

**THE EFFECT OF USING SPOTIFY PODCASTS ON
STUDENTS' LISTENING COMPREHENSION
AT SMAN 5 TANJUNGPINANG**



Submitted to the Sultan Abdurrahman State Islamic College of Kepulauan Riau
To fulfill one of the requirements for obtaining a Bachelor of Education Degree
(S.Pd)

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**STATE ISLAMIC COLLEGE OF SULTAN ABDURRAHMAN
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I hereby declare that my thesis entitled The Effect of Using Spotify Podcast on Students' Listening Comprehension at SMA N 5 Tanjungpinang is truly my work with the direction of the supervisory commission and has not been submitted in any form to any university. Sources of information derived or quoted from published or unpublished works of other authors have been mentioned in the text and listed in the bibliography at the end of this thesis.

Suppose that my assertion is later found to be untrue and in violation of legal regulations regarding intellectual property and writing. In that event, I am amenable to the State Islamic College of Sultan Abdurrahman withdrawing the undergraduate degree I have earned.

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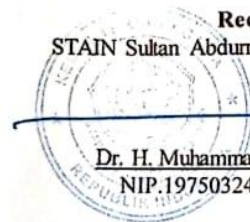
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ABSTRAK

Nurlya Rahma, 2025, 201520, Pengaruh Penggunaan Spotify Podcast terhadap Pemahaman Mendengarkan Siswa di SMA N 5 Tanjungpinang.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media berbasis audio terhadap kemampuan pemahaman mendengarkan siswa, khususnya pada siswa kelas XI di SMA N 5 Tanjungpinang. Penelitian ini menggunakan metode kuantitatif dengan desain pre-eksperimental, yaitu one-group pretest-posttest design. Subjek dalam penelitian ini berjumlah 28 siswa. Instrumen yang digunakan adalah tes listening comprehension dalam bentuk pre-test dan post-test. Penelitian dilaksanakan dalam enam kali pertemuan, di mana pertemuan pertama digunakan untuk pre-test, pertemuan kedua hingga kelima untuk pemberian perlakuan menggunakan materi podcast terpilih, dan pertemuan keenam untuk post-test. Hasil penelitian menunjukkan bahwa terdapat peningkatan skor rata-rata siswa dari 60,89 pada pre-test menjadi 86,43 pada post-test. Temuan ini menunjukkan bahwa penggunaan media audio secara efektif dapat meningkatkan kemampuan pemahaman mendengarkan siswa.

Kata Kunci: Pemahaman Mendengarkan, Media Audio, Spotify Podcast, Desain Pre-eksperimental

ABSTRACT

Nurlya Rahma, 2025, 201520, The Effect of Using Spotify Podcasts on Students' Listening Comprehension at SMA N 5 Tanjungpinang.

This research aims to examine the effect of using audio-based media on students' listening comprehension, particularly among eleventh-grade students at SMA N 5 Tanjungpinang. This study employed a quantitative approach with a pre-experimental design, specifically a one-group pretest-posttest model. The participants consisted of 28 students. The data were collected through listening comprehension tests given before and after the treatment. The research was conducted over six meetings: the first meeting was for the pre-test, the second to fifth meetings were used for the treatment using selected podcast materials, and the sixth meeting was for the post-test. The results showed a significant increase in the students' scores, with the mean rising from 60.89 in the pre-test to 86.43 in the post-test. These findings indicate that the use of audio media can effectively improve students' listening comprehension.

Keywords: Listening Comprehension, Audio Media, Spotify Podcast, Pre-Experimental Design

ACKNOWLEDGEMENT

In the name of Allah SWT, the most gracious and merciful, praise belongs to Allah Subhanahu Wata'ala. By guidance and blessing. The researcher has accomplished the final research paper entitled "*The Effect of Using Spotify Podcasts on Students' Listening Comprehension at SMA N 5 Tanjungpinang.*" It is a scientific writing to fulfill one of the academic requirements to finish a bachelor's degree (S.Pd) in the English Education Department of the State Islamic College of Sultan Abdurrahman Kepulauan Riau. Then, shalawat and salam should always be presented to the Prophet Muhammad SAW, who has inspired and enlightened people all around the world.

There is no most beautiful sheet in the thesis except the dedication sheet, where the writer dedicates this thesis to:

1. To Dr. H. Muhammad Faisal, M.Ag, as rector of the State Islamic College of Sultan Abdurrahman Kepulauan Riau.
2. To Mr. Aris Bintania, M.Ag, as vice rector I of the State Islamic College of Sultan Abdurrahman Kepulauan Riau.
3. To Mr. Dr.Drs. Almahfus, M.Si, as vice rector II of the State Islamic College of Sultan Abdurrahman Kepulauan Riau.
4. To Mr. H. Rahmat Budi Harto, S.E., MM, as vice rector III of the State Islamic College of Sultan Abdurrahman Kepulauan Riau.
5. To Mr. Taqiyuddin, M.Pd.. as Head of the English Education Department Study Program, and all the Home-based Lecturers in the English Education Department who have provided the best.

6. To Mr. Dr. Fadhila Yonata, M.Pd, as Supervisor I, for his valuable suggestions, advice, and never-ending support and motivation so the writer could accomplish and finish this thesis.
7. To Mr. Roby Maiva Putra, M.Pd, as Supervisor II for his valuable suggestions, advice, and never-ending support and motivation, so the writer could accomplish and finish the thesis.
8. To Mam Nurhayati Andriyani, S.Pd, as The Teacher of English education at SMA N 5, for her support so the writer can complete her research well.
9. To my beloved parents, Aswari and Nora, S.Pd.SD. Thank you so much for always giving the writer strength, endless love, sincere prayers, and unwavering support. Without both of you, this journey would have been impossible to complete. Every step of this achievement belongs not only to the writer, but also to the sacrifices and devotion of the parents who never stopped believing in the writer's dream.
10. To my beloved siblings, M. Febri Rahmadhan, S.Sos, Indah Cahya Putri, Mulya Rahma, S.Sos, and Mutiara Rahma. Thank you so much for being the writer's source of encouragement and emotional support during the ups and downs of this process.
11. To my beloved nieces, Keisha Faranisa Alea and Muhammad Aaron. Thank you so much for always cheering up the writer while completing this thesis with your laughter; it means a lot to the writer.
12. To my closest friends, Siti Mulyana, S.Pd, Diana Fitri, S.Pd, Bambang Kurniawan, S.Pd, and Deo Irwan Saputra, S.Pd, thank you so much for

contributing laughter, kindness, and encouragement that helped the writer stay motivated and positive during challenging times.

13. To my beloved cousins, Aisyah Putri Wardani S.M., Viska Oktariza, S.Pd, and Siti Khoiriyah, thank you so much for always giving the writer sincere friendship, motivation, and valuable help throughout the completion of this thesis.

14. And last but not least, to myself, Nurlya Rahma, thank you so much for not giving up, for staying strong despite all the doubts and struggles, and for believing that every step forward, no matter how small, is worth the effort.

With all humanity, the writer sincerely apologizes for any mistakes or shortfalls in the thesis. Finally, the researcher realizes that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much. Billahi Taufiq Wal Hidayah, Wassalamu'alaikum Warrahmatullahi Wabarakatu.

Bintan, 25 July 2025

The Researcher

A handwritten signature in black ink, appearing to read 'Nurlya Rahma', with a horizontal line underneath.

Nurlya Rahma

MOTTO

"True success begins with understanding, and understanding begins with listening."

The Prophet Muhammad SAW said:

"When Allah wishes good for someone, He bestows upon him the understanding of the religion."

(Sahih al-Bukhari, Hadith No. 71)

DEDICATION

All gratitude is owed to Allah SWT for His blessings upon the writer, enabling the writer to successfully complete this thesis within the designated timeframe. The writer presents this thesis as an expression of love and fondness.

My Beloved Parents, Mrs. Nora, S.Pd.SD and Mr. Aswari, who always motivated me and made me proud to have parents like both of you. One day, I'll make you proud of me. I promise.

My big family, who always support me in everything I do.

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CHAPTER I INTRODUCTION

A. The Background of the Problems

Using media in English Language Teaching (ELT) is essential for improving students' language acquisition and engagement.¹ Teaching media includes a wide range of resources and technology that educators use to help students learn, including audio, visual, digital, and interactive tools. These media contribute to an immersive learning environment, making lessons more dynamic, engaging, and accessible to students of varying competence levels. The improvement of listening skills, which are essential for language comprehension and communication, is one significant benefit of employing educational media in ELT.

Listening is the process of paying close attention to sounds and understanding spoken words and underlying messages. Murcia stated that listening is the most used language skill in life, and it must be prioritized throughout the day. The accessibility of the target language in school, community, and environmental media can be limited every day.² In other words, the ability to listen allows us to understand the substance of the information being communicated. By improving our listening skills, we may

¹ Jameel Ahmad, "English Language Teaching (ELT) and Integration of Media Technology", *Procedia social and Behavioral Sciences*, vol. 47 (2012), P. 925 DOI : <https://doi.org/10.1016/j.sbspro.2012.06.758>

² Marianne Celce-Murcia *Teaching English as a Second or Foreign Language*. Heinle & Heinle, (Boston, 2001), P .84.

detect the subtle subtleties and underlying motives behind spoken words, helping us to completely absorb the message. This depth of understanding not only improves our ability to respond appropriately and thoughtfully but also promotes clearer and more effective communication. We may close knowledge gaps, minimize misconceptions, and form stronger, more meaningful connections with others by listening attentively.

In the Merdeka curriculum, the goal of studying English listening comprehension at the senior high school level is to develop students' ability to interpret and analyze various types of spoken texts.³ Furthermore, students must be able to identify the purpose, audience, and situation in which the text is conveyed, as well as respond critically and constructively to the spoken text heard. The listening and learning aim for grade 11 high school students based on the Merdeka Curriculum syllabus, which stresses several elements, including the use of digital media. Students are encouraged to expand their listening experience by using a variety of digital audio sources and authentic resources such as podcasts, instructional videos, and radio broadcasts.⁴

Nonetheless, based on the interview with an English teacher, who showcased that students' scores are relatively low according to their reports. Meanwhile, the students get 4 hours of English lessons every week, which are divided into 2 hours for each meeting. This problem can be seen when the

³ **Kementerian Pendidikan dan Kebudayaan Republik Indonesia.** (2022). *Panduan Implementasi Kurikulum Merdeka*. [PDF]. Jakarta: Kemendikbud RI.

⁴ **Silabus Kurikulum Merdeka Mengajar.** (2022). Jakarta: Pusat Kurikulum dan Pembelajaran, Badan Penelitian dan Pengembangan, Kemendikbud RI.

teacher tries to explain the material in the book using English, but students have difficulty capturing the meaning of what their teacher says. In an interview with Mam Yani, the English teacher at SMAN 5, she stated that “only a few of them immediately grasp what I tell them.”⁵ Based on the interview with the students, they requested that the teacher repeat the explanation in the Indonesian language regarding the English task given by the teacher. Thus, this indicates that students’ listening skills are relatively lacking. As a result, the researcher wants to look at how students learn English, especially for listening comprehension at SMA N 5.

According to Hasan and Hoon in Darwis, their thorough analysis of journal papers on the application of podcasts in educational contexts produced several significant conclusions. The podcast can enhance students’ listening comprehension.⁶ Podcasts can enhance students’ listening comprehension by presenting a variety of accents, intonations, and speaking speeds that approximate real communication. Podcasts also provide an authentic environment for students to practice using English in everyday situations, allowing them to enhance their listening abilities more efficiently. Spotify is now the most popular music streaming service worldwide. According to the Spotify.com website as of June 2024, there were 615 million active users worldwide.⁷ Cummings stated that roughly 72% of Spotify users are

⁵ Interview with English teacher at SMAN 5 Tanjungpinang, 29 July 2024

⁶ Darwis, R. (2016). Students’ Perception Towards The Use Of Podcast In Learning English: A Case Study Of The Grade Students At One High School In Bandung. *Journal of English and Education*, 80.

⁷ Newsroom.spotify.com

millennials, according to an infographic by AdWeek⁸. Sinta stated that students learning to listen should not feel bored or lazy when using the Spotify application. Students can practice using a handphone exclusively and learn how to listen to English podcasts by utilizing the Spotify application.⁹ Considering the problems presented above and the previous studies, the researcher is interested in exploring research entitled: **“The Effect of Using Spotify Podcast on Students’ Listening Comprehension at SMAN 5 Tanjungpinang.”**

B. The Limitation of the Problems

Based on the identification of the problems depicted above, it is sincerely better for the researcher to restrict the problems to pay more attention to specific problems. This research will focus on investigating the effects of using Spotify podcasts on students’ listening comprehension of eleventh graders at SMAN 5 Tanjungpinang.

⁸ Cummings, C. (17 April 2016). Infographic: 72% of Spotify Listeners Are Millennials. Here’s How They Use the Service. AdWeek.com. Diakses dari: <http://www.adweek.com/brand-marketing/infographic-what-marketers-need-know-about-millennials-music-habits-170869/#/> (29 November 2017)

⁹ Ni Made Sinta, “Improving Students’ Listening Comprehension by Using Spotify Application at Class IX SMPN 35 Makassar”, Thesis (Makasar : Universitas Bosowa, 2021) P. 3-4

C. The Formulation of the Problems

Based on the limitations of the problems stated above, the researcher would like to formulate the research into the following formulated research questions:

1. How are students' listening comprehension before and after being taught using the Spotify podcast on 11th-grade students at SMAN 5 Tanjungpinang?
2. To what extent is the effect of using Spotify podcasts on 11th-grade students at SMAN 5 Tanjungpinang?

D. The Objectives and the Significances of the Research

1. The Objectives of the Research
 - a. To describe how Spotify podcasts are used as a learning medium to support students' listening activities at SMAN 5 Tanjungpinang
 - b. To find out whether there is a significant effect of using Spotify podcasts on students' listening comprehension at SMAN 5 Tanjungpinang
2. The Significance of the Research

The result of this research is expected to give significance to the study as follows:

- a. For Students

This study aims to investigate how students utilize Spotify podcasts to improve their listening comprehension. Students at SMAN 5 Tanjungpinang are aware of how crucial listening is to learning

English. It is simple for students who struggle with hearing English words to study listening because they may learn practically. The researcher thinks that students' comprehension of English listening skills will be enhanced through the results of the research.

b. For Teacher

- 1) This research can significantly contribute to the field of education by demonstrating the effectiveness of using Spotify podcasts to enhance listening comprehension and overall language proficiency.
- 2) Can serve as a reference for students who excel in listening comprehension, enabling them to select appropriate podcasts for daily learning.

E. The Relevant Research

In connection with this research, several other studies have also explored the integration of podcasts as an innovative medium to enhance students' listening comprehension skills. These investigations have examined how podcasts, as authentic audio materials, offer engaging and meaningful listening experiences that mirror real-life communication. By delivering language in varied contexts, speech rates, and accents, podcasts can immerse learners in natural spoken English, allowing them to sharpen their ability to decode meaning, infer information, and identify key details. The flexible and accessible nature of podcast content also supports autonomous learning, enabling students to revisit materials as needed to reinforce their

understanding. Through structured exposure to these audio resources, learners can gradually develop stronger auditory discrimination skills, which are essential in achieving listening proficiency.

Moreover, by analyzing the findings of previous studies, it becomes evident that the application of podcasts in educational environments has yielded consistently positive outcomes. For instance, various researchers have documented significant improvements in students' listening test scores after using podcasts as supplementary learning tools. The methodologies used in those studies, ranging from experimental designs to classroom-based interventions, demonstrate that podcasts can be effectively adapted to different teaching approaches and learning contexts. These findings underscore the relevance of podcasts not only in promoting engagement and motivation but also in achieving measurable academic improvements. Therefore, the present study aligns with and builds upon this growing body of literature, further validating the potential of podcasts, particularly through platforms like Spotify, as powerful tools to support listening comprehension in the ELF classroom.

1. The research entitled “The Effectiveness of Spotify Application to Teach Listening Through English Song at the Tenth Grade Students of SMA Negeri 1 Mojokerto Academic Year 2021/2022”, used a pre-experimental research design with one group of students taking a pre-test before treatment and a post-test after treatment with the Spotify app and English songs, showing that an increase in the mean score from 60.15 on the pre-test to 69.84 on the post-test after using Spotify and English songs for

listening practice. The t-test analysis found a statistically significant difference, with a t-value of 6.59, which was higher than the t-table value of 1.69.¹⁰ The researchers concluded that using the Spotify application with English songs was an effective way to improve the students' listening comprehension skills. Students were more interested and motivated when learning to listen this way compared to traditional methods. Overall, the study provides evidence that incorporating music applications like Spotify along with English songs can be a beneficial technique for developing L2 listening abilities among high school students. The research has something in common: the use of media, specifically the Spotify App. However, the previous study focuses on English songs published on Spotify, while the current study aims to deal with Podcasts on Spotify. In addition, this research targeted students at the grade 11 level.

2. The research entitled "Integrating Spotify In Teaching English Listening Skills: Exploring The Benefits And Challenges".¹¹ It discusses the benefits and challenges of integrating the Spotify music streaming application for teaching English listening skills. Some identified benefits include exposing students to authentic audio content, allowing for personalized practice, improving pronunciation, and increasing student engagement and motivation. Challenges encompass technical issues, difficulties

¹⁰ Dewi Mayang Sari Setyobudi, Irham Miftakhul Jannah, "The Effectiveness of Application to Teach Listening Through English Song at the Tenth Grade Students of SMA Negeri 1 Mojokerto Academic Year 2021/2022". *EDU LINGUI*. Vol. 2, No. 1(2022) Page. 13-19

¹¹ Rahma Meisa, "Integrating Spotify in Teaching English Listening Skills : Exploring the Benefits and Challenges". *JEFLE : Journal of English as a Foreign Language Education*. Vol. 4, No. 2 (2023). Page. 126 -135. <https://jurnal.untan.ac.id/index.php/JEFLE/article/view/74900>

understanding unfamiliar vocabulary and fast speech, irrelevant content, and the need for clear study guides and classroom management by teachers. Overall, the document suggests that while integrating Spotify has advantages, educators need to navigate certain obstacles to use it effectively in the classroom. The research has something in common: the research focuses on improving pronunciation and increasing students' engagement and motivation. The research focuses on improving students' listening comprehension.

3. The research entitled "Using 'Listening Time Podcast' on Spotify to Improve Students' Listening Comprehension".¹² The purpose of this study is to explore the effectiveness of using the "Listening Time Podcast" on Spotify as an alternative media or learning resource for improving students' listening comprehension skills in English. The study was conducted on 29 students in class R002 of the English Department at Universitas Jambi in the 2022/2023 academic year. Students took a pre-test and post-test before and after using the Listening Time Podcast over 6 meetings. The authors conclude that the Listening Time Podcast can be an appropriate media for English teachers/lecturers to use to enhance students' listening skills. The research has something in common, including using the podcast feature on the Spotify Application to improve listening comprehension. The purpose of this research is to explore the effectiveness

¹² Nurul Izzah, Masbirorotni & Failasofah, "Using "Listening Time Podcast" on Spotify to Improve Students' Listening Comprehension. *EDUVELOP : Journal of English Education and Development*. Vol. 7, No.1 (September 2023). Page. 1-9. <https://ojs.unsulbar.ac.id/index.php/edvelop/article/view/2894>

of using podcasts on Spotify as an alternative media or learning resource for improving students' listening comprehension skills in English. For the level, this research targeted university students, while this research is only at the senior high school level.

4. Another study entitled, "The Use of Spotify Application to Improve Students' Ability in Listening through English Song: A Pre-Experimental Research".¹³ the purpose of the research was to investigate whether using the Spotify application to have students listen to English songs could improve their listening ability, specifically in identifying phoneme words (sounds that distinguish word meanings). The researchers conducted a pre-experimental study with 25 first-semester English Education students. The students took a pre-test on listening to identify phonemes in English songs, then received treatment using the Spotify app to practice this skill, and finally took a post-test. The results showed that the students' mean score increased from 57.2 on the pre-test to 74.4 on the post-test, which was a statistically significant improvement of 17.2%. The researchers concluded that using the Spotify application to have students listen to English songs significantly improved their ability to identify phoneme words through listening. The research uses the same methodology, which is pre-experimental. The research focused on improving students' listening ability for first-semester English Education students using English songs

¹³ Andriani, Erwin Akib & Amar Ma'ruf, "The Use of Spotify Application to Improve Students Ability in Listening Through English Song : A Pre-Experimental Research". *Journal of Computer Interaction in Education*. Vol. 1, No. 2 (December 2018). Page. 120 – 131. <https://jurnal.fkip.unismuh.ac.id/index.php/jcie/article/view/952>

on Spotify. This research focused on improving students' listening comprehension for 11th-grade senior high school using Spotify podcasts.

5. A study entitled, "Developing English Listening Skills for Comprehension Through Repetition Technique Using Podcast".¹⁴ Three studies investigated the use of podcasts and the repetition technique to enhance English listening skills for comprehension among second-year students majoring in English for International Communication. The research consistently demonstrated that podcasts were effective in improving listening skills, leading to higher comprehension levels post-intervention. Students expressed satisfaction with the use of podcasts, highlighting their interest, clear audio quality, and the opportunity for self-review and practice. Overall, the studies underscore the importance of listening for comprehension, the benefits of the repetition technique, and the value of incorporating podcasts into language learning curricula. The research has something in common: the research focused on developing English listening skills for comprehension through repetition techniques using podcasts, while this research focused on improving students' listening comprehension.

¹⁴ Pawarisa Abu Rmelah & Pornchai Pornwiryakit, "Developing English Listening Skills for Comprehension Through Repetition Technique Using Podcast". *Journal of Education and Learning*. Vol. 12, No. 6 (July 2023). Page. 74 – 81. https://www.researchgate.net/publication/373818118_Developing_English_Listening_Skills_for_Comprehension_Through_Repetition_Technique_Using_Podcast

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