

# CHAPTER I

## INTRODUCTION

This chapter, the researcher will be present some points of this part as the introduction in this thesis. The researcher organizes this chapter by dividing six parts; the first part is a background of research, the second is research problems, the third is objective or research, the fourth is scope and limitation, the fifth is a significance of the research, and last is the definition of key terms.

### 1.1 Background of Research

English is a language that is used almost all over the world. Used for education, work, and many others. According to (Chen & Chen, 2021) English is the most widely used language in the world, improving English skills is the most important used in the current era. However, the most frequently used skill is listening skills.

Listening is one of the keys to all English skills, without effective listening skills it will be easily misunderstood. Listening is one of the skills that must be mastered from several skills. According to (Salazar, Noel B. ; Graburn, 2003) “Listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words”. Listening is considered a very individual activity. Especially to be a good speaker, one must become a better listener (Handayani & Izzah, 2020). Therefore, there are many who cannot understand listening easily, because listening requires a higher level of focus to be able that understand what is being said.

Listening is one of the important activities in learning, to get information. Moreover, (Demir & Tavail, 2021) said that communication is

very important, listening comprehension skills are part of a language that we must learn in detail. In teaching listening to learning in the classroom, the teacher gets used to giving listening to students and showing teaching materials as listening comprehension. Furthermore, according to (Demir & Tavail, 2021), several materials can be used in the process of developing listening comprehension, they are divided into several groups such as visual, authentic, inauthentic, textbook-based, and technology-based materials.

Furthermore, in the teaching process the teacher also uses the learning model in the classroom due to guarding the appropriate learning process. According to Ramdhani et al., (2017) Discovery Learning is a framework for creating an active student learning model based on self-discovery or exploration, students will remember the results for a long time and will not quickly forget them. Therefore, the learning model can be used as a solution in the teaching process of teachers in the classroom.

Spotify is a type of media that may be used in the learning process and can help students implement their listening comprehension. Spotify is a music, podcast, and video streaming service that allows users to access millions of songs and other content from artists all over the world (Salsabila et al., 2021). Students will not be bored during the learning process if media is used.

In previous research, it was said that students could not understand what was being said. This study reveals whether the use of Spotify can develop students' listening skills or not (Bona, 2018). This study uses qualitative methods and using a questionnaire. The result of previous research is that Spotify can develop students' listening skills. Moreover, the

previous researchers hoped for the latest researchers to use experimental methods in using Spotify to improve listening skills.

Currently, researcher use the media in the form of the Spotify application to create students' listening comprehension. Spotify is a listening platform that is commonly used by various groups because Spotify is very easy to access. There are several features, namely, songs, podcasts, and video streaming (Akib & Ma, 2018).

There are reasons why researchers choose listening comprehension. Based on the researcher experience during school, when the teacher carried out learning activities, some students did not listen and the media used was monotonous. As a result, students are lazy to take part in learning listening, because students' are not used to learning listening.

Furthermore, the researcher believes that this research will run smoothly for implementing students' listening comprehension. Using Spotify media, especially listening to songs, can train students' comprehension of listening skills. Furthermore, the researcher hopes that using Spotify media is expected to get used to listening well. In addition, songs are the right media to implied students' listening skills (Listyaningsih, 2017).

Since the researcher is very interested to conduct the research that in using Spotify to implied students' listening comprehension. The research found problems involving students' listening comprehension. To prove the results of the study, the researcher analyzes whether the use of Spotify could imply students' listening comprehension through the learning process.

## **1.2 Research Questions**

Based on the problems above, the researcher wants to provide a problem statement as follows:

1. How is Spotify Application implemented by the teacher in listening comprehension for student's in Vocational High School?
2. How are the students' response about Using of Spotify Application in Learning to implied Listening Comprehension in Vocational High School?

## **1.3 Research Purpose/Objective**

Based on the statement of the problem above the objective of this study is:

1. To know the implementation of Spotify application for students' listening comprehension in Vocational High School.
2. To find out the students' responses about Using of Spotify application in Listening Comprehension in Vocational High School.

## **1.4 Significance of the Research**

After conducting this study, the researcher hopes the result can give benefit:

- a. The purpose of this study, the researcher hopes that the research will be useful for students' and equip or assist the student learning process. By using this media, students' can implement listening comprehension, be active, have confidence, and get used to listening using the Spotify application. Moreover, it can stimulate students listening comprehension.

- b. The researcher hopes that this finding can help students and teachers to facilitate the learning process.

### **1.5 Scope and Delimitation**

The scope of the research is in the teaching learning process. In order to limit the research, it is necessary to focus on the problems discussed in the research. In particular, this study focuses on whether listening comprehension can be implemented by using Spotify media at 11<sup>th</sup> grade SMK Dr. Soetomo Surabaya. In other words, to know the general understanding of listening comprehension and students' response correctly.

### **1.6 Definition of Key Terms**

1. Spotify

According to Akib & Ma (2018), SPOTIFY is one of the digital music, podcast, and video streaming services that gives the listener access to millions of songs and other content from artists all over the world.

2. Listening comprehension.

According to (Tran & Duong, 2020) listening comprehension is a crucial ability in the acquisition of a language, and it is also one of the most difficult for students to master. Despite the fact that mastering listening comprehension can assist learners learn a second language, it is not an easy or simple notion.

3. Vocational High School

According to (Dewi, 2015) Vocational high schools focus on education and training programs in areas where they have limited knowledge. As a result, students who enroll in this program should expect the topics transferred to fulfill their expectations. In this scenario, English as a topic necessitates content standards. As a result, particular

English became a serious challenge in conducting vocational education and training programs.

