A THESIS

THE USE OF SONG ON SPOTIFY APP TO IMPROVE
STUDENTS' LISTENING ABILITY OF SMAN 4 PAREPARE

BY

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REG. NUM. 18.1300.026

ENGLISH EDUCATION PROGRAM
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STATE ISLAMIC INSTITUTE
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Parepare, 22 March 2024
11 Ramadan 1445 H

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated that this was her writing, and if it can be proved that it was copied, duplicated, or complied with by any other people, this thesis and the degree that had been obtained would be postponed.

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ABSTRACT

PIBRIANTI.*The Use of Song on Spotify App to Improve Students' Listening Ability of SMAN 4 Parepare.*(Supervised by Hj. Nurhamdah and MagdahalenaTjalla)

Listening skills are an important component in learning English. By listening, individuals can understand English intonation, pronunciation, vocabulary, and grammar. Effective listening skills also enable one to understand conversations, presentations, and other audio materials in English. Listening is a fundamental part of daily activities and is one of the most important language skills. This research aims to determine the improvement of listening ability achieved through English songs contained in the Spotify application By using songs in the Spotify application, students can improve their listening ability quickly and with fun. In addition, students can easily understand what native speakers say because Spotify has a lyrics feature.

This research used pre-experimental in one class. It was conducted at SMAN 4 Parepare, jln. Lasiming No. 22, ujungbulu, kec. Ujung, kotaParepare. The population in this research were students of SMAN 4 Parepare in the 2023/2024 academic year, namely class 11. The total sample was 36 students from class IX IPA 1. A purposive sampling technique was used to take the sample.

The research findings revealed improved students` listening ability, as evidenced by the mean score of the post-test (88) higher than the pre-test (60). Furthermore, with a significance level (p)of 5% and degrees of freedom (df) of 35, the critical t-value from the table was 1.690, while the calculated t-test value was 1.7. this indicates that the t-test value exceeds the t-table value ($1.7 \geq 1.690$). Consequently, it can be concluded that students' listening ability significantly improved after receiving the treatment. As a result, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted.
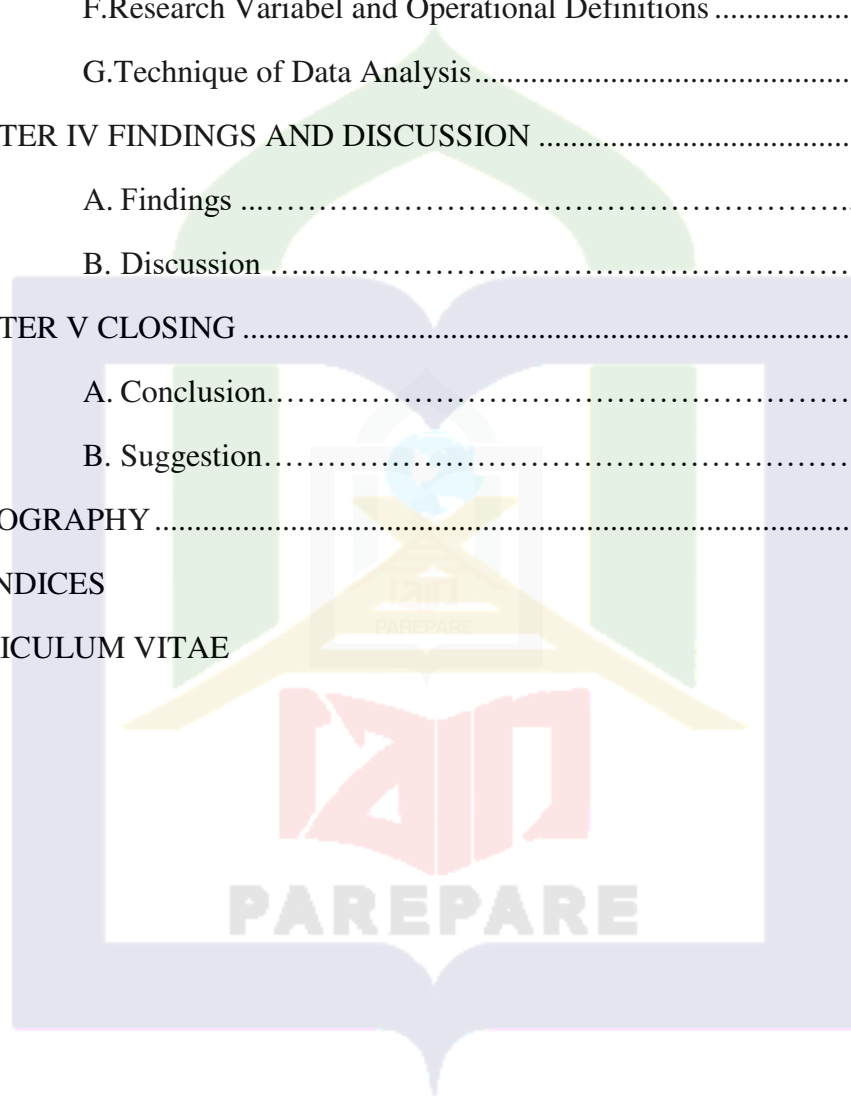
Keywords: Listening ability, Spotify

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CHAPTER I

INTRODUCTION

A. Background

Listening skills are one of the essential aspects of learning English. Through listening, one can understand English intonation, pronunciation, vocabulary, and grammar. Good listening skills also enable one to understand conversations, presentations, and other audio materials in English. Listening is one of the essential language skills as it is involved in every daily activity. With mastering listening skills first, other language skills may be able to develop correctly. This is supported by research that shows that listening is a mental process that aims to create a sense of comfort for the interlocutor, not to judge or criticize. Therefore, understanding and mastering listening skills is essential to mastering other language skills. In addition, listening skills also involve using all the senses to understand the message the speaker wants to convey.[1]

Listening is one of the English skills that should be mastered. Listening is good for our students' pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress, and the sounds of both individual words and those that blend in connected speech, listening text is good pronunciation models, in other words, and the more students listen, the better they get, not only at understanding speech but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication

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[1]Qaila Zulhairah Gultom, Putri Utari, and Wiki Tedi Rahmawati, 'The Importance and Difficulties of Listening Skill: A Description', *Journal of English and English Education*, Vol, 3 (2023), 28.

depends not just on our Ability to communicate but also on the effectiveness of how we listen.[2]

Based on initial observation, many students need help listening to activities, such as (1) lack of concentration, and many students struggle to maintain focus and concentration during listening lessons. External factors such as noise or a lack of information on the topic can distract students and hinder their Ability to listen actively. (2) Difficulty following native speakers; understanding native speakers can be challenging for students due to differences in pronunciation, accent, and speed of speech. This can make it difficult for students to keep up with the audio and comprehend the content. (3) Limited vocabulary mastery: students with limited vocabulary may need help understand the words and phrases they hear in the audio. A lack of understanding common vocabulary and phrases in the target language can hinder successful listening comprehension. (4) Lack of interest: when students are not engaged or interested in how the teacher presents the listening material, they may become disinterested and unmotivated to participate in listening activities actively.

Teachers must understand these problems and develop appropriate strategies to help students overcome difficulties in learning listening. This can be done by using exciting and providing constructive feedback to students. The researcher chose the Spotify application because Spotify can help address some of the issues in students' listening activities. One is by providing playlists designed to improve students' focus and concentration. In addition, Spotify also allows students to listen to authentic audio content in the target language, such as music, podcasts, or audiobooks, which

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[2]Jeremy Harmer, *How to Teach English* (Pearson Longman, 2007).p. 133.

can help them overcome difficulties in following native speakers. Students can also use Spotify to search for playlists or podcasts focusing on language learning and vocabulary expansion, which can help them expand their vocabulary acquisition. Finally, by finding content that matches their interests, students can stay engaged and motivated during listening activities.

Spotify is one of the most popular apps in the world. Spotify is one of the music, podcast, and digital video streaming services; Spotify can be said to have a complete list of songs ranging from local to international songs and other content from artists worldwide. Daniel EK and Martin Lorentzon developed Spotify. They both developed this application in 2006 in the Stockholm area, Sweden. In the Spotify application, everyone can listen to tons of English songs. English songs on Spotify can be used a learning media for high school students to improve their listening skills. With so many English songs available, researchers decided to use Spotify to improve students' listening skills. Researchers feel the Spotify application is an interesting application to improve students' listening skills, and this application can be used on handphones, laptops, and computers.[3]

Based on the explanation above, the researcher is interested in conducting research with the titled "The Use of Spotify to Improve Students Listening Ability at Second Grade Students of SMAN 4 Parepare."

B. Research Question

Based on the background above, the research question is formula as follows "Is the use of song on spotify able to improve students' listening ability?"

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[3]Wikipedia, 'Spotify' <https://en.wikipedia.org/wiki/Spotify>.

C. The objective of the research

Referring to the research question above, the objective of this research is to find out whether teaching listening by song using Spotify is able to improve students' listening ability or not.

D. Significance of the Research

The significance of the research is divided into two, namely theoretical and practical:

  a. Theoretical

    1. For knowledge development in listening

    2. To add scientific studies to listening

  b. Practically

    1. For students can improve their' Ability to learn by listening tosongsusing the Spotify Application.

    2. For the researcher, the researcher gets some information related to students' improvement in listening and also increase researchers` knowledge about Listening through songs using the Spotify Application.

    3. For teachers, this research will be useful as information to provide an alternative solution for helping students improve their selective listening.

    4. For further researchers, the result of this study can help them use applications in the learning process.

CHAPTER II

REVIEWED RELATED OF LITERATURE

A. Some Previous Findings

There are some previous related findings about this research:

Agung Prasetia, with his research, "The Effectiveness of Using English Songs on Students' Listening Ability," This research approach is a-quasi experimental. The subject of this research is the 20 students from VIII A class in the experimental group and 20 students from VIII B class in the controlled group. The result of this study found that the use of media songs is effective in increasing students' listening ability.[4]

Adriani, in her research, "The Use of SPOTIFY Application to Improve Students' Ability in Listening through English Song," This research approaches a pre-experimental research design with one group pre-test and post-test. The subject of this research is first-semester students of the English department of Muhammadiyah University of Makassar. The result of this study found that the improvement of students listening Ability through English songs using the SPOTIFY Application was significantly improved.[5]

Ni MadeSinta in her research. "Improving Students' Listening Comprehension by Using Spotify Application at Class IX SMPN 34 Makassar" This research approach is pre-experimental in one class pre-test and post-test. The subject of this research is the students of class IX, which has 25 students. The result of the

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[4]Agung Prasetia, 'The Effectiveness of Using English Songs on Students' Listening Ability' (Hidayatullah State Islamic University Jakarta, 2017).
[5]Adriani, 'The Use of SPOTIFY Application to Improve Students' Ability in Listening through English Song' (Muhammadiyah University of Makassar, 2019).

study indicates that the use of the Spotify application improves students' listeningcomprehension and students interest in listening; this is evidenced by the students' mean scores on the pre-test and post-test.[6]

Based on the previous research above, the similarity between this research is that both use the Spotify application to determine the effectiveness of using Spotify and English songs to improve students' listening skills. The difference from this research is that it used a pre-experimental method with one group pre-test and post-test design. In contrast, the first previous study used quasi-experimental research methods, and the second and last study used the same method as this study, but the subjects were different.

B. Some Pertinent Ideas

1. The Concept of Listening

    a. Definition of Listening

    Listening ability is a crucial language skill for students learning English as a foreign language. It plays a vital role in effective communication and helps students avoid misinterpretation. Good listening comprehension allows students to understand and extract valuable knowledge from various sources of information. The International Academy of Education states that listening skills are essential for learning as they enable students to gain insights, acquire information, and succeed in communicating with others. Developing

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[6]Ni Made Sinta, 'Improving Students' Listening Comprehension by Using Spotify Application at Class IX SMPN 34 Makassar' (Bosowa University Makassar, 2021).

strong listening skills can significantly enhance students' language proficiency and overall language learning experience.[7]

According to Jeremy Harmer, listening is important for understanding spoken language and improving pronunciation. By regularly listening to spoken English, students can absorb the appropriate pitch, intonation, stress, sounds of individual words, and connected speech. Listening to authentic audio materials can be an excellent pronunciation model for students. The more they listen, the better they understand and reproduce the sounds and patterns of English. It is essential to remember that successful spoken communication relies not only on our ability to speak but also on our effectiveness in listening and understanding. Both skills go hand in hand and contribute to effective communication in a foreign language.

Students should be exposed to various listening materials and engage in different listening tasks to develop their listening skills effectively. They need to recognize paralinguistic clues, such as intonation, to understand the mood and meaning conveyed in spoken language. Additionally, they should be able to listen for specific information, like times or platform numbers, to fulfil practical tasks. They also need to develop their ability to listen for general understanding, such as when listening to a story or participating in a social conversation. The specific genres and contexts they work will influence the skills and strategies required for compelling listening.

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[7]Trudy Wallace, Winifred E Stariba, and Herbert J Walberg, *Teaching Speaking, Listening, and Writing* (IAE, 2004).

Students need to practice listening in diverse ways to become well-rounded listeners in various situations.[8]

b. The importance of listening Ability

The skills of listening are incredibly important. The statistics from Paul T. Rankin's survey highlight the significant amount of time we spend listening compared to other communication processes. He found that the average person spends 9% of his time writing, 16% reading, 30% speaking, and almost half, 45% listening.[9] Here are a few reasons why listening skills are crucial:

1) Improving communication

Listening is a fundamental aspect of effective communication. It allows us to understand and interpret the messages being conveyed by others accurately. Active listening helps build rapport, establish trust, and foster better relationships.

2) Building trust and connection

Building trust and connection is another important aspect of effective listening. When we actively listen to others, we show that we value and respect their thoughts and feelings. This helps to create a safe and inclusive environment where people feel comfortable sharing their ideas and perspectives.

3) Empowerment

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[8]Jeremy Harmer, How to Teach English.P. 133.
[9]Ron Iwankovitsch, 'The Importance of Listening,' *Language Arts Journal of Michigan*, Vol. 17. Listening and Speaking (2001), 5.

Empowerment: Excellent listening skills that enable people to feel empowered and valued. By truly hearing and understanding the concerns and perspectives of others, we can find common ground and work towards mutually beneficial resolutions.

4) Problem-solving

Good listening skills are essential for effective problem-solving. We can gather valuable information and consider different viewpoints by attentively listening to others` perspectives and ideas. This helps in making informed decisions and finding creative solutions.[10]

c. Components of the Listening Process

The listening process has five components, namely: paying attention, understanding, remember and provide a response or feedback.

1) Listen

The process of hearing is the physical aspect of listening. It involves the reception of sound waves by the ear and transmitting those signals to the brain for processing. Difficulties in hearing, such as hearing loss or impairment, can indeed require extra effort to hear and understand information effectively.

2) Pay attention

The Ability to focus and pay attention to the speaker or the audio content is essential. It involves avoiding distractions, actively

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[10]Paul Jenkins, 'The Importance of Listening: Unlocking the Power of Effective Communication,' *April 7*, 2023 <https://brilliantio.com/importance-of-listening/>.

engaging in the conversation, and maintaining eye contact or focusingon the audio source.

3) Understanding

Understanding and comprehending the information conveyed by the message sender is the process of understanding and comprehending. Factors such as language similarity, cultural factors, framework, motivation, message content, and mental readinessare important in influencing a person`s understanding of the message.

4) Remembering

The Ability to recall the information we have received. According to research, the information we hear is forgotten as soon as we listen. After listening, we remembered up to 50% of the information quickly. (Atkinson, Rita L., 2000) argues that psychologists divide memories into three categories: (a) Entering messages in memory (encoding). Refers to the way individuals transform sensory, physical input into a kind of mental representation in memory. (b) Memory storage (storage). Refers to the way individuals retain information that is already stored in memory. (c) Recall (retrieval). Refers to how individuals gain access to information that is already stored in memory

5) Response or feedback

Providing feedback is an essential component of effective listening. It involves responding to the speaker, asking clarifying

questions, and providing appropriate verbal or non-verbal cues to indicate understanding and engagement.[11]

2. Benefit of Song in Teaching Second Language

Songs can create a relaxed and fun atmosphere in the classroom, which can help reduce students` stress and anxiety in language learning. Another advantage is that songs can help improve students` memory. Through repetition and rhythm in song, students can more easily remember vocabulary in sentence structures. The use of songs in class can also increase student participation. By actively involving students in singing songs, they can feel more involved in the learning process. This can increase student participation and create a collaborative and interactive classroom environment.[12]

Songs have an important value as a tool for introducing foreign language practice. Music as a form of entertainment may be appropriate for students' learning process as it can reach their subconscious and provide a pleasant experience. They not only make lessons more interesting with authentic and different languages from the routine but also develop students' language skills in various aspects. Undoubtedly, music can provide special benefits in the classroom. It is also important to choose the right songs and plan the exercises to be used in the lesson. Although there is not one perfect method for teaching foreign languages, songs can definitely strengthen students' motivation toward adventure languages.

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[11]Mirsa Umiyati and others, 'Improving Listening Ability in English Learning for Students at Smp PGRI Denpasar,' *Linguistic Community Service Journal*, Vol. 3 (2022), 64.

[12]Neil T Millington, 'Using Songs Effectively to Teach English to Young Learners,' *Language Education in Asia*, 2.1 (2011), 134–35.

Music has always played an important role in people's lives, being present in many important events and places. It has also found its place in the English classroom. Nowadays, the use of songs and music in foreign language learning is considered very beneficial, as songs are considered a source of motivation that can enhance language learning.

One aspect of a foreign language that can benefit from teaching through songs is vocabulary. Teachers play an important role in teaching vocabulary to students, helping them expand and improve their word stock. Songs provide an exciting change in the classroom, energizing learning activities. Listening to songs is considered an effective technique in learning a foreign language, as students read and translate song lyrics. In this process, they unconsciously learn new words without feeling like they are learning. Songs often have repeated words, which helps students remember them well. Songs and lyrics can infiltrate the mind and remain in our memory for a long time. Therefore, learning through songs can be an effective method of memorizing vocabulary, as the lyrics are sung over and over again, and catchy songs help people remember them. It should be noted that easy access to music allows everyone to benefit from its use in foreign language learning.[13]

An obvious advantage of using music is that it has universal appeal and can be enjoyed by people of different ages and cultural backgrounds. Therefore, music can be a very effective way to engage learners in the learning process. The use of music can provide several benefits, including:

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[13]Nurfajri Ningsih, 'The Effect of Song in Teaching English', *English Language Teaching for EFL Learners*, 1 (2019), 2–3.

a. Reinforcement of rhythm in language: through songs, learners can improve their understanding of the rhythmic aspects of language. This can help them develop listening skills and practice better pronunciation.

b. Exploration of culture and diversity: through authentic songs and other materials, learners can learn about cultures and diversity from different parts of the world. This can open their horizon about the world and improve their understanding of cultural diversity.

c. Vocal expression and communication: music provides opportunities for learners to explore vocal expression and human communication. They can learn how to use their voices better, both in speaking and singing. This can help develop better communication skills.

In addition, music can also help learners expand their vocabulary and learn idiomatic expressions in the target language. Songs can be an effective tool for repeating previously learned grammar.

However, it is important to choose the right song for the lesson. The right song should match the learning objectives and be relevant to the topic being studied. By choosing the right song, learners will get the maximum benefit from using music in the classroom.[14]

3. Multimedia Application in Education

Multimedia applications are very useful tools for educational purposes. By using these applications, the delivery of information to students can become more effective. Multimedia applications allow the delivery of

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[14]Andrew Mobbs and Melinda Cuyul, 'Listen to the Music: Using Songs in Listening and Speaking Classes', *English Teaching Forum*, 56 (2018), 23.

information in an engaging way through the incorporations in education in that it helps students understand certain information or topics better. Screen design, interaction and feedback, navigation, and video and audio elements characterize multimedia applications. It is undeniable that multimedia applications can be a tool that helps teachers and lecturers achieve effectiveness in the learning process.[15]

The use of mobile-based media, such as mobile phones and mobile apps, in teaching and learning listening skills. According to the study, many high schools face the problem of limited media and a lack of opportunities to practice listening, which become obstacles in the learning process. Mobile phones and mobile apps have an important role to play in overcoming these problems. The use of mobile phones and mobile apps in teaching listening skills can help students practice listening accurately and meaningfully. These media can provide a variety of diverse audio content, such as recorded conversations, podcasts, or other audio materials. Students can use their mobile phones to listen to and understand the audio material, thus improving their listening skills.[16]

The advantages of using language apps on smartphones are ease of access and portability. We can learn a language anytime and anywhere without being limited by time and place. In addition, many language apps also offer interactive features, such as listening exercises, speaking exercises and tests, which can help improve language skills in a fun way. There are

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[15]UKEssays, 'Multimedia Applications for Educational Purposes', *22 July 2021*<https://us.ukessays.com/essays/media/multimedia-applications-educational-4151.php#citethis>.

[16]A. Maulina and others, 'Technology-Based Media Used in Teaching Listening Skills,' *Pendidikan Bahasa Inggris*, Vol. 11 (2022), 92.

many language apps that we can download. It depends on our needs in learning the language. One example of a language app that we can download is the Spotify app.

4. Spotify Application

a. Understanding Spotify Application

Spotify was first conceived by its founders, Daniel Ek and Martin Lorentzon, in 2005. They shared music between themselves in an apartment in Sweden and launched the beta version to the public in 2007. The official version of the Spotify app was then launched on October 7, 2008. Since then, Spotify has continued to grow and has expanded to more than 56 countries, including the United States and the Philippines. During its development, Spotify also managed to secure cooperation agreements with Universal Music Group, Warner Music, EMI Group, Sony Music Entertainment, and Merlin. Spotify is the world's largest streaming music platform. It has many interesting features and is widely used by millennials around the world, including in Indonesia, to listen to music.

As a streaming music platform, the Spotify app can be run on a variety of digital devices such as smartphones, desktops, tablets, PlayStations, Xboxes, smart TVs, and Bluetooth-based audio devices. This means Spotify is easy to use every time. Students nowadays have their own gadgets, like computers, phones, tablets, speakers, etc. To run the Spotify application, users must first download the Spotify application on their device. Furthermore, users are free to choose paid

services (premium) or free services by paying Rp. 49,900-/month, users can listen to music offline, without ads, play any song, and get much better audio quality than the free version of the service.[17]

In this study, listening skills are related to the independent variable Spotify application, especially when listening to songs by using that application. Since a song is a short piece of music, listening has its types on it. There are the sensuous type, the expressive type, and the sheerly musical type. Those types are spelt out by Hoffer. These are the explanations:

1) The sensuous type means the music of the song affects listeners` physical state and gives them pleasure in what they hear.

2) The expressive type is the agreement that when somebody listens to music, it can stimulate the listener`s feelings. These could be sad, happy, angry, etc.

3) Sheerly type. It requires the listener to be trained and to have more knowledge to listen. Usually, this type is by people who pay a lot of attention in the music world.[18]

Based on the different types of listening skills and findings from previous research, there is a correlation between listening skills and listening to music or songs. While people can hear music anywhere, it doesn't necessarily mean they are actively listening to it. However, when individuals engage with music and experience enjoyment, they are truly

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[17]S Yollis Michdon Netti and B. Irwansyah, 'Spotify: Aplikasi Music Steaming Untuk Generasi Milenial', *Komunikasi*, Vol. 10 (2018), 1–6.

[18]Ayatika Adawiyah, 'The Effectiveness of Popular Songs in Improving Students' Listening Skill' (- Syarif Hidayatullah State Islamic University Jakarta, 2017).

listening. Active listening is a skill that requires a process to truly understand and comprehend what is being heard rather than just hearing the sound.

In light of this, the researcher chose to use the songs in the Spotify app as a new medium to enhance students' listening abilities. This decision is supported by the fact that the SPOTIFY application offers interesting content that can be utilized in English learning. Additionally, since most students possess smartphones, accessing the SPOTIFY application is convenient and easily accessible.
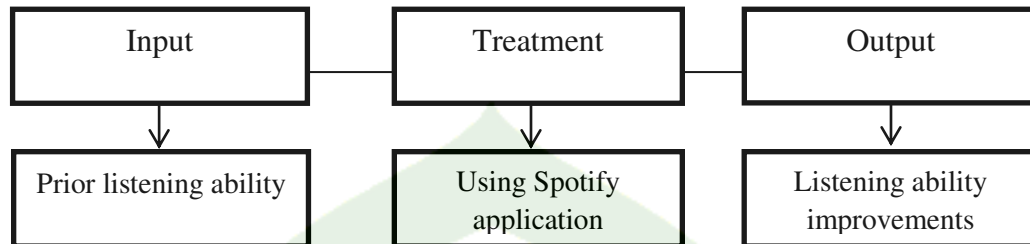
b. Implementation

Spotify's existence as a popular music application makes it easily accessible to most students who have smartphones.

By using Spotify, students can access different types of music, podcasts, and other audio content that can help improve their listening skills. They can listen to dialogues or conversations in English, train their hearing for accent and intonation variations, and expand their understanding of English culture.
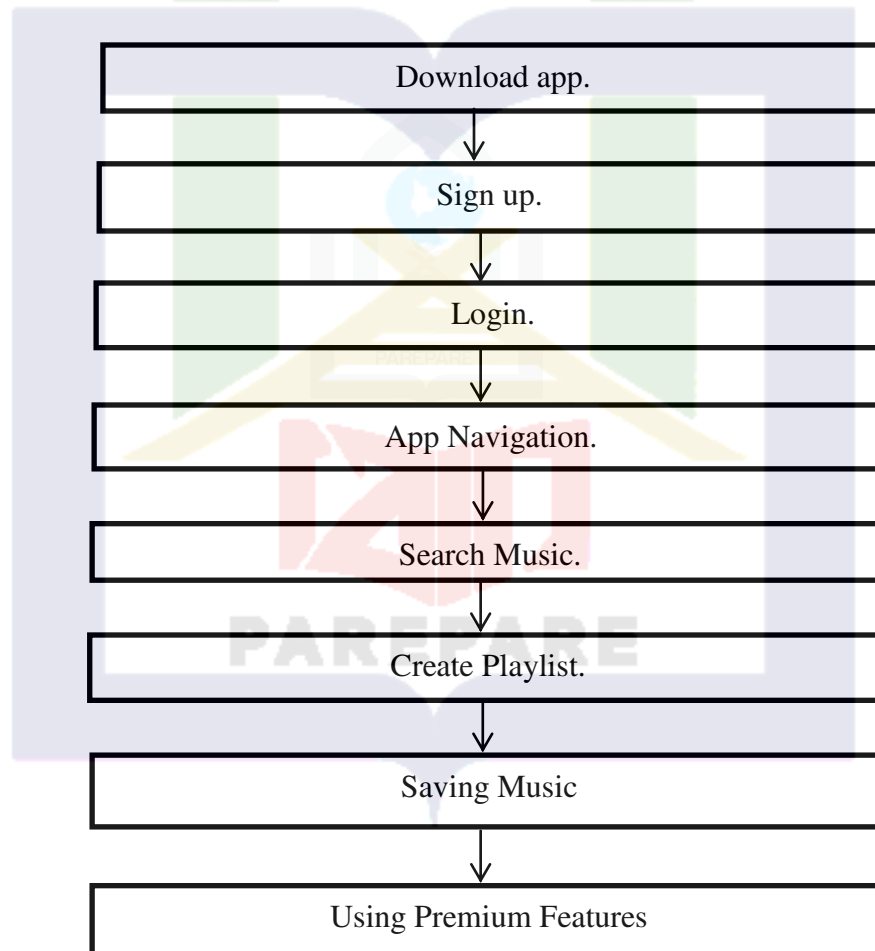
In addition, Spotify also offers features that allow users to create their own playlists or follow existing ones. Teachers can create customized playlists for their students that contain songs or audio materials relevant to the learning topic. This can help increase student motivation and engagement in learning.

C. Conceptual Framework

The theoretical framework of his research is as follows:

Input	Treatment	Output

Prior listening ability	Using Spotify application	Listening ability improvements

Here are the steps to use Spotify:

Download app.

Sign up.

Login.

App Navigation.

Search Music.

Create Playlist.

Saving Music

Using Premium Features

We explained that the process of improving students' listening skills through English songs using the Spotify app is very relevant. Songs can be an effective tool in improving students' listening skills, as they can be actively involved in listening to and understanding the lyrics and melodies of songs. By using the Spotify app, students can search for English songs that match their interests and preferences. This will help them to be more engaged in the learning process, as they will listen to songs that they like and enjoy.

In this conceptual framework, the researcher will conduct treatment, the researcher give students test material to listen to, and suggest students choose the correct answer. After that, the researcher provides treatment by using the Spotify application as a tool during the learning process. After treatment using the Spotify application, students will be given a test to listen to and suggest students choose the correct answer. The test is to measure students' listening progress. This method is expected to improve students' listening skills.

The three variables are briefly clarified as follows:

1. Input refers to listening test materials, namely prior listening ability
2. Treatment refers to the application used in teaching listening as a tool, namely Spotify Application.
3. Output refers to a test of students' progress in listening skills after treatment using the Spotify Application.

D. Hypothesis

Based on the review-related literature and the problem statement, the researcher puts forward as follows:

1. The null hypothesis (H_0): the use of songs on the Spotify Application is not able to improve students` listening ability of SMAN 4 Parepare.

2. The alternative hypothesis (Ha): the use of songs onthe Spotify Application is able to improve students`s listening abilityof SMAN 4 Parepare.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was conducted using a pre-experimental design and a quantitative approach. The researchers used a pre-experimental design to ensure students` progress in learning listening to listen to songs by using the Application. Therefore, in this study, researchers only took one group or class to use a pre-test and post-test design to determine the result of the treatment`s result.

The design is described as follows:

$$0_1 \; X \; 0_2$$

Where:

0_1 : Pre-test (Before Treatment)

x : Treatment

0_2 : Post-test (After Treatment)[19]

B. Location and Time of the Research

1. Research Location and Duration

The research location was used to conduct research at SMAN 4 Parepare, jln. Lasiming No. 22, ujung bulu, kec. Ujung, kota Parepare, Sulawesi Selatan, and the researcher took one month.

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[19]Sugiyono, *Metode Penelitian Pendidikan* (Bandung Alfabeta, 2015).

C. **Population and Sample**

1. Population

The population of this study was the second grade at SMAN 4 Parepare, which consisted of 36 students.

2. Sample

For the sample, researchers took one class to use a sample. Researchers used purposive sampling because the sample was selected based on the researcher's want and the research objectives. This technique determines the sample based on specific considerations. In this research, the sample is the second grade at SMAN 4 Parepare.

D. **The Procedure of Collecting Data**

In collecting data, the researchers collect the data with the follow procedures:

1. Pre-test

The pre-test given before giving the treatment is a good step to measure students' initial knowledge and abilities in listening learning. By using the pre-test, the author can get an overview of the student's level of understanding before the treatment is given. The test material used consists of 10 questions, which are answered within 30 minutes.

2. Treatment

The authors were given treatment using the SPOTIFY Application. The research treatment was conducted in four meetings, and each meeting took 120 minutes. The treatment procedure carried out is as follows:

a. Opening Activity

1) The teacher gave apperception: this refers to the teacher providing an introduction or warm-up activity to activate students' knowledge or interest in the topic.

2) The teacher asked some questions to the students: This involves the teacher asking questions related to the topic to stimulate students' thinking and engage their prior knowledge.

b. Learning activities

1) The teacher explains what the Spotify app is: The teacher gives an explanation of what the Spotify app is, its purpose, and features.

2) The teacher explains how to use the Spotify app: The teacher guides students on how to navigate and use the Spotify app effectively.

3) The teacher asks students to open the Spotify app on their smartphones: The teacher instructs students to open the Spotify app on their smartphones so that students can interact directly with the app.

4) Students are divided into groups and choose a song: The students are divided into groups, and each group selects a song. The teacher then plays each group's chosen song, and the students are required to listen and write down the words they catch from the song. They also provide their opinion on the meaning of the song.

c. Closing activities

1) The teacher summarizes the learning material: the teacher provides a summary of the key points that have been discussed during the lesson, ensuring that students have a clear understanding of the topic.

2) The teacher closes the class: the teacher summarizes the lesson and dismisses the students.

This lesson plan incorporates various activities to engage students in listening, understanding the function of the Spotify app, and analyzing songs. It aims to improve their listening skill, technological literacy and critical thinking ability.

3. Post-test

The post-test is conducted at the last meeting as part of the evaluation to determine whether students' scores improve after receiving certain treatments. By comparing the post-test results with the previous pre-test, the author can assess whether the treatment given has had a positive impact on students' abilities.

Suppose the students' post-test results show a significant improvement compared to their pre-test scores. In that case, this isan indication that the treatment has been successful in improving students' abilities. However, if there is no significant difference between the post-test and pre-test results, the author can re-evaluate the method or strategy used in the treatment.

By conducting a post-test, the author can gain valuable information about the effectiveness of the treatment given and can use it to develop and improve future learning approaches.

E. **Instrument of the Research**

In this study, a listening ability test was used with the Spotify app as a tool. Students had the opportunity to improve their listening skills by utilizing some of

the songs in the app. The pre-test aimed to evaluate students' listening ability and use of the Spotify app as therapy, while the post-test aimed to assess students' listening ability achievement after the therapy.

F. Research Variabel and Operational Definitions

1. Variables

   This research has two variables. The first variable is the independent variable (X), and the second variable is the dependent variable (Y).

   a. Independent Variable is the Use of songs on the Spotify Application to Improve Students' Listening Ability.

   b. The dependent variable is The Second Grade at SMAN 4 Parepare.

2. Operational Definition of Research Variables

   In the section, the researcher was explained operasional definition of variable that had been mention above in the variableof the research.

   a. Spotify application is one of the most popular apps in the world. Spotify is one of the music, podcast, and digital streaming services; Spotify has a complete list of songs ranging from local songs to international songs and other content from artists around the world. English songs on Spotify can be used as learning media for high school students to improve students listening skills.

   b. Listening ability in English tests students' Ability to acquire information and understand what native speakers say.

G. Technique of Data Analysis

   To analyze data collected from the text and determine students' scores, the writer should determine the mean and standard deviation of both the pre-test

and the post-test scores. The researcher used the following formula. Some formulas were applied in this research to process the data as follows: calculating students' scores:

a. To calculate the students' score, the researcher used the formula in the following:

$$Score = \frac{Student\,correct\,answer}{The\,total\,number\,of\,them} X\, 100.\,[20]$$

b. After collecting the data of the students, we classified the scores of the students into the following criteria:

Table 3.1 classify the scores of the students

Score 1 – 100	Classifications	Predicate
80 – 100	Very good	A
70 – 79	Good	B
60 – 69	Enough	C
<60	Less	D[21]

c. The percentage of increasing achievement used the following formula:

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

Where :

P   = Percentage

F   = Item of Frequency

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[20]Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatf Dan R&D* (Bandung Alfabeta, 2018).
[21]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta, PT RajaGrafindo Persada, 2001).

N = Total number of respondents.[22]

d. Calculation the mean of the students answered by using the formula:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean score

$\sum\times$ = The raw of all score

N = The number of subjects.[23]

e. The researcher determined the standard derivation and applied the formula:

$$SD = \sqrt{\frac{SS}{N}} \qquad \text{where} \qquad SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where :

SD = the standard derivation

SS = The square root of the sum of squares

$\sum X$ = the sum of square

N = the total number of students.[24]

f. Calculating the value of the t-test to find out the difference in mean score between the pre-test and post-test by using the formula as follows:

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[22]Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan* (Bandung ALFABETA, 2016).

[23]L. R Gay, Geoffrey E Mills, and Peter Airasian, *Educational Research Competencies for Analysis and Applications (United States of America* (Pearson Merril, 2006). p. 323.

[24]L. R Gay, Geoffrey E Mills, and Peter Airasian, *Educational Research Competencies for Analysis and Applications* (United States of America: Perason Merril, 2006).

$$T = \frac{\text{Md}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D^2)}{N}}{N\,(N-1)}}}$$

Where :

T　　　　　= Test of significant

Md　　　　= The mean score of difference (X1-X2)

∑D　　　　= The sum of the total score

∑D ^{2}　　　= The square of the sum score of the difference

N　　　　　= The total sample.[25]

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[25]L. R Gay, *Educational Research* (, New York: Charles Meril Publishing. Co, A Bell and Howell Company, 1987).p. 331.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research results. The results of this study are linked to problems identified in the introduction, "Is the use of song on Spotify able to improve students' listening ability" Data obtained through the test was used to see the students' listening ability after they received the treatments using the Spotify application. This chapter includes the description and interpretation of the study's findings. The researcher presents the findings by analyzing the data collected and applying the previously described methods.

A. Findings

This section discusses the presentation and elaboration of data regardingthe pre-test and post-test and the improvement in students' listening ability after applying treatments. Additionally, it explores the average scores of the pre-test and post-test and the standard deviation of both tests as considerations in this study. Detailed results are provided in further data presentation.

1. Scoring Classification of Students' Pre-test Result

A pre-test was administered before implementing the Spotify application to assess students' listening ability. The pre-test took place on Monday, 26th, 2024, and students were evaluated using this test. The results of the students' pre-test, obtained through the assessment, provided information summarized in a table:

Table 4.1. The Students' Scores and Classification in the Pre-test

No	Students	Scores		Classification
		X_1	X^2	
1.	ADM	60	3600	Enough
2.	APL	60	3600	Enough
3.	AHD	70	4900	Good
4.	AVR	60	3600	Enough
5.	AML	70	4900	Good
6.	ASB	80	6400	Very Good
7.	A	50	2500	Less
8.	AN	70	4900	Good
9.	AS	60	3600	Enough
10.	DA	50	2500	Less
11.	DA	60	3600	Enough
12.	GSB	60	3600	Enough
13.	IE	70	4900	Good
14.	JAT	60	3600	Enough
15.	KAK	60	3600	Enough
16.	MW	70	4900	Good
17.	MAA	50	2500	Less
18.	MAM	50	2500	Less
19.	MA	60	3600	Enough
20.	MIA	50	2500	Less
21.	MRR	50	2500	Less
22.	NS	70	4900	Good
23.	N	60	3600	Enough

24.	NDR	50	2500	Less
25.	OAP	70	4900	Good
26.	PC	60	3600	Enough
27.	PS	60	3600	Enough
28.	PZ	70	4900	Good
29.	PP	50	2500	Less
30.	PA	60	3600	Enough
31.	S	50	2500	Less
32.	SNA	70	4900	Good
33.	S	50	2500	Less
34.	SNIR	50	2500	Less
35.	S	70	4900	Good
36.	YPA	50	2500	Less
	Total	$\sum X$ 2.160	$\sum X^2$ 132.20	

Data from the pre-test, was given to determine the initial listening ability of students before they received treatment. The pre-test was given at the initial meeting. Based on the data table above, it can be seen that most students score enough, which means that students's listening ability still need to be improved.

The researcher calculated the mean score of the pre-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{2.160}{36}$$

$$X = 60$$

So, the average value (X1) for the pre-test is 60.

The researcher calculated the standard derivation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N-1}}{N-1}}$$

$$SD = \sqrt{\frac{13220 - \frac{(2160)^2}{36-1}}{36-1}}$$

$$SD = \sqrt{\frac{13220 - \frac{446656}{35}}{35}}$$

$$SD = \sqrt{\frac{13220 - 4466}{35}}$$

$$SD = \sqrt{\frac{8754}{35}}$$

$$SD = \sqrt{250,1}$$

$$SD = 15,8$$

So, the result of the standard deviation of the pre-test is 15,8

After determining the mean value (X1) of the pre-test is 60 and the standard deviation (SD) of the pre-test is 15,8, it can be seen that the improving students listening Ability is in the low category.

Table 4.2.The Students' Frequency and Percentage Achievement in Terms of Listening in Pre-test

No	Classification	Scores	Pre-test	
			F	P
1.	Very good	80 – 100	1	0.2%
2.	Good	70 – 79	10	27%
3.	Enough	69 – 69	13	36%
4.	Less	<60	12	33%
	Total		36	100%

The table shows that the majority of students had enough and less scores before being given the treatment using songs on the Spotify application. Only a few students scored excellent or good before the treatment. This suggests that most students may need additional help, it is expected that students` scores will increase after the treatment is given.

2. **Scoring Classification of Students' post-test**

After implementing the songs using the Spotify application, a post-test was administered to assess students' listening ability. The post-test took place on Tuesday, 5th, 2024, and students were evaluated using this test. The results of the students' post-test, obtained through the assessment, provided information summarized a table:

Table 4.3. The students' Scores and Classification in Post-test

No	Students	Scores		Classification
		X1	X^2	
1.	ADM	100	10000	Very good
2.	APL	80	6400	Very good
3.	AHD	100	10000	Very good
4.	AVR	90	8100	Very good
5.	AML	100	10000	Very good
6.	ASB	80	6400	Very good
7.	A	90	8100	Very good
8.	AN	100	10000	Very good
9.	AS	90	8100	Very good
10.	DA	90	8100	Very good
11.	DA	90	8100	Very good
12.	GSB	80	6400	Very good
13.	IE	90	8100	Very good
14.	JAT	80	6400	Very good
15.	KAK	100	10000	Very good
16.	MW	90	8100	Very good
17.	MAA	80	6400	Very good
18.	MAM	90	8100	Very good
19.	MA	100	10000	Very good
20.	MIA	80	6400	Very good
21.	MRR	100	10000	Very good
22.	NS	100	10000	Very good
23.	N	60	3600	Enough
24.	NDR	90	8100	Very good

25.	OAP	90	8100	Very good
26.	PC	100	10000	Very good
27.	PS	70	4900	Good
28.	PZ	70	4900	Good
29.	PP	90	8100	Very good
30.	PA	90	8100	Very good
31.	S	80	6400	Very good
32.	SNA	100	10000	Very good
33.	S	70	4900	Good
34.	SNIR	90	8100	Very good
35.	S	80	6400	Very good
36.	YPA	90	8100	Very good
	Total	$\sum X$3170	$\sum X^2$282.900	

The data from the post-test was given to determine the student's listening ability after they had received the treatment. The post-test was administered at the last meeting. Based on the data in the table above, most students get very good scores. This means their listening ability has significantly improved.

Firstly, the researcher calculated the mean score of the post-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{3.170}{36}$$

$$X = 88$$

So, the average value (X2) for the post-test is 88.

Second, to get the standard deviation of the post-test, the formula is used:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N-1}}{N-1}}$$

$$SD = \sqrt{\frac{282900 - \frac{(3170)^2}{36-1}}{36-1}}$$

$$SD = \sqrt{\frac{282900 - \frac{10048}{35}}{35}}$$

$$SD = \sqrt{\frac{282900 - 28708}{35}}$$

$$SD = \sqrt{\frac{282900 - 28708}{35}}$$

$$SD = \sqrt{\frac{25419}{35}}$$

$$SD = \sqrt{726,2}$$

$$SD = 26,9$$

So, the result of the standard deviation of the pre-test is 26,9

After determining the mean value (X1) of the pre-test is 88 and the standard deviation (SD) of the pre-test is 26,9, it can be seen that the improving students listening Ability is in the very good category.

1. **The results of the pre-test and post-test were presented in the following:**

Table 4.4 The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	60	15,8
Post-test	88	26,9

Table 4.5. The Frequency and Rate Percentage of the Students' Listening Ability
in the Post-test

No	Classification	Scores	Pre-test	
			F	P
1.	Very good	80 – 100	32	88%
2.	Good	70 – 79	3	0,8%
3.	Enough	69 – 69	1	0,2%
4.	Less	<60	0	0%
	Total		36	100%

From the table, it can be seen that after the treatment using songs on the Spotify app, the majority of students achieved very good test scores. Only a few students scored good on fair, and none scored less. This suggests that the use of songs on the Spotify app may have a significant positive impact on students` English learning.

2. The T-test value

After administering pre-test and post-tests to students in a pre-experimental setup, the author employed the t-test for hypothesis testing. Uji-t aimed to determine whether there existed a notable distinction between the average scores of students in the pre-test and post-test.

Table 4.6 The Worksheet Calculated the Score Pre-test and Post-test of Listening Ability

No	Pre-test	Post-test	D	D^2
1.	60	100	40	1.600
2.	60	80	20	400
3.	70	100	30	900
4.	60	90	30	900
5.	70	100	30	900
6.	80	80	-	-
7.	50	90	40	1.600
8.	70	100	30	900
9.	60	90	30	900
10.	50	90	40	1.600
11.	60	90	30	900
12.	60	80	20	400
13.	70	90	20	400
14.	60	80	20	400
15.	60	100	40	1.600

16.	70	90	20	400
17.	50	80	30	900
18.	50	90	40	1.600
19.	60	100	40	1.600
20.	50	80	30	900
21.	50	100	50	2.500
22.	70	100	30	900
23.	60	60	-	-
24.	50	90	40	1.600
25.	70	90	20	400
26.	60	100	40	1.600
27.	60	70	10	100
28.	70	70	-	-
29.	50	90	40	1.600
30.	60	90	30	900
31.	50	80	30	900
32.	70	100	30	900
33.	50	70	20	400
34.	50	90	40	1.600

			10	100
35.	70	80	10	100
36.	50	90	40	1.600
Total			1.010	**31.493**

$$D = \frac{\sum D}{N}$$

$$D = \frac{1.010}{36}$$

$$D = 28$$

The calculation of the t-test value is as follows:

$$T = \frac{Md}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N-1}}{N\,(N)}}}$$

$$T = \frac{28}{\sqrt{\frac{31.493 - \frac{(1010)^2}{(36-1)}}{36\,(36)}}}$$

$$T = \frac{28}{\sqrt{\frac{31.493 - \frac{102010}{35}}{108}}}$$

$$T = \frac{28}{\sqrt{\frac{31.493 - 2,914}{108}}}$$

$$T = \frac{28}{\sqrt{\frac{28.57}{108}}}$$

$$T = \frac{28}{\sqrt{266,4}}$$

$$T = \frac{28}{16,32}$$

$$T = 1,7$$

To find out whether the mean pre-test score and the mean post-test score were significantly different, this study used a T-test. The result of the t-test is t = 1,7. To find out the degrees of freedom (df), the study uses the following formula:

df = N – 1

df = 36 – 1

df = 35

For the level of significance (p = 0.05) and df = 35, the value of the table = 1,690. Thus, the value of the T-test was greater than the variable (1,7 > 1,690), which meant that there was a significant difference in listening ability after treatment using songs on the Spotify application to improve students' listening ability at second grade of SMAN 4 Parepare.

3. **Hypothesis testing**

Hypothesis testing using t-test statistical analysis. The result is as follows:

Suppose the t-test value is greater than the t-table value for a significance level 0f 0.05 with degrees of freedom 36 - 1 = 35. In that case, the alternative hypothesis is accepted because the value of the t-table is greater than the t-test. The results of the data analysis that were obtained show that the t-test value (1,7) is greater than the value of the t-table (1,690). So, the alternative hypothesis is accepted. With these results and calculations, the keyword is that there is a very significant difference between students' listening ability through the use of songs in the Spotify application with the

differences in students' listening ability before and after using treatment using songs on Spotify application to improve students' listening ability at the second-grade students of SMAN 4 Parepare.

B. Discussion

The findings o`f this study provide strong evidence that the use Spotify can significantly improve the listening skills of second grade students of SMAN4 Parepare. The main findings will be discussed in this section, along with the theory relelevant to the research and also the findings of previous research.

After students had used the Spotify application for several meetings, at the first meeting on Monday, 26th February they encountered difficulties in listening to some words and interpreting the words delivered by native speakers. At the second meeting on Tuesday, 27th February although there was still confusion about understanding the native speakers` speech, students began to enjoy the songs on Spotify. This enjoyment made it easier for them to interpret and understand the songs they listened to. At the third meeting on Monday, 4 March there was a significant improvement in students` comprehension skill. They began to understand the words in the songs they listened to. And the results were very encouraging at the last meeting on Tuesday, 5 March. Students have shown a better ability to answer the questions given

Based on the analysis of students` learning outcome scores before and after the treatment, there was a significant improvement in students` listening skills after using songs on Spotify. The average post-test is much higher than the pre-test score, wich shows that students benefit from listening to English songs on the Spotify app. The findings is in line with the statement that using English songs as an educational

tool can inspire students to improve their listening skills and learning experience. Tailoring song shoices to students` preferences can increase their enthusiasm to understand every word the artist sings. Fun English songs contribute to a more relaxed and enjoyable classroom atmosphere. Students also show an increased desire to learn the pronunciation of English words through songs. In addiction, integrating English songs into learning materials helps improve comprehension, especially when learning grammar concepts such as tenses.[26]

Learning English through songs can change the boring classroom atmosphere and can provide a fun classroom environment so that students can develop language skills more quickly. Songs are one of the most exciting and culturally rich resources that are easy to use in the language classroom, and also that songs provide many things that can remember students` memories, such as sound, poetry, and melody.[27]

In line with Agung Prasetia`s research conducted a study titled "The Effectiveness of Using Songs on Students` Listening Ability". It shows that the use of English songs significantly improves students` listening skills. In addition, the use of English songs helps students understand the correct pronunciation and expand their vocabulary. Spotify serves not as a music streaming platform but also as a valuable educational tool to improve students` listening skills, providing a noticeable improvement in their abilities and adding fun to the learning process.[28]

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[26]Brigita Griska Putri, Putu Dian Danayanti Degeng, and Moh. Hasbullah Isnaini, 'EFL Students` Perception Towards The Use English Songs As Listeing Learning Media', *Journal of Linguistics, Literature, and Language Teaching*, Vol. 6 No. (2022).

[27]Siti Amaniasari, 'The Use of Songs to Improve Listening Comprehension at Tenth Grade Students', *Prosiding Pekan Ilmiah Mahasiswa Unis*, Vol. 1 No. (2021).

[28]AgungPrasetia, 'The Effectiveness of Using English Songs on Students` Listening Ability` (Hidayatullah States Islamic University Jakarta, 2017).

This research shows that using Spotify`s diverse listening materials can be an effective way to improve students` listening skill. The platform offers a wide veriety of English songs that can be used to improve students` listening skill, making it a valuable tool for language teachers. This is evident from several studies that have utilized Spotify as a tool to improve students` listening skills. For example, the study of Andi Suwarni et al. found that using the Spotify podcast app significantly improved students` listening skills in terms of listening comprehension. The study suggests that incorporating Spotify in listening classes can increase students engagement and interest in the subject.[29]

There is also another study conducted by Adriani entitled "The Use of SPOTIFY Application to Improve Students` Ability in Listening through English Songs" to determine the effectiveness of using the Spotify application in improving students` listening skill. The study concluded that the use of Spotify application significantly improved students` listening skills in identifying phoneme words.[30]

It can be concluded that Spotify has the potential to improve students` ability. This suggests that Students can improve their ability when they choose the songs they like on Spotify, students feel more comfortable and engaged in listening activities. Spotify's lyrics feature allows students to follow native speakers more easily, improving their pronunciation and language comprehension. Spotify's playlist feature allows students to organize their learning by creating customized playlists that focus on specific language skills or themes. Students find listening more enjoyable when they can choose songs that match their preferred music genres. This creates a

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[29]Andi Suwarni, Dewi Sartika, and Andi Ika, 'Enhancing Students' Listening Skill by Spotify Application', *ELS Journalon Interdisciplinary Studiesin Humanities*, Vol. 6.3 (2023).

[30]Adriani, 'The Use of SPOTIFY Application to Improve Students` Ability in Listening through English Song` (Muhammadiyah University of Makassar, 2019).

positive association with language learning, making them more likely to stick with it. Spotify offers a free ad-supported plan, making it accessible to more students and researchers. This opens up learning opportunities that may not have been available before. Based on these results, the use of songs on the Spotify application contributes to improving students` listening ability of SMAN 4 Parepare.

CHAPTER V

CLOSING

This chapter presents the conclusion and suggestion of the research about The Use Of Spotify To Improve Students Listening Ability At Second Grade Students Of SMAN 4 Parepare.

A. Conclusion

Based on the findings of the data analysis and the discussion in the preceding chapter, it was determined that there was a noticeable enhancement in students' listening ability following the implementation of the Spotify application. The research concludes that using Spotify contributes to improving students' listening skills. Before the integration of Spotify, students needed more enthusiasm for learning English, particularly in listening comprehension. However, post-Spotify implementation, students found it easier to engage with listening materials and developed a greater interest in utilizing the application. This was primarily attributed to Spotify's extensive library of songs, encompassing local and international tracks, allowing students to select English songs aligned with their interests and preferences. Additionally, Spotify's user-friendly features, such as playlist creation and built-in lyrics, facilitated active student involvement in listening activities and comprehension of song lyrics. Consequently, the benefits of employing Spotify in the classroom were evident: improved student performance, enhanced engagement throughout the learning process, and heightened student satisfaction and interest in learning.

B. Suggestions

Based on the result of data analysis and conclusions of this research, the researcher also gives some suggestions for some elements related to this research, those are:

1. It is suggested to the teacher to use a spotify application as one alternative among other teaching that can be used in teaching listening. because the spotify application is effective to increase the students in listening ability.

2. Utilizing the Spotify application for listening comprehension can enhance students' listening ability in a more engaging manner, fostering an enjoyable learning experience for students.

3. Other researchers are encouraged to explore new learning methods or strategies to enhance their research endeavours, surpassing the approaches used in prior studies.
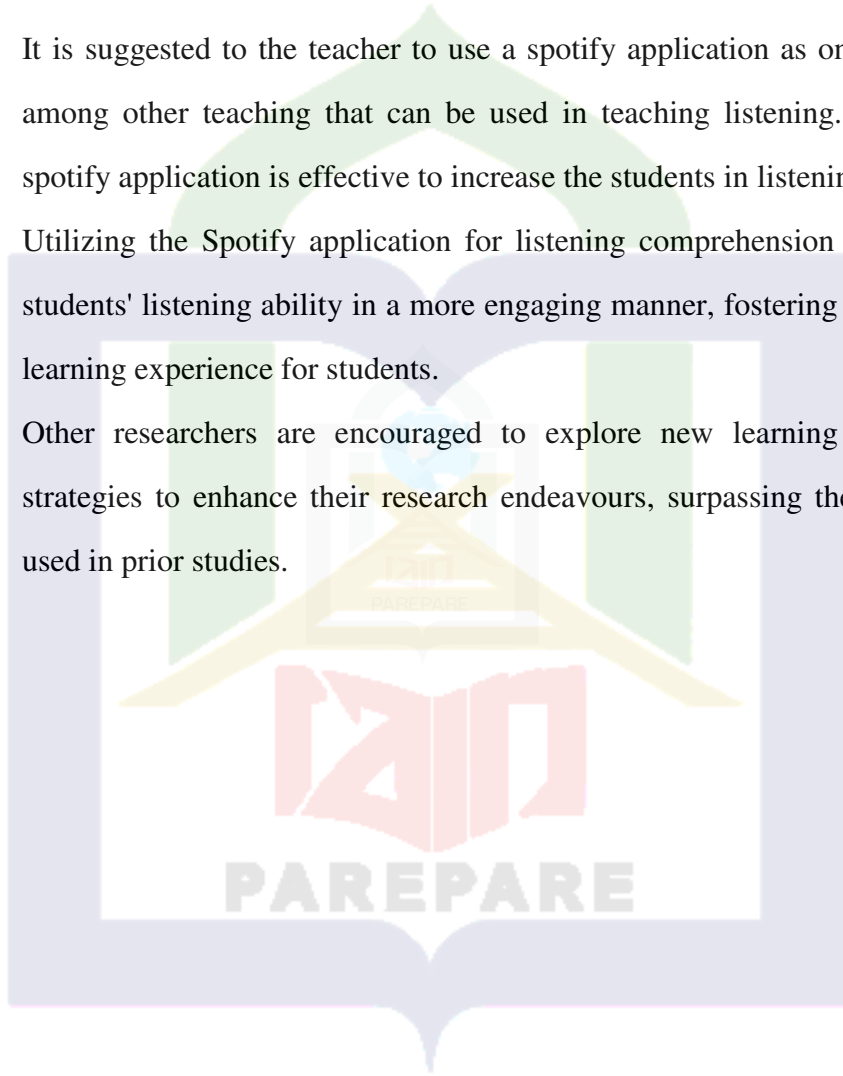
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APPENDIX

NAME OF THE STUDENT : PIBRIANTI

STUDENT REG. NUMBER : 18.1300.026

FACULTY / STUDY PROGRAM : TARBIYAH/PBI

THE TITLE OF RESEARCH PROPOSAL : THE USE OF SPOTIFY APP TO
IMPROVE STUDENTS LISTENING
ABILITY OF SMAN 4 PAREPARE

APPENDIX 1: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMAN 4 Parepare
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Genap
Materi Pokok	: Listening
Alokasi Watu	: 90 menit

A. Standar Kompetensi

Memahami makna dari lagu yang diputar melalui aplikasi Spotify

B. Kompetensi Dasar

Memanfaatkan digital media yang telah ada untuk belajar bahasa inggris untuk memperoleh pengetahuan baru dalam bentuk lagu bahasa Inggris.

C. Indikator

1. Siswa mampu mengidentifikasi informasi dari kalimat yang didengarkan
2. Siswa mampu mengartikan topik yang didengarkan
3. Siswa mampu menjawab pertanyaan seputar topik yang didengarkan
4. Siswa mampu menuliskan atau menceritakan kembali isi topik yang didengarkan

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi dan mengulangi informasi yang didengar melalui cakapan-cakapan pendek
2. Mampu mendengarkan dengan baik
3. Kedisiplinan dalam menyelesaikan tugas tepat waktu dan retorika dalam penyampaian argument

E. Metode Pembelajaran

Diskusi dan tanya jawab

F. Materi Pembelajran

Lagu telah dipilih yang terdapat dalam aplikasi Spotify.

G. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan

a. Peneliti mengucapkan salam kepada siswa dan berdoa sebelum memulai pembelajaran.

b. Mengabsen siswa atau memeriksa kehadiran siswa.

c. Peneliti memberikan pengantar atau kegiatan pemanasan dan mengajukan pernyataan untuk mengaktifkan pengetahuan atau minat siswa terhadap topik.

d. Peneliti menyampaikan tujuan pembelajaran

2. Kegiatan Inti

a. Pendidik menjelaskan materi tentang mendengarkan (listening).

b. Peneliti memperkenalkan aplikasi spotify dan memberikan penjelasan tentang apa itu aplikasi Spotify, tujuan, dan fitur-fiturnya.

c. Peneliti menginstruksi siswa untuk membuka aplikasi Spotify di handphone mereka, sehingga siswa dapat berinteraksi langsung dengan aplikasi tersebut.

d. Siswa dibagi menjadi beberapa kelompok dan setiap kelompok memilih sebuah lagu. Peneliti kemudian memutar lagu yang dipilih masing-masing kelompok, dan siswa diminta untuk mendengarkan dan menulis kata-kata yang mereka tangkap dari lagu

tersebut. Mereka juga meberikan pendapat mereka tentang makna lagu tersebut.

3. Kegiatan Penutup

a. Peneliti menanyakan apakah ada kesulitan yang dihadapi siswa.

b. Peneliti bersama-sama dengan siswa menyimpulkan materi pembelajaran.

c. Peneliti menyampaikan rencana pembelajaran pada pertemuan yang akan datang

d. Memberikan salam penutup dan berdoa bersama.

H. Media dan Alat

1. Media   : Aplikasi Spotify dan Youtube
2. Alat   : handphone, speaker, spidol, penghapus, dan papan tulis

I. Penilain

1. Teknik   : Kemampuan mendengarkan (Listening Ability)
2. Instrument : Mendengarkan sebuah lagu yang telah dipilih dari aplikasi Spotify
3. Bentuk   : Essay test

Parepare, …………………..2023

Guru Bahasa Inggris,   Mahasiswa,

(…………………..)   PIBRIANTI

NIM. 18.1300.026

APPENDIX 2 : Research Instrument of the Pre-test

Name :

Class :

Dialogues / Conversation

Fill in the blank with the correct word or phrase based on the audio you have heard! And answer the questions below!

Jackie Chan	Comedies	Watching	Kungfu master	Action films

"Going to the cinema"

Noval : Do you like to go to movies?

Amel : Yes, I like _____(1) movies a lot.

Noval : What kind of movies do you like?

Amel : I like _____(2). How about you?

Noval : I can handle comedies. But I prefer _____(3).

Amel : That's cool. Do you like _____(4)?

Noval : Yes, I love him actually. He is a real _____(5).

Amel : he is. Did you watch the movie Ruch Hour 3?

Noval : I did. Jackie did a great job in that film.

Amel : But that is also a comedy.

Questions

1. What kind of movie does Amel like?
2. What kind of movie does Noval prefer?
3. Does Noval like Jackie Chan?
4. What kind of movie is Rush Hour 3?
5. Did Noval watch Rush Hour 3

60

Research Instrument

Pre- test

Name : Ahmad Dimas Mamahkong

Class : XI MIPA 1

Dialogues / Conversation

Fill in the blank with the correct word or phrase based on the audio you have heard! And answer the questions below!

| Jackie Chan 4 | Comedies 2 | Watching 1 | Kungfu master | Action films 3 |

"Going to the cinema"

Noval : Do you like to go to movies?

Irsya : Yes, I like _____ *watching* (1) movies a lot. ✓

Noval : What kind of movies do you like?

Irsya : I like _____ *comedies* (2). How about you? ✓

Noval : I can handle comedies. But I prefer ~~kungsu master~~ (3). *Action films* ✓

Irsya : That's cool. Do you like _____ *jackie chan* (4)? ✓

Noval : Yes, I love him actually. He is a real _____ *kungsu master* (5). ✓

Amel : he is. Did you watch the movie Rush Hour 3?

Noval : I did. Jackie did a great job in that film.

Amel : But that is also a comedy.

Questions

1. What kind of movie does Irsya like? *comedies* ✓✗
2. What kind of movie does Noval prefer? *Action films* ✓
3. Does Noval like Jackie Chan? *He is a real kungsu master* ✗
4. What kind of movie is Rush Hour 3? *jackie did a great job in that film* ✗
5. Did Noval watch Rush Hour 3 *but that is also a comedy* ✗

xi

Research Instrument

Pre-test

Name : Autri fotril waigi

Class : ST-sougk 1

Dialogues / Conversation
Fill in the blank with the correct word or phrase based on the audio you have heard! And answer the questions below!

| Jackie Chan | Comedies | Watching | Kungfu master | Action films |

"Going to the cinema"

Noval : Do you like to go to movies?

Irsya : Yes, I like watching (1) movies a lot.

Noval : What kind of movies do you like?

Irsya : I like comedier (2). How about you?

Noval : I can handle comedies. But I prefer action films (3).

Irsya : That's cool. Do you like jackie chan (4)?

Noval : Yes, I love him actually. He is a real kungfu ranger (5).

Amel : he is. Did you watch the movie Rush Hour 3?

Noval : I did. Jackie did a great job in that film.

Amel : But that is also a comedy.

Questions

1. What kind of movie does Irsya like? ⇒ comedies
2. What kind of movie does Noval prefer? action films
3. Does Noval like Jackie Chan? ⇒ Yes, Noval like Jackie chan is a real kungfu master
4. What kind of movie is Rush Hour 3? ⇒ Yes, he doing did a great job in that film
5. Did Noval watch Rush Hour 3 ⇒ Yes, he Yes he did it ✓

Research Instrument

60

Pre- test

Name : Arpuparsa Mohu Lislani

Class : Xı MIPA. {

Dialogues / Conversation

Fill in the blank with the correct word or phrase based on the audio you have heard! And answer the questions below!

Jackie Chan 3	Comedies)	Watching	Kungfu master ª	Action films

"Going to the cinema"

Noval : Do you like to go to movies?

Irsya : Yes, I like _Watching_ (1) movies a lot. ✓

Noval : What kind of movies do you like?

Irsya : I like _Comedies_ (2). How about you? ✓

Noval : I can handle comedies. But I prefer _Action Films_ (3). ✓

Irsya : That's cool. Do you like _Jackie chan_ (4)? ✓

Noval : Yes, I love him actually. He is a real _kungfu master_ (5). ✓

Amel : he is. Did you watch the movie Rush Hour 3?

Noval : I did. Jackie did a great job in that film.

Amel : But that is also a comedy.

Questions

1. What kind of movie does Irsya like? Ja Comedies ✗
2. What kind of movie does Noval prefer? Action films ✗
3. Does Noval like Jackie Chan? Yes ✗
4. What kind of movie is Rush Hour 3? Jackie chan ✗
5. Did Noval watch Rush Hour 3 Yes he did it ✓

Research Instrument

Pre- test

Name : Amalia Husnah Darwis

Class : XI mipa 1

Dialogues / Conversation
Fill in the blank with the correct word or phrase based on the audio you have heard! And answer the questions below!

Jackie Chan [4]	Comedies [2]	Watching [1]	Kungfu master [5]	Action films [3]

"Going to the cinema"

Noval : Do you like to go to movies?

Irsya : Yes, I like <u>watching</u> (1) movies a lot. ✓

Noval : What kind of movies do you like?

Irsya : I like <u>Comedies</u> (2). How about you? ✓

Noval : I can handle comedies. But I prefer <u>Action films</u>(3). ✓

Irsya : That's cool. Do you like <u>Jackie Chan</u>(4)? ✓

Noval : Yes, I love him actually. He is a real <u>kungfu master</u>(5). ✓

Amel : he is. Did you watch the movie Rush Hour 3?

Noval : I did. Jackie did a great job in that film.

Amel : But that is also a comedy.

Questions

1. What kind of movie does Irsya like? ⇒ comedies ✗
2. What kind of movie does Noval prefer? ⇒ Noval prefer action films ✓
3. Does Noval like Jackie Chan? ⇒ yes, Noval love him actualy ✗
4. What kind of movie is Rush Hour 3? ⇒ ✗
5. Did Noval watch Rush Hour 3 ⇒ yes, Noval did it ✓

Research Instrument

Pre- test

Name : Anisda .V. E. Jansen

Class : x¹ IPA 1

Dialogues / Conversation
Fill in the blank with the correct word or phrase based on the audio you have heard! And answer the questions below!

Jackie Chan	Comedies	Watching	Kungfu master	Action films

"Going to the cinema"

Noval : Do you like to go to movies?

Irsya : Yes, I like _____watching_____(1) movies a lot.

Noval : What kind of movies do you like?

Irsya : I like comedies(2). How about you?

Noval : I can handle comedies. But I prefer _____Action films_____(3).

Irsya : That's cool. Do you like _____(4)? Jackie chan

Noval : Yes, I love him actually. He is a real _____(5). Kungfu master

Amel : he is. Did you watch the movie Rush Hour 3?

Noval : I did. Jackie did a great job in that film.

Amel : But that is also a comedy.

Questions

1. What kind of movie does Irsya like? She like comedies ✓
2. What kind of movie does Noval prefer? Film movies ✗
3. Does Noval like Jackie Chan? ✗
4. What kind of movie is Rush Hour 3? ✗
5. Did Noval watch Rush Hour 3 Yeah ✗

xv

APPENDIX 3 : Research Instrument of thePost-test

Name :

Class :

Dialogues / Conversation

Fill in the blank with the correct word or phrase based on the audio you have heard! And answer the questions below!

Guangdong food	Specialties	*Favorite*	*Menu*	*Chinese cuisines*

"Ordering Dishes"

Waiter : Are you ready to order, sir?

Customer : Yes, have you a _____(1), please?

Waiter : Here you are, what kind of food do you prefer, chinese or American?

Customer : Chinese food, please.

Waiter : What's your _____(2)? We have Sichuan food, Guangdong food and shanghai food.

Customer : I am unfamiliar with the _____(3). Could you please explain to us?

Waiter : Guangdong food is a bit light, while Beijing good is heavy and spicy. Sichuan food has a strong and hot taste, and shanghai food is oily.

Custumer : I'd like to eat something light, _____(4) please.

Waiter : Ok. Here is the menu.

Customer : I'll take some _____(5) of the house.

Questions

1. What kind of food does the customer prefer?
2. What are the options for chinese food mentioned by the waiter?
3. How could you describe Guangdong food?
4. What type of food does the customer choose in the and?
5. What does the customer order specificallys?

100

Post-test

Ahmad Dimas Mawardi.org

XI MIPA 1

...ns / Conversation

...the blank with the correct word or phrase based on the audio you have
...And answer the questions below!

...ding	4	Specialties	5	Favorite	2	Menu	1	Chinese cuisines	3

"Ordering Dishes"

: Are you ready to order, sir?

: Yes, have you a **Menu** (1), please? ✓

: Here you are, what kind of food do you prefer, chinese or American?

: Chinese food, please.

: What's your **Favorite** (2)? We have Sichuan food, Guangdong food and shanghai food.

: I am unfamiliar with the **Chinese Cuisines** (3). Could you please explain to us? ✓

: Guangdong food is a bit light, while Beijing good is heavy and spicy. Sichuan food has a strong and hot taste, and shanghai food is oily.

: I'd like to eat something light, **Guangdong food** (4) please. ✓

: Ok. Here is the menu.

: I'll take some **Specialties** (5) of the house. ✓

...ind of food does the customer prefer?

...re the options for chinese food mentioned by the waiter?

...uld you describe Guangdong food?

...pe of food does the customer choose in the end?

...oes the customer order specifically?

...er :

~~...eus good, please~~

...customer prefer chinese good ✓

...ons for chinese good mentioned by the waiter is ...nan good, Guangdong good and shanghai good ✓

...gdong good is a bit light and good ...arm ...ose ✓

...customer i'd like to eat something light, ...ngdong good ✓

...customer take some specialties of the house ✓

Name : Amalia Uusnah Darwis

Class : XI mipa 1

Dialogues / Conversation
Fill in the blank with the correct word or phrase based on the audio you have heard! And answer the questions below!

Guangdong food	Specialties	Favorite	Menu	Chinese cuisines
9	4	2	.	7

"Ordering Dishes"

Waiter : Are you ready to order, sir?

Customer : Yes, have you a _menu_ (1), please?

Waiter : Here you are, what kind of food do you prefer, chinese or American?

Customer : Chinese food, please.

Waiter : What's your _favorite_ (2)? We have Sichuan food, Guangdong food and shanghai food.

Customer : I am unfamiliar with the _Chinese Cuisine_ (3). Could you please explain to us?

Waiter : Guangdong food is a bit light, while Beijing good is heavy and spicy. Sichuan food has a strong and hot taste, and shanghai food is oily.

Customer : I'd like to eat something light, _Guangdong food_ (4) please.

Waiter : Ok. Here is the menu.

Customer : I'll take some _Specialties_ (5) of the house.

Questions

1. What kind of food does the customer prefer?
2. What are the options for chinese food mentioned by the waiter?
3. How could you describe Guangdong food?
4. What type of food does the customer choose in the end?
5. What does the customer order specifically?

1. customers love chinese food

2. The food menus mentioned are sichuan food, Guangdong food, and shanghai food

3. guangdong food is relatively light food

4. The customer chooses snacks so the customer chooses to eat Guangdong

5. The costs customers order specifically of the house

7. customer take some specifically of the house

Post- test

Name : _____ _____

Class : XI.Mipa 2

Dialogues / Conversation

Fill in the blank with the correct word or phrase based on the audio you have heard! And answer the questions below!

Guangdong food	Specialties	Favorite	Menu	Chinese cuisines

"Ordering Dishes"

Waiter   : Are you ready to order, sir?

Customer : Yes, have you a ___menu___ (1), please? ✓

Waiter   : Here you are, what kind of food do you prefer, chinese or American?

Customer : Chinese food, please.

Waiter   : What's your ___favorite___ (2)? We have Sichuan food, Guangdong food and ✓ shanghai food.

Customer : I am unfamiliar with the ___Chinese cuisines___ (3). Could you please explain to us? ✓

Waiter   : Guangdong food is a bit light, while Beijing good is heavy and spicy. Sichuan food has a strong and hot taste, and shanghai food is oily.

Customer : I'd like to eat something light, ___Guangdong Food___ (4) please. ✓

Waiter   : Ok. Here is the menu.

Customer : I'll take some ___specialties___ (5) of the house. ✓

Questions

1. What kind of food does the customer prefer?
2. What are the options for chinese food mentioned by the waiter?
3. How could you describe Guangdong food?
4. What type of food does the customer choose in the and?
5. What does the customer order specificallys?

Answer:

1. The customers is like the chinese food chinese cuisines ✓

2. (we have) Sichuan food Guangdong food and shanghai Food ✗

3. The Guangdong food is a bit light. ✓

4. The customer like to eat something light Guangdong Food ✓

5. The customer order specificallys is a Guangdong food ✗

Post- test

Name : Andyla. V. R . Jansen

Class : XI IPA 1

90

Dialogues / Conversation

Fill in the blank with the correct word or phrase based on the audio you have heard! And answer the questions below!

Guangdong food	Specialties	Favorite	Menu	Chinese cuisines

"Ordering Dishes"

Waiter   : Are you ready to order, sir?

Customer : Yes, have you a __Menu__ (1), please? ✓

Waiter   : Here you are, what kind of food do you prefer, chinese or American?

Customer : Chinese food, please.

Waiter   : What's your __favorite__ (2)? We have Sichuan food, Guangdong food and shanghai food.

Customer : I am unfamiliar with the __chinese__ ~~change~~ cuisines __menus__ (3). Could you please explain to us? ✓

Waiter   : Guangdong food is a bit light, while Beijing good is heavy and spicy. Sichuan food has a strong and hot taste, and shanghai food is oily.

Customer : I'd like to eat something light, __Guangdong food__ (4) please. ✓

Waiter   : Ok. Here is the menu.

Customer : I'll take some __specialties__ (5) of the house. ✓

Questions

1. What kind of food does the customer prefer?
2. What are the options for chinese food mentioned by the waiter?
3. How could you describe Guangdong food?
4. What type of food does the customer choose in the and?
5. What does the customer order specificallys?

Answer

1. Her like a ~~Guangdong~~ chinese food ✓
2. There is Guangdong food and sanghai food ✗
3. Guangdong food is a bit light, while Beijing good is heavy and spicy. ✓
4. ~~customer choose~~ The customer chose Guangdong right food ✓
5. Customers want to take their orders home ✓

Post- test   100

Name : Dpriyana Maleu Lulai

Class : XI Mipa I

Dialogues / Conversation
Fill in the blank with the correct word or phrase based on the audio you have heard! And answer the questions below!

Guangdong food	Specialties	Favorite	Menu	Chinese cuisines

"Ordering Dishes"

Waiter   : Are you ready to order, sir?

Customer : Yes, have you a __menu__ (1), please? ✓

Waiter   : Here you are, what kind of food do you prefer, chinese or American?

Customer : Chinese food, please. ✓

Waiter   : What's your __favorite__ (2)? We have Sichuan food, Guangdong food and shanghai food.

Customer : I am unfamiliar with the __chinese cuisine__ (3). Could you please explain to us? ✓

Waiter   : Guangdong food is a bit light, while Beijing good is heavy and spicy. Sichuan food has a strong and hot taste, and shanghai food is oily.

Customer : I'd like to eat something light, __Guangdong food__ (4) please. ✓

Waiter   : Ok. Here is the menu. ✓

Customer : I'll take some __Specialties__ (5) of the house.

Questions

1. What kind of food does the customer prefer?
2. What are the options for chinese food mentioned by the waiter?
3. How could you describe Guangdong food?
4. What type of food does the customer choose in the end?
5. What does the customer order specificallys?

1. The good food customer like is chinese food ✓

2. fish food, Sichuan food, Seood food, guandorg food, Hard food Shanghai good ✓

3. Guandong food is a typical food originating from the city of guandong, china ✓

4. I'd like to eat something light guandong food. ✓

5. Customer take any specialties of the house. ✓

APPENDIX 4 : Documentation

APPENDIX 5: Form of Rekomendation Research

APPENDIX 6 : Form of Government Research Agreement

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenvile No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: 4106/S.01/PTSP/2024	Kepada Yth.
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulawesi Selatan
Perihal	: **Izin penelitian**	

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B-649/IN.39/FTAR.01/PP.00.9/02/2024 tanggal 20 Februari 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**PIBRIANTI**
Nomor Pokok	:	18.1300.026
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	JL Amal Bakti No. 08 Soreang Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE USE OF SPOTIFY TO IMPROVE STUDENTS LISTENING ABILITY AT SECOND GRADE STUDENTS OF SMAN 4 PAREPARE "

Yang akan dilaksanakan dari : Tgl. *22Februari s/d 22 Maret 2024*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 22 Februari 2024

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare
2. Pertinggal

APPDENDIX 7 : Form of Completion of Research at SMAN 4 Parepare

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 PAREPARE

SURAT TELAH MELAKUKAN PENELITIAN
Nomor 421.3/200-UPT SMA 4/PARE/DISDIK

Berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor : 41065/S.01/PTSP/2024. Sehubungan dengan hal tersebut, maka yang bertanda tangan di bawah ini Kepala UPT SMAN 4 Parepare menerangkan bahwa :

Nama   : Pibrianti
Universitas/Lembaga   : Institut Agama Islam Negeri (IAIN) Parepare
Fakultas/Program Studi   : Tarbiyah / Tadris Bahasa Inggris
Alamat   : Jln. Amal Bakti No. 8 Parepare

Telah melakukan penelitian di UPT SMAN 4 Parepare dengan judul penelitian *"The Use of Sptify to Improve Students' Listening Ability at the Second Grade Students of SMAN 4 Parepare"*. Dengan lama penelitian 1 bulan terhitung sejak mulai Tgl 22 Februari s/d 22 Maret 2024 .

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 13 Mei 2024
Kepala UPT SMA Negeri 4 Parepare

HAMZAH WAKKANG, S.Pd , M.Pd
Pangkat   Pembina Tk. I
NIP. 19680506 199512 1 006

APPENDIX 8: Thesis Supervisor Appointment

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1414 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	: a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
	b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	: 1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
	2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
	3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
	4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
	5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
	6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
	7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
	8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
	9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
	10.	Peraturan Menteri Agama Nomor 18 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare
Memperhatikan	: a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307361/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
	b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;
Kesatu	:	Menunjuk saudara: 1. Hj Nurhamdah, S.Ag., M.Pd.
		2. Dr. Magdahalena Tjalla, M.Hum

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Pibrianti
NIM	:	18.1300.026
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Use Of Spotify To Improve Students Listening Ability In Grade Two Students Of SMAN 4 Parepare

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di	:	Parepare
Pada Tanggal	:	28 Maret 2023

Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

CURRICULUM VITAE

Pibrianti, the writer, was born in Parepare on 19 June 2000 in West Sulawesi. She is the fourth of five children. Her father name is Darwis, and her mother name is Irnawati. She is a student of the English Education Department in the Faculty of Tarbiyah at the State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2006 at SDN 34 Parepare. She continued her study at SMPN 1 Parepare, then continued her study at SMAN 4 Parepare. Then, she continued her studies at the State Islamic Collage of Parepare, which switched status to the State Islamic Institute of Parepare, Faculty of Tarbiyah English Education Department and completed her study with the title "The Use of Song on Spotify App to Improve Students' Listening Ability of SMAN 4 Parepare".