

The Use of Spotify to Increase English Listening Skills

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Abstract: The rise of smartphone make people can bring their music everywhere and it could contains a lot of songs. The new ways to listen music emerge when fremium music-streaming based application like Spotify emerge. Spotify established in 2008 is one of the best in fremium music-streaming industries. It is one of the multimedia applications that also can be used to teach listening. This study wants to find whether the use of Spotify could develop students' English listening skill. This study involves semester 1 students of Business English study program of Politeknik Ubaya as target population, since they join listening class. The writer distributes the questionnaire to the students to study the impact of Spotify on their English listening skill. The findings reveal that the use of Spotify in English listening class is effective to develop students' listening skill. This study also finds that using Spotify regularly can help students in their English listening course as well as other English courses. It can be concluded that Spotify is very beneficial to increase students' English listening skills. Further studies could be implemented in order to find other multimedia applications that can be used to foster students' listening skills development.

1 INTRODUCTION

People used to listen music and songs through CD player and mp3 devices, such as ipod. The emerge of smartphone makes life easier. People can bring their music everywhere they want to go and it contains a lot of songs depends on their smartphone's memory. How people listen to the music changes when fremium music-streaming based application like Spotify rises. It does not need massive smartphone memory to store the songs, since the songs play directly from the internet cloud storage that makes the number of the songs simply unlimited. Surely youngsters love Spotify that established in 2008. It is becoming one of the best in fremium music-streaming industries. But how Spotify can be used as teaching and learning platform is something else.

Spotify as one of the multimedia application is definitely can be used to listen and learn activities. Therefore, the writer as one of the Politeknik Ubaya, Surabaya lecturers began to use Spotify in listening I class in the 2017/2018 curriculum. This study would like to reveal whether the use of Spotify could develop students' English listening skills or not. According to Ahmed (2015), five English listening skills are predicting content, listening for gist(find

the general meaning), detecting signpost(understand the topics), listening for details (find specific information), inferring meaning (guess the meaning),

Previous studies for similar issue are investigated thoroughly to reveal the use of multimedia, especially songs to develop English listening skill. This study uses semester 1 students of Business English study program of Politeknik Ubaya as target population, since they join listening I class. The writer distributes the questionnaire to the students to study the impact of Spotify on their listening skill development.

The findings of this report would reveal that the use of Spotify in English listening course is effective to develop students' listening skill. This preliminary study could be beneficial for Politeknik Ubaya as a feedback whether the use of multimedia application such as Spotify should always be used for learning processes by the lecturer or not. Since this is only a preliminary study, further studies could be implemented in order to find other multimedia applications that can be used to foster students' listening skills development.

2 METHOD

This study emphasizes on the students of Business English study program Politeknik Ubaya as a target respondent. This study uses qualitative descriptive method by distributing questionnaire. It is used as an instrument to reveal the relationship between using Spotify and English listening skills development. It is distributed to 10 active students of Business English study program Politeknik Ubaya, and it is discovered that all of the students use Spotify. The questionnaire are divided into 3 sections; section 1 about habits in using Spotify, section 2 about the impact of using Spotify to increase English listening skills, and section 3 about the impact of using Spotify on academic achievement. There are five confirmation questions, 20 multiple choice questions and three open ended questions asking about the respondents' statements on their habits and impact of using Spotify on their English listening skills. The result of the questionnaire will be used to reveal how Spotify could increase students' English listening skills. The result of this study cannot be generalized with the other population

3 FINDINGS

The findings reveals the Business English students' habits in using Spotify, the impact of using Spotify to develop English listening skills, and the impact of using Spotify on the academic achievement. The writer gives five confirmation questions to the students before they fill in the questionnaire. It reveals that all of ten students are using Spotify and installing English as default language. Nine out of ten students have already activated premium trial account, therefore they have already experience the full features of Spotify. Moreover, 20% students are in full premium account now, 10% in premium trial, while 70% in free account right now. All of the students installed their Spotify in smartphone, but two students also installed it on their desktop, and one student also install it on their smart television. The confirmation questions reveals that all students are eligible for this study.

3.1. Habits in Using Spotify

Students are asked how long they use Spotify in a week. It is discovered that 20% of the students use their Spotify everyday in a week. While 30% of them use Spotify for about 3-5 days in a week, and

70% of the students use it only 1-2 days in a week. It is reveals than all of the students actively use their Spotify in a week, although only 20% of them use it everyday.

The questionnaire reveals that all of the students never use video in Spotify. It is also reveals that 90% of the students never use the podcast feature in Spotify. On the contrary, there are various results for the habits in listen to English songs, 40% students stated that they always listen to the English songs, other 40% students stated that they almost ayways listen to the English songs, while 20% of them stated they sometimes listen to the English songs. It is proven that every students have a habit in listen to the English songs. Considering the genre of the English songs they like, 60% of the students choose pop, while the other students choose alternative rock, dance, and hip-hop. Moreover, Bruno Mars, Adele, Air Supply are some of their favorite artists. From the students statements percentage, it is reveals that pop is still becoming the top choice of the students' favorite songs.

Regarding on how students use their Spotify, 70% of the students never use and read the songs lyrics and 30% stated they sometimes use and read the songs lyrics. Furthermore, 80% of the students listen to their favorite songs by online streaming directly. 70% students never download the songs when they want to enjoy their favorite songs. While 20% of them sometimes have to download the songs first. 30% students agree to subscribe their Spotify if the premium trial is over, but 40% of them are disagree to subscribe the premium account and 30% disagree to subscribe it. It is reveals that 70% of the students are not willing to subscribe the premium account. The total 80% students agree and strongly agree that they are totally okay with their free account. When the writer wants to clarify about their happiness in Spotify, the total 40% students are happy with their current Spotify account, but the other 60% are not happy with their Spotify. It is reveals that most of the students are okay with their free account, on the other hand they still need more from their account that is proven with their happiness degree percentage on their Spotify account.

The open ended question in this section are revealing some facts that most of the students are happy if there is free offer to subscribe Spotify premium. Some students think the features are complicated, but half of the students believe that Spotify has positive effect in helping the learn English by providing complete songs' library.

3.2. Impact of Using Spotify to Increase English Listening Skills

When the students were being asked about the impact of using Spotify on their English listening skills development, 50% of them strongly agree that Spotify can increase their English Listening skills development and 40% of the students agree that Spotify can increase their English listening skills. It means that almost all students believe that Spotify can increase their English skills

Considering with the aspects of listening skills, the writer asked the impact of using Spotify to increase five skills of English listening which are predicting content, listening for gist, detecting sign post, listening for details, and inferring meaning. For the first skill which is able to predicting content, 30% students strongly agree that Spotify can help them to predict English contents. Moreover, 50% students agree that it can help them to predict content. However 20% of them did not agree with this statement. For the second skill of listening skills which is listening for gist or the general meaning of the topics, 40% students are strongly agree and 30% are agree that Spotify can help them to listen for gist. On the contrary, 30% students disagree and strongly disagree with this statement. The third skill which is detecting the signpost or understand the topics, the total 80% students strongly agree and agree that Spotify help them to listen for details. While for the fourth skill which is listening for details, 60% students strongly agree and 30% agree with this that makes the total 90% students believe that using Spotify can help them to listen for details. The fifth skill which is inferring meaning, 30% students are strongly agree and 40% are agree that using Spotify can help them to infer the meaning.

From the open ended question, it is reveals that students believe Spotify can help them to increase and sharpen their English listening skills. It is because listening to English songs is one of their favorite hobbies.

3.3. Impact of Using Spotify on the Academic Achievement

Considering the impact of using Spotify on the academic achievement, all of the students believe that using Spotify regularly can help them to overcome their English listening course. It is proven with 50% strongly agree and the other 50% agree with this statement. Furthermore related to the other English courses, the total 80% students strongly agree and agree that using Spotify regularly can help

them to overcome all of their English courses. While the other 20% of them do not agree with this statement.

When the students are being confirmed whether their habits in using Spotify is related to their English listening course test result, 20% students are strongly agree and 40% are agree with this statement. On the contrary, 30% students are disagree and 10% of them are strongly disagree that habits in using Spotify can lead to their English listening test result. The final question from this questionnaire is asking about whether there is a relationship between students' habits in using Spotify with all of their English courses test results and it is shown that 30% students strongly agree and 20% agree with this statement. It means half of the students believes that the habits in using Spotify is related to all of their English course achievement.

The open ended question in this section revealing that most of the students believes that Spotify can help them to overcome their English listening course as well as to increase their English listening test results. Although, some of the students still think that Spotify itself does not enough to help them in other English courses.

4 DISCUSSION OF THE FINDINGS

Through the findings it is revealed that all of the students are actively using Spotify, although the degree is varies from everyday to once in a week. Almost all of the students have been activated the premium trial account so they could feel the Spotify's full features. All of the students also install the Spotify in their smartphone and makes them can use it everytime and everywhere. Listening to English songs is the number one Spotify's feature that the students use and they are love to online stream the songs. Pop is the music genre that most of the students' love and almost all of them never read the lyrics. Almost all students are not willing to subscribe to premium account and okay with their free account, but on the open ended question they express their willingness if there is free offers. It is reveals Spotify is an instrument for students to listening songs and they do not mind to stream it.

Almost all, which is 90% of the students believes that Spotify can increase their English listening skills. Moreover, almost all of students also believes that Spotify can increase all of the five English listening skills elements, with the range of 70% to 90% students' confirmation on each skills statements respectively. It is proven that the Spotify

has an impact to increase listening skills. It is also related to the findings of the previous study by Arono (2014) concerning with improving listening skill through interactive multimedia. His study reveals that interactive multimedia is effective to improve students' critical listening skill. Moreover, critical listening strategy performance in interactive multimedia could improve students' critical listening ability so that interactive multimedia was useful as reference for listening learning media implementation. Therefore Spotify as multimedia application also can increase English listening skills.

Regarding with the question whether Spotify can overcome or help them in their English listening class and the other English courses, all of the students believe that it can help to overcome the English listening class and almost all of the students confirm that using Spotify can help them in all of their English courses. It is proven that if students using Spotify regularly they will be okay with their English listening class as well as other class. Additionally, half of the students believes that using Spotify regularly can lead to better English listening test result as well as other English test results. It is reveals that Spotify has more impact on the day to day English listening course rather than to test itself.

5 CONCLUSION

It can be concluded from this study that Spotify regularly can increase students' listening skills. It is proven by high percentage of positive feedback in every aspects of English listening skills. This study also finds that using Spotify regularly can help students in their English listening course as well as other English courses although the impact on the test itself are not too significant. This study also leads to the fact that students are already use self e-learning accidently. It is because of their love to listen songs that make them use Spotify.

Despite of some findings, the results of this study are still only preliminary as well as lack of deep statistical analysis. More study is still needed to find the correlation between their English listening test results with their Spotify's habits. Future studies have to be conducted by doing experimental research to let the respondents to use Spotify in classroom and conduct pre and post-test in between. It is suggested that academics such as Politeknik Ubaya tries to include Spotify for teaching and learning activities, especially in English class. Spotify as an online streaming apps has become trends right now and it can be a useful instrument to

learn and increase listening skills also; in very specific case, English.

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