

THE EFFECTIVENESS OF USING ENGLISH SONGS ON SPOTIFY FOR ENHANCING LISTENING SKILL IN EIGHTH-GRADE STUDENTS AT MTS N 1 JEPARA IN THE ACADEMIC YEAR 2023/2024

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Abstract

This research aims to determine the significant difference between students' listening skill before and after being instructed using English songs. The eighth-grade students at MTs N 1 Jepara were still struggling with their vocabulary and listening skill. In order to enhance students' listening skill, the researcher utilized English songs from Spotify. A true-experimental scheming with a pretest-posttest control group pattern was used in this study. The total population of the study was 376 students who taken randomly to be sampled. Pre-test and post-test of the experimental class scores were higher than those of the control class. This demonstrated that the experimental class's scores were prominent diverse before and after the use of Spotify media as a treatment. The pre-test and post-test scores in the Mann-Whitney test had Asymp. Sig. (2-tailed) values of $0.000 < 0.05$ and $0.001 < 0.05$. That indicates that H_0 was turned down and H_a was approved. Thus, it might be assumed that English songs on Spotify were effective for enhancing students' listening skill of MTs N 1 Jepara.

Keywords: English Songs; Spotify; Listening Skill

INTRODUCTION

English is a worldwide dialect that must be mastered to communicate with foreigners to avoid misunderstandings. English is an international language (Nurillah & Indari, 2021). English is used by everyone in the world as a means of communication. Learning English is important for someone besides mastering their mother tongue, especially for students in the young generation of Indonesia to live and compete (Mailawati & Anita, 2022). Many nations speak English as a second language when interacting with foreigners, even though it is not their mother tongue. A second language is ordinarily the official or prevailing dialect of society required for instruction, work, and other essential reason (Saville-Troike, 2012). It means that by learning English, learners will easily get jobs, and pursue education and various important goals in the future. So, English could be an exceptionally prevalent dialect within the world, particularly among students in schools who study English as local content and prepare themselves for the future. There are four skills in English that students can learn. These abilities are speaking, listening, reading, and writing. Students must gain English as an extraneous and second language during the learning process, with a concentration on these four language abilities (Suwarni et al., 2023). One of the foremost imperative ability in English is listening skill because through listening we can exchange thoughts or ideas with other people around us (Lazuardy et al., 2023). Listening is an essential language skill that is part of the communication process. Through listening skill, students can get more information and expand on what a speaker talking about (Afriyuninda & Oktaviani, 2021). So, listening skills are the activity of receiving the speaker's voice, understanding and evaluating the speaker's intentions, and providing responses or feedback if

needed. It means that someone who has good listening skill can understand the message they hear and respond to the right answer. By listening, learners will know how English is pronounced correctly and they will get new vocabulary from what they listen to.

According to the findings of observation and a conversation with one of the English teachers, the English learning process at eighth-grade students' MTs N 1 Jepara is more about studying theories than practice. Because the learning curriculum still uses the 2013 curriculum, so learning does not focus on practicing with any media. This is also a result of the short teaching and learning process, which lasts only long enough to cover the theories and practice problems found in the student handbook. The application of English language skills in learning is not emphasized too much. This indicates that students' listening skill and vocabulary mastery are still low. Therefore, many students have difficulty practicing listening activities because it is not a familiar activity that they usually do in class. In addition, students can feel bored if the teacher uses the same method in class and makes the classroom atmosphere unattractive. So, most of the students have low motivation to learn listening activities. In overcoming this problem, students must be given interesting methods that have never been used by teachers through various learning media. One of the media that can be used is songs. Songs are one of the media that can be utilized as a learning asset and they can draw in students to improve their listening skill. Songs are a way to specific feelings and sentiments in a one of a kind and fun way. Additionally, songwriters might use the lyrics of their songs as a means of expressing moral lessons or values (Setyobudi & Janna, 2022). Students can learn English through the songs application platform on their cell phones, especially to help improve their listening skill. One of the listening platform media is Spotify which can be used as an interactive medium in listening activities. From the Spotify application, students can use it as a medium for learning English (Suwarni et al., 2023). Spotify could be a music application that can be gotten to through smartphones, laptops, or other technological tools. One of the most cutting-edge podcast, video, and music streaming services is Spotify, which gives users access indefinite of songs and other materials invented by international producers (Salsabila et al., 2021). This research refers to five previous studies that are related to this research topic. Ulfah (2020) has proven that English songs are effective for teaching listening skill. Besides that, Anggreni et al. (2023) have proven between students' listening skill and vocabulary acquisition, listening skill improved more than vocabulary acquisition. Furthermore, according to Lazuardy et al. (2023), using viral playlists on Spotify has a major impact on students' listening skills. Moreover, Ananda (2023) has demonstrated that students can benefit from listening to English songs in order to upgrade their listening comprehension as well as practice pronouncing words correctly and learn new vocabulary. This means that students' listening skill can improve after using the Spotify application. In addition, Maulidia (2023) demonstrated in her thesis the influence of Stacey Ryan's song "Fall in Love Alone" on Spotify.

This study differs from previous studies. Previous research has focused on general listening skill through songs and tunes on Spotify as learning media. However, they conducted research with different objectives and populations. Meanwhile, the objectives of this research; to find out the significant difference between students' listening skill before and after being instructed using English songs on Spotify; to find out the effectiveness of using English songs on Spotify for enhancing listening skill in eighth-grade students at MTs N 1 Jepara in the academic year 2023/2024.

METHOD

Research Design

The methodology for this investigation was quantitative. Two variables make up the true-experimental research scheming applied in this study. The independent variable is English songs

on Spotify, while the students' listening skill as the non-independent variable. This study employed a pretest-posttest control group pattern with a true-experimental research methodology. The following is a description of the design:

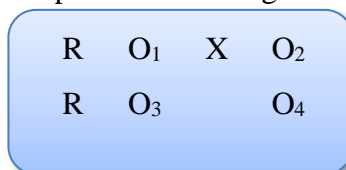


Figure 1. True-Experimental Design

Description :

O₁ : The experimental group's pre-test (knowledge before being given treatment using Spotify)

X : Giving treatment of the experimental group using English songs on Spotify (treatment with Spotify)

O₂ : The experimental group's post-test

O₃ : The control group's pre-test (knowledge before being given treatment using Spotify)

C : Treatment with conventional media (songs are played manually without lyrics)

O₄ : The control group's post-test (Prof. Dr. Sugiyono, 2019)

Population and Sample

Population is a collection of objects studied. Population is a broad field of study research that includes goods or people that meet the requirements or meet certain criteria which are then studied by researchers and conclusions are drawn (Priadana & Sunarsi, 2021). The population in this research was all students of class VIII MTs N 1 Jepara in the academic year 2023/2024 which consists of 376 students and is classified into 11 classes as below.

Table 1. Research Population

Class	L	P	Total
A	15	18	33
B	18	16	34
C	12	21	33
D	21	14	35
E	16	12	28
F	16	19	35
G	15	17	32
H	12	23	35
I	13	23	36
J	14	23	37
K	12	26	38
Total Population			376

A sample can be a small portion of the population taken as an object in research. The sample consists of several members of the population. This means that a sample is a subset of individuals from a portion of society (Paramita et al., 2021). This section was taken because the researcher can not examine the entire population. The type of technique used is simple random sampling. This technique was chosen because sample members were taken randomly from the population without considering population strata. To determine the class that will be used as a sample, the researcher draws lots on the entire population. From the eleven classes, two classes were taken randomly to be used as samples. The results of the class draw were obtained for classes VIII A and VIII B. Then, two classes were drawn again with the first drawing referred

to as the experimental class and the second drawing referred to as the control class. In this study, class VIII A consisted of 33 students who were an experimental class who were treated using Spotify. Meanwhile, class VIII B, totaling 34 students is the conventional control class.

Instrument

In this research, the test consists of missing words in song lyrics which can be used to measure the knowledge or students' listening abilities. This type of test in the form of missing words requires students to concentrate on recognizing sentences when listening and guessing the missing words in the song. This instrument sheet is a test of two song lyrics containing 25 questions. The lyrics used are a song entitled 'Amillion Dreams' and 'Rewrite The Stars' sung by Zif Zaiman.

The researcher in this study performed the construct validity test prior to using the data collection tool. The purpose of the tryout tool is to assess the caliber of the exams that students take. Construct validation tests are carried out using expert opinions (judgment experts). Experts were asked for their opinions regarding the instruments that had been prepared (Sahir, 2021). The first expert was from a listening lecturer of Universitas Islam Nahdlatul Ulama Jepara and the second expert was from one of the English teachers of MTs N 1 Jepara. The construct validation tests are as below.

Table 2. Construct Validation Tests

No.	Statement	Validator 1				Validator 2			
		4	3	2	1	4	3	2	1
1.	The instruction of the test is easy to understand by the students.	√				√			
2.	The test is appropriate for the level of understanding of the students.	√				√			
3.	The contents are relevant to the material.	√				√			
4.	The test focuses on what it is intended to measure.	√				√			
5.	The test has a reasonable length for the students to answer.	√				√			
Total		20				20			

The validation test result indicated that the validators' total score was 40, as featured on the table. The mark was calculated and shown as follows:

$$\text{Percentage of Validators} = \frac{20 + 20}{40} \times 100\% = 100\%$$

Based on the result above, the percentage of validator 1 and validator 2 were 100%. In summary, the test instrument was deemed valid for assessing students' listening comprehension abilities.

Method of Collecting Data

The stages of this experimental quantitative research were:

1. Pre-Test

Before providing treatment using English songs on Spotify, the pre-test attempts to assign students' listening skill. Either the experimental class or the control class received a pre-test. The types of questions given were missing words, totaling 25 questions. In this question,

students were asked to complete the empty or missing words in the song lyrics. Before receiving the Spotify medium treatment, a pre-test was administered.

2. Treatment

There were two treatment sessions. Both the experimental class and the control class received treatment. Following the completion of the pre-test, treatments were administered. The experimental class received Spotify media as treatment, while the control group received conventionally. The treatment schedule is as below.

Table 3. Schedule of Treatments

Class	Meeting	Treatment
Experimental	1	The first meeting was used to introduce material about the song. After that, the researcher played the song using Spotify to engage students. Previously, students were divided into several groups consisting of 5 or more people. Each group was given a question sheet containing the lyrics of the song entitled A Million Dreams. Then, each group was asked to focus on listening and paying attention to the lyrics song entitled A Million Dreams displayed on Spotify. After that, students were asked to listen to the song entitled A Million Dreams again without looking at the song lyrics. Then, each group discussed to fill in the answers to the missing words correctly. The researcher played the song 2 times. Then, one person from each group wrote their answers on the whiteboard. After that, the researcher matched the answers from each group with the correct song lyrics.
	2	In the second meeting, students were divided into several groups consisting of 5 or more people. Each group was given a question sheet containing the lyrics of the song entitled Rewrite The Stars. Then, each group was asked to focus on listening and paying attention to the lyrics song entitled Rewrite The Stars displayed on Spotify. After that, students were asked to listen to the song entitled Rewrite The Stars again without looking at the song lyrics. Then, each group discussed to fill in the answers to the missing words correctly. The researcher played the song 2 times. Then, one person from each group wrote their answers on the whiteboard. After that, the researcher matched the answers from each group with the correct song lyrics.
Control	1	The first meeting was used to introduce material about the song. After that, students were divided into several groups consisting of 5 or more people. Each group was given a question sheet containing the lyrics of the song entitled A Million Dreams. After that, students were asked to listen to the song entitled A Million Dreams. Then, each group discussed to fill in the answers to the missing words correctly. The researcher played the song 2 times. Then, one person from each group wrote their answers on the whiteboard. After that, the researcher matched the answers from each group with the correct song lyrics.
	2	In the second meeting, students were divided into several groups consisting of 5 or more people. Each group was given a question sheet containing the lyrics of the song entitled Rewrite

The Stars. After that, students were asked to listen to the song entitled Rewrite The Stars. Then, each group discussed to fill in the answers to the missing words correctly. The researcher played the song 2 times. Then, one person from each group wrote their answers on the whiteboard. After that, the researcher matched the answers from each group with the correct song lyrics.

3. Post-Test

After receiving treatment with Spotify, the post-test attempts to assign students' listening skill. Either the control class or the experimental class received a post-test. The type of question given was missing words which consists of 25 questions. In this question, students were required to fill in the words that were missing from the song's lyrics. The post-test was administered following the use of Spotify media for treatment.

Method of Analysis Data

After the data was gathered, analysis was done. Statistical analysis was the approach of data analysis that the researcher employed to examine quantitative data. The researcher utilized SPSS 26 statistics to anatomize the data.

a. Data Description

Data description is one of the data analysis techniques used to interpret data so that it is easy to understand. The description of this data aims to provide information systematically from the facts obtained in the field during research. Data on the highest and lowest values as well as the study's mean were determined using descriptive data elucidation. Descriptive Statistics was used to describe this research data.

b. Hypothesis test

Table 4. Parametric Test & Non-Parametric Test (Subandriyo, 2020)

Application	Parametric Test	Non-Parametric Test
Two samples are interconnected (Two Dependent Sample)	T-test, Z test	Wilcoxon Signed-Rank Sign Test Mc Nemar Test
Two Unrelated Samples (Two Independent Samples)	T-test, Z test	Mann-Whitney U test Moses Extreme Reaction Chi-Square test Kolmogorov-Smirnov test Walt Wolfowitz runs
Several related samples (Several Dependent Samples)		Friedman test Kendall W Test Cochran's Q
Several unrelated samples (Several Independent Samples)	Anova Test (F test)	Kruskal-Wallis test Chi Square test Median Test

From the table above, two tests can be used to analyze research data. The first is a parametric test and the second is a non-parametric test.

1) Parametric Test

The normality test, homogeneity test, and independent sample t-test are the three computation procedures used in parametric testing to test the t-test. However, the parametric test cannot proceed to the homogeneity test and independent sample t-test if

the first count of the normality test is not normal or if the statistic of the Asymp. Sig. (2-tailed) is smaller (<) from 0.05. Thus, in analyzing data it is necessary to use the Mann-Whitney test (U-Test) because it has similarities to determine the significance of differences before and after the value & effectiveness of a media.

2) Non-Parametric Test

The non-parametric test used in data analysis was the Mann-Whitney test for two independent sample groups. When deviations from normality or scale assumptions occur in data unsuitable for the T-test, this Mann-Whitney U-test can be compared to the T-test for two groups independent. The Mann-Whitney test is more commonly used for independent samples if the researcher uses a parametric test, namely an independent test with many samples that do not have to be the same or can be different for each sample (Muslih & Rosyidah, 2020). The formula for the U-test is shown by the formula following:

$$U = N_1N_2 + \frac{N_1(N_1 + 1)}{2} - R$$

Description:

U : Mann-Whitney values

N1: The initial sample number

N2: The second sample number

1,2: Constant (Muslih & Rosyidah, 2020)

RESULTS AND DISCUSSION

Results

a. Pre-test and Post-test Score

Table 5. Test Scores Before and After the Treatment

No.	Code	Experimental Class (VIII A)		Control Class (VIII B)	
		Pretest	Posttest	Pretest	Posttest
1.	E-01	48	76	48	92
2.	E-02	36	100	60	96
3.	E-03	28	48	52	92
4.	E-04	56	76	24	44
5.	E-05	60	96	16	28
6.	E-06	80	96	48	76
7.	E-07	20	32	68	92
8.	E-08	76	92	20	76
9.	E-09	68	92	56	88
10.	E-10	92	100	48	96
11.	E-11	84	100	36	56
12.	E-12	68	96	48	92
13.	E-13	76	100	40	88
14.	E-14	84	100	20	88
15.	E-15	60	96	88	96
16.	E-16	84	80	72	100

17.	E-17	80	100	28	60
18.	E-18	72	56	36	76
19.	E-19	76	96	68	96
20.	E-20	76	96	40	72
21.	E-21	68	84	24	36
22.	E-22	60	100	20	36
23.	E-23	84	96	12	28
24.	E-24	72	56	44	80
25.	E-25	92	96	52	84
26.	E-26	80	88	56	88
27.	E-27	52	96	32	88
28.	E-28	64	96	64	92
29.	E-29	92	100	24	32
30.	E-30	80	92	36	68
31.	E-31	72	96	40	88
32.	E-32	44	72	24	88
33.	E-33	32	60	28	68
34.	E-34	-	-	24	44

b. Statistical Description

Table 6. Data Description of Experimental Class and Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental class	33	20	92	67,15	18,888
Post-Test Experimental Class	33	32	100	86,67	17,711
Pre-Test Control Class	34	12	88	41,06	18,378
Post-Test Control Class	34	28	100	74,24	22,717
Valid N (listwise)	33				

It looked from the information above that there were 34 students in the control class and 33 students in the experimental class. From the experimental class, the least and greatest pre-test scores were 20 and 92. At that point, the least and greatest post-test scores were 32 and 100. Whereas from the control class, the least and greatest pre-test scores were 12 and 88. At that point, the least and greatest post-test scores were 28 and 100.

A difference of 26.09 was observed between the mean pre-test score of the experimental class and the control class by the difference of 12.43, the average value of the post-test of the experimental class was also higher to the control class. Therefore, it is argued that the pre-test and post-test scores of the experimental class was significantly differed due to the use of English songs on Spotify as a treatment.

c. Hypothesis Test

1) Parametric Test

Table 7. Normality Test of Pre-Test and Post-Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experimental Class	,154	33	,045	,917	33	,015
Post-Test Experimental Class	,285	33	,000	,744	33	,000
Pre-Test Control Class	,103	33	,200*	,965	33	,363
Post-Test Control Class	,232	33	,000	,828	33	,000

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

a. Lilliefors Significance Correction

The list indicated that the experimental class pre-test value reached a significant level of 0.045. The pre-test value for the control class reached a significant level of 0.2. This indicates that the data was not normal and that the pre-test value in the experimental class had a significance level less than 0.05 ($0.045 < 0.05$). The data was normal even though the pre-test value in the control class had a significance level of larger than 0.05 ($0.2 > 0.05$). But since the pre-test score for the experimental class was less than 0.05, it is not possible to interpret the difference between the two significance data as normal. Subsequently, the post-test significance of the experimental and control classes was likewise abnormal since the significance value was abnormal for both groups and was less than 0.05 ($0.000 < 0.05$).

It was found that the data was not in a normal allocation and therefore the homogeneity test and independent sample t-test were not performed based on the significance of the pre-test and post-test scores in the experimental and control classes. In order to assess the research hypothesis, the Mann-Whitney test was a better choice.

2) Non-Parametric Test

The study hypothesis for the Mann-Whitney test was ascertained using the pre-test and post-test results. If the two-tailed asymptotic significance value or Asymp. Sig. (2-tailed) was less than 0.05, the Mann-Whitney test would be appropriate. The following was the Mann-Whitney test research hypothesis.

- Ho: English songs on Spotify are not effective for enhancing listening skill in eighth-grade students at MTs N 1 Jepara in the academic year 2023/2024.
- Ha: English songs on Spotify are effective for enhancing listening skill in eighth-grade students at MTs N 1 Jepara in the academic year 2023/2024.

Table 8. Mann-Whitney Test on Pre-Test in Experimental Class and Control Class

Test Statistics^a

Students' Listening Score	
Mann-Whitney U	183,500
Wilcoxon W	778,500
Z	-4,742
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: Class

Test Statistics^a

	Students' Listening Score
Mann-Whitney U	309,500
Wilcoxon W	904,500
Z	-3,182
Asymp. Sig. (2-tailed)	,001

a. Grouping Variable: Class

The outcomes of the aforementioned hypothesis testing indicate that the Asymp. Sig. (2-tailed) values from the pre-test and post-tests were both less than 0.05; the post-test score was $0.001 < 0.05$ and the pre-test score was $0.000 < 0.05$. The fact that H_0 was turned down and H_a was approved, the experimental class's listening scores significantly differed when they used Spotify's English song selection as a treatment. In addition, the Asymp. Sig. (2-tailed) the value showed that English songs on Spotify were effective for enhancing listening skill in eighth-grade students at MTs N 1 Jepara in the academic year 2023/2024.

Discussion

In the midst of the experimental class and the control class, there were significant variations in the pre-test and post-test outcomes. The experimental class demonstrated a higher level of listening proficiency till the control class, as exhibited by the average scores obtained from the pre-test and post-tests. However, there was considerable difference in the experimental class's scores before and after treatment. The experimental class's pre-test average score was 67.15, whilst the control class's average score was 41.06. Thus, the two classes' average was still much below the passing standard. In contrast, MTs N 1 Jepara required a passing grade of 75. In comparison to the control class, which had an average below the passing mark, the experimental class received a higher average in the post-test. The experimental class's post-test score soared to 86.67 after the treatment had been administered, whilst the control class's score was only marginally below the required passing grade at 74.24. Since the parametric test in the normality test was not normally balanced, a non-parametric test was used for hypothesis testing. It is possible that this could be caused by the value range being too far between the highest and the lowest values of the two classes, causing the data to be abnormal. The pre-test and post-test results from either classes in the Mann-Whitney test demonstrated that the Asymp. Sig. (2-tailed) was minus than 0.05. The post-test's Asymp. Sig. (2-tailed) was $0.001 < 0.05$, whilst the pre-test's was $0.000 < 0.05$. As a result, H_0 was turned down and H_a was approved due to Asymp. 2-tailed Sig. passed the Mann-Whitney test. Thus, after using English music from Spotify, the experimental class's listening scores showed a substantial difference. In addition, the Asymp. Sig. (2-tailed) the value showed that English songs on Spotify were effective for enhancing students' listening skill of MTs N 1 Jepara.

CONCLUSION

The researcher determined that eighth-grade students at MTs N 1 Jepara in the academic year 2023/2024 might improve their listening skills with Spotify as a learning medium based on the results and discussion. Spotify was used as a teaching tool with the experimental class. In the meantime, songs from conventional media were used to teach the students in the control group. The pre-test and post-test findings showed that the students in the experimental class and control class scored differently. This was demonstrated by the fact that, with a difference of 26.09, the experimental class's mean pre-test score was greater than the control class's. Additionally, the average post-test score differs by 12.43 between the experimental and control classes. Thus, using English music from Spotify to administer the pretest and posttest to the experimental class revealed a statistically significant difference in their scores. The Asymp. Sig. (2-tailed) of the pre-test and post-test data demonstrated Spotify's effectiveness as a learning tool for enhancing eighth-grade students' listening skill. The pre-test's Asymp. Sig. (2-tailed) value was $0.000 < 0.05$, whilst the post-test's was $0.001 < 0.05$. Both tests' Asymp. Sig. values were minus than 0.05. There was a significant differential in the experimental class's listening scores, indicating that H_0 was turned down while H_a was approved. In addition, the Asymp. Sig. (2-tailed) value also showed that English songs on Spotify were effective for enhancing listening skill in eighth-grade students at MTs N 1 Jepara in the academic year 2023/2024.

ACKNOWLEDGMENTS

My sincere appreciation goes out to my parents and my two younger sisters for their steadfast support. To my supervisor, Aprilia Riyana Putri, thank you for your patience and extraordinary contribution in completing this article. I also want to say a big thank you to my friends who always support me. I appreciate your constant inspiration and encouragement, which helped me finish this article. May Allah bless them all.

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