of something they hear.

3) Listening for Details

   Listening for details is sometimes known as listening for the specific information. It involves understanding the task and focusing to catch information.

4) Accuracy of Answer

   Accuracy of answer means the capability of students or listeners to answer the task with the correct answer. It is involves understanding the text and vocabulary to get the

correct answer.

f. Listening Problem

According to Ur, 1996, there are several listener's problems and the solution as follows (Ur, 1996):

1) Trouble with the sounds

   Most students rely mostly on context for comprehension they are often themselves unaware sound perception.

2) Have understand very word

   Some students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the students practice in selective ignoring of what they heard information or something, they do naturally in their mother tongue. The teacher should explain this point to the students, and set them occasional tasks that ask them to scan a relatively long task for one two limited items of information.

3) Cannot understand fast, naturally native speaker

   The students can only understand if the teacher talks slowly and clearly. They cannot understand fast, natural native-sounding speech. As much spontaneous-informal talk as possible they can understand the native speech. The teacher can also provide them with the sorts of discourse at the high level for them.

4) Need to hear thing

   More than once in order to understand, students need more than once to listen the text. In this problem, the teacher can try to use text that include “redundant” passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification of repetition during the listening.

5) Find it difficult to keep up

   The students feel overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest.

6) Get tired

   Sometimes, students feel tired and bored to listen, if the discourse is too long. They also feel more difficult to concentrate. The solution of this problem is similar with the third problem.

Based on the explanation above, the teacher shall pay attention in listening class. The teacher should be know the students need and chose the suitable material with the capacity of the students. The teacher should be provides the material

and clear pronunciation based on the students listen ability. The teacher should choose topics, some interesting so the students not bored in listening class.

g. Listening Process

Listening process is important because it would determine whatthe listeners understand from the speaker. In the listening process, the listeners are required to be able to use their ability and knowledge to process the information. The listeners do not only hear the speakers, but they also have to keep and develop it by utilizing their knowledge.

According to Nation and Newton, 2009, listening is divided into two processes that are involved in understanding spoken discourse. They are bottom-up and top-down processing (Nation & Newton, 2009).

1) Bottom –up

These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves receiving and parsing the speech stream at increasingly larger levels beginning with auditory- phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2) Top-down

Top-down involve the listener in going from the whole- their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain and uses parts of the message to confirm, correct or add to this. The key process here is inference.

When we put these two types of processing together we saw listening not as a single skill, but as a variety of sub-skill. It is possible to make sense of a spoken message by drawing cues from context and picking up a few key words, but without attending to the grammatical from of the message. In other words, comprehension is possible without noticing.

h. Micro and Macro Skills of Listening

Micro and macro skill of listening refers to the focus of the goal of listening activity such as what items in listening someone focuses on. It could be grammar, pronunciation, or accent of the language focus and it also can be the information given in the speech. Richards, 1983, in H. D. Brown, 2004, pointed out a list of micro skills and macro skills of listening, as follow (H. D. Brown, 2004):

1) Micro Skills

Micro skill of listening refers to the ability of the

listener need to interpret the intonation pattern of speech or utterance. It can be said in micro skill, the students need to focus on stress and rhythm of the speech. The followings are some characteristics of micro skill of listening.

a) Discriminate among the distinctive sounds of English.
b) Retain chunks of language of different lengths in short-term memory.
c) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
d) Recognize reduced forms of words.
e) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
f) Process speech at different rates of delivery.
g) Process speech containing pauses, errors, corrections, and other performance variables.
h) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement/pluralization), patterns, rules, and elliptical forms.
i) Detect sentence constituents and distinguish between major and minor constituents.
j) Recognize that a particular meaning may be expressed

in different grammatical forms.

k) Recognize cohesive devices in spoken discourse.

2) Macro Skills

Macro skills refer to the ability of the students to recognize cohesive devices in spoken discourse. It means that macro skill requires students to understand the meaning of the speech such as finding the participants, places, names, situation and goals. The followings are some characteristics of macro skills of listening.

a) Recognize the communicative functions of utterances, according to situations, participants, goals.

b) Infer situations, participants, goals using real-world knowledge.

c) From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, flew information, given information, generalization, and exemplification.

d) Distinguish between literal and implied meanings.

e) Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.

f) Develop and use a battery of listening strategies, such as detecting key words, guessing the 'meaning of

words from context, appealing for help, and signaling comprehension or lack thereof.

i. Difficulties in Listening

Listening becomes one of the reasons of the students' difficulties in English learning. In this study, difficulty is defined as a disorder that can lead an inhibition and failure of learning progress. The difficulties involve the inability to understand the words and sentences that native speaker says. According to Dunkel, 1991, in H. D. Brown, 2004, as follows (H. D. Brown, 2004):

1) Clustering

In written language we are conditioned to attend to the sentence as the basic unit of organization. In spoken language, due to memory limitations and our predisposition for "chunking" or clustering, we break down speech into smaller groups of words. Clauses are common constituents, but phrases within clauses are even more easily retained for comprehension. In teaching listening comprehension, therefore, you need to help students to pick out manageable clusters of words sometimes second language learners will try to retain overly long constituents (a whole sentence or event several sentences), or they will error in the other direction in trying to attend to every word in an utterance.

2) Redundancy

Spoken language unlike written, has a good deal of redundancy. The next time we are in conversation, notice the rephrasing, repetitions, elaborations, and little insertion of “I mean” and “You know”, here and there. Such redundancy helps the hearer to process meaning by offering more time and extra information.

3) Reduced Form

While spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. The reduction can be phonological, morphological, syntactic, and pragmatic. These reductions pose significant difficulties especially to classroom learners.

4) Performance Variable

In spoken language, except for plan discourse, hesitations, false starts, pauses, and correction are common. Learners have to train themselves to listen for meaning in the midst of all these distracting performance variables.

5) Colloquial language

Learners who have been exposed to standard written English and/or “textbook” language sometimes find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, shared cultural knowledge,

are all manifested at some point of conversation.

6) Rate of delivery

Virtually every language learner initially thinks that native speaker speak too fast. Actually as Richard (1983) state that, the number of length pauses used by a speaker is more crucial to comprehension than sheer speed.

7) Stress, rhythm, and intonation

The prosodic features of the English language are very important for comprehension. As a stressed time language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points.

8) Interaction

Unless a language learner's objectives is exclusively to master some specialized skill like monitoring radio broadcast or attending lectures, interaction will play a large role in listening comprehension.

j. Assessing Listening

Based on the explanation of listening above, the researcher used cloze listening to assess listening in this research. According to Buck, 2001, a Cloze test is a reading test that is based on the idea of reducing redundancy. The basic cloze procedure is very simple. A text is selected, and words are

replaced with systematic spaces. Test takers must fill in the spaces by writing the correct words. Given the popularity of the cloze test, it is not surprising that there have been a number of attempts to adapt this basic technique for listening.

The practical problems of making the cloze test entirely aural a pure listening cloze are considerable. The text must somehow be presented, the blanks indicated and the responses recorded, all in audio. There is considerable evidence that the standard reading-cloze procedure can be used to make good tests, and there is every reason to think that the listening cloze would work as well. Test-takers would clearly have to understand a short piece of spoken language, at least on the linguistic level, even if they did not have to apply this to a communicative situation. It seems likely that the ability to replace the blanks would be directly related to the degree of successful language processing (Buck, 2001).

2. Learning Media in English as Foreign Language

a. Definition of Learning Media

The role of media in learning has changed as technology has advanced. According to Miftah, 2013, today's educational world is a media world, with learning activities shifting away from the lecture method of teaching material and toward the use of instructional media (Miftah, 2013). According to Djamarah,

2006, media is any tool that can be used as a message distributor to achieve learning objectives (Djamarah, 2006).

In a simple term, media is a tool that is used to deliver knowledge in an impressive manner in order to make learning more enjoyable because it makes the learning process more meaningful. It also assists teachers in drawing students' attention to the classroom.

According to Hamalik, 2003, learning is a combination of human elements, materials, facilities, equipment, and procedures that influence the achievement of learning objectives (Hamalik, 2003). Meanwhile, according to the KBBI, learning refers to the processes, methods, and actions that enable humans to learn.

According to Suharti, 2020, instructional media are all aids used by teachers and students in the teaching learning process to facilitate learning success (Suharti, 2020). To give a brief, learning media is a tool or set of methodologies and techniques used as a mediator to improve communication and interaction between teachers and students during the teaching education process in schools.

b. The Types of Media

In order to determine the most appropriate media for students' listening skill, the teacher must first understand the purpose of the media, which can make language learning,

particularly vocabulary learning, more effective and successful. Depending on the time constraints and learning objectives, various types of media can be used. Each type of media has unique characteristics that teachers should be aware of in order to select the most appropriate media for their needs and classroom conditions.

These media classifications are as follows:

1) Print media, such as newspapers, magazines, digests, journals, bulletins, handouts, posters, and so on.
2) Graphics Media i.e. Overhead transparency charts, graphs, models, dioramas, maps, and globes are examples of graphics media.
3) Photographic Media, which includes still photographs, slides, film strips, motion pictures, and multi-images, among other things.
4) Audio Media, which includes audiotapes, audiocassettes, records, radio, music, song and telecommunications.
5) Television/Video, which includes broadcast television, cable television, videotape, videocassettes, videodiscs, teletext, and videotext, among other things.
6) Computers, such as minicomputers, microcomputers, and so on.
7) Simulations and Games, such as Boards, Written, Human, Interaction, Machines, and so on.

The use of media can assist teachers in transferring knowledge in an engaging manner to language teaching in the classroom and making the learning environment more enjoyable. It also easily motivates students because it tends to increase their attention to teaching. Teachers must prepare specific teaching media in order to improve the effectiveness of their students' learning processes. It means that teachers help students learn more effectively.

c. The Advantages of Media

The importance of media is to facilitate learners so that their ability to achieve competencies improves. Furthermore, the inclusion of media in the teaching and learning process is expected to greatly aid learners in understanding the lessons. Teaching English through media serves as a pedagogical tool to aid in the learning process. The use of media in the learning process can increase students' motivation and create new desires. In general, the benefits of media are that they smooth the interaction between teachers and students, making it more effective and efficient.

According to Kemp and Dayton, 1985, the following are some advantages of using media:

1) Delivering of subject materials can be equalized.
2) Learning process becomes clearer and more interesting.

3) Learning experience becomes more interactive.
4) Efficiency in time and energy.
5) To improve the quality of the learning process's output.
6) Media can be used in the learning process wherever and whenever it is convenient.
7) Using media can help students develop a positive attitude toward the material and the learning process.
8) To shift students' roles in a more positive and productive direction.
9) Media can make abstract information become more concrete.
10) Media can also overcome space and time constraints.
11) Media can assist in coping with the limitations of the human senses.

So, in relation to the preceding explanation, media can be used for learning purposes. Since media is a component of the learning process, its use should increase students' attention in all learning processes. Students will be able to interact actively with various media in order to achieve educational goals.

1. Song as Media

a. Definition of Song

Song is a series of words sung with a certain rhythm and tone that can convey messages through lyrics, song lyrics are

easily made so that they can convey messages and express feelings to those who listen to them. According to Anna Kusnierek, song is rhythmic and melodic in content and is a form of communication in the linguistic sense. In addition, it can be used to improve listening skills, improve pronunciation, acquire vocabulary, provide examples of grammatical structures, train reading and writing and can make students aware of cultural aspects (Kuśnierek, 2016).

According to Fauziyah, 2014, a song is a form of expression of a person's feelings which is poured through writing or poetry and conveyed accompanied by tones, rhythms, so as to form a beautiful song (Fauziyah, 2014). A song, in addition to giving amusement and fun, also conveys a moral message to music lovers or listeners since it writes or tells about daily life, culture, adventure, and strengthening the feelings of each human person, all of which are interconnected elements. Through their essential parts, these factors create a wholeness and blend of meanings.

b. The Song as A Teaching Media in Improving English Listening

Media is means of expressing massage and information. According to Arsyad, 2009, teaching media is a media that bring instructional purpose of massages or information of

learning (Arsyad, 2009). In addition, according to Briggs in Verawati, 2020, teaching media is all physical form that can convey message and can stimulate students to learn (Verawati et al., 2020). They are excellent instruments to strengthen students' language ability in listening, speaking, reading and writing can be used to teach a wide range of language skill, including sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs, and so on.

According to Chen & Chen, 2009, there are so many advantages of applying them as learning media in the classroom, they are so easily available. Song also can create a relaxing, entertaining and non-threatening classroom atmosphere in which learners lower their anxiety filter and be more open to learning (Chen & Chen, 2009).

According to Robin Walker, 2006, the use of songs in the classroom is a powerful technique in teaching and training vocabulary, grammar, listening and speaking (Walker, 2006). Songs are an alternative way to improve English and provide opportunities for students, especially in listening. In addition, according to Murphy, 2000, song can help learners to improve students listening skills and pronunciation (Murphey, 2000). Arleo, 2000, said songs are useful for listening comprehension, pronunciation practice, vocabulary learning and grammar

review (Arleo, 2000). Using songs in class will make the students enjoy the activities.

c. Procedures to Use Song in Teaching Listening

As a media in teaching listening, English songs is quite interesting to use in learning English because it is easy to use on smartphone and computer. According to Murphey, 2000, there are several procedures to use songs in teaching listening as follows (Murphey, 2000):

1) Distribute copies of the song with blanks.
2) Students work in pairs.
3) They first read the text together for overall comprehension, trying to think of words which might fit the blanks. (Explain any words they do not know).
4) Then play the recording, asking the students to fill in the missing words.
5) Finally, ask them to tell you their answers. If there is disagreement or doubt over a given word or phrase, simply play that section of the tape again until the doubt or disagreement is resolved.

By using English songs as learning media, students can improve their understanding in English. Songs provide naturally structured English content, which makes it easier for students to understand the context and meaning of words in a

fun atmosphere. In addition to listening, students can sing along, which helps them not only recognize the words but also understand the story or message the song conveys.

Some techniques for presenting songs in class according to Yoo, 2002 :

- Pre-listening
    - As a warm-up or schema building activity, ask students what they know about American pop culture: for instance, “Who is the most famous American movie or TV actor/actress in your country?” “Do you have a favorite American singer?” “Do you listen to American pop songs?” “If you do, do you think listening to those songs can help improve your English?” and “In what way, does it help you improve your English skills?” You might also want to bring some pictures or CD's of popular actors or singers to class.
    - Pass out the cloze activity handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class.

- While-listening
  - Students listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time.
- Post-listening
  - After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary.

Therefore, using songs can be a good alternative for educating young people. Teachers can use this technique in teaching English listening to students. The use of songs will make the process of learning English more successful because students will feel closer to their lives.

2. Teaching Listening by using Spotify Application

a. The Definition of Spotify

Spotify is one of the largest music and audio streaming platforms in the world. Spotify is a digital music, podcast, and video streaming service that gives you access to millions of songs and other content from artists worldwide. With Spotify, it's easy to find the right music or podcast for every moment on phone, computer, tablet and more. There are millions of tracks and episodes on Spotify. So, whether driving, working out,

partying, or relaxing, the right music or podcast is always at your fingertips. You can also choose what you want to listen to. You can browse your collection of friends, artists and celebrities, or create a radio station and just sit back (Spotify.com, 2019).

Spotify application launched on 7 October 2009, this application was founded by Daniel Ek and Martin Lorentzon in Swedia on 1 April 2006. Spotify applications have some features such as digital music, podcast, and video streaming. According to Willings, 2020, Spotify is an interesting application that can access content for free by simply registering with an email address or connecting with Facebook. If you are not interested in the monthly subscription fee of Spotify Premium or want to try it yourself, it is easy to access, and there is no commitment. You can see the main differences between Spotify Free and Premium in our separate features. However, Spotify free is ad- supported, just like radio stations. The free version of Spotify can be accessed on PCs, laptops, and mobile phones, but the full service requires a Spotify Premium subscription (Willings, 2020).

According to Demont Heinrich, 2021, in Clara & Malissa, 2023, have identified Spotify's utility in improving various English language skills, including listening,

pronunciation, speaking and vocabulary (Clara & Mallisa, 2023). In addition, Apriyanti, 2022, using Spotify regularly can help the students their English student's listening course as well as other English courses. Spotify is very beneficial to increase student's English listening skills (Apriyanti, 2022). So, it can conclude that by using Spotify the students can improve their listening skill through songs.

Based on the above definition, the researcher concludes that the Spotify is an attractive and free digital music service that contains podcasts and video streaming and gives access to millions of songs and other content from around the world.

b. Procedures to Use Spotify in Teaching Listening

As a media in teaching listening, using song through Spotify app is quite interesting to use in learning English because it is easy to use on smartphone and computer. According to Ilmi & Nurjati, 2023, the procedure to use Spotify application to improve the students' listening skill based on the sample material (Ilmi & Nurjati, 2023) :

1) Opening activity. The teacher opens the lesson, doing apperception, and then introduces the Spotify application to the students.
2) In while activity, teachers want students to find the application on their phones, or teachers can share a link to

the Spotify application to students that they can easily access.

3) Then the teacher asks the students to listen to English music on Spotify.
4) Next, the teacher asks the students to write down what they heard and answer the question which the teacher will give for students.
5) Afterwards, the teacher explained difficult words and give students a chance to ask questions.
6) In the closing activity, teachers and students completed the materials they had studied, and the teacher also assigned homework to the students. They end the lesson by praying together.

Therefore, by using songs through the Spotify app, teachers can utilize a medium that is close to students' daily lives to improve their English listening skills. Songs played through Spotify allow students to listen to English in an authentic and fun form, with access to a wide range of genres and accents. This not only makes learning more relevant for students, but also motivates them to practice listening outside of class.

c. The Strength and Weakness of Spotify

According to Johannes, 2018, the strengths and weakness of Spotify are:

1) The strength of spotify application
   a) Large music base, huge number of playlists for every mood
   b) Brand image Social Media presence
   c) Flexible and Accessible for every mobile phone provider
   d) Easy app set-up for login
2) The weakness of spotify application

   Behind the strength, there are also some weakness of Spotify. According to Johannes, 2018, there are weaknesses of Spotify Application:

   a) Relies on mas advertising for income, premium version = low profit margin
   b) Difficulties maintaining positive cooperation with artists and labels.
   c) Technical difficulties can cause large scale revenue and reputation loss

   By considering the explanation, it could be seen that the English song by Spotify could be used as a media to improve the students' listening skill.

B. Review of Related Literature

To support this research, the researcher found some previous studies that relate to this research, here are some additional related literatures:

The first study, the researcher was a journal written by Claudius Bona, entitled "The Use of Spotify to Increase English Listening Skills in Business English Study Program, Politeknik Ubaya, Surabaya, Indonesia". This research was to find out whether the use of Spotify could develop students' English listening skill. The research distributes the questionnaire to the students to study the impact of Spotify on their English listening skill. The findings reveal that the use of Spotify in English listening class is effective to develop students' listening skill. This study also finds that using Spotify regularly can help students in their English listening course as well as other English courses. It can be concluded that Spotify is very beneficial to increase students' English listening skills. Further studies could be implemented in order to find other multimedia applications that can be used to foster students' listening skills development (Bona, 2018).

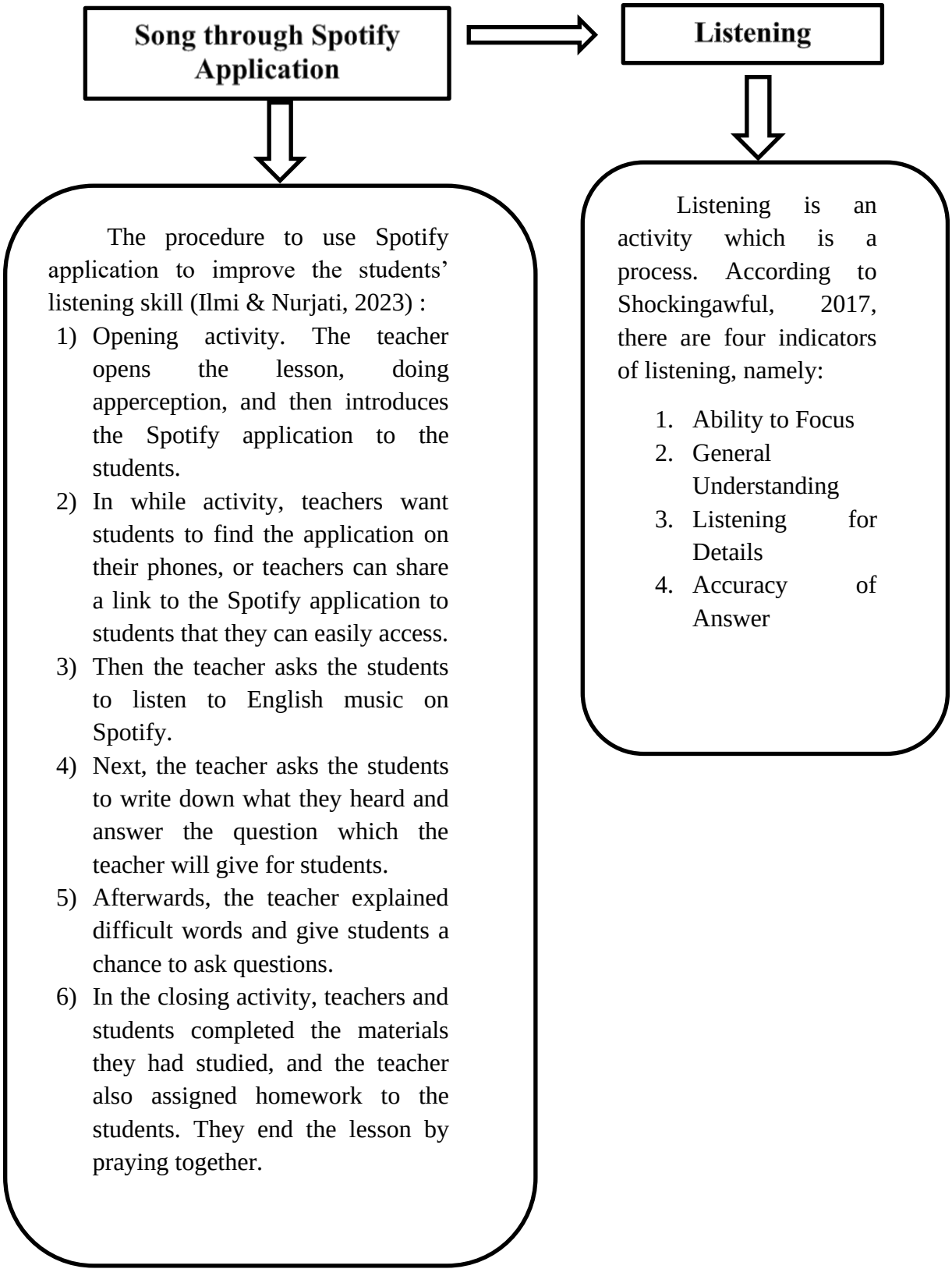
The second study, the researcher took from a thesis written by Ghaniyya Wafda Rahma, entitled "The Effectiveness of Using Spotify to Teach Listening Comprehension in Narrative Podcast at The Ninth Grade of MTs Assalafi Susukan in The Academic Year 2020/2021". This research was to find out whether the Spotify is effective to be applied in

teaching listening comprehension or no, the difference of students‟ listening comprehension before and after taught using Spotify in Narrative Podcast. Pre- experimental design was used in this research. This research used pre-test before treatment and post-test for treatment results as the instruments for data collection. The result of the research indicates that the mean score of the post-test is higher than the mean score of the pre-test, which the mean of post-test is 93.60, and the pre-test is 49.10. It means that there is difference of students‟ listening comprehension in Narrative Podcast before and after taught by using Spotify Application (Rahma, 2021).

The third study was conducted by Andriani, 2019, in her research by the title "The Use of Spotify Application toImprove Students Ability in Listening through English Song" the researcher aimed at finding out the improvement of the students' listening ability in listening skill by using Spotify Application as a tool that focused on Listening English song to identify what words the singer said and the meaning of the song. The researcher applied pre-experimental method with one group pre-test - post-test design, and collected the data based on the test. The result of this research is that the improvement of the students listening ability through English song using Spotify Application was significant improved (Andriani, 2019).

C. Conceptual Framework

This research is purposed to see the effect of using song trough Spotify application on students' listening skill. This research was represented by a diagram as follows:


Song through Spotify Application
Listening
The procedure to use Spotify application to improve the students' listening skill (Ilmi & Nurjati, 2023) :
1) Opening activity. The teacher opens the lesson, doing apperception, and then introduces the Spotify application to the students.
2) In while activity, teachers want students to find the application on their phones, or teachers can share a link to the Spotify application to students that they can easily access.
3) Then the teacher asks the students to listen to English music on Spotify.
4) Next, the teacher asks the students to write down what they heard and answer the question which the teacher will give for students.
5) Afterwards, the teacher explained difficult words and give students a chance to ask questions.
6) In the closing activity, teachers and students completed the materials they had studied, and the teacher also assigned homework to the students. They end the lesson by praying together.
Listening is an activity which is a process. According to Shockingawful, 2017, there are four indicators of listening, namely:
1. Ability to Focus
2. General Understanding
3. Listening for Details
4. Accuracy of Answer

D. Research Hypothesis

The research hypothesis that is used in this research focused on the influence of using song through Spotify application on students' listening skill. There are two kinds of hypothesis, they are:

1. Null Hypothesis (H0)

   The null hypothesis indicated that using song through Spotify application has no significant effect on students' listening skill. The null hypothesis is accepted if there is no significant different between the population means.

2. The Alternative Hypothesis (Hα)

   The alternative hypothesis stated that there is significant effect of using song through Spotify application on students' listening skill. It will be seen from the difference between controlled class and experimental class. If there is a significant difference between population means, the alternative hypothesis is accepted. In this research, the alternative hypothesis is chosen as the hypothesis.

In alignment with the possible hypothesis discussed above, the researcher hypothesized that using song through Spotify application will be effective on students' listening skill in the eleventh grade of SMK Negeri 1 Ampek Angkek on academic year 2023/2024.

CHAPTER III

RESEARCH METHOD

A. Method and Research Design

This research use quantitative approach. The collection and analysis of numerical data explain, predict, and control interesting phenomena. However, a quantitative research approach involves more than just using numerical data. It states the hypothesis to be examined and specifies the research procedures used to carry out the study. According to Gay, 2012, there are several types of quantitative research. It includes survey research, correlational research, causal-comparative research, experimental research, and single-subject research (L.R Gay, Geoffrey E. Mills, 2012). The design used to explore in this research is experimental design.

Experimental design is the most structured of all research types. When well conducted, experimental studies produce the soundest evidence concerning cause-effect relations. There are three types of experimental design: pre-experimental design, true-experimental design, and quasi-experimental design (L.R Gay, Geoffrey E. Mills, 2012). In this research, true-experimental design is used because the researcher is finding out the effect between variables involving experimental class and control class by providing treatment and determining changes from the treatment given (Pre-test, Treatment-Post-test). In addition, it is able to facilitate researcher in controlling class because class have formed naturally and researcher do

not need to form groups randomly.

According to Barry Gribbons, 1997, a true-experimental design is design includes more than one purposively created group, common measured outcome(s), and random assignment. (Gribbons & Herman, 1997). The research design is utilized to see if using the Spotify application has an influence on students' listening skill or if it has no impact. The experimental and control groups are given different treatments in this study. In the experimental class, the researcher uses the Spotify. application, whereas in the control class, the researcher does not use the Spotify application (no-treatment) (Creswell, 2012). The researcher administers pre-tests to those classes. The pre-test is given to know the initiation score of students' listening skill in both the experimental class and control class before the treatment. The researcher conducts 4 meetings for each class.

Which description as follows:

1. Experiment class

   In the experimental class, in the first meeting, the researcher gives a pre-test to the students. Then, in the second and third meetings, the researcher does treatment where the researcher uses the Spotify application. On the last meeting, the researcher gives a post-test to the students.

2. Control class

   In the control class, in the first meeting, the researcher gives a

pre-test to the students. Then, in the second and third meetings, the researcher teaches the students without using the Spotify application (no treatment). On the last meeting, the researcher gives a post-test to the students.

The function of the post-test is to see the effectiveness of the treatment based on the score. The post-test consists of a listening test with the same difficulties as the pre-test. So in this research, the researcher conducts 4 meetings in each class.

Furthermore, it is explained as follows (Creswell, 2012) :

Table 3.1 Research Design

Selected Control Group	Pre-test	No Treatment	Post-test
Selected Experiment Group	Pre-test	Treatment	Post-test

Additionally, this research focuses on two variables: the Spotify application as the dependent variable and students' listening skill as the independent variable. An independent variable explains a presumed cause of variation in other explanatory variables. Meanwhile, a dependent variable is presumed to be affected by the independent variable. In short, the independent variable is the affected variable, and the dependent variable is the variable that gives the effect to the dependent variable.

B. Population and Sample of The Research

1. Population

Population, According to Fraenkel and Wallen, 2012, is the group of interest to the researcher, the group to whom the researcher wishes to generalize the finding of the study (Fraenkel, n.d.). In addition, according to Arikunto, 2002, a population is a set or collection of all items that have one or more of the desired characteristics (Arikunto, 2002). The population of this research is the eleventh-grade students of SMKN 1 Ampek Angkek. The students are picked after it is discovered that they lack listening. This indicated that the students needed additional training to develop their listening skills.

The population of this research consists of 11th-grade students of SMK N 1 Ampek Angkek for the academic year 2023/2024. The number of tenth grade classes at SMK N 1 Ampek Angkek is 6 classes, consisting of 161 students.

Table 3.2

The Population of the Research

No	Class	Amount
1	Manajemen Perkantoran & Layanan Bisnis 1	32
2	Manajemen Perkantoran & Layanan Bisnis 2	21
3	Teknik Komputer dan Jaringan 1	25
4	Teknik Komputer dan Jaringan 2	26
5	Desain Komunikasi Visual 1	29
6	Desain Komunikasi Visual 2	28
	Total	161

2. Sample

In quantitative research, a good sample is one that is representative of the population from which it was selected and selecting a representative sample is not a haphazard process. According to Arikunto, 2002, sample is a part of the population that was investigated the researcher selected a sample of the population for some reasons, and it is representative of the entire population (Arikunto, 2002). The researcher selected a sample of the population for some reasons, and it is representative of the entire population. As Sugiyono pointed out, the sample is a subset of the population.

In addition, according to Gay, 2012, sampling is the process of selecting a small sample of people to represent a wider group of people (L.R Gay, Geoffrey E. Mills, 2012). The sampling method used in the research is cluster random sampling. It is based on a two reasons. First, that's because the population has the same syllabus or material. Second, the population has the same teacher. The last, the population was conducted homogeneity test and normality test based on the result of the students' test score that the researcher have done by input the score into SPSS 26. The steps as follows :

a. Normality Test

1) The researcher opened SPSS 26 for windows

2) Then, the researcher filled the variables in variable view before coming into data view
3) After that put the score into the data view
4) Next, the researcher processed the pre-test and post-test scores in data view by using chosen menu in SPSS 26 for windows. The way will analyze- Descriptive Statistic- put the class scores into dependent list- clicked plots- checklist normality plots- clicked ok then continue- the data on process.

b. Homogenity Test

1) The researcher opened SPSS 26 for windows
2) Then, the researcher filled the variables in variable view before coming into data view
3) After that put score into the data view
4) Next, the researcher processed the pretest and post-test scores in data view by using chosen menus in SPSS 26 for windows. The way will analyze- the researcher processed descriptive statistic- put the class scores into dependent list- clicked plots- checklist untransformed- clicked OK then continue- the data on process.

In the school, there are sixth eleventh grade classes. The researcher divided the population into 2 smaller groups and then randomly selected these clusters to generate a sample in

cluster random sampling. This research featured two classes, one as an experiment and the other as a control group. The experimental class was taught by using song through Spotify, whereas the control class was taught by using traditional methods or without the use of Spotify.

C. Instrumentation

Instrument in a research is a proponent for the researcher to get the result and collect the evidence. According to Creswell, 2012, an instrument is to measure the variables in the study may not be available in the literature or commercially (Creswell, 2012). In this research, the researcher will use a test as an instrument, which is divided into pretest and posttest.

A test is a formal, systematic, usually paper and pencil procedure for gathering information about peoples' cognitive and affective characteristic. A cognitive characteristics is a mental characteristics related to intellect such as achievement, an affective characteristics is a mental characteristics related to emotions, such as attitude.

The test will be used to measure students' listening skills. The test used consists of filling in missing song lyrics and multiple-choice questions for understanding the details of the song lyrics. The researcher provides a song along with its lyrics, with some parts left blank, and then the students listen to the song and complete the missing lyrics. The multiple-choice questions focus on detailed comprehension of the song lyrics. The researcher uses an instrument that includes both filling in the

blanks and multiple-choice questions. Students are required to complete the song lyrics and answer the multiple-choice questions. The test consists of 20 questions.

The researcher conducts the learning process over four sessions. The first session consists of a pre-test, the second and third sessions involve treatment, and the fourth session comprises a final or post-test. At the conclusion of the learning treatments, a final test is administered.

To ensure that the test is appropriate and reliable, the researcher will perform two activities:

a. Test Validity

Validity is a metric for determining how accurate a test is when it is applied as an instrument. According to Brown, 2004, Validity is the extent to which inferences make from assessment results are appropriate, meaningful, and useful in terms of the assessment (Brown, 2004). Arikunto, 2002, said that a test will be a valid test if it measure what intended to measure and the instrument will be as a valid instrument when a test give the true description about the data based on the reality or fact. The instrumentation will valid if it measured accurately what will intend to be measure (Arikunto, 2002).

The validity of the listening skill exam was determined in this research by employing expert judgment, in which experts provide their judgment on whether the test is valid to assess what the researcher intends to measure or not. The validators of this research

were the English lecturers of UIN Sjech M. Djamil Djambek Bukittinggi named Muthia Rahman, M.Pd and Lena Sastri, M.Pd. Also to make it more believable, the instrument of this research was validated by the English teacher school named Usisa Ridaya, S.Pd.

b. Test Reliability

The determination of the reliability test, if the Cronbach Alpha coefficient value is greater than r_{table} then the test declared reliable. Conversely, if the Cronbach Alpha coefficient is less than r_{table} then the test is declare unreliable. The conclusion of the reliability all test were reliable, the test has high reliability.

Table 3.3 Level of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very Highly Reliable
2	0.80-0.90	Highly Reliable
3	0.70-0.79	Moderate Reliable
4	0.60-0.69	Low Reliable
5	<0.60	Very Low Reliable

Source : D. George, D and M. Mallery in Using SPSS for Windows step by step: a simple guide and re ference

D. Data Collection Technique

Data collection technique is a key element in conducting a study. Knowing that the ultimate goal of research is to get data, the researcher will be unable to obtain correct data unless he or she is familiar with data collection methodologies. Furthermore, the data gathering method used in this research was testing. Data was collected using a listening test as the instrument, and the test material was derived from the subject matter that had been taught to the students.

To begin, the researcher administers a pre-test to both the experimental and control groups. The researcher then gives each class a different treatment. The control class was taught by traditional media or without the use of Spotify, whereas the experimental class was taught through the use of Spotify. After the treatments, the researcher does a post-test to collect the data for both experimental and control groups. The test was performed in order to measure the students' listening skill.

E. Technique of Data Analysis

It implemented the following methods to learn and determine the scores of the experiment and control groups:

1. Prerequisite analysis test
    a. Normality test

        Normality test is the prerequisite test data about the eligibility of data to be analyzed using parametric statistics or non-parametric statistics. The normality test is used to determine whether a set of data is from a population with a normal distribution or has a normal curve. To assess the data's normality, the researcher employed IBM SPSS Statistic 26.

    b. Homogeneity test

        Homogeneity test is a prerequisite test of analysis on data feasibility to be analyzed using statistical test. The homogeneity test is developed to determine the resemblance of a sample drawn

from a homogeneous population. To assess the data's homogeneity, the researcher employed IBM SPSS Statistic 26.

2. Hypothesis Test

The T-test is a data analysis method for determining whether there is a significant effect between students' listening skill using song through Spotify in experimental class and students' listening skill without using song through Spotify in control class. Using IBM SPSS statistic version 26. The t-test utilized in this study was independent samples t-test with two tailed test of significance. If the result shows Sig(2-tailed) > sig $\alpha = 0.05$ (5%), then the null hypothesis is accepted. But, if sig (2-tailed) < sig $\alpha = 0.05$ (5%), then alternative hypothesis is accepted.

The steps to process the data in SPSS 26 for windows by the researcher as below:

a. Collecting all data of research, pre-test and post-test scores
b. Putting the data of scoring in one table and also the name of the students
c. Then, opened the SPSS 26 for windows
d. After that, the researcher filled the variables in variable view before coming into data view
e. Next, the researcher should open the data view. The researcher copied the data of pre-test and post-test score in one table into data view sheet

f. After that, the researcher processed the pre-test and post- test scores in data view by using chosen menus in SPSS 26 for windows. The way will analyze- compare means- independent sample t- test the data on process.

g. From the result sheet in SPSS 26 for windows, the researcher can take conclusion which if the significance of data < 0.05, the Ha is accepted and if the significance of data > 0.05 Ha is refused

F. The Statistical Hypothesis

According to Kothari, 2004, a hypothesis is simply an assumption or a supposition that must be proven or disproven (Kothari, 2004). This research's hypothesis is used to identify and draw the research's conclusion. The hypotheses are written with the assumption of a t-test result in mind, as shown below:

1. Alternative Hypothesis (Ha):

   There is an effect of using song through Spotify application on students' listening skill if p-value < sig α = 0.05 (5%). It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

2. Null Hypothesis (Ho):

   There is no any effect of using song through Spotify application on students' listening skill if p-value > sig α = 0.05 (5%). It means that the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the researcher is going to discuss the result of research "The Effect Of Using Song through Spotify Application on Students' Listening Skill for the 11th Grade at SMK N 1 Ampek Angkek". This research was conducted at SMK N 1 Ampek Angkek, carried out in class XI TJKT 1 is the experiment class and XI TJKT 2 is the control class.

The result and discussion of this research presented below include an explanation of the data narrative, testing the prerequisites for data data analysis and hypothesis testing. The analysis of pre-test and post-test data on the experimental and control classes, as well as hypothesis testing, are all part of the findings the researcher findings include the students' listening skill scores from both the control and experimental classes, as well as an analysis of the students' scores. This chapter discusses data collection analysis in order to answer the research questions listed below:

1. Is there significant effect of using song through Spotify application on students' listening skill of the eleventh grade at SMK N 1 Ampek Angkek?
2. Is there significant different of the students' listening skill between the students who will be taught by using song through Spotify application with the students who are not taught using song through Spotify

application of the eleventh grade at SMK N 1 Ampek Angkek?

3. Is the use of song through Spotify application for students better than not using the song through Spotify application?

The result of this study show that using the song through spotify application has a significant effect on students' listening skill in the eleventh grade at SMK N 1 Ampek Angkek (Ha: t-calculated > t-table). Furthermore, there is a significant difference between students who were taught the song through spotify application and students who were not (Ho: t-calculated < t-table). Furthermore, the students' listening skill improved when they were taught using song through spotify application rather than the traditional media. The data descriptions can be found below:

1. Description of the Data

The data for this study was gathered based on research conducted by the researcher in the 11th grade of SMK N 1 Ampek Angkek. The students' listening skill scores were collected after a pre-test at the start of the research and a post-test at the end of the research after the treatment. This research's data was drawn from the experimental and control class. The pre-test and post-test were given in the form of fill in the blank test which had 10 questions and multiple choice which consist 10 questions. There were 161 students in the population, with 51 students serving as the sample. The sample in experimental class (XI TJKT 1) was 25 students and the sample in

the control class (XI TJKT 2) was 26 students. The description of the data in both of the experimental and control classes explained below:

a. The Data of Pre-Test of Experimental and Control Class

The experimental class was taught using song through Spotify application, while the control class was taught without using the song through Spotify application. The researcher gave the students a pre-test before teaching both the experimental and control classes. The following table summarizes the analysis of pre-test scores obtained by the experimental and control classes:

Table 4.1 : the result of score calculation from the pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	25	10.00	80.00	44.80	18.90106
Pre-Test Kontrol	26	30.00	85.00	49.42	14.65107
Valid N (listwise)	25				

According to the table above, the mean score of the experimental class was 44.80, whereas the mean score of the control class was 49.42. The control class's pre-test score is higher than the experiment class's.

b. The Data of Post-Test of Experimental and Control Class

In this research, the post-test was held at the end of the meeting that was done after the treatment in experimental class and no treatment in control class. There were 25 students included in the post-test of experimental class. We can see that the highest

score 100 and the lowest score is 60. Then, there were 26 students included in post-test of the control class. The data shows that the highest score is 60 and the lowest score is 20. The table below shows the result of the post-test for the experimental and control classes.

Table 4.2. the result of score calculation from post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Experiment	25	60.00	100.00	84.4000	12.27464
Post-Test Kontrol	26	20.00	65.00	44.4231	13.87998
Valid N (listwise)	25				

Based on the table above, it shows that the mean score of the experimental class on post test is 84.40 while the mean score of control class is 44.42. It significance that the mean score of experimental class is higher than control class.

2. Data Analysis

1) Prerequisite analysis test

Before data analysis is carried out, the researcher need to prerequisite analysis test. This is done to find out whether the data for hypothesis test can be carried out or not. The prerequisite analysis test that was carried out are below :

a. Normality test

Normality test was done to know that the data is normal or not. Normality was measured by using SPSS.26. It measured the normality of pretest and post test which if the significance of pre-test and post-test > 0.05 means the data was normal but if the significance of pre-test and post-test < 0.05 means the data was not normal. Moreover, the result of normality data of this research was showed on the table as below :

1. Normality test of pre-test for both experimental and control class.

   This test is used to see whether the pre-test that the researcher distributed was normal or not. It was taken from the score of the both class students' score of pre-test.

Table 4.3 Test of Normality

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	Experiment Class	.096	25	.200*	.973	25	.726
	Control Class	.138	26	.200*	.938	26	.118

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result above, the significant value shows that the result of control class and experiment class is normal on Shapiro- Wilk (0.726 and 0.118) the test since it all is higher than alpha value (0.05).

2. Normality test of post-test for both experiment and control class

This test is used to see whether the post- test that the researcher distributed was normal or not. It was taken from the score of the both class students' score of post-test.

Table 4.4 Test of Normality

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Post Test	Experiment Class	.236	25	.001	.891	25	.012
	Control Class	.132	26	.200*	.936	26	.105

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result above, both experiment and control class on Shapiro-wilk which has significant value are (0.12 and 0.105). They are bigger than 0.05. So it proves that both of the data are distributed normally.

b. Homogeneity Test

1. Homogeneity test of pre-test for both experiment and control class

This test is used to see whether the pre-test that the researcher distributed was homogeny or not. It was taken from the score of both class students' score of pre-test. As same as normality, homogeneity test was accepted if the significance of data was > 0.05 and refused if it was < 0.05

Table 4.5 Test of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PreTest	Based on Mean	1.688	1	49	.200
	Based on Median	1.646	1	49	.206
	Based on Median and with adjusted df	1.646	1	47.375	.206
	Based on trimmed mean	1.686	1	49	.200

Based on the result above, the result of homogeneity test shows that the pre-test of both classes is homogeneity which has significant value is bigger than alpha (0.200 > 0.05).

2. Homogeneity test of post-test for both experiment and control class

This test is used to see whether the post-test that the researcher distributed was homogeneity or not. It was taken from the score of the both class students' score of post-test.

Table 4.6 Test of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post Test	Based on Mean	.130	1	49	.720
	Based on Median	.305	1	49	.583
	Based on Median and with adjusted df	.305	1	48.252	.583
	Based on trimmed mean	.156	1	49	.694

Based on the result above, the result of homogeneity test shows that the post-test of the classes is homogeny which has significant value is bigger than alpha (0.720 > 0.05)

3. Hypothesis Testing

After calculating the data from pre-test and post-test in experimental and control class, the researcher tested the hypothesis in this research. There are three hypothesis in this research as follow:

a. The First Hypothesis

The first hypothesis of this research, there was significant effect of using the song through spotify application on students' listening skill at SMK N 1 Ampek Angkek. To measure whether the hypothesis the hypothesis would be accepted or rejected, the researcher used Paired Sample t-test through comparing the pre-test and post-test of experiment class.

Table 4.7 Paired Sample Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE TEST - POST TEST	-39.60000	20.51016	4.10203	-48.06618	-31.13382	-9.654	24	.000

Based on the paired sample t-test above, the comparison of pre-test and post-test result in experimental class showed that (9.654) and df was 24 with Sig (2-tailed) was 0.000. Based on the t-table it could be seen that t was higher than t-tables 0,05 which significance t-table (9.654>0.05). It means that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It could be conclude that there was significant effect of using song through spotify application on students' listening skill at SMK N 1 Ampek Angkek.

b. The Second Hypothesis

If the significant value (2-tailed) was higher than or equal to 0,05 then the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. It means that there was no significant differences in students score between students listening skill score who are taught by using song through Spotify application then students listening skill score who are not taught by using Song through Spotify Application.

Therefore, to find out whether the Song through Spotify Application has significant differences as a method in teaching listening skill, the researcher tested the results of the post-test by using independent sample t-test.

Table 4.8 Independent Sample T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post Test	Equal variances assumed	.130	.720	10.879	49	.000	39.97692	3.67455	32.59263	47.36121
	Equal variances not assumed			10.906	48.668	.000	39.97692	3.66557	32.60941	47.34444

Based on table above, the Levene's Test for Equality of variances is seen at T=10.879 > 0,05, which means that there is no differences in data variance or in other words, the data is the same or homogeneous. Therefore, all the data is placed on Equal variances assumed. Table showed that Df (Degree of freedom) is 49. Therefore, the way to test whether the null hypothesis can be rejected is to compare the p-value with the standard of significant level (0,05).

Independent sample t-test above is equal variances assumed row, the results of post-test in both classes showed that the obtained significant value or sig. (2-tailed) is 0.000. It means that alternative hypothesis was accepted and the two tailed significant showed that p<0,05 (0,000<0,05). It can be calculated that there was significant differences of students' listening skill who were

taught by using song through Spotify application. Therefore, null hypothesis was rejected and alternative hypothesis was accepted.

c. The Third Hypothesis

In third hypothesis, it found that the students' listening skill who were taught by using song through Spotify application is better than the students who were not taught by using the Song through Spotify Application.

Ha: The students' listening skill who were using song through Spotify application is better than the students who are not using it.

Ho: The students' listening skill who were using song through Spotify application is not better than the students who are not using it.

To measure weather the hypothesis would be accepted or rejected the researcher use t-test formula through comparing the post test of experiment class and control class through SPSS 26 version.

Table 4.9 Group Statistic

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Kelas Experiment	25	84.4000	12.27464	2.45493
	Kelas Kontrol	26	44.4231	13.87998	2.72209

Based on the group statistic above, the comparison of post-test results between experimental class and control class showed that the test result of experimental class was higher than control

class. It was indicated by the mean score post-test of experimental class which the result (84.40) and score post -test of control class which the result (44.42). It means that the students who were taught by using song through Spotify application was better than the students were not taught by using song through Spotify application. It was concluded that Ha was accepted and Ho was rejected.

B. Discussion

Based on the result of data analysis on students' listening skill, the average pot-test score in the experimental class was 84.40 and the average pot-test score in the control class was 44.42. This shows that the average of the experimental class is higher than the control class. According to the result of this research that there is significant difference between experiment class and control class. There are some reason that caused song is an effective tool be used in learning English. The researcher found out that during the research, they were:

First, the use of songs through the Spotify application proved effective in improving students' listening skills. With this media, students not only listen to the melody, but also follow the lyrics that are integrated with various listening activities. This process helps students identify difficult words and reinforces understanding of context that may be difficult to achieve through traditional methods. As a result, students'

exposure to English significantly increased compared to the control class that used other media.

Second, student motivation and participation, in observations during the research, students in the experimental class showed higher enthusiasm in participating in learning activities. Through the Spotify app, students can listen to their favorite songs in class, which provides a sense of novelty and comfort in the learning process. This increase in motivation caused students to be more active and participate in learning, especially when doing activities that involve understanding song lyrics, compared to the control class who showed lower interest.

Third, development of more effective listening skills with structured activities, such as answering lyric comprehension questions and filling in missing words in songs, students in the experimental class became more skilled in listening and understanding English content. This method provides continuous practice that strengthens students' ability to hear and identify specific words or phrases in a natural context. As a result, students in the experimental class showed a significant increase in scores compared to students in the control class.

After this research was conducted, the researcher realized that in the process of learning English, students need different media from conventional methods. Based on the results of the study, researcher found that the use of songs through the Spotify application on students' listening skills showed that students more easily understood the content heard, were

more interested, and seemed to enjoy the English learning process. Thus, the use of songs is proven to improve students' listening skills. This is in line with the theory presented by Murphy, 2000, which states that songs can help learners to improve students listening skills. Therefore, songs can be a good alternative to improve the listening skills of the younger generation in learning English.

There were three points on the effect of using song through Spotify application. The points are: there was significant effect of using song through Spotify application, the significant difference between the post test result of experimental and control class, then song through spotify application is better than conventional technique.

1. There was significant effect of using song through Spotify application on students' listening skill.

   From the result, the researcher found there was significant effect of using song through Spotify application and it proven by the result from pre-test and post-test in experiment class.

2. There was significant difference between the students' who were taught by using song through Spotify application and the students who were not taught by using song through Spotify application.

   From the result, the researcher found there was the significant difference between the students who were taught by using song through Spotify application and the students who were not taught by using song through Spotify application. In the use of songs through

Spotify as an English language learning media offers various advantages through its unique features. Spotify allows access to a wide selection of songs, including a variety of genres and language styles, which can be customized to suit students' learning needs. Spotify's lyrics feature allows students to follow and understand the lyrics simultaneously as the song plays, helping them to recognize difficult words, strengthen vocabulary acquisition, and understand language context. In addition, Spotify provides customized playlists that can be organized according to specific themes or difficulty levels, making it easier for teachers to tailor materials to students' abilities. The repeat feature also allows students to re-listen to specific parts of the song to deepen their understanding. In addition, using Spotify in the classroom makes students more active in the learning process, by involving them directly in the activity of listening and understanding the meaning of the lyrics. Songs through Spotify can also improve various English skills. Through this listening experience, students not only learn more effectively but also enjoy the process of learning English in the classroom.

3. Using song through Spotify application for students better than not using the song through Spotify application.

   Based on the result, the researcher found that song through Spotify application is better than not using the song through Spotify app.

Based on explanation above, the researcher had answered the hypothesis. The result meant that null hypothesis was rejected and there was a significant difference between post-test score of the experimental and control class in learning listening. In other words, the used of song through Spotify application was better than conventional media. To sum up, song through Spotify application had a significant effect on students' listening skill at SMK N 1 Ampek Angkek.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on this research, the use of songs through the Spotify application as a learning media is proven to be an effective alternative solution for teachers in teaching listening skills to students. Through songs, students can feel more relaxed and engaged in the learning process, as the entertainment element contained in the music makes the classroom atmosphere more enjoyable. This approach allows students to hear vocabulary and sentence structures in a more natural context, so they can more easily understand and remember the information heard. The presence of lyrics available directly on Spotify also helps students identify difficult words, strengthens vocabulary acquisition, and improves their understanding of the meaning contained in the song.

In addition, the effectiveness of using songs as a teaching medium is also supported by empirical data found during the study. The researcher noted that students who learned using songs through Spotify showed significant improvement in listening skills compared to conventional methods. This is in line with the opinion of experts who state that learning involving music can increase student motivation and participation. Thus, the use of songs through the Spotify app not only enriches students' learning experience, but also makes a meaningful contribution in improving their English listening skills. This conclusion confirms the

importance of innovation in teaching methods that can make learning more interesting and effective for the younger generation.

B. Suggestion

Based on the finding of the research, the researcher would like to propose some suggestion as following:

1. Based on the result of the research, the English teacher is recommended to use song through Spotify application as a media to increasing students' listening skill.
2. The students are expected to keep use song through Spotify application so then they will be master in listening.
3. Further researcher are suggested to conduct a research in the effect of using song through Spotify application in teaching another aspect of English skills add components and use wide sample.

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APPENDICES

Appendix 1

RESEARCH GUIDELINE

Variable	Sub variable	Indicator	Description	No Item
Using song through Spotify application on students' listening skill	- Listening skill	Ability to focus	Ability to focus means the capability of students in listening skill the material from the audio. Ability to focus define in two, focus on ears for listen the audio and focus on eyes for read and match the text with the audio. Such as eyes may not be adapting well to the numerous distraction in a typical classroom and some noisy sound from the outside of classroom.	2, 3, 5, 9 1-10 fill in the blank
		General Understanding	General understanding means that the students or listeners can understand about main idea of the content from the text. The listener can imagine to the general meaning of something they hear.	1, 7, 10
		Listening for Details	Listening for details is sometimes known as listening for the specific information. It involves understanding the task and focusing to catch information.	4, 6, 8
		Accuracy of Answer	Accuracy of answer means the capability of students or listeners to answer the task with the correct answer. It is involves understanding the text and vocabulary to get the correct answer.	1-10 1-10 fill in the blank

Appendix 2

TEST INSTRUMENT

Name :

Class :

Time Allocation : 45 minutes

*This test consists of two parts: Part A is **Fill in the Blank**, where you will complete missing lyrics from the song "A Whole New World", and Part B is **Multiple Choice**, where you will answer questions based on your understanding of the song.*

Part A

Instructions:

1. *Listen to a song of "A Whole New World" from the movie* Aladdin carefully.
2. *You will listen to the song twice.*
3. *While listening, fill in the blanks in the lyrics with the correct words that you listen before.*
4. *Pay attention to the pronunciation and meaning of each word to help you complete the lyrics accurately.*
5. *After listening, check your answers to make sure they fit to the context of the song.*

Example:
I can show you the _____
Correct Answer: **world**

Song : "A Whole New World"

I can show you the world
Shining, shimmering, (1)_____
Tell me, princess
Now, when did you last let your heart (2)_____?
I can open your (3)_____
Take you wonder by wonder
Over, sideways and (4) _____
On a magic carpet ride

A whole new(5) _____
A new fantastic point of (6) _____
No one to tell us, "No"
Or where to go
Or say we're only (7)_____

A whole new world
A dazzling place I never (8)_____
But when I'm way up here

It's crystal clear
That now I'm in a whole new world with you
(Now I'm in a whole new world with you)

Unbelievable (9)_____
Indescribable (10)_____
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
(Don't you dare close your eyes)
A hundred thousand things to see
(Hold your breath, it gets better)

I'm like a shooting star
I've come so far
I can't go back to where I used to be

A whole new world
(Every turn, a surprise)
With new horizons to pursue
(Every moment, red-letter)
I'll chase them anywhere

There's time to spare
Let me share this whole new world with you

A whole new world
A whole new world
That's where we'll be
That's where we'll be
A thrilling chase
A wondrous place
For you and me

Part B

Instructions:

1. *Listen to a song of "A Whole New World" from the movie Aladdin carefully.*
2. *Answer the following multiple-choice questions based on your understanding of the lyrics.*
3. *Choose the best answer for each question by circling A, B, C, or D.*
4. *Check your answers before submitting to your teacher.*

1. What is the main theme of the song "*A Whole New World*"?
   a. Exploring new places
   b. Escaping problems
   c. Discovering new possibilities and adventures
   d. Saying goodbye to the past

2. In the lyric "*Shining, shimmering, splendid*"
   What is being described?
   a. A beautiful place
   b. A dark room
   c. A dangerous path
   d. A person's feelings

3. What does the song describe when talking about "*A whole new world*"?
   a. A place that is scary and unknown
   b. A world full of new and exciting things
   c. A small and boring place
   d. A place where people are not allowed to go

4. "*Now when did you last let your heart decide?*"
   What is the character asking about?
   a. A specific time in the past
   b. A future decision
   c. A decision someone else made
   d. A moment of confusion

5. In the lyric "*No one to tell us no or where to go*"
   How is the characters feeling?
   a. Freedom
   b. Confusion
   c. Anger
   d. Fear

6. "*A dazzling place I never knew*", What does "*dazzling*" mean in this line?
   a. A dark place
   b. A beautiful and bright place
   c. A dangerous place
   d. A familiar place

7. The phrase "*Through an endless diamond sky*" refers to...
   a. The beauty of the night sky
   b. The richness of the world
   c. The difficulty of the journey
   d. The excitement of flying

8. In the lyric "*Hold your breath, it gets better*".
   What emotion is being expressed?
   a. Fear
   b. Excitement
   c. Sadness
   d. Confusion

9. "*I'm like a shooting star, I've come so far"*
   Based the lyric above, what are they characters of this song?
   a. Tired
   b. Proud of their journey
   c. Scared
   d. Lost

10. What is the overall message of the song "*A Whole New World*"?
    a. New experiences can be scary
    b. The world is full of challenges
    c. Exploring new things brings excitement and freedom
    d. Life never changes

"GOOD LUCK"

Appendix 3 : LESSON PLAN

Lesson Plan of Experiment Class

First meeting : giving pre- test and introduction

1. The teacher said salam and introduce herself
2. Then, the teacher check their attendance list.
3. After that, the teacher opened the activity
4. Next, the teacher gave the students the pre test
5. The students answered all questions
6. After the students done it, they gave it back to the teacher
7. The last, the teacher closed the first meeting

Second meeting : teaching song lyric

RENCANA PELAKSANAAN PEMBELAJARAN

KELAS EXPERIMENT

Nama sekolah : SMK N 1 Ampek Angkek

Kelas : 11

Alokasi waktu : 1 X 30 menit

Mata pelajaran : Bahasa inggris

Materi pokok : Song

Sub materi : Song Lyric

A. Kompetensi Inti

1. Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun , peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga
3. Memahami pengetahuan factual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu entang dirinya, mahkluk ciptaan tuhan dan kegiatannya, dan benda benda yang dijumpainya di rumah, sekolah, dan tempat bermain.
4. Menyajikan pengetahuan factual dalam bahasa yang jelas, sitematis, dan logis, dalam karya yang estetis dalam gerakan yang mencerminkan

anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar dan Indicator

Kompetensi dasar	Indicator
3.9 Mengidentifikasi isi dan informasi penting dalam teks lirik lagu bahasa Inggris sesuai dengan konteks penggunaannya dalam kehidupan sehari-hari.	1.7.1 Mengidentifikasi kata-kata kunci dalam lirik lagu. 1.7.2 Menjelaskan tema utama dari lagu berdasarkan detail lirik.
4.9 Mengisi bagian lirik lagu yang hilang dan menjelaskan makna dari detail lirik untuk memahami pesan yang disampaikan dalam lagu.	1.7.3 Mengisi lirik lagu yang kosong dengan mendengarkan secara teliti. 1.7.4 Menangkap makna lirik lagu sesuai dengan konteksnya

C. Tujuan

Setelah kegiatan pembelajaran ini diharapkan :

1. Memahami detail informasi dalam lirik lagu, seperti nama tokoh, tempat, atau peristiwa, untuk meningkatkan kemampuan mendengarkan dan memahami bahasa Inggris dalam konteks musik.
2. Setelah mendengarkan lagu, siswa dapat mengisi lirik yang kosong dengan kata yang tepat.

D. Materi

- Faktual : Siswa mendengarkan lagu yang memiliki lirik lagu untuk mendorong siswa mengidentifikasi bagian-bagian lirik yang menunjukkan contoh perilaku yang patut diteladani.
- Konseptual : Mengemukakan pesan tersirat yang terdapat dalam sebuah lagu.
- Prosedural : Menerapkan kalimat untuk mengungkapkan pesan yang tersirat dalam sebuah lagu.

E. Pendekatan dan metode

Pendekatan : scientific
Strategi : discovery learning
Metode : mendengarkan lagu

F. Media, Alat, dan Sumber Pembelajaran

a. Media: Spotify aplikasi.
b. Alat: Handphone dan Speaker.
c. Sumber belajar:
   i) Buku Pembelajaran SMK Bahasa Inggris Kelas XI
   ii) Kamus Bahasa Inggris
   iii) Pengalaman peserta didik dan guru

G. Kegiatan pembelajaran

Pendahuluan	1. Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran. 2. Guru memastikan kesiapan peserta didik dan lingkungan kelas dengan menyapa dan mengambil absen 3. Materi yang akan dipelajari oleh siswa adalah song lyric 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	10 menit
Kegiatan inti (Song through Spotify Application)	1. Kegiatan pembukaan. Guru membuka pelajaran dengan melakukan apersepsi, dan kemudian memperkenalkan aplikasi Spotify kepada siswa. 2. Pada kegiatan inti, guru meminta siswa untuk mencari aplikasi Spotify di ponsel mereka, atau guru dapat membagikan tautan ke aplikasi Spotify kepada siswa yang dapat mereka akses dengan mudah. 3. Kemudian guru meminta siswa untuk mendengarkan musik berbahas Inggris di Spotify. 4. Selanjutnya, guru meminta siswa untuk menuliskan apa mereka dengar dan menjawab pertanyaan yang akan diberikan oleh guru.	30 menit

	5. Setelah itu, guru menjelaskan kata-kata yang sulit dan memberikan kesempatan kepada siswa untuk bertanya. 6. Pada kegiatan penutup, guru dan siswa menyimpulkan materi yang telah mereka pelajari. Mereka mengakhiri pelajaran dengan berdoa bersama.	
Penutup	1. Menginformasikan kegiatan pembelajaran yang akan dipelajari pada pertemuan berikutnya 2. Meminta peserta didik untuk selalu bersemangat dalam belajar dan mengulang pembelajaran dirumah 3. Guru mengakhiri pembelajaran dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.	5 menit
Refleksi dan konfirmasi	Refleksi pencapaian siswa/ formatif asesments, dan refleksi guru untuk mengetahui ketercapaian prosses pembeljaran dan perbaikan.	

H. Penilaian

Kemampuan	Pengetahuan	Keterampilan
- Memahami makna lirik lagu sesuai dengan konteksnya - Menangkap makna lirik lagu sesuai dengan konteksnya	- Menganalisis fungsi sosial dan unsur kebahasaan lirik lagu yang mengandung inspirasi	- Mampu memahami makna lirik yang telah didengar

Bukittinggi, September 2024

Mengetahui

Guru mata pelajaran	Mahasiswa
Usisa Ridaya, S.Pd	Lailatul Hidayah
NIP.	NIM.2319047

The last meeting : giving post-test

1. The teacher gave the students post- test
2. The students did the test and answered it
3. The teacher took the students answer

The teacher closed the last meeting and said thank you for coming.

Lesson Plan of Control Class

First meeting : giving pre- test and introduction

1. The teacher said salam and introduce herself
2. Then, the teacher check their attendance list.
3. After that, the teacher opened the activity
4. Next, the teacher gave the students the pre test
5. The students answered all questions
6. After the students done it, they gave it back to the teacher
7. The last, the teacher closed the first meeting

Second meeting : teaching song lyric

RENCANA PELAKSANAAN PEMBELAJARAN

KELAS EXPERIMENT

Nama sekolah : SMK N 1 Ampek Angkek

Kelas : 11

Alokasi waktu : 1 X 30 menit

Mata pelajaran : Bahasa inggris

Materi pokok : Song

Sub materi : Song Lyric

A. Kompetensi Inti

1. Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun , peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga
3. Memahami pengetahuan factual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu entang dirinya, mahkluk ciptaan tuhan dan kegiatannya, dan benda benda yang dijumpainya di rumah, sekolah, dan tempat bermain.
4. Menyajikan pengetahuan factual dalam bahasa yang jelas, sitematis, dan logis, dalam karya yang estetis dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar dan Indicator

Kompetensi dasar	Indicator
3.9 Mengidentifikasi isi dan informasi penting dalam teks lirik lagu bahasa Inggris sesuai dengan konteks penggunaannya dalam kehidupan sehari-hari.	1.7.5 Mengidentifikasi kata-kata kunci dalam lirik lagu. 1.7.6 Menjelaskan tema utama dari lagu berdasarkan detail lirik.
4.9 Mengisi bagian lirik lagu yang hilang dan menjelaskan makna dari detail lirik untuk memahami pesan yang disampaikan dalam lagu.	1.7.7 Mengisi lirik lagu yang kosong dengan mendengarkan secara teliti. 1.7.8 Menangkap makna lirik lagu sesuai dengan konteksnya

C. Tujuan

Setelah kegiatan pembelajaran ini diharapkan :

1. Memahami detail informasi dalam lirik lagu, seperti nama tokoh, tempat, atau peristiwa, untuk meningkatkan kemampuan mendengarkan dan memahami bahasa Inggris dalam konteks musik.
2. Setelah mendengarkan lagu, siswa dapat mengisi lirik yang kosong dengan kata yang tepat.

D. Materi

- Faktual : Siswa mendengarkan lagu yang memiliki lirik lagu untuk mendorong siswa mengidentifikasi bagian-bagian lirik yang menunjukkan contoh perilaku yang patut diteladani.
- Konseptual : Mengemukakan pesan tersirat yang terdapat dalam sebuah lagu.
- Prosedural : Menerapkan kalimat untuk mengungkapkan pesan yang tersirat dalam sebuah lagu.

E. Pendekatan dan metode

Pendekatan : scientific
Strategi : discovery learning
Metode : mendengarkan lagu

F. Media, Alat, dan Sumber Pembelajaran

a. Media: Lirik lagu yang dicetak
b. Alat: Speaker.
c. Sumber belajar:

i. Buku Pembelajaran SMK Bahasa Inggris Kelas XI
ii. Kamus Bahasa Inggris
iii. Pengalaman peserta didik dan guru

G. Kegiatan pembelajaran

Pendahuluan	1. Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran. 2. Guru memastikan kesiapan peserta didik dan lingkungan kelas dengan menyapa dan mengambil absen 3. Materi yang akan dipelajari oleh siswa adalah song lyric 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	10 menit
Kegiatan inti	1. Guru menjelaskan materi tentang lirik lagu apa yang akan dipelajari 2. Guru membuat kata kunci yang ada pada lirik lagu dan siswa menebak tentang apa lagu tersebut 3. Guru membagikan lembar kerja dengan lirik lagu yang telah dikosongkan pada beberapa bagian. 4. Lagu dimainkan satu kali untuk memberi kesempatan kepada siswa mengenali alur cerita dalam lirik. 5. Lagu diputar kedua kali, siswa diminta mengisi kata yang kosong di lembar kerja. 6. Siswa menjawab dan memaknai lirik bersama.	30 menit
Penutup	1. Menginformasikan kegiatan pembelajaran yang akan dipelajari pada pertemuan berikutnya 2. Meminta peserta didik untuk selalu bersemangat dalam belajar dan mengulang pembelajaran dirumah	5 menit

	3. Guru mengakhiri pembelajaran dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.	
Refleksi dan konfirmasi	Refleksi pencapaian siswa/ formatif asesments, dan refleksi guru untuk mengetahui ketercapaian prosses pembeljaran dan perbaikan.	

H. Penilaian

Kemampuan	Pengetahuan	Keterampilan
- Memahami makna lirik lagu sesuai dengan konteksnya - Menangkap makna lirik lagu sesuai dengan konteksnya	- Menganalisis fungsi sosial dan unsur kebahasaan lirik lagu yang mengandung inspirasi	- Mampu memahami makna lirik yang telah didengar

Bukittinggi, September 2024

Mengetahui

Guru mata pelajaran

Usisa Ridaya, S.Pd
NIP.

Mahasiswa

Lailatul Hidayah
NIM.2319047

The last meeting : giving post-test

4. The teacher gave the students post- test
5. The students did the test and answered it
6. The teacher took the students answer

The teacher closed the last meeting and said thank you for coming.

Appendix 4 : Surat Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0863/Un.26.1/PP.07/09/2024 Bukittinggi, 27 September 2024
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**LAILATUL HIDAYAH**
NIM	:	**2319047**
Semester	:	11
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***The Effect of Using Song through Spotify Application on Students' Listening Skill at SMK N 1 Ampek Angkek***
Lokasi Penelitian	:	SMK N 1 Ampek Angkek
Waktu	:	September 2024 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. JUNAIDI, M.Pd
NIP 197706162003121003

Appendix 5 : SK Pembimbing

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-1203/Un.26.1/HK.00.5/10/2024

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA
PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh M. Djammil Djambek Bukittinggi an. **Lailatul Hidayah, NIM 2319047** tanggal 22 Oktober 2024 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"The Effect of Using Song through Spotify Application on Students' Listening Skill at SMK N 1 Ampek Angkek"***

KEDUA : Menunjuk Saudara :

Nama	: **Syahrul, SS, M.Pd**
NIP	: **197003252003121008**
Pangkat/Gol.Ruang	: Penata Tk. I/III/d
Jabatan	: Lektor
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 22 Oktober 2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. JUNAIDI, S. Ag, M. Pd
NIP.197706162003121003

Appendix 6: Normality & Homogeneity Data Awal

Case Processing Summary

KELAS		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
TEST_listening	MPLB_1	32	100.0%	0	0.0%	32	100.0%
	MPLB_2	30	100.0%	0	0.0%	30	100.0%
	TKJ_1	27	100.0%	0	0.0%	27	100.0%
	TKJ_2	26	100.0%	0	0.0%	26	100.0%
	DKV_1	29	100.0%	0	0.0%	29	100.0%
	DKV_2	28	100.0%	0	0.0%	28	100.0%

Tests of Normality

KELAS		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
TEST_listening	MPLB_1	.144	32	.092	.930	32	.039
	MPLB_2	.104	30	.200*	.960	30	.315
	TKJ_1	.119	27	.200*	.978	27	.822
	TKJ_2	.142	26	.188	.939	26	.129
	DKV_1	.115	29	.200*	.970	29	.558
	DKV_2	.115	28	.200*	.973	28	.649

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

TANDA SUDAH DI ATAS SIGN PENGAMPILAN KEPUTUSAN NORMAL

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
TEST_listening	Based on Mean	2.116	5	166	.066
	Based on Median	1.635	5	166	.153
	Based on Median and with adjusted df	1.635	5	156.585	.154
	Based on trimmed mean	2.103	5	166	.068

Appendix 7: Test Normalitas dan Homogenitas kelas Control dan Experiment, Paired Sample T-test dan Independent sample T-test, Group Statistic

Normalitas Pre Test Kelas Experiment & Control

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	Experiment Class	.096	25	.200*	.973	25	.726
	Control Class	.138	26	.200*	.938	26	.118

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normalitas Post Test Kelas Experiment & Control

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Post Test	Experiment Class	.236	25	.001	.891	25	.012
	Control Class	.132	26	.200*	.936	26	.105

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Homogenitas Pre Test Kelas Experiment & Control

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PreTest	Based on Mean	1.688	1	49	.200
	Based on Median	1.646	1	49	.206
	Based on Median and with adjusted df	1.646	1	47.375	.206
	Based on trimmed mean	1.686	1	49	.200

Homogenitas Post Test Kelas Experiment & Control

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post Test	Based on Mean	.130	1	49	.720
	Based on Median	.305	1	49	.583
	Based on Median and with adjusted df	.305	1	48.252	.583
	Based on trimmed mean	.156	1	49	.694

Paired Sample Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST	-39.60000	20.51016	4.10203	-48.06618	-31.13382	-9.654	24	.000

Independent Sampe T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Post Test	Equal variances assumed	.130	.720	10.879	49	.000	39.97692	3.67455	32.59263	47.36121
	Equal variances not assumed			10.906	48.668	.000	39.97692	3.66557	32.60941	47.34444

Group Statistic

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Kelas Experiment	25	84.4000	12.27464	2.45493
	Kelas Kontrol	26	44.4231	13.87998	2.72209

Appendix 8 : Surat Validitas

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama **Lailatul Hidayah** dengan NIM **2319047** dengan judul **"The Effect of Using Song through Spotify Application on Students Listening Skill at SMK N 1 Ampek Angkek"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 25 Sept 2024

Validator

Muthia Rahman, M.Pd
NIP.

7.	Soal 7				✓		
8.	Soal 8					✓	
9.	Soal 9					✓	
10.	Soal 10					✓	
11.	Soal 11						
12.	Soal 12				✓		
13.	Soal 13					✓	
14.	Soal 14				✓		
15.	Soal 15					✓	
16.	Soal 16					✓	
17.	Soal 17					✓	
18.	Soal 18					✓	
19.	Soal 19					✓	
20.	Soal 20						

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap test		✓			

C. KOMENTAR/ SARAN

1. Test instructions are not provided detail & specifically
2. The indicators in research guideline are not developed purposively as the questions in the test stated.
3. It's better to state the grade of the students in the tittle in order to correlate with the research topic, teaching & learning materials taught in that grade so it will guide the whole research finding and analysis to specific area of the students on specific grade.
4) Write your test instructions in different font orforms.

Bukittinggi, 23 Sept 2024
Validator

Muthia Rahman, M.Pd
NIP.

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Lena Sastri, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama **Lailatul Hidayah** dengan NIM **2319047** dengan judul **"The Effect of Using Song through Spotify Application on Students Listening Skill at SMK N 1 Ampek Angkek"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 27 Sept 2024
Validator

Lena Sastri, M.Pd
NIP. 19870205202203 2001

7.	Soal 7					✓	
8.	Soal 8					✓	
9.	Soal 9					✓	
10.	Soal 10					✓	
11.	Soal 11					✓	
12.	Soal 12					✓	
13.	Soal 13				✓		
14.	Soal 14					✓	
15.	Soal 15				✓		
16.	Soal 16					✓	
17.	Soal 17					✓	
18.	Soal 18					✓	
19.	Soal 19				✓		
20.	Soal 20					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap test		✓			

C. KOMENTAR/ SARAN

Perbaiki sesuai saran!

.....

.....

.....

.....

.....

.....

Bukittinggi, 27 Sept 2024

Validator

Lena Sastri, M.Pd

NIP. 198702052022032001

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Usisa Ridaya, S.Pd

Jabatan : Guru

Dengan ini menyatakan bahwa mahasiswa yang bernama **Lailatul Hidayah** dengan NIM **2319047** dengan judul **"The Effect of Using Song through Spotify Application on Students' Listening Skill at SMK N 1 Ampek Angkek"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 30 Sept 2024

Validator

Usisa Ridaya, S.Pd
NIP.

7.	Soal 7					✓	
8.	Soal 8					✓	
9.	Soal 9					✓	
10.	Soal 10					✓	
11.	Soal 11					✓	
12.	Soal 12					✓	
13.	Soal 13					✓	
14.	Soal 14					✓	
15.	Soal 15					✓	
16.	Soal 16					✓	
17.	Soal 17					✓	
18.	Soal 18					✓	
19.	Soal 19			✓	✓	✓	Dapat digunakan dengan revisi
20.	Soal 20					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap test					

C. KOMENTAR/ SARAN

Perbaiki soal nomor 9, tanda baca di no.5 serta susunan soal dirapikan lagi.

Bukittinggi, 30 Sept 2024

Validator

Usisa Ridaya, S.Pd

NIP.

Appendix 9: VALIDITY BY INDEKS AIKEN (EXPERT)

soal	PENILAIAN			s1	s2	s3	Σ_s	N(c-1)	v	ket
	V.1	V.2	V3							
soal 1	4	4	4	3	3	3	9	9	1	very high
soal 2	4	3	4	3	2	3	8	9	0.888889	very high
soal 3	4	3	4	3	2	3	8	9	0.888889	very high
soal 4	4	3	4	3	2	3	8	9	0.888889	very high
soal 5	4	2	4	3	1	3	7	9	0.777778	high
soal 6	4	2	4	3	1	3	7	9	0.777778	high
soal 7	4	3	4	3	2	3	8	9	0.888889	very high
soal 8	4	4	4	3	3	3	9	9	1	very high
soal 9	4	4	4	3	3	3	9	9	1	very high
soal 10	4	4	4	3	3	3	9	9	1	very high
soal 11	4	4	4	3	3	3	9	9	1	very high
soal 12	4	3	4	3	2	3	8	9	0.888889	very high
soal 13	3	4	4	2	3	3	8	9	0.888889	very high
soal 14	4	3	4	3	2	3	8	9	0.888889	very high
soal 15	3	4	4	2	3	3	8	9	0.888889	very high
soal16	4	4	4	3	3	3	9	9	1	very high
soal 17	4	4	4	3	3	3	9	9	1	very high
soal 18	4	4	4	3	3	3	9	9	1	very high
soal 19	3	4	3	2	3	2	7	9	0.777778	high
soal 20	4	4	4	3	3	3	9	9	1	very high

BUTIR	PENILAIAN			s1	s2	s3	Σ_s	N(c-1)	v	ket
	I	II	III							
20 soal	77	70	79	57	50	59	166	180	0.922222	very high

Appendix 10: VALIDITY & RELIABILITY FROM TO (TRY OUT)

NAMA	SOAL									
	1	2	3	4	5	6	7	8	9	10
Nadiatul Khairat	0	1	1	1	1	1	0	1	1	1
Hamdani Ardiansyah	1	1	1	1	1	1	0	0	1	1
Fatiha Qur'ani	1	1	1	1	1	0	1	0	1	1
Rahmadhini Ridho Ilahi	1	1	1	1	0	1	1	0	0	0
Restya Asari	1	1	1	1	1	1	0	0	1	1
Yona Oktavia C	0	0	1	1	1	1	0	1	0	1
Keisya Indriani	0	1	1	0	0	1	0	1	1	1
Natasya Ibta Utami	1	1	1	1	1	0	1	1	1	1
Revi Kelya Khoirunnisa	1	1	1	1	0	1	0	0	1	1
Syafika Latifa	1	1	1	1	1	1	1	1	1	1
Rahmi Mulyani S	1	1	1	1	1	1	1	1	1	0
Naisyillah Olivia	1	1	0	1	1	0	1	1	1	1
Fitria	0	1	1	1	1	1	1	1	0	0
Naywa Aurellia Febriani	0	1	1	0	1	1	1	1	1	1
Pera Wati	1	1	0	1	1	1	0	1	1	1
Viola Agustin	1	0	1	1	1	1	0	1	1	1
Fadila Oktaviani	0	1	1	1	1	1	1	1	1	1
Sarah Natasya	1	0	1	0	0	1	1	1	1	1
Yumiko Asyifa W	0	0	0	1	1	1	1	1	1	1
Ilham Eka Putra	1	1	1	1	1	1	1	0	0	1
Silvia	1	1	1	1	1	1	1	0	1	1

NP	**14**	**17**	**18**	**18**	**17**	**18**	**13**	**14**	**17**	**18**
R Hitung	0.987058	0.993593	0.995629	0.995629	0.994198	0.994486	0.984079	0.985843	0.994601	0.99582
R Tabel	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433
Keterangan	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID

Case Processing Summary

		N	%
Cases	Valid	22	100.0
	Excluded[a]	0	.0
	Total	22	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.997	20

Appendix 11: Pretest of Experimental Class & Control Class

Kelas XI TJKT 1 (Experiment)

No	Nama	Nilai
1	Abdul Razaq	30
2	Rasyid Siddiq	40
3	Fakhrul Rozi	45
4	M Fauzan	45
5	Hafizd Satria Agam	80
6	Restu Fauzi	45
7	Nazma Aulia	25
8	Naylanda Putri	50
9	Riby Fitri Wahyuni	35
10	Kevin Zulia Pratama	75
11	Haniva Apricilia	35
12	Fahrevi Yulva	25
13	Velia Susanti	30
14	Dea Junita	10
15	Ghaitsa Rahma Marva	80
16	Zahra el Zuhri	55
17	Taufik Ramadhan	60
18	Faizal Apriliansyah	55
19	Vikra	65
20	Muhammad Rahman	55
21	Yuda Haris Satria	60
22	Aditia Warman	15
23	Rafi Maulana Ramadhan	25
24	Aditya Pratama	40
25	Muhammad Rafli	40

Sum : 1120

Mean : 44,8

The Lowest : 10

The Highest : 80

TEST INSTRUMENT

Name : Aditya Prataman

Class : XI TKJ 1

Time Allocation : **45 minutes**

*This test consists of two parts: Part A is **Fill in the Blank**, where you will complete missing lyrics from the song "A Whole New World", and Part B is **Multiple Choice**, where you will answer questions based on your understanding of the song.*

Part A

Instructions:

1. *Listen to a song of "A Whole New World" from the movie* Aladdin carefully.
2. *You will listen to the song twice.*
3. *While listening, fill in the blanks in the lyrics with the correct words that you listen before.*
4. *Pay attention to the pronunciation and meaning of each word to help you complete the lyrics accurately.*
5. *After listening, check your answers to make sure they fit to the context of the song.*

Example:
I can show you the _____
Correct Answer: **world**

Song : "A Whole New World"

I can show you the world
Shining, shimmering, (1) Suplending ✗
Tell me, princess
Now, when did you last let your heart
(2) Inside ✗
I can open your (3) Ice ✗
Take you wonder by wonder
Over, sideways and(4) wonder ✗
On a magic carpet ride

A whole new(5) word ✗
A new fantastic point of (6) you ✗
No one to tell us, "No"
Or where to go
Or say we're only (7) uman ✗

A whole new world
A dazzling place I never (8) ~~you~~ now ✗
But when I'm way up here
It's crystal clear
That now I'm in a whole new world with you
(Now I'm in a whole new world with you)

Unbelievable (9) Stay ✗
Indescribable(10) Freewheeling ✓
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
(Don't you dare close your eyes)
A hundred thousand things to see
(Hold your breath, it gets better)

B : 8
S : 12

40

Dipindai dengan CamScanner

TEST INSTRUMENT

Name : Muhammad Rafli

Class : XI

Time Allocation : **45 minutes**

*This test consists of two parts: Part A is **Fill in the Blank**, where you will complete missing lyrics from the song "A Whole New World", and Part B is **Multiple Choice**, where you will answer questions based on your understanding of the song.*

Part A

Instructions:

1. *Listen to a song of "A Whole New World" from the movie* Aladdin carefully.
2. *You will listen to the song twice.*
3. *While listening, fill in the blanks in the lyrics with the correct words that you listen before.*
4. *Pay attention to the pronunciation and meaning of each word to help you complete the lyrics accurately.*
5. *After listening, check your answers to make sure they fit to the context of the song.*

Example:
I can show you the _____
Correct Answer: **world**

Song : "A Whole New World"

I can show you the world
Shining, shimmering, (1) Splending ✗
Tell me, princess
Now, when did you last let your heart
(2) Inside ✗
I can open your (3) Ice ✗
Take you wonder by wonder
Over, sideways and(4) Wader ✗
On a magic carpet ride

A whole new(5) _____
A new fantastic point of (6) You ✗
No one to tell us, "No"
Or where to go
Or say we're only (7) Uman ✗

A whole new world
A dazzling place I never (8) Now ✗
But when I'm way up here
It's crystal clear
That now I'm in a whole new world with you
(Now I'm in a whole new world with you)

Unbelievable (9) Stay ✗
Indescribable(10) Feling ✗
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
(Don't you dare close your eyes)
A hundred thousand things to see
(Hold your breath, it gets better)

B: 8
S: 12
40

Dipindai dengan CamScanner

Kelas XI TJKT 2 (Control)

No	Nama	Nilai
1	Genta Angger Satria	30
2	Nayla Azzura	45
3	Raisya Erdianti	50
4	Zahratul Aini	45
5	Marsela Nurvitasari	40
6	M Farel Alfianes	35
7	M Hidayatullah	50
8	Muhammad Farel	55
9	Chelsy Oktavia A	40
10	M Ridho Al Dzikri	75
11	Ahmad Gilang	55
12	Muhammad Raffi	60
13	Hafifah Aulia	65
14	M Dani Adiatha	75
15	Muhammad Al Qadri	45
16	Muhammad Khalid Arrayan	35
17	Mhd Zacky Zibran	50
18	Al Fajri	65
19	Novaldi Saputra	40
20	Syarif Karimullah	35
21	Iqbal Firdaus	30
22	Hafis Alfianza Ramadhan	45
23	Velisya Abelya	50
24	M Hafis Fernanda	55
25	M Sukri	85
26	Ahmad Rian	30

Sum : 1285

Mean : 49,42

The Lowest : 30

The Highest : 85

TEST INSTRUMENT

Name : Zahratul Aini

Class : XI TJKT 2

Time Allocation : **45 minutes**

This test consists of two parts: Part A is ***Fill in the Blank****, where you will complete missing lyrics from the song "A Whole New World", and Part B is* ***Multiple Choice****, where you will answer questions based on your understanding of the song.*

Part A

Instructions:

1. *Listen to a song of "A Whole New World" from the movie* Aladdin carefully.
2. *You will listen to the song twice.*
3. *While listening, fill in the blanks in the lyrics with the correct words that you listen before.*
4. *Pay attention to the pronunciation and meaning of each word to help you complete the lyrics accurately.*
5. *After listening, check your answers to make sure they fit to the context of the song.*

Example:
I can show you the ____
Correct Answer: **world**

45

Song : "A Whole New World"

I can show you the world
Shining, shimmering, (1) spending ✗
Tell me, princess
Now, when did you last let your heart
(2) said ? ✗
I can open your (3) eyes ✓
Take you wonder by wonder
Over, sideways and(4) one ✗
On a magic carpet ride

A whole new(5) world ✓
A new fantastic point of (6) you ✗
No one to tell us, "No"
Or where to go ✗
Or say we're only (7) you

A whole new world
A dazzling place I never (8) new ✗
But when I'm way up here
It's crystal clear
That now I'm in a whole new world with you
(Now I'm in a whole new world with you)

Unbelievable (9) said ✗
Indescribable(10) feeling ✓
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
(Don't you dare close your eyes)
A hundred thousand things to see
(Hold your breath, it gets better)

Dipindai dengan CamScanner

TEST INSTRUMENT

Name : Muhammad Farel

Class : XI TKJ 2

Time Allocation : **45 minutes**

This test consists of two parts: Part A is ***Fill in the Blank****, where you will complete missing lyrics from the song "A Whole New World", and Part B is* ***Multiple Choice****, where you will answer questions based on your understanding of the song.*

Part A

Instructions:

1. *Listen to a song of "A Whole New World" from the movie* Aladdin carefully.
2. *You will listen to the song twice.*
3. *While listening, fill in the blanks in the lyrics with the correct words that you listen before.*
4. *Pay attention to the pronunciation and meaning of each word to help you complete the lyrics accurately.*
5. *After listening, check your answers to make sure they fit to the context of the song.*

Example:
I can show you the _____
Correct Answer: **world**

55

Song : "A Whole New World"

I can show you the world
Shining, shimmering, (1)_____
Tell me, princess
Now, when did you last let your heart
(2)_____?
I can open your (3)_____
Take you wonder by wonder
Over, sideways and(4) _____
On a magic carpet ride

A whole new(5) _____
A new fantastic point of _(6)_____
No one to tell us, "No"
Or where to go
Or say we're only (7)_____

A whole new world
A dazzling place I never (8)_____
But when I'm way up here
It's crystal clear
That now I'm in a whole new world with you
(Now I'm in a whole new world with you)

Unbelievable (9) _____
Indescribable(10) _____
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
(Don't you dare close your eyes)
A hundred thousand things to see
(Hold your breath, it gets better)

Dipindai dengan CamScanner

Appendix 12: Post-Test of Experimental Class & Control Class

Kelas XI TJKT 1 (Experiment)

No	Nama	Nilai
1	Abdul Razaq	70
2	Rasyid Siddiq	90
3	Fakhrul Rozi	90
4	M Fauzan	90
5	Hafizd Satria Agam	80
6	Restu Fauzi	90
7	Nazma Aulia	95
8	Naylanda Putri	90
9	Riby Fitri Wahyuni	95
10	Kevin Zulia Pratama	100
11	Haniva Apricilia	95
12	Fahrevi Yulva	75
13	Velia Susanti	90
14	Dea Junita	95
15	Ghaitsa Rahma Marva	95
16	Zahra el Zuhri	60
17	Taufik Ramadhan	100
18	Faizal Apriliansyah	95
19	Vikra	85
20	Muhammad Rahman	70
21	Yuda Haris Satria	75
22	Aditia Warman	60
23	Rafi Maulana Ramadhan	75
24	Aditya Pratama	65
25	Muhammad Rafli	85

Sum : 2110

Mean : 84, 4

The Lowest : 60

The Highest : 100

TEST INSTRUMENT

Name : Kevin Julio Pratama

Class : Ki - TJKT 1

Time Allocation : **45 minutes**

*This test consists of two parts: Part A is **Fill in the Blank**, where you will complete missing lyrics from the song "A Whole New World", and Part B is **Multiple Choice**, where you will answer questions based on your understanding of the song.*

Part A

Instructions:

1. *Listen to a song of "A Whole New World" from the movie* Aladdin carefully.
2. *You will listen to the song twice.*
3. *While listening, fill in the blanks in the lyrics with the correct words that you listen before.*
4. *Pay attention to the pronunciation and meaning of each word to help you complete the lyrics accurately.*
5. *After listening, check your answers to make sure they fit to the context of the song.*

Example:
I can show you the ____
Correct Answer: **world**

100

Song : "A Whole New World"

I can show you the world
Shining, shimmering, (1) splendid ✓
Tell me, princess
Now, when did you last let your heart
(2) decide ✓
I can open your (3) eyes ✓
Take you wonder by wonder
Over, sideways and (4) under ✓
On a magic carpet ride

A whole new(5) world ✓
A new fantastic point of (6) view ✓
No one to tell us, "No"
Or where to go
Or say we're only (7) dreaming ✓

A whole new world
A dazzling place I never (8) knew ✓
But when I'm way up here
It's crystal clear
That now I'm in a whole new world with you
(Now I'm in a whole new world with you)

Unbelievable (9) sights ✓
Indescribable (10) feeling ✓
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
(Don't you dare close your eyes)
A hundred thousand things to see
(Hold your breath, it gets better)

Dipindai dengan CamScanner

TEST INSTRUMENT

Name : Haniva Apricilia

Class : XI TKJ 1

Time Allocation : **45 minutes**

*This test consists of two parts: Part A is **Fill in the Blank**, where you will complete missing lyrics from the song "A Whole New World", and Part B is **Multiple Choice**, where you will answer questions based on your understanding of the song.*

Part A

Instructions:

1. *Listen to a song of "A Whole New World" from the movie* Aladdin carefully.
2. *You will listen to the song twice.*
3. *While listening, fill in the blanks in the lyrics with the correct words that you listen before.*
4. *Pay attention to the pronunciation and meaning of each word to help you complete the lyrics accurately.*
5. *After listening, check your answers to make sure they fit to the context of the song.*

Example:
I can show you the ____
Correct Answer: **world**

95

Song : "A Whole New World"

I can show you the world
Shining, shimmering, (1) splendid ✓
Tell me, princess
Now, when did you last let your heart
(2) decide ✓
I can open your (3) eyes ✓
Take you wonder by wonder
Over, sideways and (4) under ✓
On a magic carpet ride

A whole new(5) world ✓
A new fantastic point of (6) view ✓
No one to tell us, "No"
Or where to go
Or say we're only (7) dreaming ✓

A whole new world
A dazzling place I never (8) knew ✓
But when I'm way up here
It's crystal clear
That now I'm in a whole new world with you
(Now I'm in a whole new world with you)

Unbelievable (9) sights ✓
Indescribable (10) feeling ✓
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
(Don't you dare close your eyes)
A hundred thousand things to see
(Hold your breath, it gets better)

Dipindai dengan CamScanner

Kelas XI TJKT 2 (Control)

No	Nama	Nilai
1	Genta Angger Satria	20
2	Nayla Azzura	45
3	Raisya Erdianti	35
4	Zahratul Aini	45
5	Marsela Nurvitasari	40
6	M Farel Alfianes	50
7	M Hidayatullah	65
8	Muhammad Farel	60
9	Chelsy Oktavia A	45
10	M Ridho Al Dzikri	50
11	Ahmad Gilang	50
12	Muhammad Raffi	60
13	Hafifah Aulia	65
14	M Dani Adiatha	45
15	Muhammad Al Qadri	20
16	Muhammad Khalid Arrayan	55
17	Mhd Zacky Zibran	60
18	Al Fajri	60
19	Novaldi Saputra	50
20	Syarif Karimullah	40
21	Iqbal Firdaus	40
22	Hafis Alfianza Ramadhan	50
23	Velisya Abelya	30
24	M Hafis Fernanda	30
25	M Sukri	25
26	Ahmad Rian	20

Sum : 1155

Mean : 44, 42

The Lowest : 20

The Highest : 60

TEST INSTRUMENT

Name : M.Khalid Arrayan

Class : XI TKJ 2

Time Allocation : **45 minutes**

*This test consists of two parts: Part A is **Fill in the Blank**, where you will complete missing lyrics from the song "A Whole New World", and Part B is **Multiple Choice**, where you will answer questions based on your understanding of the song.*

Part A

Instructions:

1. *Listen to a song of "A Whole New World" from the movie* Aladdin carefully.
2. *You will listen to the song twice.*
3. *While listening, fill in the blanks in the lyrics with the correct words that you listen before.*
4. *Pay attention to the pronunciation and meaning of each word to help you complete the lyrics accurately.*
5. *After listening, check your answers to make sure they fit to the context of the song.*

Example:
I can show you the _____
Correct Answer: **world**

55

Song : "A Whole New World"

I can show you the world
Shining, shimmering, (1) madness ✗
Tell me, princess
Now, when did you last let your heart
(2) Say ? ✗
I can open your (3) eyes ✓
Take you wonder by wonder
Over, sideways and (4) _____
On a magic carpet ride

A whole new(5) world ✓
A new fantastic point of (6) view ✓
No one to tell us, "No"
Or where to go
Or say we're only (7) dreaming ✓

Dipindai dengan CamScanner

A whole new world
A dazzling place I never (8) knew ✓
But when I'm way up here
It's crystal clear
That now I'm in a whole new world with you
(Now I'm in a whole new world with you)

Unbelievable (9) Say " ✗
Indescribable (10) Feeling ✗
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
(Don't you dare close your eyes)
A hundred thousand things to see
(Hold your breath, it gets better)

TEST INSTRUMENT

Name : CHELSY OKTAVIA A.

Class : XI TJKT 2.

Time Allocation : **45 minutes**

This test consists of two parts: Part A is ***Fill in the Blank****, where you will complete missing lyrics from the song "A Whole New World", and Part B is* ***Multiple Choice****, where you will answer questions based on your understanding of the song.*

Part A

Instructions:

1. *Listen to a song of "A Whole New World" from the movie* Aladdin carefully.
2. *You will listen to the song twice.*
3. *While listening, fill in the blanks in the lyrics with the correct words that you listen before.*
4. *Pay attention to the pronunciation and meaning of each word to help you complete the lyrics accurately.*
5. *After listening, check your answers to make sure they fit to the context of the song.*

Example:
I can show you the _____
Correct Answer: **world**

45

Song : "A Whole New World"

I can show you the world
Shining, shimmering, (1) splending ✗
Tell me, princess
Now, when did you last let your heart
(2) sad ? ✗
I can open your (3) eyes ✗
Take you wonder by wonder
Over, sideways and (4) not no ✗
On a magic carpet ride

A whole new(5) world ✓
A new fantastic point of (6) you ✗
No one to tell us, "No"
Or where to go
Or say we're only (7) dreaming ✓

A whole new world
A dazzling place I never (8) new ✗
But when I'm way up here
It's crystal clear
That now I'm in a whole new world with you
(Now I'm in a whole new world with you)

Unbelievable (9) said ✗
Indescribable (10) feeling ✓
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
(Don't you dare close your eyes)
A hundred thousand things to see
(Hold your breath, it gets better)

CS Dipindai dengan CamScanner

Appendix 13: DOKUMENTASI

Preliminary Research





Try Out





Pre Test Experiment Class





Pre Test Control Class





EXPERIMENT CLASS

Treatment 1





Treatment 2





Treatment 3





CONTROL CLASS

Treatment 1





Treatment 2





Treatment 3





Post Test Experiment Class





Post Test Control Class



