CHAPTER I
INTRODUCTION

This chapter presents the introduction of the study it given the general overview of the proposal. It presents also the background of the study, scope and limitation of the study, the statement of the problem, the objective of the study, and the significances of the study.

A. Background of the Study

Language as a tool for communication, takes an important role in our daily activities, especially English as international language. English is used almost all over the world in science, engineering and technology, medicine, business and trade, scientific research, education, tourism, internet, banking, commerce, advertising and many more but with a few phone calls. Furthermore, Rao (2019) states that English occupies a unique position as it is a widely spoken language and has firmly established itself as the dominant global language in the aforementioned fields. English has some important components to master. They are listening skill, speaking skill, reading skill, and writing skill.

Listening is one of those skills where complex problems arise when listening to the radio, audio or speaking of someone or a native speaker, caused by the process of listening well, otherwise we cannot hear what they are saying clearly. In other words, listening is the process of discussing texts by activating different types of language, phonology, and context that are evident from knowledge and experience. Furthermore, (Gilakjani, 2011) pointed out that listening comprehension is a conscious, active process in which listeners construct meaning using knowledge cues and contextual information in existing knowledge, and rely on various strategic resources to satisfy mission requirements.

Listening is one of the language skills that senior high school students should master on the basis of school-based curriculum. Both competency standards and basic competencies mention that students are required to have a good ability to understand the meaning of short simple transactions, interpersonal dialogues, simple spoken

language and short monologue texts in order to interact in the closest setting. However, teachers see listening as a learned skill automatically without much learning and practice. Therefore, the students' listening ability is still very low. Unfortunately, many students do not understand during listening activity. They feel pressured to understand every word. This means that students have difficulties Gather information from speakers. This may be due to student restrictions. Vocabulary mastery and class condition are very noisy. As a result, students have hearing problems, and most of them have low motivation to learn listening.

Songs are known to be a media to help students easily remember words while learning English. It allows students to memorize words and say them. It can also be fun. In general, students like sounds that they tend to imitate. This situation can help students understand the story because the sound will bring them joy. Also, students like to move and interact. Students learn not only through explanation, but also through interaction and what they see, hear and touch. Teachers must choose methods or strategies that incorporate elements of student's preferences. Additionally, teachers can use modern media to bring topics closer to students and introduce students to these media. In this way, teachers can not only impart content or materials, but also use media. One of the best media for learning and teaching listening is song.

Spotify is one of the most famous application in the world. Spotify is one of the digital music, podcast and video streaming services that gives listeners access to millions of songs and other content from artists around the world. Spotify application launch on 7 October 2009, this application found by Daniel Ek and Martin Lorentzon in Swedia in 1 April 2006. Spotify have many features like podcast, digital music, and video streaming. Therefore, the Spotify application provides an opportunity to improve students' listening achievement. Since this, Spotify application is so much fun to use for learning. As for digital music, users can play their favorite songs in this application. The song itself has a lot of digital English song, it is fun to listen to grammar and pronunciation, allowing students to learn English easily.

This study, the researcher took some similar studies by using a few previous studies. The first previous observe is carried out by

Andriyani, et al. (2019) this studies describe improvement the first semester students of English Department of Muhammadiyah University of Makassar in listening skill by using Spotify application as a tool that focused on listening English song especially identify the phoneme words because the students have hearing problem and most of them have low motivation to learn listening. The researcher found that the student's listening has improved after using Spotify application as a media listening skill. The second is carried out by Julia Ayunda (2021). This research aims to give new ideas in teaching listening through Spotify. The growth of Smartphone make people can bring their podcast every moment. The new way to listen a podcast and play millions of podcasts is with Spotify. The result of study indicates that the use of Spotify in listening class will make students more likely for having high interest in listening class. And the third is carried out by Yusuf Yuliyanto (2017) Research on his use of singing in listening lesson can be implemented to increase student interest in the learning process. Students like to use songs to increase their interest in listening to songs great because it indirectly trains the dexterity of the students and they can enjoy it. In this research, their study reveals an improvement on the student's pronunciation and even vocabulary learning.

Based on these characteristics, the researcher chose Spotify as the way to improve students' listening skills. Because the researcher fell Spotify application is fun and easy to learn, and also easy to use in gadgets and computers. From the aspect of listening, the researcher can know that listening is inseparable from our activities. But in reality, most teachers don't pay attention to students' listening skill, which affects students' English skill, especially when they want to talk to others but can't understand what others are saying because they don't listen much. Because of this, speaking becomes a dilemma for students, as students may encounter difficulties that must be described and analyzed during the learning process. One of them is difficulty deliver their speaking. In this case, the researcher chose the Spotify application to increase student's awareness of learning English.

B. Scope and Limitation

In this research, scope of the study is the students of Senior High School grade XI and the limitation of the study is focused on listening skill about English song and the using Spotify application to EFL students listening achievement.

C. Statements of the Problem

Based on the general background of the study above, statement of the problem can be stated as: Is there any effects of using Spotify application on EFL students listening achievement of eleventh grade Senior High School?

D. Purpose of the Study

In this research, the writer has a purpose to find out the effect of using Spotify application on EFL students listening achievement of eleventh grade Senior High School.

E. Significance of the Study

1. Student

The benefit for students is improved listening achievement for EFL students, as this research provides insight into how well students are improving listening using the Spotify application.

2. Teachers

For Teachers, can get knowledge about listening teaching through English songs, and the results of this research can make beneficial contributions to English teaching and learning process, especially improving listening achievement.

3. Other Researcher

The benefit for other researcher is they can get some information related to EFL students listening achievement through English song in Spotify application.