The Utilization of Spotify Application to Improve English Listening Skill: Students' experience

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ABSTRACT

Background. Listening is a critical skill involving the process of attentively interpreting oral symbols, understanding, appreciating, and capturing the content or message conveyed by the speaker through spoken language. Effective listening is crucial in educational settings, where students must grasp the meaning of communication delivered by instructors or in conversational contexts.

Purpose. This study aims to examine the effectiveness of using the Spotify application in enhancing the English listening skills of Two-semester students in the Instrumentation and Electronics Engineering program at STT Migas Balikpapan. The focus is on how Spotify's various features and accessibility can contribute to improving students' proficiency in listening comprehension..

Method. The research adopts a quantitative approach with a survey research design. Data collection was conducted using a questionnaire administered to students in each class. The questionnaire consisted of 24 statements designed to assess the impact of Spotify on listening skills. The study's population included Two-semester students majoring in Instrumentation and Electronics Engineering at STT Migas Balikpapan, with a sample size of 37 students..

Results. The reliability and validity of the questionnaire were confirmed, with each item's RPB exceeding the r table value of 0.325 and a Cronbach alpha of 0.831, indicating high reliability. The survey results revealed a positive response from students, suggesting that using Spotify significantly improved their listening skills.

Conclusion. The findings indicate that the Spotify application is an effective tool for enhancing English listening skills among students. Its diverse features and easy accessibility allow students to engage with English content anytime and anywhere, contributing to better listening comprehension and overall language proficiency.

KEYWORDS

Listening, Listening Skill, Spotify

INTRODUCTION

In an EFL context, listening is generally considered one of the most difficult language skills to master. Most learners who reside in Indonesia, they experience problems when listening to English opinions Fitri, (2016) Some scholars have consistently argued that listening is not a simple language skill to learn and perform as it requires strong listening competence on its part. Worthington & Bodie, (2018) describes similar listening in many ways to that drawn from interpersonal adaptation theory i.e., behaviors that signal involvement and engagement with a person or topic,

often measured by one or more scales that assess nonverbal closeness. According to Simanjuntak & Uswar, (2020) listening is the activity of receiving information from the speaker to the listener with full attention in listening. Alzamil, (2021) mentions Listening refers to a complex process that enables people to understand spoken language.

Not only is it an essential element of producing effective communication, it also helps people to understand the world. Listening is a crucial skill for students because it is one of the basic abilities that can be used to support other English language skills such as speaking and reading according to Salsabila et al., (2021). In other words, listening is one of the toughest skills among the four language skills in English such as listening, speaking, reading and writing and the most challenging skill as well. In training listening skills, learning media is needed. Maulina et al., (2022) describe learning media as materials or tools that are deliberately used as media messages between teachers and students in carrying out teaching and facilitating student achievement in carrying out teaching and learning activities for educational purposes.

Technology provides many advantages to make teaching more interesting and enjoyable. One of them is the creation of M learning, also known as mobile learning. According to Khalik & Putro, (2021), In the context of Language Learning, the use of mobile technology in carrying out language learning is referred to as Mobile-Assisted Language Learning or MALL. Mobile-assisted language learning (MALL), part of m-learning, differs from computer-assisted language learning in that it uses personal and portable devices such as mobile phones, MP3/MP4 players, PDAs, smart phones, and tablets. According to Thornton and Houser in Agung Yudhiantara & Saehu, (2017). MALL is a growing and rapidly evolving field of research. MALLs can provide rich, real-time, collaborative and conversational experiences to language learners both inside and outside the classroom, according to research. As mobile devices have the potential to be an effective tool for delivering language learning materials to students. One form of M learning that hones in on listening is spotify. According to Hamsia & Roifah, (2023) Spotify is a type of media that can be used in the learning process and can help students in implementing their listening comprehension. Spotify is one of many platforms that facilitate listening learning. According to Stephenson (2020) in Rahma, (2020), Spotify is a digital streaming audio platform founded in Europe in 2008 and has since expanded into many emerging markets, including Australia, Canada, and the United States. Spotify podcasts can be listened to on their respective Android devices at home or school. Using a headset also makes it easier for students to understand podcast content. According to research Podcasting has recognized its potential and documented a large amount of evidence that podcasts can be very beneficial in developing students' language skills, especially in developing students' listening skills,Hasan & Hoon, (2013).

To this extent, research on the use of spotify in mobile learning such as Mayalisa et al., (2023); Septiara, (2022); Al Fatih et al., (2022); Pareek et al., (2022); Nurhasanah et al., (2023); Butar Butar & Katemba, (2023); Dimolitsas et al., (2023) Aruan et al., (2022); Septiara, (2022) Although all ten studies investigated the use of spotify in mobile learning, only a few studies examined the topic of spotify. Rahma, (2020); Salsabila et al., (2021); Rahajeng et al., (2022); Bona, (2017); Hamsia & Roifah, (2023) these five studies discuss the use of Spotify as mobile learning in listening skills. Rahma, (2020) with study aimed to determine whether Spotify is effective for teaching listening comprehension, as well as the difference in students' listening comprehension before and after being taught using Spotify on Narrative Podcasts. In her research, a pre-experimental design was used. Her research involved 25 ninth grade students of Assalafi Susukan MTs. As data collection instruments, pre-testing before treatment and post-testing for

treatment results were used. Students before and after being taught listening comprehension by using Spotify App for mts Assalafi Susukan Students were effective as a result..

Hamsia & Roifah, (2023) with the research, which aims to find out the implementation of the listening comprehension learning process at the Language Center of the intensive English course class at Muhammadiyah University of Surabaya. Using descriptive data with qualitative methods. Students were involved when the lecturer used Spotify media as part of the teaching and learning process, according to the findings. Furthermore, students were very enthusiastic about the use of Spotify media. The results of the analysis show that the use of Spotify media by lecturers in the listening learning process is very enjoyable, and students understand English in listening skills more easily. Salsabila et al., (2021) with studies aimed at improving students' listening skills by using the Spotify app as a tool that focused on listening to Georgina's podcast on asking questions and giving directions. They used a mixed method design approach with an embedded design type. Tests and questionnaires were used as instruments. The sample was obtained using random sampling technique. As a result of the treatment, the post-test scores in the classes were significantly different. Finally, Georgina's Spotify podcast is an effective medium to improve students' listening skills when asking and giving directions.

Rahajeng et al., (2022) With the research to assess the effectiveness of the Spotify app in teaching listening through English songs to tenth grade students of SMAN 1 Mojokerto in the 2021/2022 school year. A pre-experimental research design was used by the researchers. Their research design combined a posttest and pretest study by testing one group before and after treatment. According to their research findings, the Spotify app can improve students' comprehension and concentration while listening. Bona, (2017) with his study to find out the extent of students' speaking ability when treated with English songs on Spotify versus without English songs on Spotify to determine the significant difference between them. Her research conducted a quantitative study using the quasi-experimental method, which included an experimental and a control group. As a result, English songs on Spotify affected students' listening skills. However, this study only focuses on the utilization of the Spotify app to improve English listening skills in the student experience.

LITERATURE REVIEW
Listening

Listening is one of the most important skills in language. As one type of input, listening is the basis of speaking and writing. Listening is the foundation of speaking and writing by Listiyaningsih, (2017). When they are unable to listen well, they will lose the opportunity to learn, which will be a severe obstacle for language learners to improve their language skills. Wulandari et al., (2021). If a college student does not receive effective listening input, he or she may not be able to do well in writing and speaking since both output abilities are Jack, (2013). Listening effectively byYurko & Styfanyshyn, (2022) is an important life skill. This skill can be used for a variety of purposes, depending on the situation and the nature of the communication. The ability to pay attention and understand what others are saying is referred to as listening. According to Brown, (2000) Listening is not a one-way street; Listening is more than just one-way reception of aural signals. Listening, in other words, is the active process of modifying the meaning of spoken language. Listening is more than just listening, but there is active activity in the brain. Listening is one of the abilities researched in the disciplines of language studies and conversation analysis. This talent can be honed with practice, and there are several benefits to honing listening skills Sinta, (2021).

Sosyal Araştırmalar Dergisi & Altay, (2015) Listening is one skill that has some complex constraints especially when listening to music on the radio, voice or a native speaker in speaking. This is because the listening process does not go well or can be said to be unable to hear clearly. According to Hidayat, (2013) Listening is considered a skill that must be mastered. Listening apart from language skills is the principle of learner's language because learning a language is an activity related to recognizing opinions. Hussaeni et al., (2020). How well a person listens has a big impact on the quality of relationships with others. Listening is important in daily activities, through listening the listener can interpret meaning by Agustin & Ayu, (2021). The active process of receiving and responding to sometimes unspoken spoken messages is known as listening state Kuswoyo et al., (2017). The listening process includes earnestly spoken symbols, understanding, reward, arrest content or message, and understand the meaning of communication given by the speaker through instructions or spoken language, the words used in conversation.

Spotify

Rahma, (2020) Spotify is an innovative free digital music service that combines podcasts and video streaming and provides access to millions of songs and other content from around the world. According to Conor, (2020) in Rahma, (2020) Spotify is a popular music software available on the Play Store and App Store that can help develop listening skills, especially in terms of expanding the ability to listen to or create podcasts. In the Spotify application there are several features such as digital music, podcasts and video streaming. In the digital music feature, users can play their favorite songs in the app. Podcasts themselves have many interesting digital English stories to listen to and video streaming can also be used as a learning medium by watching videos of opinions from Andriani et al., (2018). By listening to podcasts, one can learn more about how one or more people who speak English as a second language learn new vocabulary, how to use new words, and how many language teachers offer podcasts. It can be said that Spotify is an application that provides music and podcast streaming services, not only for entertainment this application also provides educational services especially listening through audio and visual.

The features that make listeners choose this app to practice listening skills such as: Spotify has a large music library, large playlists for every mood, In learning to listen requires large storage, it becomes a basic problem that is often encountered, namely storage problems. Spotify audio is systematically organized, the podcast and playlist features provided by Spotify make it easy for students to listen to what part, what episode. It also makes it easy for teachers to categorize what is being taught. Using Spotify, recent studies have shown that preferences follow a certain pattern depending on the time period. In other words, Spotify's audio features for the music people listen to change throughout the seasonal cycle. Sosyal Araştırmalar Dergisi & Altay, (2015) stated that Spotify is Flexibility and accessibility to all mobile service providers. As the app can be downloaded on both play store and Appstore.

Making it easily accessible in its use. Just by copying the link from the teacher or searching for the podcast title that should be used, it makes it more accessible across different devices. Spotify has a simple application setting for login, registering an account in this application is very easy, you can register independently, through Google and Facebook. Spotify can create a more natural atmosphere, speed up the learning process, every learning process using podcasts on Spotify will make students feel interested without ignoring the process itself and it will speed up the process itself. Spotify as a multimedia application can also improve English listening skills, namely improving the performance of strategies in interactive multimedia can improve students' critical listening skills so that interactive multimedia is useful as a reference for the implementation of listening learning media.

RESEARCH METHODOLOGY

In conducting this research, researchers used quantitative research. According to Creswell, (2014) Quantitative research is an objective theory testing approach by testing the relationship between variables. According to Goertzen, (2017) Quantitative research methods are concerned with the collection and analysis of data that is structured and can be represented numerically. One of the main goals is to establish accurate and reliable measurements that allow for statistical analysis. Ahmad et al., (2019) states that quantitative research is a form of research that relies on natural science methods, which produce numerical data and hard facts. It aims to establish a cause and effect relationship between two variables using mathematical, computational and statistical methods.

The research design uses a cross sectional survey design because it is a single, stand-alone study. It is effective for providing a picture of current behaviour, attitudes and beliefs within a population. Cross-sectional studies collect data at a single point in time, while aiming to find out the Utilisation of Spotify App to Improve English Listening Skills: students' experiences. The included four-semester students majoring in Instrumentation and Electronics Engineering at STT Migas Balikpapan, with 37 people. The sampling technique used in this study was simple random sampling. The reason for using simple random sampling is because, this method can ensure the representativeness of the sample to the population as a whole, it is easy to do, objective, and efficient in terms of cost and time. Simple random sampling can minimise bias in sampling because each element of the population has an equal chance of being selected as a sample. Researcher thinks total sampling is very suitable, because it can find out The Utilization of Spotify Application to Improve English Listening Skill: Students' experience.

This research can produce valid data and can answer the researcher's questions about this research. The questionnaire is used to obtain because this research is to find out the experience of students, a suitable instrument is a Likert scale questionnaire. A procedure that indicates whether a person Strongly agrees (SA), agrees (A), disagrees (D), or strongly disagrees (SD) with each statement. The questionnaire used consists of 24 statements, 12 positive statements, and 12 negative statements. The questionnaire was used to test the Utilisation of the Spotify App to Improve English Listening Skills: Students' Experiences. The questionnaire given by the researcher to the sample was fillable and given a grace period so that they could think about the answers they would fill in themselves.

Strongly agrees	4
Agrees	3
Disagrees	2
Strongly disagrees	1

For positive statements score

Strongly agrees	1
Agrees	2

Disagrees	3
Strongly disagrees	4

For negative statement score

Reliability Statistics

Cronbach's Alpha	N of Items
.831	24

Validity tests were conducted to assess the potential of the items to discriminate each participant based on their responses using Likert scale criteria. While point-biserial correlations (rpb) were calculated to investigate the validity of the items, Cronbach's alpha was used to determine their reliability. The rpb for each item was determined to be greater than the r table (0.325), indicating that the item was valid. Cronbach alpha was 0.831, indicating that the items are reliable. Consequently, it can be concluded that the questionnaire is valid and reliable. In answering research questions, researchers used a questionnaire. The questionnaire is an instrument in the form of questions or statements. The questionnaire was distributed to students in a study to get responses from the population. The questionnaire used was designed in the form of closed and open questions. In the open form, what was asked gave participants the opportunity to investigate students' experiences in using the spotify application in improving listening skills. To analyse the closed questionnaire, the researchers used the following formula in calculating the percentage:

P = F: N x 100%

Note: P = Percentage of problem items

F = Frequency

N = Total Number of Respondents

To analyses the open-ended questionnaire, the researcher classified the students' responses and described the results. The first step was to define the problem. After reading some sources related to the research. The researcher found the problem and investigated students' use of Spotify app to improve English listening skills based on students' experiences. The second step was to conduct a literature review. To be able to understand the problem, the researcher searched for as many sources and references as possible related to the research problem, then collected and discussed them. The third step was to design the research. The researcher starts writing the research based on the sources and references that have been found. Research includes the design of how to conduct research, what types of instruments are used for research. The design in this study is a survey design and is included in quantitative research. The questionnaire will be used to find out the use of the spotify application to improve English listening skills based on student experience.

The fourth step is to collect data. The researcher developed a student questionnaire regarding the utilization of the Spotify application to improve English listening skills based on students' experiences. After building the instrument, researchers used google form as a tool to collect data. By using google form, researchers can process questionnaires more easily and save time in collecting data. The fifth step was to analyses the data. The researcher analyzed and interpreted the data using excel and SPSS 20 as tools and identified the meaning, checked the significance of the information collected. The Two step is reporting the research. The researcher wrote a relevant research report and evaluated the quality of the completed research.

RESULT AND DISCUSSION

The purpose of this study is to find out how the Spotify app can be used to improve English listening skills based on students' experiences. The researcher used a questionnaire designed based on ideas and theories about the advantages and disadvantages of the Spotify application in improving listening skills. Then the questionnaire was given to the sample to determine the utilization of the Spotify application in improving English listening skills based on students' experiences. In this section, the researcher wrote down the findings and discussion of what was found through the questionnaire distributed to the sample. The researcher used SPSS to determine the frequency of the questionnaires made, so it is shown as a table below.

Statistics

Total

N	Valid	37
	Missing	0
Mean		69.54
Std. Error of Mean		.913
Median		70.00
Mode		71[a]
Std. Deviation		5.551
Variance		30.811
Range		32
Minimum		56
Maximum		88
Sum		2573

From the data above, 37 samples were declared valid with a mean of 69.54 and a standard error of mean of 0.913. The median obtained is 70 with a mode of 71. Meanwhile, the standard deviation obtained is 5.551 with a variance of 30.811. The minimum obtained is 56 and the maximum is 88. Then it can be stated that the total number is 2573. Data was collected by the researcher using a questionnaire. The students were given 24 statements regarding the utilization of Spotify application to improve English listening skill. The results of the questionnaire are shown in the table below.

NO	Positive Statements	Answer			
		Strongly agrees (4)	Agrees (3)	Disagrees (2)	Strongly disagrees (1)
1.	I feel that the large music library on Spotify can put me in a good mood to improve my listening skills.	21.6%	75.7%	2.7%	0.0%
2.	I feel that the systematically organised audio helps me improve my listening skills.	10.8%	75.7%	13.5%	0.0%
3.	Spotify's flexibility and accessibility help me access anywhere and improve my listening skills.	13.5%	83.8%	2.7%	0.0%

4.	Spotify has a simple app setting for login which helps me improve my listening skills.	13.5%	81.1%	5.4%	0.0%
5.	I think Spotify leads to a more natural atmosphere, so it can help me improve my listening skills.	16.2%	73.0%	10.8%	0.0%
6.	I think multimedia on spotify can improve listening skills	18.9%	73.0%	5.4%	2.7%
7.	I don't think it's hard to find podcasts and songs because they're always available on the app.	13.5%	75.7%	10.8%	0.0%
8.	I don't think it matters if some songs and podcasts on spotify don't have rights to some artists/labels.	5.4%	73.0%	21.6%	0.0%
9.	It's very easy for me to make a podcast on spotify because spotify provides a special application for uploading podcasts (Anchor)	8.1%	54.1%	37.8%	0.0%
10.	Spotify's Polls and QnA features make it easy for me to answer questions and improve my listening skills.	8.1%	73.0%	18.9%	0.0%
11.	It's easy for me to choose the right podcast to improve my listening skills.	13.5%	73.0%	13.5%	0.0%
12.	I think Spotify speeds up the learning process, so it can help me improve my listening skills.	10.8%	86.5%	2.7%	0.0%

NO	Statement	Answer			
		Strongly agrees (1)	Agrees (2)	Disagrees (3)	Strongly disagrees (4)
13.	Spotify's huge music library can't get me in the mood to improve my listening skills.	5.4%	16.2%	70.3%	8.1%
14.	I felt that the systematically organised audio did not help me improve my listening skills.	0.0%	24.3%	73.0%	2.7%
15.	I feel that Spotify is not flexible and accessible, which makes it difficult for me to access anywhere and does not improve my listening skills.	0.0%	13.5%	78.4%	8.1%
16.	I think Spotify has complicated application settings for logging in so that I have difficulty in improving my listening skills.	2.7%	5.4%	81.1%	10.8%
17.	I don't think Spotify leads to a more natural atmosphere so it can't help me improve my listening skills.	0.0%	13.5%	83.8%	2.7%

18.	I don't think multimedia on spotify can improve listening skills	0.0%	13.5%	83.8%	2.7%
19.	I find it difficult to find podcasts and songs because they are often deleted by the song and podcast owners.	5.4%	35.1%	56.8%	2.7%
20.	I feel that my listening skills have not improved because some songs and podcasts on spotify do not have the rights to some artists/labels.	2.7%	16.2%	81.1%	0.0%
21.	I find it difficult to create spotify podcasts because it requires additional applications	5.4%	32.4%	62.2%	0.0%
22.	The Polls and QnA features on spotify make it difficult for me to answer questions because the characters are limited so I find it difficult to improve my listening skills.	0.0%	21.6%	78.4%	0.0%
23.	It's not easy for me to choose the right podcast to improve my listening skills.	5.4%	37.8%	54.1%	2.7%
24.	I think Spotify slows down the learning process, so it can't help me improve my listening skills.	0.0%	13.5%	78.4%	8.1%

The percentage results of the distributed questionnaires are shown in the table above. The statements produced results that were classified as either positive or negative. There was a total of twelve positive statements. Meanwhile, there were twelve negative statements. Statement Numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 all contain positive statements. Statement numbers 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 contain negative statements. To calculate the results obtained from the questionnaire that has been distributed, the researcher puts it in the form of a percentage to get the value. From the results of the percentage, researchers can describe it in graphical form.
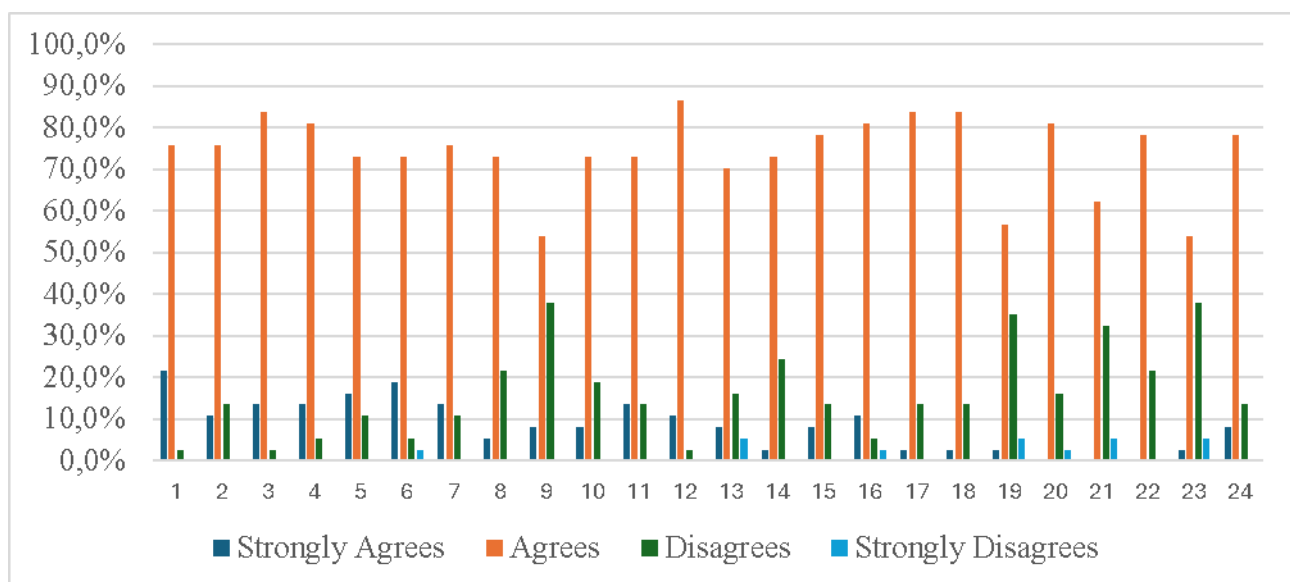

Figure 1. percentage result of the questionnaire with different percentage results from each sample

In the chart above is the percentage result of the questionnaire with different percentage results from each sample. Positive statements are shown in numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Related to the first statement is "I feel that the large music library on Spotify can make my mood rise in improving listening skills". Based on this statement, 20.6% of students Strongly agrees with this statement. There are 75.7% of students who agrees with this statement. While those who stated disagrees 2.7%, and no one chose strongly disagrees. Based on the results obtained from the questionnaire, that a large music library on Spotify can make the mood rise in improving listening skills. In the second statement, there was a presentation of 10.8% for strongly disagrees, 75.7% of students agrees, 13.5%, students disagrees, and there were no students who chose strongly disagrees, with the statement "I feel that systematically arranged audio helps me improve listening skills". Based on these statements, it proves that students agree regarding audio that is arranged systematically helps improve listening skills.

In the third statement, namely "sportifies flexibility and accessibility help me access anywhere and can improve listening skills" as many as 13.5% of students Strongly agrees with this statement. As many as 83.8% of students who agree with this statement, there are 2.7% of students who disagree with this statement, no students who strongly disagree. It can be seen from the results of the questionnaire that Spotify is flexible, and accessibility helps access anywhere and improve listening skills. In the fourth statement, "Spotify has simple application settings for logging in so that it helps me improve my listening skills" the table shows that as many as 13.5% of students Strongly agrees with this statement, as many as 81.1% of students agrees with this statement, as many as 5.4% of students disagrees with this statement, and no students do not Strongly agree with this statement. So, the fourth statement, students are helped in improving their listening because of the simple application settings when logging in.

In the fifth positive statement, "Spotify leads to a more natural atmosphere so that it can help me improve listening skills" shows that 16.2% of students Strongly agrees with this statement, there are 73% of students who agrees with this statement, there are 10.8% of students who disagrees with this statement, and there are no students who do not agree with this statement. So based on the questionnaire statement, students agree that Spotify leads to a more natural atmosphere so that it can help in improving listening skills. In the Two statement, it is made to find out that multimedia contained in the Spotify application can improve listening skills. 18.9% of students Strongly agrees with the statement, 73% of students agree with this statement, 5.4% of students disagree with this statement, and there are 2.7% of students who strongly disagree with this statement. From the results of the questionnaire, it states that students Strongly agree that multimedia contained in the Spotify application can improve listening skills.

The seventh statement, "I think it is not difficult to find podcasts and songs because they are always available in the application" to find out how easy this application is to use. There are very 13.5% of students who Strongly agrees with this statement, 75.7% of students agree with this statement, while 10.8% of students disagree with this statement and 0% of students who strongly disagree with this statement. So, based on the questionnaire, students Strongly agree that it is not difficult to find podcasts and songs because they are always available on the Spotify application. The eighth positive statement, "I don't think it's a problem if some songs and podcasts on Spotify don't have rights to artists or labels" received 5.4% Strongly agrees responses by students, 73.0% of students responded agrees, 21.6% of students responded disagrees, and there were no students who responded strongly disagrees. Based on the questionnaire results, students agree that it doesn't matter if some songs and podcasts on Spotify don't have rights to artists or labels.

The ninth statement, "it is very easy for me to make podcasts on Spotify because Spotify provides a special application for uploading podcasts (anchor)". As many as 8.1% of students responded Strongly agrees, 54.1% of students responded agrees, there were 37.8% of students responded disagrees, and there was no response strongly disagrees by students. Based on the questionnaire, students agree that it is easy to create podcasts on Spotify because Spotify provides a special application for uploading podcasts (anchor). The tenth statement, "the poll and Qna features on Spotify make it easy for me to answer questions and can improve my listening skills". There were 8.1% of students who responded Strongly agrees with this statement, 73% of students responded agrees with this statement, and 18.9% of students responded disagrees with this statement, and 0% of students who responded strongly disagrees. So, students agree that the poll and Qna features on Spotify make it easier to answer questions and can improve listening skills.

The eleventh statement aims to find out that there are many podcasts contained in podcasts that help improve listening skills. 13.5% of students Strongly agrees with the statement "it is very easy for me to choose the appropriate podcast to improve my listening skills" 73% of students agrees with this statement, 13.5% of students disagrees with this statement, and no students disagree with this statement. Based on the questionnaire, students agree that there are many podcasts available on podcasts that help improve listening skills. The second statement, "I think Spotify speeds up the learning process so that it can help me improve my listening skills". Obtained 10.8% of students responded Strongly agrees to this statement, 86.5% of students responded agrees to this statement, 2.7% of students responded disagrees to this statement, and there were no students who responded strongly disagrees with this statement. Based on this statement, it proves that students agree that Spotify accelerates the learning process so that it can help improve listening skills.

While negative statements are shown in numbers 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24. With the thirteenth statement, "the large music library on Spotify cannot make my mood rise in improving listening skills", based on this statement, 5.4% of students Strongly agrees with this statement. There are 16.2% of students who agrees with this statement. While those who stated disagrees 70.3%, and 8.1% who chose strongly disagrees. Based on the results obtained from the questionnaire, that students agree a large music library on Spotify can make the mood rise in improving listening skills. The fourteenth statement, "I feel that systematically arranged audio does not help me improve listening skills" obtained no students responding Strongly agrees, 24.3% responded agrees to this statement, there were 73% of students responding disagrees to this statement, and 2.7% of students responding strongly disagrees with this statement. So, the fourteenth statement, students disagree that systematically organized audio does not help improve listening skills.

In the fifteenth negative statement, "I feel that Spotify is not flexible and accessibility so that I have difficulty in accessing anywhere and does not improve listening skills". There are no students who strongly disagree with this statement, 13.5% of students agree with this statement, 78.4% of students disagree with this statement, and 8.1% of students strongly disagree with this statement. response strongly disagrees. It can be seen from the results of the questionnaire that students agree that Spotify is flexible, and accessibility helps access anywhere and improve listening skills. The sixteenth negative statement states, "I think Spotify has complicated application settings for logging in so that I have difficulty in improving listening skills", getting 2.7% of responses from students, 5.4% of students who respond agrees, 81.1% of students who respond disagrees, and 10.8% of students who respond strongly disagrees to this statement. So, the sixteenth statement, students disagree that Spotify has complicated application settings for logging in making it difficult to improve listening skills.

The seventeenth negative statement, "states that I think Spotify does not lead to a more natural atmosphere so it cannot help me improve my listening skills". The table shows that 0% of students Strongly agrees with this statement, 13.5% of students Strongly agrees there is this statement, there are 83.8% of students disagrees with this statement, 2.7% of students strongly disagrees with this statement. Based on the questionnaire, students disagree that Spotify does not lead to a more natural atmosphere so it cannot help improving listening skills. The eighteenth negative statement, "I don't think multimedia on Spotify can improve listening skills". There are no students who respond Strongly agrees with this statement, there are 13.5% of students who agree with this statement, 83.8% of students disagree with this statement, 2.7% of students strongly disagree with this statement. It can be seen from the results of the questionnaire that students disagree that multimedia contained in Spotify cannot improve listening skills.

The nineteenth negative statement aims to find out whether it is difficult to find podcasts. states that there are 5.4% of students Strongly agrees with the statement "I find it difficult to find podcasts and songs because they are often deleted by the owners of songs and podcasts", there are 35.1% of students who agrees with this statement, 56.8% of students disagree with the statement, and 2.7% of students who strongly disagree with this statement. Based on the questionnaire, students disagree that it is difficult to find podcasts and songs because they are often deleted by the song and podcast owners. The twentieth negative statement, stating "I feel that my listening skills have not improved because some songs and podcasts on Spotify do not have the rights to some artists / labels", obtained 2.7% of students who responded Strongly agrees to this statement, 16.2% of students responded agrees to this statement, 81.1% of students responded disagrees to this statement and there were no students who responded strongly disagrees. Based on the results obtained from the questionnaire, that students that it does not matter if some songs and podcasts on Spotify do not have rights to artists or labels.

The twenty-first negative statement, there are 5.4% of students who Strongly agrees with the statement "I have difficulty in making Spotify podcasts because it requires additional applications", 32.4% of students who agrees with the statement, there are 62.2% of students who respond disagrees with the statement and 0% of students who strongly disagrees with the statement. Based on the table, the twenty-first statement states that students disagree that it is difficult to make Spotify podcasts because it requires additional applications. The twenty-second negative statement, states "the poll and Qna features on Spotify make it difficult for me to answer questions because the characters are limited so it is difficult for me to improve my listening skills", there are no students who Strongly agrees with this statement, 21.6% of students who agrees with this statement, 78.4% of students disagree with this statement there are no students who strongly disagree in this statement. Based on the twenty-second statement, students disagree that the poll and Qna features on Spotify make it difficult to answer questions because the characters are limited so it is difficult to improve listening skills.

The twenty-third statement, "it is not easy for me to choose podcasts that are suitable for improving listening skills" obtained a figure of 5.4% for students who responded Strongly agrees, 37.8% of responses from students who agrees, 54.1% of responses from students disagrees and 2.7% of students who responded strongly disagrees. Based on the table, the twenty-third statement states that students agree that it is easy to choose the appropriate podcast and can improve listening skills. The last negative statement, namely, aims to find out whether Spotify hinders the learning process. There are no students who Strongly agrees with the statement "I think Spotify slows down the learning process so it cannot help me improve my listening skills", there are 13.5% of students who agree with the statement, 78.4% of students who disagree with the statement, and 8.1% of students

who strongly disagree with the statement. So based on the questionnaire statement, that students agree regarding Spotify accelerating the learning process so that it can help improve listening skills. Based on the data analysis that has been carried out in this study, it is found that the use of the Spotify application to improve English listening skills is good, this is supported by the large percentage of students on positive responses in the use of the Spotify application in English listening skills.

CONCLUSION

Based on these findings, the data shows that the use of the Spotify application in strengthening listening skills, the researcher concluded that most students agrees to the use of the Spotify application to improve their listening skills. This can be seen from the results of filling out their questionnaires. And they can use this application as well as possible to improve their listening skills. They know how to use the app with its various features. They can practice from beginner to advanced level. Moreover, the students can learn English many times by listening to the audio from the app. Then, they can create their own audio, so that they can share the audio with other students in improving English skills especially for listening. Spotify has a great contribution to improving students' listening skills. The results of the study provide accurate data that Spotify to improve students' listening skills.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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