THE EFFECTIVENESS OF GEORGIANA'S PODCAST ON SPOTIFY TO IMPROVE STUDENTS' LISTENING SKILLS

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ABSTRACT

This research reported the issues of using Georgina's podcast on Spotify to improve student's listening skills. This research aimed at figure out the improvement of the students' listening ability in listening skills by using the Spotify application as a tool that focused on listening to Georgina's podcast in subject asking and giving directions. In doing so, the subjects consisted of 20 students who were in tenth grade. The researcher applied a mixed methods design, which type is the embedded design. The instruments were a test and a questionnaire. The sample was taken by using a random sampling technique. The results of the test and the related comparisons, findings showed that Georgina's podcast on Spotify is effective to improve students' listening skills. This can be seen from the mean results of the pre-test was 30.00 and the post-test was 86.67 with the t-test value orientation is greater than the t-table (12.391>2.110). As a result of this fact, the post-test score in the class was significantly different after going under the treatment. To sum up, Georgina's podcast on Spotify is an effective medium to improve students' listening skills in subject asking and giving directions. However, the success of podcasting depends on the teacher's ability to use Spotify and the selection of appropriate material in a way that guides students to achieve their learning goals.

Keywords: Georgina's podcast, Spotify application, listening

INTRODUCTION

EFL students need to learn all of the basic language skills such as speaking, listening, reading and writing, in order to acquire a foreign language as well as the first language. There is a research from Pourhosein and Seyedeh (2011, p. 784) which explores, beside the four main areas of language skills, listening is the most important of all and it has an important role in the communication process. According to Latif (2017, p. 32), Listening is the crucial skill for the Students because it is one of the basic capabilities that can be used to support other English skills such as speaking and reading. In the other word, 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 skills as well.

In the process of English teaching, researchers also found some problems. For example, the textbooks often used by school teachers are not completed through audio files, and teachers still use traditional tools such as speakers in listening teaching. According to Handayani (2016, p. 323), media is a tool that used as a medium to increase the effectiveness and efficiency in order to get the purpose in learning. A key problem with the traditional tools often used by teachers is that students only listen in class because students are not interested in recording and taking home to repeat. In this case, we need a portable listening tool that can be easily used by users anytime, anywhere. Researchers call this tool a podcast. According to Howell and Lee (2007, p. 226), one of the teaching resources available for mobiles is audio-based learning (MP3 players and podcasting).

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Podcasts are usually in the form of audio or video files, and they have significant role to improve learners listening skills. Podcasting has huge potential in improving learners' listening and speaking skills (SZE, 2006, p. 121). In the field of language teaching, listening applications are becoming increasingly popular, and 'podcasts' are especially attractive to language learners, and one of the listening applications is Spotify. Spotify is one of digital music, podcast, and video streaming service that gives the listener access to millions of songs and other content from artists all over the world. How people listen to podcast changes when premium music, podcast, video-streaming based application like Spotify rises. It does not need massive smartphone memory to store the podcasts, since the songs play directly from the internet cloud storage that makes the number of the songs simply unlimited.

In this study, there are several problems that can be identified. First, language classroom basically needs teaching media that support the English teaching and learning. Second, students especially adolescents want to learn listening by doing interesting activities. The last, is a language teaching method, the teacher always uses the traditional method. Furthermore, there are some previous studies related to this study. Those are: The Impact of Using Podcast on Iranian Autonomous / Non Autonomous EFL Learners' Listening Comprehension Ability at Pre-Intermediate Level by Sayadi & Heidar (2018, pp. 72-82), The Use of Audio Podcast for Teaching Listening Comprehension by Alfian, Lio, & Marafat (2019, pp. 1-11), Utilizing Podcast in Listening Class: The Advantages and The Challenges by Romadhon (2019, pp. 1-11), The Effectiveness of Multimedia Application on Student Listening Comprehension by Pangaribuan, Sinaga, & Sipayung (2017, pp. 212-218), The Impact of Podcast on EFL Students' Listening Comprehension by Abdulrahman, Basalama, & Widodo (2018, pp. 23-33).

According to the previous studies, few researchers discuss about multimedia application or podcast, and they don't use a podcast on Spotify. Here the researcher has compared. The differences or gap contained here are using Georgina's podcast on Spotify in learning asking and giving directions. Thus, the present study has two research questions, first "is there any significant difference in students' listening skills before and after being taught by means of Georgiana's podcast on spotify?" second, "how students' respond to the use of Georgiana's podcasts on Spotify to improve their listening skills?"

METHODS

Researcher designed to use mixed methods design, which type is the embedded design. It is useful when a researcher needs to embed a quantitative design within a qualitative component, as in the case of an experimental or correlation design. According to Creswell (2014, p. 269) in this study, the researcher will collect both quantitative and qualitative data, analyze them separately, and then compare the results to see if the findings confirm or disconfirm each other. Fraenkel and Wallen (2014, p. 265) argue that mixed methods do not discuss mixing or combining the two forms of data in a study, but the assumption that the two forms of data provide different types of information. It means that different question requires different types of data. Different questions to be answered because a single data set in not sufficient.

Researcher carried out pre-experimental design to collect quantitative data. Therefore researchers will study one group and provide interventions during the experiment (Cresswel, 2014, p. 219). In this case, the researcher chosen a one-group pretest-posttest design, while for qualitative data design, the researcher was carried out descriptive qualitative research. Descriptive is the characteristic of data in qualitative study because it is taken from documents, audio-video recordings, transcripts, words, & pictures (Walliman, 2001, p.259). Quantitative method used to obtain data from the experimental results, while qualitative method used to understand the relationship between the results obtained by students after treatment. The scores obtained by students after the post-test compared with the results of qualitative data collection.

The researcher conducted at one private vocational school at Kawali. The reason the researchers chose this location was because of the problems faced by the teachers at the school are the students' listening ability level in learning English was still quite low and student learning outcomes did not reach the minimum completeness criteria (KKM), so the researcher was interested in conducting research. According to Taylor (2016, p. 32), the ideal research is one in which the observer obtains easy access, establishes immediate rapport with informants, and gather data directly related to the research interest.

To collect the data, the researcher used of some procedures: Before giving the treatment, the researcher was given a pre-test. It took in 30 minutes. The material test that the researcher used consisted of 10 items. The pre-test was used to know the prior knowledge of the students' ability in listening through podcast. Then, the researcher gave treatment by using Spotify Application. The treatment of the research conducted in one meeting in which the meeting needs 60 minutes. When teaching listening, the researcher applied three stages of teaching, namely pre-teaching, whilst-teaching and post-teaching or other terms are now more familiar with the exploration, elaboration and stages confirmation. This corresponds to what is recommended by Underwood (1990) and Davis et al, (2000) so that teachers in teaching listening takes three stages teaching, which each has a purpose and type separate but unified activities in a series of teaching processes. And then Post-test carried out in the last meeting. The researcher employed post-test to find out the value of treatment whether the result of post-test better then pre-test or not. Researchers also asked the time for filling out the questionnaire, this was to collect data through close-ended questionnaire. Finally, the researcher evaluated the quiz and gave scores to students and analyzed the data from the questionnaires.

This was done to determine the students' listening skills and their progress. This instrument is also used to determine the effectiveness of Georgina's podcasts on Spotify to improve students listening skills. In this technique the only group to be measure after and before treatment (Fraenkel, Wallen, & Hyun, 2012, p. 279). Fraenkel, Wallen, & Hyun (2007, p. 269) suggested a diagram the pre-experimental one group pretest posttest design is as follows:
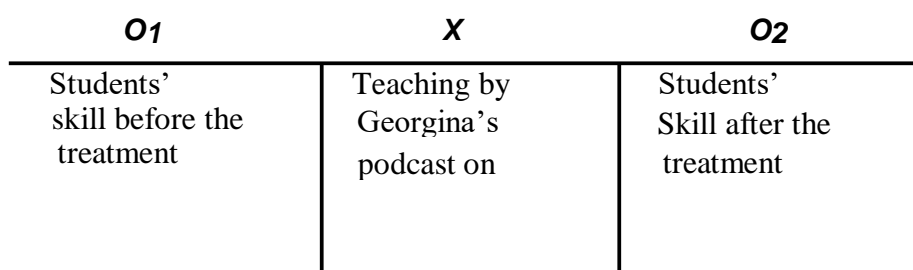
O_1	X	O_2
Students' skill before the treatment	Teaching by Georgina's podcast on	Students' Skill after the treatment

Figure 1 the pre-experimental one group pretest posttest design

Explanation:
O1   : Pre-test
O2   : Post-test
X   : Treatment

The pretest is administered after subjects are randomly assigned to the group to get an indication of the level of performance of a group before the experiment is conducted. According to Brill (2018, p, 38) advantage of the pretest-posttest design is that not only can the researcher determine if there is a different before and after experiment, but also can determine how much of a change or how much growth there was between the pretest and the posttest. This type of design is very desirable in education because we usually want to know how much of a change actually occurred or how much growth occurred between the pretest and the posttest.

The next data collection technique is a questionnaire. The researcher use adapted questionnaire from Mistar and Embi, June 2016. This was done to find out students' perceptions about the use of Georgina's podcast on Spotify to improve students listening skill after the treatment. Researcher collected data using a short assessment questionnaire (Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree). The type of research questionnaire is a closed question. Closed questions on a Likert scale allow respondents to choose one of the options such as "agree" or "disagree" given by the researcher without adding new answers (Dorney, 2007, p. 105). Therefore, the form of closed questions makes it easier for students to answer them. Finally, the two data was compared to determine the suitability between student perceptions and the value obtained by students.

FINDINGS AND DISCUSSION

The main objective of the research is to know the effectiveness of Georgina's podcast in improving students' listening skills. The primary data collected through pre and post-test was analyzed by using SPSS 16.0 and the secondary data or students' perspective about Georgina's podcast to improve listening skills collected through questionnaire was explained using descriptive qualitative. Below is description statistics from the result of one-group pre-test post-test which calculated by SPSS.

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	18	0	70	30.00	18.471
Posttest	18	60	100	86.67	11.882
Valid N	18				

It can be seen from the table 1 that means for the pre-test was shown 30.00 as compared to the mean for the post-test which was 86.67. The standard deviations obtained show more variability among the scores of pre-test rather than post-test scores. As a result of this fact, the post-test score in the class was significantly different after going under the treatment. Before applying the t-test, the researcher must perform a normality test to find out whether the data distribution is normally distributed or not.

Table 2: Tests of Normality Result

	Class	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Pretest	.138	18	.200*	.953	18	.477
	Posttest	.222	18	.020	.890	18	.039

As in Table 2, the significance value for the pretest in the Kolmogorov column is 0.200 and the result of the significance value for the posttest is 0.020. This means that the data is normally distributed because the significance value is > 0.05. Therefore, researchers can calculate the t-test using paired simple t-test.

The researcher elaborated the inferential analysis of the data which are obtained in the study. It was done using Statistical Package for Social Science (SPSS) 16 version. The table 4.4 is summarized the inferential analysis of the data of the current study:

Table 3: Paired Samples Test Results

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	pretest-post test	-56.667	19.403	4.573	-66.315	-47.018	-12.391	17	.000

From the analysis by Paired Samples Test, sig. value 0.000 is lower than 0.05. Therefore H_1 was accepted and H_0 was rejected. Obviously, there is a significant impact of the usage of Georgina's podcast on Spotify in students' listening skills. Furthermore, the observed t value was calculated as to be 12.391 (t= 12.391) which is higher than t table (t= 2.110) and the degree of freedom was 17 (df= 17). This score also supported the hypothesis that students' listening skills of post-test was influenced by Georgina's podcast on Spotify.

Results of Questionnaire

Table 4: Students' rating of their use of Georgina's podcast on Spotify

No	Questions	Responds				
		SA	A	N	D	SD
1	Learning to ask and giving direction through Georgina's podcast on Spotify is fun to improve listening skills.	17%	77%	6%	0%	0%
2	Learning to ask and giving direction through Georgiana's podcast on Spotify is a positive idea.	50%	39%	11%	0%	0%
3	Spotify is easy to use.	78%	22%	0%	0%	0%
4	Using spotify helps me easily.	22%	61%	17%	0%	0%
5	The interactions on spotify are very clear.	6%	39%	55%	0%	0%
6	Interaction on spotify is easy to understand.	28%	28%	44%	0%	0%
7	It was easy for me to become skilled at searching podcasts through Spotify.	17%	50%	33%	0%	0%
8	Learning to listening using Spotify is easy for me.	12%	55%	33%	0%	0%
9	Spotify is suitable for academic purposes.	0%	67%	33%	0%	0%
10	Spotify allows me to practice my listening skills anywhere and anytime.	55%	39%	6%	0%	0%

From the questionnaire, the majority of students find it fun to learn asking and giving direction through Georgina's podcast to improve listening skills. As much as 89% students (50% strongly agree and 39% agree) in agreement that Georgina's podcast is a positive idea for learning asking and giving directions. According to Arono (2014, p. 65), the good learning media is the media that can deliver the message and can give the understanding for the Students. Moreover, 78% of students strongly agree that Spotify is easy to use. The students feel using Spotify helps them easily. This is shown by 61% of students chose to agree, 22% strongly agree and 17% chose neutral. In terms of interacting with Spotify, interactions with Spotify are very clear and easy to understand, most students choose to be neutral. Then, vast majority of the students (50% agree and 17% strongly agree) feel that it

is easy to become skilled at searching for podcasts through Spotify. Most of the students agreed that Spotify makes it easy for them to learn listening.

Regarding Spotify is suitable for academic purposes, 67 % and 33% of students stay neutral. Finally, almost all students agree that Spotify helps them practice listening skills anytime and anywhere. This is shown by 55% of students chose strongly agree and 39% chose agree. This is in line with Ramos & Blind (2020), Spotify is available across a range of devices, including computers, phones, tablets, speakers, TV, and cars. You can easily transition from one to another with Spotify Connect (one of Spotify fitur). It means, Spotify is easy to use everytime and everywhere cause that application easy to access in every moments.

This research is one of the effects to generate some improvement in teaching listening to X.5 OTKP students of vocational high school in Kawali. It has been discussed in the chapter three that using Georgina's podcast on Spotify is one of the alternatives to obtain the intention. The following is the elaborated discussion of the research findings.

Students Listening Skill before and after being taught by means of Georgina's podcast on Spotify

The results of the present study support the hypothesis that there was a significant difference in students' listening skills before and after being taught by means of Georgiana's podcast on Spotify. The posttest scores are higher than pretest scores has proven the effectiveness of podcast as media to improve students' listening skills. This fact clearly proven that the use of Georgina's podcast in teaching listening gives significant impact to students' listening skills. This result is consistent with the previous literature in which students whose were taught by podcast performed better in listening skill (Alfian, Lio & Marafat, 2019, para. 9; Sayadi & Heidar, 2018, p. 80; Abdulrahman, Basalamah & Widodo, 2018, p. 30).

Students' responses to the use of Georgina's podcast on Spotify to improve their listening skills

Regarding to the result of questionnaire, it is obviously seen that Georgina's podcasts on Spotify impressed students with its meaningful and appropriate content for listening, portability and benefits for students especially in subject asking and giving direction. First, students connect new vocabulary and content knowledge activities and assignments through podcasts. Therefore, students feel that their listening skill has also improved their vocabulary. Similar results found that podcast can make the Students more understanding vocabularies (Abdulrahman, et al 2018, p. 28). Another interesting activity carried out by students during the treatment period such as sharing and discussion to answer listening skill.

In this study, students' enthusiasm appeared when they pay full attention to answer teachers' questions directly and through assignments as Salmon and Edrisingha (2008, p. 44) point out that the sign of successful teaching is to holding students' attention. Similarly, students' enthusiasm was clearly shown by their request and activity since the first meeting. The situation not only should be interesting but also should make the students keep paying attention to the following up material. The variation of Georgina's podcast on Spotify that combines some aspects such as audio, video, and text adjusted in an attractive simple form will make the students feel interested, easy, and focus to pay attention on the material being given. Furthermore, Georgina's podcast on Spotify could lead to a more natural ambience, accelerating the learning process. In short, teaching learning process using Georgina's podcast on Spotify will make the students feel interested without ignoring the process itself and it will accelerate the process itself.

CONCLUSION

Based on the finding, the data showed that Georgina's podcast on Spotify has achieved positive results in influencing students' listening skills in subject asking and giving direction. It could be seen by the students' mean scores which was increase. It was proven by the mean score of orientation before and after giving treatment was 30.00 becomes 86.67 improve 56.67. Furthermore, the students generally pleased with the teaching asking and giving directions by using Georgina's podcast on Spotify. Almost the students gave their good responses to the implementation of the podcast. For further researcher, it will be useful to extend the current findings by implementing podcasts in different fields with different or the same point of view to find out whether the difference between students' listening skills in listening habits is significant or not.

Based on the findings and discussions stated in the previous chapter, the researcher then offered some suggestions related to the result of his research especially for the English teacher and students. First, both teacher and students must recognize an appropriate strategy to teach and learn listening. Second, teacher can be able to use Georgina's podcast to improve students' listening skills in subject asking and giving directions by downloading Spotify. Third, English learners can used Georgina's podcast in school or their own home to improve their listening skills. The last but not least, teacher must be able to select the appropriate podcast to implement in the teaching learning process which based on the existing syllabus and lesson plan. It is because not all podcast can be applied in teaching and learning process. It avoids the notion that killing the time through watching video.

This research provided facts that there were implications of podcast for English language teaching especially theoretical and practical implications. Theoretically, Georgina's podcast on Spotify gave benefits to both teacher and student. Georgina's podcast on Spotify has a great contribution to improve students' listening skill. Practically, the results of the research give accurate data that Georgina's podcast is effective to improve students' listening skill. For English teacher, Georgina's podcast can be used as an alternative way to teach listening skills in subject asking and giving directions which is easier to get.

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