

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the results of the research question from this study. This chapter focuses on implementing the Spotify application for teaching listening comprehension at Vocational High School.

4.1 Research Findings

In this research, there are two problems submitted to answer research questions. The first is about “How is Spotify application implemented by the teacher in listening comprehension for students in Vocational High School and the second is about students’ responses to using of Spotify application in learning to imply listening comprehension in Vocational High School”. In this chapter, the researcher has conducted observation, questionnaire, and interview with an English teacher. The purpose of the study was conducted at 11th grade Multimedia 2 SMK Dr Soetomo Surabaya.

4.1.1 Implementation of Spotify as Media in the Teaching Process

Class observations have been carried out on second semester students to find out the teacher’s teaching process. Researcher used a time allocation of 2x30 minutes in the class observation process. In the ongoing observation, the researcher is in the same room with the teacher to observe the teaching process that has been carried out by the English teacher. Then, the teacher provides information to students that the researcher would make observations in the class during the learning process. Furthermore, based on the results of classroom observation, the researcher concluded that the teacher applied the Spotify application as a learning media in the teaching process of listening comprehension in English class 11th grade Multimedia

2 SMK Dr. Soetomo by using 3 stages (three stages), namely; opening, main activities, and, the last activity is closing.

During the teaching process in the classroom, the teacher applies Spotify as a learning medium by using the discovery learning (DL) of the learning model. According to Ramdhani et al., (2017) DL is a framework for creating an active student learning model based on self-discovery or exploration, students can remember the results for a long time and cannot quickly forget them. Then, in the application of Spotify media a total of 26 students' 11th grade, became subjects in the English teacher's implementation of the teaching process. For the teaching process of implementing Spotify in the classroom, it can be seen from the results of observations based on the lesson plan as follows:

1. Opening Activity

The first stage that the teacher does the opening, before starting the teaching process, the teacher greets students with "Assalamualaikum, Wr. Wb." It was then followed by greeting students and asking, "Good afternoon students, how are you students?" to ensure that they were doing well. Immediately start by using games as icebreakers for the first activities to get all students interested. The teacher reviews the previous material before moving on to the core learning activities in order to stimulate it again to remember the previous material, which is known as apperception. The teacher instead explains how to use Spotify media in learning to deliver the maximum listening comprehension learning outcomes.

2. Main Activity

The second stage is the core part of learning. According to Hagen et al., (2021) stated process of understanding and extracting meaning from spoken sentences, stories, and directions is referred to as listening comprehension. In addition, Hayati, (2009) building meaning about cues during listening comprehension is an intentional and dynamic process that starts with prior knowledge and relies on a combination of tactical resources to complete the desired task.

The teacher starts by delivering the material on "Listening Comprehension" by linking the material to complete the song lyrics using the Spotify media which is applied by the students. Next, after the teacher explains the material related to the teaching process. The teacher gives instructions to students to work on the worksheet to complete fill the blank song lyrics that have been shared by listening to the audio that has been played through Spotify media. Besides that, the teacher explains in advance how to access Spotify, namely; the first step the teacher asks students to download the application first if students don't have it, and don't forget to log in by using the email and password. Next, the teacher explains some of the features and tools found on Spotify that the application can be applied easily.

The next step, the teacher asks students to write the title in the search column according to the material that has been explained. The teacher gives instructions to the students to be given two opportunities to listen to the song before filling out the worksheet to complete fill the blank song lyrics. At the first opportunity, students listen a song through Spotify according to the title listed on the worksheet while students write important information from the song. On the second occasion, students are required to complete fill the blank song lyrics

in the worksheet that has been given by the teacher. Students' are given time by the teacher to complete this task and also discuss with their friends about the meaning of the lyrics in the song. Then students write down the moral values in the song and present it to the class as a group representative in pairs.

The researcher observed teaching process how teachers taught in the class. The teacher gave instructions to students to listen carefully to songs from Spotify. Due to the song lyrics subtitles and other features and tools on Spotify, which can be applied easily with the application, learning listening comprehension is made very simple for students using this Spotify media. The teacher and the students have a discussion about the songs. Before the teaching process ends, the teacher should give instructions to gather the worksheets that have been completed within the given time before the teaching process is over. Besides that, before using the Spotify application in learning English, previously students felt bored when the teacher only provided media that did not make students feel interested in learning English listening comprehension.

Then, by using Spotify in the learning process, students feel more interested when listening to English songs through Spotify as a learning medium. Because Spotify facilitates the learning process, having lyrics in a song can make it easier for students to learn listening comprehension. In addition, there are various kinds of genres on Spotify, students and teachers can search for songs or genres that can be used as a teacher's teaching process.

Furthermore, after using the Spotify application as a medium for learning listening comprehension in English classes, students were much more interested in using Spotify for learning. Therefore, the

learning process is more fun and makes students more interactive in learning English listening comprehension using Spotify.

3. Closing

At the end of the teaching process, the teacher and students review the material that has been given by asking questions, in order to stimulate the brain so that students do not forget the material that has been given. Furthermore, students concluded that learning about listening comprehension complementing song lyrics using Spotify was very helpful and easier in the teacher's teaching process. According to Fitria, (2021) said songs can be used as learning media and can indirectly learn the four components of listening learning in English. Therefore, students really enjoy when the teacher applies Spotify as a learning medium, when compared to the previous students were less satisfied with the learning media applied by the teacher before using Spotify as a modern learning medium. Because it facilitates the teacher's teaching process and facilitates the student learning process.

Then, the teacher gave feedback on the teaching process this time, that the Spotify application can be applied in learning English, especially in listening comprehension and provides opportunities for students to ask questions if they do not understand the material that has been explained. After that, the teacher said closing greetings to end the teaching process by saying "Wassalamualaikum, Wr, Wb. and don't forget to give thanks for participating in the teaching process by giving directions for students to pray according to their respective beliefs before the teacher leaves the class. This demonstrates a learning model might help students discover ideas connected to the topics that have been presented by stimulating them with learning materials. Before the

end of the learning activity, the teacher gives the task of finding songs through the Spotify application and providing opinions about the meaning of the song lyrics and the moral values contained in the songs conveyed.

4.1.2 Student's Response

Researcher used student responses to find out the results of student responses about the Spotify application as a media in the teaching process of teachers in the classroom. Then, the researcher processed the data that had been obtained through student questionnaires, for the results of the analysis as follows:

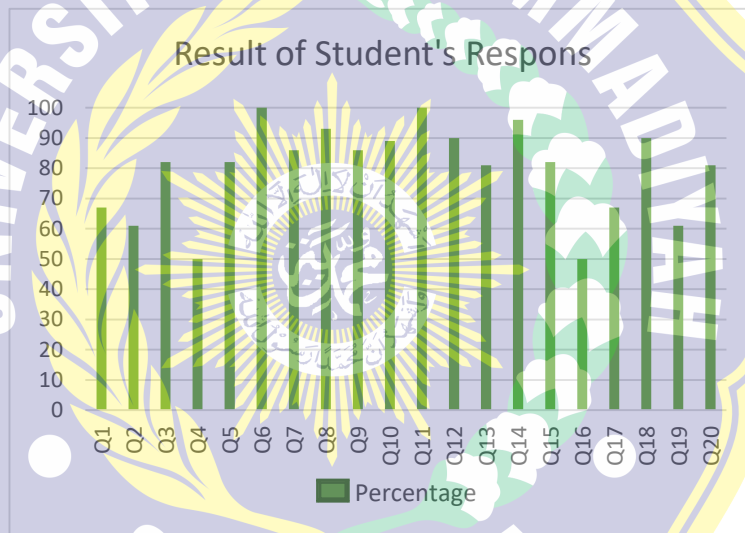


Figure 6 Result of Students' Response

Based on the results of the analysis of student responses in the process of teaching listening comprehension using Spotify, the average score is 80% which is included in the very positive category. Furthermore, all statements in the questionnaire on average get a score of more than 70% which are included in the positive and very positive categories.

The first part shows the results of learning listening comprehension by 67% with a positive category, students respond with positive results

that learning to listen to English songs are fun. Additionally, according to the researcher's interpretation of the responses, which includes the very positive category, students prefer English songs as listening comprehension learning and find it simple to follow the English listening comprehension learning material with a percentage of 82%. The next response, the researcher interpreted the results as very positive at 100%, that students like to discuss with teachers and friends using Indonesian in learning English on the grounds that they can understand the learning material on the application of Spotify media in listening comprehension. Students attempt to concentrate on listening to songs that are played on the Spotify application in order to learn listening comprehension for English songs.

The next response shows results regarding understanding in using the Spotify application, 93% of students understand the media in the form of the Spotify application because according to students the Spotify application is very easy to access through any device and facilitates the teaching process used by teachers in understanding listening English songs. Then, students agreed with the statement that the material presented by the teacher in learning listening comprehension was more interesting by using the Spotify application by 86% which was in the very positive category. Furthermore, 89% of students always listen to the teacher's directions before listening to songs that can be played through the Spotify application in listening comprehension learning, students strongly agree with the statement that the Spotify application can help in understanding the listening comprehension material given by the teacher with a very positive interpretation of 100%. The results of the subsequent responses with a very positive category of 90%, listening to English songs through

Spotify are very effective in the process of teaching listening comprehension.

Besides that, the researcher gave the results of an analysis of the teaching process in applying the Spotify application as a learning medium, especially listening comprehension, that when teachers use Spotify as a learning media, it can encourage students to understand more about listening comprehension to English songs easily, 81% of which is in the very positive category. In addition, learning to complete fill the blank song lyrics using Spotify can help students in learning listening comprehension with the analysis results of 96% being in the very positive category, 82% of students being able to understand English through song lyrics to practice varied imagination and thinking. However, the results of the next percentage show a figure of 75% with a category between no less and no more, in the sense that the teacher is lacking in the maximum application when the teaching process in English class. However, some students only want the Spotify application to be used for listening comprehension learning by 67%, but there are also student responses with 90% analysis results who believe that the Spotify application needs to be applied to listening comprehension learning. Furthermore, 61% of students responded that some students had difficulty in learning listening comprehension using Spotify, the researchers found the results of the analysis that 81% of students found it easier in the teaching process of listening comprehension learning with the very positive category.

Of the 27 responses, students chose strongly agree and agree in the category of very positive responses. The statement above can be concluded that student responses were analyzed using data tabulation, a total of 20 questions with answer choices strongly agree, agree, disagree, and strongly disagree.

Then, the researcher gave each score 1-4 to be accumulated looking for the highest percentage of student responses. According to the results of the analysis conducted by the researcher, with a very positive category, students like listening comprehension learning by using the Spotify application as a medium that is applied by the teacher in the teaching process in English class. The researcher stated the results of the average analysis through a questionnaire distributed by a researcher that using Spotify succeeded in increasing listening comprehension students in learning English. However, using the Spotify app as a learning tool has both benefits and disadvantages. There are other aspects that can support teaching and learning activities because the application is easily accessible to students, teachers, and the general public. For example, the lyrics function can make it simpler for students to learn listening comprehension. The disadvantage of the app is that it requires internet access in order to be utilized, which is a problem for both students and teachers as well as the general public.

Then, the researcher concluded that students strongly support and agree when the teacher uses Spotify to implement students' English listening comprehension.

4.2 Discussion

This discussion section was conducted to find out the results of the application of listening comprehension learning media as a teaching process and student responses as a tool to analyze data on the implementation of the teacher's teaching process in 11th-grade students of Multimedia 2 SMK Dr. Soetomo Surabaya. Next, the researcher explained how to analyze the data using 4 instruments (four instruments), namely; interviews, observations, questionnaires, and documentation. The initial stage carried out was discussing with the teacher to discuss problems in

the teaching process in the classroom, the teacher explained that there were obstacles to the students' listening comprehension process, namely, they rarely practiced directly using audio, therefore it could students feel lazy and not focus on the material understanding process listening to English. Therefore, the teacher uses Spotify media as a process of implementing the teaching of students' English listening comprehension. The Spotify application is very easy to use by teachers and students with several features in the application. Students can practice listening comprehension independently by listening to audio that can be played via Spotify, not only that students can train ear sensitivity and focus on listening comprehension. The teacher provides games or media in the learning process with easy-to-understand learning methods in the classroom teaching process.

The teacher makes use of reference indications when teaching listening comprehension to maximize learning outcomes and accurately communicate learning objectives. The instructor then conducts discussions or learning projects in class in accordance with the information to be taught. He always uses lesson plans as a guide for the teaching process in class. By talking to students, teachers can learn about their issues, and by employing new technology or icebreaker activities during lessons, they can lighten the mood in the classroom and actually remove students' monotony. They can also help to increase students' interest in taking part in class discussions. Because when teachers use Spotify as a teaching and learning process in the classroom, students quickly understand.

According to the results of discussions with the English teacher, students find it difficult and unfamiliar in listening to comprehension material.

By using Spotify as a study there is a term of sensual type that describes listeners feeling physically good and makes them happy, that listening to music can evoke one's emotions. You may feel happy, sad, angry, or some other emotion. Listeners must be trained and have demonstrated understanding when listening to mere type. Students who have this personality type are usually those who pay a lot of attention to music. Therefore, the researcher can conclude that the Spotify application can be used as a teaching aid and can improve students' listening comprehension.

Due to the lack of adequate facilities such as an English language lab. Furthermore, the results of the discussion between researcher and teachers can be concluded that Spotify media is very helpful in the teaching process and makes students feel interested or monotonous.

Then the next process after discussing with the teacher is that the researcher conducts class observations to find out the process of teaching listening comprehension using Spotify media in class. At this stage the teacher opens the lesson, and, carries out core activities by providing listening comprehension material by working on a worksheet to complete fill the blank song lyrics as a form of student focus in listening to the material provided by the teacher and the teacher gives a conclusion before the end of the classroom teaching process. The results of the observation in the classroom can be seen in the appendix.

Furthermore, the researchers gave a questionnaire to students as a form of response in the classroom teaching process by applying Spotify media, in these results the researchers found positive results from 27 students that the Spotify application was very helpful and made students interested in using the application as a learning process. The researcher made sure by asking the teacher about the application of Spotify media

as a teaching process and whether it could help as a learning medium in the classroom. The researcher found differences in the study by comparing the previous findings, that Tran & Duong, (2020) used mixed methods in finding several problems in understanding English pronunciation related to students' listening comprehension. Then, in previous findings by Akib & Ma, (2018) that previous researchers faced difficulties in delivering speeches, therefore previous researchers used Spotify to increase students' awareness in learning English through the identification of phoneme words using the Spotify application. It's just that there are similarities in the findings of this study in the use of Spotify media as listening comprehension learning. However, there is a novelty in this study that the researcher made observations on teachers who applied the Spotify application as a learning media in understanding listening to English for vocational high school students using different methods in the teaching process.

