

**THE EFFECT OF USING SPOTIFY PODCASTS ON INCREASING
STUDENTS' LISTENING SKILLS IN 2ND SEMESTER OF THE ENGLISH
STUDY PROGRAM AT STKIP PGRI TRENGGALEK**

THESIS

By:

ABHISTA WAHYU ANANTA

(2088203019)



**THE COLLEGE OF TEACHER TRAINING AND EDUCATION PGRI
TRENGGALEK**

THE ENGLISH DEPARTMENT

2024

**THE EFFECT OF USING SPOTIFY PODCASTS ON INCREASING
STUDENTS' LISTENING SKILLS IN 2ND SEMESTER OF THE
ENGLISH STUDY PROGRAM AT STKIP PGRI TRENGGALEK**

THESIS

Submitted to fulfill one of the requirements to obtain the Sarjana Degree (S-1) in
English Education at the English Department of the College of Teacher Training
and Education PGRI TRENGGALEK

By

ABHISTA WAHYU ANANTA

NPM: 2088203019

**THE COLLEGE OF TEACHER TRAINING AND EDUCATION PGRI
TRENGGALEK**

THE ENGLISH DEPARTMENT

2024

MOTTO AND DEDICATION

MOTTO:

“Dies vere homines moriuntur, cum nemo eorum meminit”

(The day Humans truly Die, is when no one remembers them)

“What were once burdensome and challenging tasks, difficult to carry and hard to think through with all the obstacles, will turn into something very enjoyable when they become mere memories.”

-Buya Syakur, The Last Message

DEDICATION:

By praising Allah SWT, thanks for the blessing, guidance, chance, health, and power. I dedicate this piece of work to:

- 1. My parents, Mr. Tri Wahyu Widodo and Mrs. Kasmini, always motivate and support the writer with endless love.**
- 2. Mrs. Dwi Putri Hartiningsari, S.Pd, M.Pd, gave me advice and motivated the writer to finish this thesis.**

ADVISORS' SHEET OF THESIS

This is to certify that the thesis proposal of:

Name : Abhista Wahyu Ananta

NPM : 2088203019

Title : The Effect of Using Spotify Podcasts On Increasing Students'
Listening Skills in the 2nd Semester of The English Study Program
at STKIP PGRI Trenggalek.

Has been approved by the thesis advisors for further approval by the Board of
Examiners.

Trenggalek, 14 June 2024

Advisor I,



Dwi Putri Hartiningsari, S.Pd, M.Pd

NIDN. 0715068320

EXAMINERS' APPROVAL

This is to certify that the thesis of:

Name : Abhista Wahyu Ananta

NPM : 2088203019

Title : The Effect of Using Spotify Podcasts On Increasing Students'
Listening Skills in the 2nd Semester of The English Study
Programat STKIP PGRI Trenggalek.

Has been examined and approved by the Board of Examiners on 20 June 2024

Board of Examiners,

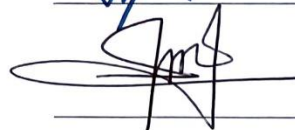
1. The Chairperson : Dwi Putri Hartiningsari, M. Pd

NIDN. 0715068302



2. Secretary : Wawan Prasetyo, M. Pd

NIDN. 0723048303



Acknowledge by:

The Head of STKIP PGRI Trenggalek



DWI KUNCOROWATI, M.Pd

NUPN. 9907006131

DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Abhista Wahyu Ananta
NPM : 2088203019
Department : English Education Department

Declare that:

- 1) This thesis has never been submitted to any other tertiary education Institution for any other academic degree
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include without due acknowledgement, the work of any other person
- 3) If at a later time, it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Trenggalek, 14 June 2024

The Statement Maker



Abhista Wahyu Ananta

NPM. 2088203019

ACKNOWLEDGEMENT

Praise the almighty Allah because of His blessing so the writer can finally finish this thesis. This thesis is submitted as a partial fulfillment for attaining the degree of Strata One (S-1) of the English Department at The College of Teacher Training and Education of STKIP PGRI Trenggalek.

The writer would like to express her highest gratitude to the honorable:

1. Mrs. Dr. Hj. Dwi Kuncorowati, M. Pd. as the Chairperson of STKIP PGRI Trenggalek.
2. Mrs. Astried Damayanti, M. Pd. as the Head of the English Education Department of STKIP PGRI Trenggalek.
3. Mrs. Dwi Putri Hartiningsari S. Pd, M. Pd, the advisor who directed the writer Dan gave lots of suggestions for accomplishing this thesis. Also, never forget to remind me if I make a mistake and slack off when doing my research and thesis
4. All lecturers of the English Education Department of STKIP PGRI Trenggalek.
5. My beloved parents, Mr. Tri Wahyu Widodo and Mrs. Kasmini, always give the best for me whatever the means and reasons. Who always supports and prays for his child no matter what happens. And never got tired of me even though I'm so hard-headed, and will always be there when I'm coming back home
6. My so-called' Teacher, "brother from a different mother", and also my friends that I'll always remember even after the day I die, Ja'far Shadiq who always had my back, always scolded me if I made a mistake, always guide me to become a better person, also make fun of me when there's a chance even the slightest, and the one who helped me come up with my thesis idea based on a joke.
7. My friend Willem Sagayu, always supports me in the process of carrying out this thesis.
8. My beloved friend in the 2nd semester who helped the writer to finish the research.

9. My entire classmates, the eighth-semester students of the English Education Department of STKIP PGRI Trenggalek, have been together and assisted for these 4 years.
10. I can't forget my Beloved brother and Sister from the Mapala who always believed in me and counted on me every time and always be there to support me through tough times.
11. And lastly for someone who used to be with me through high and low, someone who always made me happy whenever I got sad, and someone who always be there for me, someone that I used to call home. I hope that you will always be happy and always have the strength to carry on in this harsh world, I will always be here for you whenever you need me.
12. Last but not least, I want to thank myself, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times. And always trying to survive until this point onward and never considering giving up.

Finally, the writer fully realizes that this work is still far from being perfect. Therefore, the writer expects any suggestions and advice to improve this work. Hopefully, this thesis can make some contribution and have positive effects on the development of education.

Trenggalek, 14 June 2024

The writer, Abhista

ABSTRACT

Title: The Effect of Using Spotify Podcasts on Increasing Students' Listening Skills in 2nd Semester of The English Study Program at STKIP PGRI Trenggalek.
By: Abhista Wahyu Ananta, NPM: 2088203019. Department: English Language Education Department, STKIP PGRI Trenggalek.

Keywords: English Podcasts, Spotify, Listening Skills, Students, STKIP PGRI Trenggalek.

This study examines how English podcasts on Spotify affect the listening skills of 2nd-semester students in the English Study Program at STKIP PGRI Trenggalek. A quantitative approach was used, featuring a pre-experimental design with one group taking a pretest and a post-test. The study focused on all 2nd-semester students, with a sample of 20 students analyzed in detail.

Students took a listening skills test before and after listening to selected English podcasts on Spotify for two weeks. These podcasts exposed students to different accents, vocabularies, and styles of spoken English.

After two weeks, a post-test showed significant improvement in the students' listening skills, indicating that listening to these podcasts positively impacted their ability to understand spoken English. This suggests that incorporating podcasts into the curriculum could be an effective and enjoyable way to enhance listening skills.

The data analysis revealed significant values in both the Reliability Test and the Wilcoxon Signed-Rank Test. The Reliability Test scores were 0.733 for the pretest and 0.759 for the post-test, showing consistent measurement reliability. The Wilcoxon Signed-Rank Test results were 0.000 for both tests, indicating a substantial difference between the pretest and post-test scores. Additionally, the Paired Sample T-test showed a significance value (2-tailed) of 0.00, confirming that the hypothesis (H_a) is accepted.

TABLE OF CONTENT

MOTTO AND DEDICATION.....	iii
ADVISORS' SHEET OF THESIS	iv
EXAMINERS' APPROVAL	v
DECLARATION OF AUTHORSHIP.....	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENT	x
LIST OF TABLES.....	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I	1
INTRODUCTION	1
1.1 BACKGROUND OF THE RESEARCH.....	1
1.2 LIMITATION OF THE RESEARCH	7
1.3 STATEMENT OF THE PROBLEM	7
1.4 RESEARCH OBJECTIVES.....	7
1.5 RESEARCH SIGNIFICANCE.....	8
1.6 DEFINITIONS OF KEY TERMS	9
CHAPTER II	12
LITERATURE REVIEW.....	12
2.1 THEORETICAL FRAMEWORK.....	12
2.1.1 THE DEFINITION OF LISTENING SKILLS	12
2.1.2 THE IMPORTANCE OF LISTENING	12
2.1.2.1 LISTENING COMPREHENSION COMPONENTS	13
2.1.2.2 THE COMPONENT OF LISTENING	15
2.1.2.3 ASSESSING LISTENING	17
2.1.2.4 TEACHING MEDIA OF LISTENING.....	18
2.1.3 SPOTIFY PODCAST.....	20
2.1.3.1 DEFINITION OF PODCAST.....	20

2.1.3.2 DEFINITION OF SPOTIFY.....	22
2.1.3.3 CHARACTERISTICS OF SPOTIFY PODCASTS.....	24
2.1.3.4 PROCEDURES OF SPOTIFY PODCAST TECHNIQUE.....	26
2.1.3.5 ADVANTAGES AND DISADVANTAGES OF SPOTIFY PODCASTS TECHNIQUE.....	28
2.2 RELEVANT THEORIES: THE USE OF PODCASTS AND SPOTIFY IN EDUCATION.....	30
2.3 CONCEPTUAL FRAMEWORK.....	37
2.4 HYPOTHESIS.....	38
CHAPTER III.....	39
RESEARCH METHOD.....	39
3.1 RESEARCH DESIGN.....	39
3.2 THE PROCEDURE OF THE RESEARCH.....	41
3.2.1 PLANNING.....	41
3.2.2 ACTING.....	42
3.1.3 REPORTING.....	42
3.3 POPULATION AND SAMPLE.....	43
3.3.1 POPULATION.....	43
3.3.2 SAMPLE.....	44
3.4 IDENTIFICATION OF RESEARCH VARIABLE.....	45
3.4.1 INDEPENDENT VARIABLE “X”.....	45
3.4.2 DEPENDENT VARIABLE “Y”.....	45
3.5 METHOD AND INSTRUMENT OF DATA COLLECTION.....	45
3.5.1 METHODS OF COLLECTING DATA.....	45
3.5.2 INSTRUMENT OF COLLECTING DATA.....	48
3.5.2.1 VALIDITY OF THE TEST INSTRUMENT.....	48
3.5.2.2 RELIABILITY OF THE TEST INSTRUMENT.....	49
3.5.2.3 DIFFICULTY OF QUESTION.....	50
3.6 METHOD OF ANALYSIS DATA.....	51
3.6.1 DATA ANALYSIS OF NORMALITY TEST.....	51
3.6.2 DATA ANALYSIS OF HOMOGENEITY TEST.....	52
3.6.3 T-TEST.....	53
CHAPTER IV.....	55
RESEARCH FINDINGS.....	55

4.1.1 TEST	55
4.1.1.1 PRE-TEST	56
4.1.1.2 POST-TEST.....	57
4.2 DATA ANALYSIS.....	59
4.2.1 VALIDITY TEST	59
4.2.2 RELIABILITY TEST	61
4.2.3 DESCRIPTIVE STATISTIC TEST.....	62
4.2.4 WILCOXON SIGNED-RANK TEST	64
4.3 HYPOTHESIS TEST.....	67
4.3.1 PAIRED SAMPLE T-TEST.....	68
4.4 INTERPRETATION.....	72
CHAPTER V	74
CONCLUSION AND SUGGESTION.....	74
5.1 CONCLUSION.....	74
5.2 SUGGESTION	76
REFERENCES	78
APPENDICES	80

LIST OF TABLES

No.	Number of Table	Name of Table	Page
1.	Table 3.1	The Experimental Design	32
2.	Table 3.2	Distribution of Research Populations	35
3.	Table 3.3	Distribution of Research Samples	36
4.	Table 3.4	Independent and Dependent Variable Table	37
5.	Table 4.1	The result of the Pre-Test Score	66
6.	Table 4.2	The result of Post-Test Result	68
7.	Table 4.3	Reliability of Pre-Test Result	71
8.	Table 4.4	Reliability of Post-Test Result	72
9.	Table 4.5	Analysis of Descriptive Statistics	73
10.	Table 4.6	Table Wilcoxon Signed-Rank Test	76
11.	Table 4.7	Paired Sample Statistic (Pre-test and Post-test)	79
12.	Table 4.8	Paired Sample T-Test	79

LIST OF FIGURES

No.	Figure Number	Figure Title	Page
1.	2.1	Theoretical Framework	28

LIST OF APPENDICES

No.	Title of Appendix
1.	Title Approval Sheet
2.	Research Instrument
3.	Validation of Instrument
4.	Validation of References
5.	The Recapitulation Score of Pre-Test
6.	The Recapitulation Score of Post-Test
7.	Appendix of Student's Response to Pre-Test
8.	Documentation of Student's Response Post Test
9.	Student's Result Treatment
10.	Documentation
11.	Thesis Personal Guidance
12.	Curriculum Vitae

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the limitation of the problem, the formulation of the problem, the objectives of the research, the significance of the research, and the definition of the key terms.

1.1 Background of the Research

Research conducted by the Researcher of The Universitas Pendidikan Indonesia found that the use of podcasts can enhance students' listening and speaking skills in learning English, demonstrating the significant potential for podcasts in Indonesian education. The use of podcasts as a tool for English as a Foreign Language (EFL) learning has also been highlighted by other studies.

A study by Ayu Asyifah and Indriani in 2021 showed that podcasts can be an effective technology-based learning tool in improving the listening skills of EFL students in Indonesia. They found that the use of podcasts in English language learning can enhance students' listening comprehension and expand their vocabulary.

Furthermore, research conducted by Chester et al. in 2011 found that the use of podcasts in education positively impacts students' attitudes, behaviors, and self-efficacy. They suggest that

podcasts can be used for various educational purposes, including exam revision, demonstrating their benefits in increasing students' listening interest.

From this research, it is expected to be found that the use of Spotify podcasts significantly increases students' interest in and listening skills. This research also aims to identify factors that influence the effectiveness of podcasts in education, such as content types, frequency of use, and student engagement.

In today's digital era, podcasts have emerged as an effective and engaging educational medium, especially among the younger generation. According to **MasterClass (2024)**, podcasts provide audio content that can be accessed anytime and anywhere, offering flexibility not available in traditional learning methods. The use of Spotify podcasts, in particular, has caught the attention of educators as a tool for enhancing students' listening skills.

Podcasting has become a rapidly growing global phenomenon in the last decade, offering a new and dynamic way to consume audio content, according to **Riverside.FM (2024)**, with more than 500,000 active podcast shows and over 18.5 million episodes available, podcasting has experienced a 300% growth, with approximately 73 million American listeners every month². This phenomenon is not limited to entertainment but has also penetrated

the world of education, where podcasting is now considered a promising learning tool.

Podcasting originated from the concept of 'audio blogging' in the 1980s, but it wasn't until 2004 that the term 'podcasting' began to be used. Since then, podcasting has evolved into a recognized medium for disseminating information and education. In 2020, there were over 1 million active podcasts with more than 30 million episodes available.

In the context of education, podcasting offers various benefits, including the ability to learn anytime and anywhere. According to **Erin D. Besser, Lauren E. Blackwell & Matthew Saenz (2022)**, student-created podcasts have been proven to improve reading, writing, and listening skills, promote student engagement and collaboration, and lead to advancements in literacy development.

Erin D. Besser, Lauren E. Blackwell, and Matthew Saenz, in their 2021 study, emphasize that podcasting supports students in storytelling techniques that highlight the importance of logical and coherent thinking. They also found that student-created podcasts have been proven to enhance reading, writing, and listening skills, as well as promote student engagement and collaboration, leading to literacy development.

A study by Chester et al. (2011) found that the use of podcasts in education has a positive impact on students' attitudes, behaviors, and self-efficacy. They suggest that podcasts can be used for various educational purposes, including exam revision, demonstrating its benefits in increasing students' listening Skills.

In Indonesia, the use of podcasts for education is still relatively new but has shown significant potential. Research conducted by Ni Made Sinta (2020) at SMPN 35 Makassar showed that the use of the Spotify application improved students' listening comprehension, with the average score increasing from 52.80 in the pre-test to 84.40 in the post-test. Similar research by Abdulrahman et al. (2020) also found that podcasts have a significant impact on EFL students' listening comprehension in Indonesia, with data analysis results showing a significant difference in post-test scores between the two groups, favoring the experimental group.

Research conducted by the Universitas Pendidikan Indonesia also found that the use of podcasts can improve students' listening and speaking skills in learning English, indicating the significant potential of podcasts in education in Indonesia. Spotify, as one of the largest podcast platforms, offers various educational programs that can assist students in learning. With features such as custom playlists and algorithm-based recommendations, Spotify makes it easy for

students to find content that matches their learning interests and needs.

This research will focus on using Spotify podcasts at 2nd Semester of The English Study Program students. Considering factors such as accessibility, content types, and frequency of use, this research aims to provide insights into the effectiveness of podcasts as an educational tool.

The 2nd Semester of The English Study Program was chosen as the research location for several strategic reasons, including the diversity of student backgrounds and the institution's readiness to adopt new technologies in the learning process. This research will evaluate the extent to which podcasts can engage students' interest in learning and improve their listening skills.

In recent decades, technology has revolutionized the way we learn and teach languages. From cassette tapes and CD-ROMs to mobile apps and podcasts, language learning tools have evolved to meet the needs of different generations. Podcasts, in particular, have become a valuable tool in education due to their ability to provide accessible and relevant content to learners.

Podcasts offer a more flexible and personalized approach to language learning. Students can listen to episodes on topics they are interested in, which enhances motivation and engagement in the learning process. Additionally, podcasts often feature native

speakers, providing exposure to authentic accents, intonations, and language use.

Spotify, one of the leading music and podcast streaming platforms, has introduced new features that allow users to discover and subscribe to podcasts that match their interests. These features especially benefit students who want to improve their listening skills in specific languages. With a vast and diverse catalog, Spotify provides access to unlimited language learning resources.

By expanding the use of podcasts in education, especially through platforms like Spotify, educators can create more dynamic and engaging learning experiences for students. Podcasts not only aid in improving listening skills but can also be used to enrich learning content and provide valuable additional resources. This research is expected to provide new insights for educators in designing more effective and adaptive learning strategies for technological advancements.

Overall, integrating podcasts into the educational curriculum can significantly contribute to improving the quality of education in Indonesia, especially in enhancing students' listening interests and literacy skills. With a better understanding of the benefits and potential of podcasts in education, educators and policymakers can adopt more innovative and inclusive approaches to support the teaching and learning process. This research also opens up

opportunities for further exploration of how digital technology can be used to enhance learning outcomes in various educational contexts.

1.2 Limitation of the Research

Based on the study background above, the study's limit is the 2nd Semester of the English Study Program at STKIP PGRI Trenggalek. The researcher focused on Students' Listening Skills and the material was limited to Spotify podcasts suitable for the 2nd Semester students.

1.3 Statement of the Problem

From the limitation of the problem above, the researcher formulates the problem statement as follows: "Is there any significant effect of using Spotify Podcasts on Students' Listening Skills in the 2nd Semester of The English Study Program at STKIP PGRI Trenggalek?".

1.4 Research Objectives

Research objectives are statements that describe what your research aims to achieve. These objectives should be specific, measurable, achievable, relevant, and time-bound (SMART). Here are example research objectives for your study on the influence of Spotify podcasts on student listening interest:

The objective of the research is to determine whether there is a significant effect of using Spotify Podcasts on increasing Students' Listening Skills in the 2nd Semester of The English Study Program at STKIP PGRI Trenggalek.

1.5 Research Significance

The significance of this research lies in its potential contribution to understanding and educational practices, particularly in the context of using digital media to enhance student listening interest. Here are some important aspects of the significance of this research:

The result of this study is expected to be useful for English teachers, students, and other researchers.

1. For English Teachers

The result of this study is expected to provide English teachers with an alternative solution in the learning process, especially in teaching listening skills using Spotify podcasts.

2. For Students

The result of this study is expected to help students be more active in the learning process and solve their problems in mastering listening skills.

3. For Other Researchers

The result of this study is expected to provide useful information to other researchers, especially novice researchers who are interested in English language learning and the use of podcasts in education.

1.6 Definitions of Key Terms

In research, it is important to clearly define key terms to ensure that readers have a shared understanding of the important concepts used in the study. Definitions of key terms help reduce ambiguity and enhance clarity in scientific communication. Here are expanded definitions of the key terms with more detailed definitions and expert opinions:

1.6.1 Listening Skills:

The ability to understand and interpret messages in spoken language. This involves cognitive processes such as paying attention, decoding, and remembering the information heard.

According to Sowjanya Pedada, defining terms in research helps build a strong foundation for communication and understanding, as well as improving the quality and precision of research.

Other experts emphasize that clear definitions enable readers to follow the argument, methods, and findings of the research more easily, thus enhancing consistency and precision.

1.6.2 Podcast:

A **podcast** is a collection of digital media files distributed over the Internet. These files can be played back on portable media players and personal computers. The term “podcast” can refer either to the content itself or to the method by which it is syndicated (also known as podcasting). Additionally, podcasts are edited pieces of content that can be complete radio programs, edited extracts, or unique content with specific themes. They are designed to be subscribed to and listened to as a series. In summary, podcasts offer diverse content, from documentaries and fiction to critical discussions, making them a valuable medium for disseminating research and engaging with audiences.

1.6.3 Spotify:

Spotify is a digital music service that provides access to millions of songs, podcasts, and videos from artists worldwide. Users can enjoy content either for free with advertisements or via a subscription model without ads.

The platform utilizes complex algorithms and data analytics to personalize the user experience and suggest new content based on listening habits. Founded in 2006 by Swedish entrepreneurs Daniel Ek and Martin Lorentzon, Spotify has revolutionized music listening by pioneering the shift to streaming and expanding its global presence over the past 15 years.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical framework, relevant theory, conceptual framework, and hypothesis.

2.1 Theoretical Framework

In this section, let's explore the theoretical framework related to **listening skills**, specifically focusing on the components that contribute to effective listening skills. As we investigate "The Effect of Using Spotify Podcasts on Increasing Students' Listening Skills in 2nd Semester of The English Study Program at STKIP PGRI Trenggalek" understanding the foundational aspects of listening is crucial.

2.1.1 The Definition of Listening Skills

Listening is a skill that is highly important and complex, similar to speaking, reading, and writing. The listening process involves more than just understanding linguistic components; it is an active mental and emotional process, where individuals use their ears, brains, and hearts to understand, interpret, and respond to conveyed messages. Scholars such as Thomas G. Devine (1978) and Debra L. Worthington along with Graham D. Bodie (2018) describe listening as an activity involving complex affective, behavioral, and

cognitive processes. Tiffany D. Kriz (2021) emphasizes the importance of listening in the workplace, while Victoria Leonard (2021) outlines five stages of the listening process. Listening differs from other skills because listeners must think quickly to access all relevant knowledge needed to understand language in a short amount of time. The goal of listening is to enable learners to communicate with others and understand the language being learned; with good listening mastery, we can successfully learn foreign languages and communicate effectively.

2.1.2 The Importance of Listening

Listening allows us to learn new information, connect with others, and understand ourselves. We are not born with this skill; listening requires practice and awareness to be improved. Becoming a better listener will enable you to be a more productive student, a better relational partner, and a more successful professional.

By understanding the complex listening process and the opinions of experts, we can appreciate the depth of this skill and why it is important to develop effective listening abilities in all aspects of our lives.

2.1.2.1 Listening Comprehension Components

Effective listening involves several interconnected components that contribute to successful communication. Let's delve into each of these components:

1. **Working Memory:** Working memory plays a crucial role in listening comprehension as it allows individuals to store information temporarily while they process and understand other information.
2. **Attention:** Attention is also important in listening comprehension because individuals need to be able to focus on the information they hear and ignore distractions.
3. **Vocabulary:** Listening comprehension requires a good understanding of vocabulary. Individuals must be able to understand the words they hear to grasp the overall meaning of what is being said.
4. **Syntactic Knowledge:** Knowledge of sentence structure and grammatical rules is also essential in listening comprehension.
5. **Inference:** The ability to make inferences or draw conclusions based on the information heard is also important in listening comprehension.
6. **Theory of Mind:** Theory of mind refers to the ability to understand and predict the thoughts, feelings, and intentions of others. This is important in listening comprehension because we often need to understand the intent behind the spoken words.
7. **Comprehension Monitoring:** Comprehension monitoring refers to the ability to check our understanding as we listen.

This allows us to identify when we do not understand something and take steps to improve our comprehension.

According to Young-Suk Grace Kim and Heather Pilcher in their book “What is Listening Comprehension and What Does It Take to Improve Listening Comprehension?” published by Springer in 2016, many language and cognitive skills contribute to listening comprehension. They argue that listening comprehension instruction should be an integral part of reading and writing instruction, incorporating these language and cognitive skills.

2.1.2.2 The Component of Listening

Listening is a complex process that involves various interrelated components. Experts in the fields of communication and psychology have identified several key components that form an effective listening process:

- 1. Attention:** Attention is a key component in listening. It involves focusing on the speaker and ignoring distractions.
- 2. Understanding:** Understanding is the process of interpreting the sounds heard into meaningful content.
- 3. Evaluation:** Evaluation involves assessing the message heard. This includes judging the accuracy, relevance, and credibility of the message.

4. **Remembering:** Remembering is the process of storing the information heard for future use.
5. **Formulating a Response:** Formulating a response involves creating a reply to the message heard.

According to Amy Gallo in her article “What Is Active Listening?” published by Harvard Business Review in 2024, active listening requires mastery of many skills, including reading body language and tone of voice, maintaining attention, and being aware of and controlling emotional responses.

Julian Treasure, an expert in speaking and sound, in the podcast episode “Communication Means Paying Attention: The Four Pillars of Active Listening” published by Stanford Graduate School of Business in 2023, shares that listening is where human understanding begins.

According to Zenger and Folkman in their article “What Great Listeners Do” published by Harvard Business Review in 2016, good listening involves three components: not interrupting the speaker, following along with facial expressions, and being able to repeat almost verbatim what the speaker just said.

2.1.2.3 Assessing Listening

Assessing is needed in the learning process to measure the student's ability and how they getting on. Speaking is the most difficult skill to be assessed out of the four language skills. According to Ginther (2013), assessing speech requires that we observe "live" oral performance we capture performance in some way for evaluation at a later time. An elicitation method must be selected, a rating scale must be developed, and interviewers and/or assessors must be trained. Therefore, understanding the assessment of speaking requires examination of assessment methods, scales, and raters.

In the realm of language learning, listening comprehension is a multifaceted skill. As argued by Young-Suk Grace Kim and Heather Pilcher in 2016, it encompasses a variety of cognitive abilities including working memory, attention, vocabulary, syntactic knowledge, inferencing, theory of mind, and comprehension monitoring. These components play a crucial role in understanding spoken language and interpreting its meaning. Complementing this perspective.

2.1.2.4 Teaching Media of Listening

Teaching listening is a critical component of language education. Experts have developed various strategies to help

students develop effective listening skills. Here are some teaching listening strategies accompanied by expert opinions:

1. **Podcast:** A podcast is an audio medium that can be downloaded and listened to at any time. According to research published on ResearchGate by Retno Setya Budiasningrum and Rahmi Rosita in 2022, podcasts can be used as a teaching tool for listening. Podcasts help students understand intonation, rhythm, and stress in the language.
2. **Authentic Video:** Authentic videos, such as TED Talks, can be used to enhance students' listening comprehension. According to research published by the University of Oregon, authentic videos can motivate students and improve their listening comprehension.
3. **Songs:** Songs in the target language can be used as a medium for teaching listening. According to research published by IHDN by Ni Luh Gede Windy Lestary and Si Luh Nyoman Seriadi, songs can help students understand intonation, rhythm, and stress in the language.
4. **Audio Stories:** Audio stories or audiobooks can be used as a medium for teaching listening. According to research published by Daviq Rizal in 2022, audio stories can help

students understand plots and characters, as well as improve their vocabulary and sentence structure.

5. Dialogues and Conversations: Dialogues and conversations can be used as a medium for teaching listening. According to research published on SpringerLink by Klára Šed'ová, Zuzana Šalamounová, Roman Švaříček, and Martin Sedláček, dialogues and conversations can help students understand how language is used in real-life contexts.

According to Julian Treasure, an expert in speaking and sound, in the podcast episode “Communication Means Paying Attention: The Four Pillars of Active Listening” published by Stanford Graduate School of Business in 2023, listening is where human understanding begins.

Also, According to Jack C. Richards in his book “Teaching Listening and Speaking: From Theory to Practice,” courses in listening and speaking skills have an important place in language programs worldwide today.

2.1.3 Spotify Podcast

This section elaborates on the definition, characteristics, procedures, advantages, and disadvantages of Spotify Podcast.

2.1.3.1 Definition of Podcast

Podcasts, as a relatively new medium, have experienced rapid growth since they first emerged in the early 21st century. The definition of podcasts can be expanded to include audio programs broadcasted over the internet, allowing users to listen to recorded content or live broadcasts according to their preferences. It is a highly flexible form of media, enabling content creators to reach audiences without time or location constraints.

According to Jemily Rime and colleagues in a study published in 2022, podcasts are considered an innovation in audio media that centers around six key concepts that must be maintained during innovation to preserve the essence of podcasts. Hannah McGregor, in the Oxford Research Encyclopaedia of Literature published in June 2022, describes podcasts as a new digital text that requires a new analytical approach rooted in understanding the history, capabilities, and politics of media.

Podcasts have become a significant platform for investigative journalism, education, and entertainment, often offering content that is more intimate and personal compared to

traditional media. Podcasting allows content creators to create programs focused on specific niches, serving small communities with particular interests. This has led to a significant growth in the number of podcasts available, with Apple announcing that they had reached 2 million podcasts in 2021.

The unique characteristics of podcasts, such as their parasocial intimacy—where listeners tend to perceive their favorite podcast hosts as "friends in their ears"—have helped this medium build strong relationships with its audience. Unlike radio, podcasts tend to adhere less to professional production standards, and podcast hosts tend to be less formal and more conversational than radio hosts.

Although podcasts have roots in amateur and DIY culture, the success of podcasts like 'Serial' has contributed to the formalization of the industry around podcast networks and a series of entrepreneurial practices, largely focused on attracting advertisers or other ways to monetize shows. While the most financially successful shows are still disproportionately produced in the United States and hosted by white men, the medium continues to diversify. The creation of podcasts that speak directly to and from the perspectives of specific communities encourages listening within those communities, which in turn drives further podcast creation; this pattern can be observed in the expansion of African American

podcast production between 2010 and 2020, and similar patterns are seen in Indigenous podcasting, queer and trans podcasting, as well as international and non-English language podcasting.

Thus, podcasts have become a multifaceted medium, and studies about them are likewise diverse. Media scholars are interested in questions about what defines podcasting and whether the shift from RSS technology to exclusive platform shows signals the end of the golden age of this medium, while those looking at podcast genres are more interested in exploring how podcasting has created space for new forms of voice-based storytelling.

2.1.3.2 Definition of Spotify

Spotify, founded in Sweden in 2006, has revolutionized the way people consume music in the digital era. As a digital music streaming service, Spotify provides access not only to millions of songs but also podcasts and videos from artists worldwide, making it one of the major players in the music streaming industry. With a business model focused on personalized user experience, Spotify has successfully attracted users with features such as customized playlists, algorithm-based recommendations, and the ability to discover new content.

Experts at Spotify Research, the official blog of Spotify's research, are dedicated to expanding knowledge about audio

technology every day. They share open-source frameworks, tools, libraries, and models for everything from research exploration to large-scale production deployment. This research covers various aspects, ranging from search engine recommendations to user modeling and language technology. In 2024, Spotify Research emphasizes the crucial role of recommendation systems in tailoring personalized user experiences and aiding creator growth.

Additionally, research conducted at Spotify also includes performance evaluations of algorithms and systems, which are essential for online and offline testing. This research influences model decisions and A/B tests, ranging from the use of offline test collections, historical log data, and counterfactual analysis, to metrics developed using mixed quantitative and qualitative method approaches to understand and validate user behavior.

By understanding Spotify's position and business model, we can appreciate how this platform has shaped the music app market and how it continues to innovate to meet the needs of listeners and content creators worldwide. The opinions of these experts were published between 2020 and 2024, indicating that this information is the latest and relevant to current trends.

2.1.3.3 Characteristics of Spotify Podcasts

Spotify podcasts offer a unique listening experience with various features designed to enhance user engagement and provide added value for content creators. Here are detailed characteristics of Spotify podcasts:

1. **High-Quality Audio:** Spotify is known for its clear and rich sound quality, providing users with an immersive listening experience. The platform utilizes advanced encoding technology to ensure that audio is delivered with the best quality without requiring significant bandwidth.
2. **Ease of Access:** With the app available on various devices, including smartphones, tablets, computers, and smart speakers, users can easily access their favorite podcasts anytime and anywhere.
3. **Integration with Various Devices:** Spotify's integration with various devices allows users to start listening on one device and continue on another, providing flexibility and convenience in usage.
4. **Deep Analytical Tools:** Spotify provides in-depth analytical tools for podcast creators, allowing them to track their podcast's performance, understand listener demographics, and tailor their content to reach a wider audience.

5. **Original and Exclusive Content:** Spotify's investment in original and exclusive content has attracted renowned content creators and increased the variety of content available to listeners, strengthening Spotify's position as a prime destination for quality podcasts.
6. **Promotion and Visibility:** Spotify promotes podcasts through charts and personalized recommendations, helping both new and existing podcasts gain visibility and attract new listeners.
7. **Monetization for Content Creators:** The platform offers various monetization options for content creators, including advertising, sponsorships, and subscription models, providing opportunities for podcast creators to earn income from their work.

Research conducted by Spotify Research in August 2021 showed that factors such as vocabulary diversity, uniqueness, emotion, and syntax, among others, correlate with engagement levels based on analysis of written descriptions and audio transcripts created by podcast creators. Additionally, guidelines published on April 11, 2024, provide insights into starting a podcast on Spotify, including tips from experts on building an audience and monetizing the show.

2.1.3.4 Procedures of Spotify Podcast Technique

The use of podcasts in teaching listening has become an interesting research topic for education experts. Here is a procedure enriched with the opinions of experts on the use of Spotify podcasts in the classroom:

1. **Group Formation and Role Assignment:** The class is divided into small groups. Each group member is given a specific role, such as group leader, listener, and recorder. The group leader is responsible for guiding the discussion about the listened podcast, while listeners will roam around to listen and provide feedback, and the recorder will note all interactions that occur.
2. **Provision of Podcast Material:** The teacher provides a list of selected Spotify podcasts based on their relevance to the lesson material. Each group is assigned one podcast to listen to and analyze.
3. **Listening and Analyzing the Podcast:** Groups listen to the podcast and analyze its content, language style, and other important aspects. This involves active listening and critical engagement with the material.
4. **Rotation and Discussion:** Group members as listeners rotate to listen to podcasts from other groups and provide feedback. The facilitator from each group explains their

podcast, while the recorder notes questions and comments.

5. **Presentation and Reflection:** After the rotation, each group presents a summary of their podcast and the feedback received. This encourages reflection and a deeper understanding of the material.

Experts suggest that podcasts can be an effective tool for improving listening and speaking skills. A study by Chaves-Yuste and de-la Peña in 2023 found that the use of podcasts in English as a Foreign Language (EFL) learning had a positive impact on students' linguistic competence, especially in speaking and listening skills. Another research by Asyifah and Indriani in 2021 showed that students found podcasts effective in helping improve listening skills because of their engaging and enjoyable features, which stimulate enthusiasm and motivation for continued learning. Rosmiati and Seftiani 2020 added that the use of audio-based podcast media is feasible and effective for learning material. Wulan in 2018 stated that implementing podcasts can make classroom activities motivating and challenging.

This procedure is designed not only to enhance listening skills but also to enrich the listener's experience with educational and entertaining content. By following these steps, listeners can fully harness the potential of podcasts as learning and entertainment tools.

These expert opinions were published between 2018 and 2023, indicating that this information is the latest and relevant to current trends.

2.1.3.5 Advantages and Disadvantages of Spotify Podcasts Technique

A. Advantages of Spotify Podcast Listening Technique:

1. **Improves Listening Skills:** Spotify podcasts provide authentic material that can enhance students' listening skills. Research by Abdulrahman et al. (2021) shows that using podcasts has a significant impact on students' listening comprehension.
2. **Accessibility:** Spotify makes it easy for students to access a variety of podcasts to support their learning process. With Spotify, students can listen to podcasts anytime and anywhere.
3. **Encourages Self-Learning:** Podcasts allow students to learn independently and develop lifelong learning skills.
4. **Enriches Learning Material:** Podcasts offer rich and diverse content, which can enrich learning material and offer new perspectives to students.
5. **Increases Learning Motivation:** Students feel more motivated to learn English because podcasts provide engaging and meaningful activities for them.

B. Disadvantages of Spotify Podcast Listening Technique:

1. **Dependency on Technology:** Students may become overly reliant on technology and less interact directly with teachers and classmates.
2. **Limitations in Promotion and Monetization:** While Spotify offers detailed analytics, the platform has limitations in terms of promotion and monetization options, which may be a disadvantage for some podcasters.
3. **Difficulty in Individual Assessment:** Teachers may need to be extra careful in monitoring and assessing individual and collective student activities when using podcasts as a learning tool.
4. **Classroom Setup Complexity:** Using podcasts in a classroom setting may require more complex planning and setup compared to traditional teaching methods.

Meanwhile, Besser, Blackwell, and Saenz (2021) in their research published in 2021, explore how podcasts can enhance reading, writing, and listening skills, as well as promote student engagement and collaboration.

2.2 Relevant Theories

Here, the researcher elaborates on the following previous relevant theory to conduct the present research.

2.2.1 The Use of Podcasts in English as a Foreign Language (EFL) Learning Research by Chaves-Yuste and de-la Peña (2023).

They find that podcasts significantly enhance students' linguistic competence by improving listening comprehension, vocabulary, and pronunciation while exposing learners to diverse accents, intonation patterns, and conversational styles. Podcasts specifically benefit speaking and listening skills by providing natural language use, idiomatic expressions, and complex narratives, thus helping students infer meaning and identify context-based cues. The authenticity of podcast content bridges the gap between classroom learning and real-world language use, covering topics relevant to students' interests and specialized fields. The study positions podcasts as an influential teaching strategy, encouraging self-directed learning, curiosity, and critical thinking by developing digital literacy and analyzing diverse perspectives. The flexibility of podcasts allows for continuous language exposure anytime, anywhere, increasing student engagement and intrinsic motivation through compelling and thought-provoking content.

2.2.2 Students' Perspectives on the Impact of Podcasts on EFL Listening

Comprehension Research by Asyifah and Indriani (2021).

In their 2021 study, Asyifah and Indriani found that podcasts significantly enhance EFL students' listening comprehension by providing engaging, real-world conversations, interviews, and narratives. Students agreed on the effectiveness of podcasts in improving listening skills, motivating continued learning through dynamic and authentic content. Educators are encouraged to incorporate podcasts into EFL classes to create relevant learning experiences, exposing students to various accents, vocabulary, and cultural nuances. Podcasts help students understand spoken English in context, expand their vocabulary, and comprehend sentence structures while also developing digital literacy and critical thinking skills. The flexibility of podcasts allows for learning anytime and anywhere, making language acquisition enjoyable and self-directed. By bridging classroom theory with real-world language use, podcasts offer practical exposure to authentic spoken English, which students find valuable and applicable.

2.2.3 The Use of Spotify as a Creative Learning Medium in Social Studies

Rosmiati and Seftiani (2020).

Rosmiati and Seftiani's research delves into the potential benefits of incorporating Spotify into language learning to enhance students' listening skills in both online and offline settings. Their study reveals that using songs, a medium both familiar and engaging to students, significantly improves the ease with which lessons are accepted, understood, and remembered. Spotify, with its extensive library of millions of songs and other audio content from artists worldwide, offers a highly versatile platform for educational use. The dynamic and authentic nature of the material available on Spotify allows teachers to create captivating and relevant learning experiences that resonate with students.

Beyond improving listening skills, the research highlights how songs on Spotify can significantly enhance students' vocabulary through exposure to diverse and context-rich lyrics. This approach not only supports language acquisition but also helps students develop a deeper understanding of different cultural and linguistic nuances. The integration of technology, as exemplified by the use of Spotify, aligns with contemporary educational needs, offering a digital tool that maintains student engagement and provides innovative ways to facilitate learning.

Rosmiati and Seftiani emphasize that the use of Spotify in education bridges traditional teaching methods with modern technological advancements, fostering an environment where students can interact with authentic language in a meaningful way. The flexibility and accessibility of Spotify make it an ideal resource for continuous learning, allowing students to practice their listening skills and expand their vocabulary anytime and anywhere.

In summary, Rosmiati and Seftiani's research underscores the significant impact of using Spotify as an educational tool. Their findings highlight Spotify's effectiveness in enhancing listening skills and vocabulary, demonstrating its value as a creative and engaging medium for language learning. By leveraging the vast array of content available on Spotify, educators can provide students with enriching and enjoyable learning experiences that bridge the gap between theoretical knowledge and real-world application.

Chaves-Yuste and de-la Peña (2023), Asyifah and Indriani (2021), and Rosmiati and Seftiani (2020) each conducted comprehensive studies examining the impact of podcasts on English as a Foreign Language (EFL) learning, though they approached the topic from distinct angles and contexts, offering valuable insights into different dimensions of language acquisition through digital media.

Chaves-Yuste and de-la Peña (2023) embarked on an empirical investigation that meticulously examined the impact of audio podcasts addressing social inequality issues on secondary education students' EFL linguistic competence. This research was not a cursory exploration but rather a detailed analysis of how specific podcast content can influence language learning. The study involved seventy-eight high school students from Madrid, Spain, which is significant as the geographical and cultural context could affect how students respond to and benefit from the podcasts. Their findings revealed significant improvements in EFL competence, particularly in speaking and listening skills. The study underscores the role of relevant, real-world content in enhancing language learning, suggesting that incorporating socially relevant issues can make the learning process more engaging and effective.

In contrast, Asyifah and Indriani (2021) adopted a student-centric approach, aiming to understand the impact of podcasts from the learners' perspectives. Their research design likely involved qualitative data collection methods, such as interviews or surveys, allowing students to express their experiences and preferences directly. Although the specific content of the podcasts was not explicitly mentioned, it is reasonable to assume that the study encompassed a variety of genres, ranging from news and storytelling to educational content. This diversity reflects the richness of the

podcast landscape and its potential to engage learners in different ways. Their findings highlighted the positive impact of podcasts on enhancing students' listening skills within the EFL context. By considering students' viewpoints, Asyifah and Indriani empower educators to tailor podcast selections to meet learners' needs effectively, suggesting a more personalized approach to language learning.

Meanwhile, Rosmiati and Seftiani (2020) ventured beyond traditional boundaries by exploring Spotify—an unconventional yet captivating medium—as a creative learning tool. Their study transcended the narrow confines of language learning, emphasizing the broader educational possibilities offered by digital platforms. While their work was not exclusively focused on EFL, it shed light on the potential of non-traditional platforms for language learning. Spotify, primarily known for music streaming, becomes a canvas for creativity, encouraging learners to engage with language in novel ways. By harnessing Spotify, Rosmiati and Seftiani demonstrated how music, podcasts, and playlists could intertwine seamlessly with language instruction. Their findings encourage educators to think beyond textbooks and explore innovative avenues for language exposure, promoting a multidisciplinary approach to education.

In summary, while all three studies underscored the positive impact of podcasts on EFL learning, they each offered unique

perspectives. Chaves-Yuste and de-la Peña (2023) focused on the importance of content relevance and cultural context in language acquisition, demonstrating significant improvements in speaking and listening skills through podcasts addressing social inequality. Asyifah and Indriani (2021) emphasized the value of understanding students' experiences and preferences, advocating for a more personalized approach to selecting podcast content to enhance listening skills. Finally, Rosmiati and Seftiani (2020) highlighted the innovative use of digital platforms like Spotify to create engaging and multidisciplinary language learning experiences. Together, these studies provide a comprehensive view of the diverse ways in which podcasts can be utilized to enrich EFL education.

2.3 Conceptual Framework

This conceptual framework integrates expert opinions regarding the use of podcasts and Spotify as tools to enhance students' listening skills:

2.4 Hypothesis

Based on the literature review and expert opinions, the proposed hypothesis is as follows:

"The use of the Spotify Podcast Technique has a significant influence on improving the listening skills of second-semester students in the English Study Program at STKIP PGRI Trenggalek. By integrating authentic audio content from Spotify, students are exposed to diverse accents, real-world conversations, and contemporary topics, which enhances their listening comprehension and overall language proficiency. This innovative approach not only boosts students' engagement and motivation but also provides them with practical listening experiences that bridge the gap between classroom learning and real-world language use."

CHAPTER III

RESEARCH METHOD

This chapter discusses the research design, the procedure of the research, the population, and sample, the identification of the research variable, the method and instrument of data collection, and the method of analysis of data.

3.1 Research Design

This quantitative research design, emphasizing the use of numbers and statistics, reflects a commitment to rigor and objectivity in scientific inquiry. As Smith et al. (2021) highlighted, significant advancements have occurred in methods for synthesizing quantitative evidence of effectiveness, including meta-analysis, which addresses the heterogeneity of intervention effects and adjustments for different populations and outcomes. This underscores the importance of selecting appropriate methods for data collection and analysis, thus generating more informative and useful information for policymakers.

Pilcher and Cortazzi (2024) emphasize the complexity, connectivity, and blurred boundaries between 'qualitative' and 'quantitative' methods in research. They suggest that research methods courses and new researchers should question and

deconstruct these binary representations, enabling more flexible research tailored to specific contexts.

In this study, the researcher employs a quantitative approach through an experimental design. The researcher uses a pre-experimental design without randomization, featuring pre-tests and post-tests with nonequivalent groups. The study subjects are divided into two groups: one experimental group receiving treatment using the Spotify Podcast Technique, and a control group receiving conventional methods.

In the educational context, where the Spotify Podcasts Technique is applied to the experimental group, this study has the potential to make significant contributions to our understanding of effective teaching methods. By comparing the results from the experimental and control groups, this study can offer empirical evidence on the benefits or limitations of the technique in enhancing student learning outcomes.

This research also seeks to address common challenges in quantitative research, as discussed in recent scholarly works. For instance, this study will focus on issues such as internal and external validity, reliability, and generalizability of findings, all of which are crucial aspects of high-quality quantitative research.

Table 3.1 The Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X1	O ₂

3.2 The Procedure of The Research

In conducting this research, three stages are carried out by the researcher, they are planning, acting, and reporting.

3.2.1 Planning

The first procedure of this research is the planning stage. The steps of the planning stage are as follows:

- a. The researcher identifies the problem to be studied.
- b. The researcher makes research limitations and formulates the research problem.
- c. Collect the data that is relevant to the research problem to conduct a preliminary study.
- d. Review the syllabus to find out the material that will be studied. The material should be suitable for The 2nd Semester of the English Study Program related to listening ability.
- e. Researchers determine the place, population, and research sample. In determining the research sample, the researcher adjusts to the policies that will be given by the school
- f. Develop research instruments. In this study, the researcher used a test instrument consisting of a pre-test and post-test.

- g. Determine the research time based on the selected material, which is listening about Hotel and Tourism.
- h. Apply for a research permit to the location of research.
- i. The last, carry out the validity and reliability test of research instruments.

3.2.2 Acting

The second procedure in this research is the acting stage. The researcher uses one class as the experimental group and the control group to compare before and after using the treatment. The steps of the acting stage in this research are as follows:

- a. First, the researcher gives a pre-test to the experimental and control groups, to know the students speaking ability
- b. Second, the researcher gives treatment by using the Spotify Podcasts technique on the experimental group. Meanwhile, the control group is not given special treatment and is still taught by the conventional method.
- c. Third, the researcher gives a post-test to both the experimental and control groups. The post-test is used to find out the effect of the Spotify Podcasts Technique on student listening ability.

3.1.3 Reporting

The last procedure in this research is the reporting stage. The steps in the reporting stage are as follows:

- a. The result data of the pre-test and post-test are processed and analyzed. To process and analyze the data, the researcher carried out the quantitative method by using the SPSS 25.0 version.
- b. Conduct research conclusions based on the results of processing and analyzing data.

3.3 Population and Sample

3.3.1 Population

Abdullah (2015) states that population is the overall target being studied, and the research results will be enforced in that population. The population can consist of people, institutions, regions, groups and so on that will be used as a source of information in the research. The research population was research is The 2nd Semester of the English Study Program in STKIP PGRI Trenggalek in the academic years of 2023/2024 which consists of one class divided into two groups.

Table 3.2 Distribution of Research Populations

NO.	CLASS	TOTAL
1.	2 nd Semester of The English Study Program	19
Total Population		19

3.3.2 Sample

The sample is a part of the population. Husain and Purnomo (2001) in Hardani, et al (2020) state that a sample is an element of the population taken using a sampling technique. This research uses non-probability sampling with purposive sampling as the technique of sampling. Purposive sampling is a technique in sampling in which the respondents are chosen based on their knowledge of the information desired. The writer uses this technique because of the consideration of two classes of homogenous abilities that can represent the total population. The sample of this research is The 2nd Semester of the English Study Program in STKIP PGRI Trenggalek in the academic year 2023/2024. Which will be separated into 2 groups, which the 1st group will be the experimental group and the 2nd group will be the control group.

Table 3.3 Distribution of Research Samples

NO.	CLASS	GROUP	TOTAL
1.	Only One Group in 2 nd Semester of The English Study Program at STKIP PGRI Trenggalek	Experimental	19
Total Sample			19

3.4 Identification of Research Variable

3.4.1 Independent Variable “X”

Hardani, et al (2020) states that the independent variable is a variable that will affect the dependent variable in an experiment. So, the independent variable of this research is the Spotify Podcasts Technique.

3.4.2 Dependent Variable “Y”

The dependent variable is a variable that will be influenced by other variables in an experiment (Hardani, et al 2020). So, the dependent variable of this research is student Listening Ability.

Table 3.4 Independent and Dependent Variable Table

No.	Variable	Indicator	Instrument Types
1.	Listening Ability (Y)	Be able to do the test	Test
2.	Spotify Podcasts Technique (X)	Be able to implement the Spotify Podcasts Technique	Test

3.5 Method and Instrument of Data Collection

3.5.1 Methods of Collecting Data

Data collection is an important part of research. It aims to collect information to find out the research problem and find the way out of the problem.

The researcher uses a test as the data collection method in this research. The test consists of two types, they are pre-test and post-test. The scores of pre-tests and post-tests are evaluated based on the scoring rubric of listening.

1. Pre-test

The researcher administered a pre-test to the experimental group and control group before applying the treatment. This pre-test is purposed to measure the student's Listening Ability in the explanation text material. The pre-test consists of instruction to choose one of three topics that are already prepared. Then, the students are asked to interpret and explain the topic in front of the class using an explanation text format.

2. Post-test

The researcher gives the post-test after applying the treatment of Spotify Podcasts Technique. This post-test proposes to measure the experimental group's Listening Ability in explanation text material after being given the treatment. The post-test is given to the experimental group and control group. The test quality of the post-test is the same as the pre-test quality.

Gary Buck, in his book "Assessing Listening" published by Cambridge University Press, emphasizes the importance of understanding the listening process and how language is used to convey meaning as a fundamental step in constructing valid tests.

He also discusses construct validity, which is a central issue in all assessments, including rubric creation.

3.5.2 Instrument of Collecting Data

Before implementing the test to the subject, the researcher conducts the following validity and reliability test.

3.5.2.1 Validity of The Test Instrument

Validity indicates the extent to which a measuring instrument measures what is to be measured. Therefore, if the researcher uses a test, in collecting data, the test prepared by the researcher must be able to measure what is to be measured, and to ensure that before the research instrument is used, it is necessary to first test its validity (Abdullah, 2015). Furthermore, Hardani (2020) says that validity is very important because validity guarantees the validity of the measurement of the scale determined from the variables used in determining the relationship of an event or phenomenon. According to several research experts, the validity to be tested includes construction validity, content validity, external validity, and predictive validity. In this research, the researcher used a content validity test. Content validity is used to determine the extent to which the instrument represents all aspects. It also aims to measure whether the test is correlated with the domain or not. In this research, the researcher will validate the content validity with advisors and English

teachers in The 2nd Semester of the English Study Program in STKIP PGRI Trenggalek.

3.5.2.2 Reliability of The Test Instrument

Reliability and validity are related to each other. A test can't be valid without first being reliable. If the measuring instrument has been declared valid, then the measuring instrument will also test its reliability. Reliability is a value that shows the consistency of a measuring device in measuring the same symptoms, each measuring device should have the ability to provide consistent measurement results (Abdullah, 2015).

In this research, the researcher calculated the data by using SPSS version 25 for Windows to test the reliability of the instruments. The steps to find the reliability value are by using SPSS version 25.0. The steps to find the reliability value by using SPSS version 25 :

- 1) Open the SPSS program 25.0 version
- 2) Click New Data
- 3) In the variable view, set the name of data as “question 1, question 2, etc”
- 4) Choose the measure by “scale”
- 5) In the data view, insert all of your questionnaire data score
- 6) Click Analyzed – Scale – Reliability Analysis.

- 7) Move the variables to the items box
- 8) Choose the model option with alpha
- 9) In the statistics opinion, select “scale if item deleted”,
- 10) Select Continue, then click OK

3.5.2.3 Difficulty of Question

The difficulty of the Question is the percentage of students taking the test who replied to the question accurately. A good test is a test that contains questions that are neither too easy nor too difficult for students to work on. Adapted from Komarudin & Sarkadi (2017: 169) the formula for calculating the item difficulty index is as follows:

$$P = \frac{B}{JS}$$

Where:

P: Difficulty Index

B: The number of students who answered the question correctly

JS: Total number of test takers

Komarudin & Sakardi (2017: 171) say that the difficulty index

is classified into three types, they are:

1. Questions with P: 0.00 to 0.30 are difficult questions
2. Questions with P: 0.30 to 0.70 are moderate questions
3. Questions with P: 0.70 to 1.00 are easy questions

3.6 Method of Analysis Data

In this research, the researcher uses a Reliability test, Validity test, and T-Test (Paired Sample T-test) to analyze the data

3.6.1 Data Analysis of Normality Test

A normality test is used to know whether a variable is normally distributed or not. The normality test of the data was analyzed by using the Kolmogorov-Smirnov (KS) technique with the SPSS 25.0 version. Step Shapiro-Wilk Normality Test with SPSS is as follows:

- 1) Open the SPSS program
- 2) Enter the data from pre-test and post-test results, then click Variable View
- 3) Select Analyze – Descriptive Statistics – Explore. A new window will appear.
- 4) From the list on the left, select the variable “Data” to the “Dependent List”
- 5) Click “Plots” on the right. A new window pops out.
- 6) Check “None” for the boxplot, uncheck everything for descriptive, and make sure the box “Normality plots with tests” is checked.
- 7) Next, click Continue and then click OK
- 8) The result will pop out in the “Output” window

After the analysis process is already complete, the researcher will interpret the result. The data is said to be normally distributed if the value of Sig. or significance greater than 0.05.

3.6.2 Reliability Test using SPSS (Using Cronbach's Alpha)

1. Open the SPSS program
2. Enter the data you want to test for reliability, then click Variable View and define the appropriate variables.
3. Select the menu Analyze – Scale – Reliability Analysis.
A new window will appear.
4. Select the variables you want to test from the list on the left and move them into the Items box.
5. Ensure that Alpha is selected in the Model section.
6. Click Statistics. A new window will pop up.
7. Check the boxes for Scale if item deleted and Correlations, then click Continue.
8. Click OK to start the analysis.
9. The results will appear in the Output window.

Interpretation of Results:

Data is considered to have good reliability if the Cronbach's Alpha value is greater than 0.7.

3.6.3 T-Test

T-test is used to know the difference values before applying the treatment (pre-test) and after applying the treatment (post-test) using the Spotify Podcasts Technique. Here, the researcher will analyze the data using a paired sample t-test. Paired sample t-test is used to compare the difference of two means in two paired samples. The paired sample t-test is used to analyze the data of the experimental group.

The data in this Paired Sample T-test must be normally distributed. It means that the data can be used to examine the hypothesis. The data will be measured with the SPSS program 25.0 version. The decision in the study is made based on this value:

- The significance value (2-tailed) < 0.05 indicates a significant difference between the initial variable and the final variable. This shows that there is a significant effect on the difference in the treatment given to each variable.
- The significance value (2-tailed) < 0.05 indicates that there is no significant difference between the initial variable and the final variable. This shows that there is no significant effect on the difference in the treatment given to each variable.

The step to analyze paired sample t-tests by using the SPSS 25.0 version is as follows.

- 1) Open the SPSS program 25.0 version
- 2) Enter the pre-test and post-test data of the experimental group
- 3) Click Analyze – Compare Means – Paired Sample T-test
- 4) Entering variables from paired samples. Move the pre-test into variable 1 and the post-test into variable 2
- 5) Click OK and the result of the Paired Sample T-Test will appear.