The Use of SPOTIFY Application to Improve Students Ability in Listening through English Song
(A Pre-Experimental Research at the First Semester Students of English Department of Muhammadiyah University of Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in partial Fulfillment of the Requirement for the Degree of Education in English Department

<u>ANDRIANI</u>
10535 6190 14

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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LEMBAR PENGESAHAN

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01 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E.,M.M (. . . . .)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (. . . . .)

3. Sekretaris : Dr. Baharullah, M.Pd. (. . . . .)

4. Dosen Penguji : 1. Erwin Akib, M.Pd., Ph.D. (. . . . .)

2. Herlina Daddi, S.Pd., M.Pd. (. . . . .)

3. Awalia Azis, S.Pd., M.Pd. (. . . . .)

4. Dr. H. M. Arief Paturusi, M.Pd. (. . . . .)

Disahkan Oleh
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

ii

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APPROVAL SHEET

Tittle	:	The Use of SPOTIFY Application to Improve Students' Ability in Listening Through English Song (A Pre-Experimental Research at the First Semester Students of English Education Department of Muhammadiyah University of Makassar).
Name	:	Andriani
Reg. Number	:	10535 6190 14
Program	:	English Education Department Strata 1 (S1)
Faculty	:	Faculty of Teacher Training and Education

Makassar, 5 Februari 2019
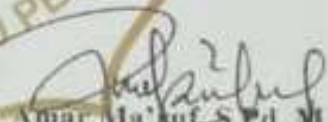
Approved By

Consultant I   Consultant II

Erwin Akib, M.Pd., Ph.D.   Amar Ma'ruf, S.Pd., M.Hum., Ph.D.

Dean of FKIP   Head of English
Makassar Muhammadiyah University   Education Department

Erwin Akib, M.Pd., Ph.D.   Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 860 934   NBM: 977807

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FAKULTAS KEGURUAN DAN ILMU PENDIDIK
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْـــمِ اللّٰـهِ الرّحمن الرّحيـــم

COUNSELLING SHEET

Nama	:	Andriani
Stambuk	:	10535619014
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	The Use of SPOTIFY Application to Improve Students' Ability in Listening through English Song (A Pre Experimental Research at the First Semester Students of English Department of Muhammadiyah University of Makassar)
Consultant I	:	**Erwin Akib, M.Pd., Ph.D**

Day / Date	Chapter	Note	Sign
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		- Absone of ... must be provide	
15/01 2019		okay	

Makassar,   Januari 2019
Approved by:
Head of English Education
Department

Ummi Khaerati Syam, S.Pd.,M.Pd
NBM: 977 807

بِسْمِ اللّٰهِ الرّحمٰنِ الرّحِيمِ

COUNSELLING SHEET

Nama   : Andriani
Stambuk   : 10535619014
Jurusan   : Pendidikan Bahasa Inggris
Dengan Judul   : The Use of SPOTIFY Application to Improve Students' Ability
                  in Listening through English Song (A Pre Experimental
                  Research at the First Semester Students of English Department
                  of Muhammadiyah University of Makassar)

Consultant II   : Amar Ma'ruf, S.Pd.,M.Hum.,Ph.D.

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Makassar,   Januari 2019
Approved by:
Head of English Education
Department

Ummi Khaerati Syam, S.Pd.,M.Pd
NBM. 977 807

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nama   : **ANDRIANI**

Stambuk   : **10535 6190 14**

Jurusan   : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Use of SPOTIFY Application to Improve Students Ability In Listening Through English Song** *(A Pre-Experimental Research at the First Semester Students of English Department of Muhammadiyah University of Makassar)'*

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<u>**ANDRIANI**</u>

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Stambuk	**:**	**10535 6190 14**
Jurusan	**:**	**Pendidikan Bahasa Inggris**

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MOTTO

"SO WHICH OF THE FAVORS OF YOUR LORD WOULD YOU DENY?"

– QS AR-RAHMAN (55:13)

I dedicated this thesis to

My beloved parents, my families and all of my friends.

ABSTRACT

Andriani. 2019. The Use of SPOTIFY Application to Improve Students' Ability in Listening through English Song *(A Pre-Experimental Research at the First Semester Students of English Department of Muhammadiyah University of Makassar)*. Faculty of Teachers Training and Education, Muhammadiyah University of Makassar (supervised by Erwin Akib and Amar Ma'ruf).

This research aimed at finding out the improvement of the students' listening ability in listening skill by using SPOTIFY Application as a tool that focused on Listening English song to identify what words the singer said and the meaning of the song.

The researcher applied pre-experimental method with one group pre-test - post-test design, and collected the data based on the test. The sample of the research was the first semester students which consisted of 25 students. The sample was taken by using purposive sampling technique.

The research findings showed that the first semester students of English Department of Muhammadiyah University of Makassar had fairly score in pre-test. After treatment, their listening ability in identify phoneme words increase significantly. The result of the research were the mean score obtained by the students through pre-test was 57.2 and post–test was 74.4 with the t-test value orientation is greater than t-table (10.8>2.06). Listening through English Song in term of identify the phoneme words improved 17.2%. The result of calculating t-test of the indicators in the students' t–test listening ability in listening through English Song was greater than t-table 25.1>2.06. Eventually, based on findings and discussion above, the researcher concluded that the improvement of the students listening ability through English song using SPOTIFY Application was significant improved.

Keywords: Listening, Phoneme Words, SPOTIFY Application

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Makassar, 16 Januari 2019

The Researcher

Andriani

TABLE OF CONTENTS

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

English is one of International language that should be known by all of the people around the world. It has spread widely all over the world, first because of the influence of the British Empire and, second due to the pre-eminence of North American influence in the world. In Europe, English has advanced as an international language especially after World War II, leaving behind other preeminent languages such as French (Rocio Segura Alonso, Convocatoria de Junio. 2012 : 2). Because of the World War II, English itself became international language and be a second language in some of country such as Malaysia, Singapura, etc. There are some important compenents in English that should be master in. They are listening skill, speaking skill, reading skill, writing skill and etc. But in this research will focused only on listening skill.

Listening is one of English Skills that shall be master in. According to Ekrem Solak and friend, 2015 in Prospective EFL Teachers' Perceptions Of Listening Comprehension Problems In Turkey. They said "Listening skill has been called as the 'cinderella skill' which is overlooked by its elder sister

speaking in language learning and listening comprehension is a highly complex problem solving activity that can be broken down into a set of distinct factors like process, listener, input, task, affect and context". It means, Listening is one of skill that have some complex problem when hearing a song in the radio, audio or someone or native speaker in speaking cause by process in listening in running well or we can not hear clearly what they say. Another aspects also why listening skill is one of skill that little bit difficult because of the Researcher country, English is a foreign languages. It means, the society is not familiar with English language because of societies' habitual and less knowledge about English itself.

There are some components of listening itself. The first is Literal Knowledge. Literal Knowledge is a question about descriptions, facts and details including information that is explicitly stated is asked in each quiz. The second is Vocabulary. Vocabulary is a question about word meanings is asked in each quiz, identifying the meaning of words in the context of the story. The third is Inferencing. Inferencing is a question asking students to make an inference as they listen is included in each quiz, connecting pieces of text together with student prior knowledge and experience, that goes beyond the literal meaning of the audio content. The next is main Idea. Main idea is a question asking students to generalize the content as a whole and identify the main ideas of the information presented is asked in each quiz. And then summarizing and drawing conclusions. This aspects aim for students are asked to identify a summary of the audio content and its overall ideas, or draw conclusions by making a judgement about the information provided in the

audio story. The next compenent is Point of View and Speaker's Purpose. This compenent aims Students listen to identify and evaluate the speaker's purpose and why they are sharing this information. Students also identify the point of view of the story or the viewpoint of a speaker in the story. The sevent component is analyze reasoning: Students evaluate the reasoning , credibility, and relevance of a speaker or author's ideas and information. And the last is Finding Evidence. This component aim for Students to identify quotes or statements in the audio that provide evidence to support their thinking and inferences about the content. In order, the teacher should give the students direction how to listening correctly because by the audio that the teacher play, teacher can measure how far students' understanding in listening.

Unfortunately, many students have difficulties to follow listening activity. They felt under pressure to understand every word. It means that the students have difficulty in catching the information from the speaker. This might be caused the student's limited vocabulary mastery and the condition of the class was very noisy. As a result, the students have hearing problem and most of them have low motivation to learn listening.

SPOTIFY is one of famous application in the world. 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. SPOTIFY application launch on 7 october 2009, this application found by Daniel Ek and Martin Lorentzon in Swedia in 1 April 2006. SPOTIFY application have some features like digital music, podcast and video streaming. In digital music, users can playing their favorite song in that

application. Podcast itself have much digital English story that interesting to hear and video streaming also can use as a learning media by watching video in. By that features, The researcher decided to choose SPOTIFY application as the way to improve students ability in listening. Because the researcher feel that SPOTIFY application is interested enough to use in learning cause easy to use, also can use in gadget and computer easily.

Based on the aspects of listening, the researcher can know that listening cannot be separated with our activity. But in the reality, most of teacher does not pay attention about students' ability in listening and it can influence students' ability in English especially when they want to speaking with another people but do not understand what the opposite say because they are less in listening. That is the reason why speaking became dilemma for students because in learning process, student may face difficulty which is crucial to be described and analyzed. One of them is difficulty in deliver their speaking. By that case, the researcher decide to choose SPOTIFY Application to increase students' awareness to learn English.

This research will be conducted in third semester students English Department of Muhammadiyah University of Makassar in Listening Comprehension class. The reasons are the researcher feel that this research need to do for collecting the information and looking for the effect of media in listening development by using SPOTIFY Application and also the place is researcher's university and also place that researcher study. That are the reasons be a consideration for the researcher to doing research in third Semester English Department of Muhammadiyah University of Makassar in

Listening Comprehension. That is the reason why the researcher choose The Use of SPOTIFY Application to Improve Students Ability in Listening.

B. Problem Statement

Based on the explanation above, the problem statement is formulated as follows How is the improvement of students' listening ability through English Song using SPOTIFY Application?

C. Objective of Study

As the formulation of the problem that have been described, the objective in this research is to find out the improvement of students' listening ability through English Song using SPOTIFY Application.

D. Significance of the Research

The benefits of this study are divided into two, namely theoretical and practically:

1. Theoritical
   a. For knowledge developing in listening.
   b. To add scientific studies in listening.
2. Practically
   a. Benefits for students

      The benefits for students are to improve students ability in listening because this research can find out how far the students' improvement in listening by use SPOTIFY application.

b. Benefits for researcher

The benefit for researcher is the researcher get some information related to students' improvement in Listening by using SPOTIFY Application and also adding the researcher about Listening by using SPOTIFY Application.

E. Scope of the research

This research is restricted to the improvement of the students' listening ability through SPOTIFY Application in terms of Selective Listening that focus on listening phoneme words.

CHAPTER II

PREVIEW OF RELATED LITERATURE

A. Previous of Related Findings

There are some previous of related findings about this research are

:

1. Hery Kusyowo (2013) in The Effectiveness of Song Technique in Teaching Paper Based TOEFL (PBT)'S Listening Comprehension Section. Higher School of Foreign Language Teknokrat, that his the research aims to explore how students learn PBT's listening comprehension section effectively through song technique. This sounds like a more interesting and engaging way to learn language because music is a very powerful motivational tool for learning language and after listening english section has done, he can conclude that in his study song can be used as an effective way to develop listening comprehension skill in Paper-Based TOEFL. It can be seen when the learners joined listening activities in the class willingly and showed very enthusiasm.

2. Mustafa Sevik (2012) in Developing Young Learners' Listening Skills Through Songs. Turkey said songs are regarded as one of the most effective techniques to this end. Songs have a definite place in the YL

classroom; they provide meaningful and enjoyable language practice, especially in fostering listening skills.

3. Amalia Qistina Abdullah (2013) in *Not* Just Wanna Have Fun : Teaching Listening Skills with Songs. English Language Department, Academy of Language Studies, Universiti Teknologi MARA said that Listening to their favorite music is not just wanna have fun, but rather having fun while learning. Mastering the art of listening in English is a lifelong struggle for many tertiary students.

4. Jin-Sung Kim and Mun-Koo Kang (2015) in The Effects of Improving English Listening Skills of High School Students with a Lower Level through Pop Song Hunminglish Pronunciation (PSHP) Practice, For teaching and learning English listening skills, English pop songs have been considered as a very popular and effective way, and useful pattern practices related to the songs can be very helpful. English pop songs can help students feel more confident and enjoy learning English at home as well as in the classroom. The results of this study are English pop songs increased their interest and motivation, which have been turned out to be about two times more scores after 10 months. Therefore it is desirable that more English teachers have to try use more English pop song materials to improve students' listening skills through interest and motivation.

5. Yusuf Yuliyanto (2017) on his research, the use of song in listening class could be implemented to increase student's interest during the learning process. The students like to use song to improve their interest in listening class because it indirectly trainsthe students' skill, they can enjoy the

activities, and it makes them do not feel bored also easier to understand the material. The use of the song also be chosen to improve students' ability compared to other methods because it will make them earn a lot of new vocabulary through learning activities in a fun way

6. Caicedo and Lojano (2013) in Yusuf Yulianyanto (2017) conclude that the use of songs stimulates the students' interest to learn and encourages them to engage more during the learning process because these motivating activities increase the students' confidence, learning abilities and skills. Their study reveals an improvement on the students' pronunciation and even vocabulary learning.

7. Tri Listiyaningsih (2017) said Listening English song can improve the listening skill because song can be media to improve listening skill. When someone learn about English language, they should comprehend in listening skill because listening is one of skill that must comprehend in learning English language. Listening to English song can add the vocabularies, improve pronunciation, and can make comprehend in listening skill and there is way to improve listening skill. Vocabularies can be obtained because people will usual to listen the English word and it can add new vocabularies. Improve pronunciation can obtained because when listen English song, the singer usually is native speaker of English and they will pronounce English well. So that people can use the English song to improve the ability.

Based on the previous research above, can be concluded that listening skill is important element in English language proficiency that has some factors

inside and outside of the listener that will affect the output of this skill itself, whether the information is received effectively or not. In relation to those problems, it can be concluded that students' interest is really important because it will affect the process and the result of learning. Considering such as an issue, this study aims at describing the students' interest toward the use of song in listening class. Then, listening English song also can be a media to improve students' listening skill.

B. The Concept of Listening

1. The Definition of Listening

Yusuf Yulianto (2017) also is comparing two scientific perceptions in his research, they are River (1978) and Underwood (1990). In that paper, Rivers (1978) argues, if listening is a creative skill which means that we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance. He also states that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs to integrate the skills of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. However, during the process of learning those language skills are not integrated properly because some difficulties that be found. Underwood (1990) explains one of those difficulties in listening that directly related to the students themselves is based on the fact that students have created learning habits in the sense that they have been encouraged to comprehend

everything by listening properly to teachers who may talk slowly and clearly, so when they fail to comprehend every word while listening, they stop listening and lose the thread, which seems to be the reason for them to be panic and worried before and during the listening process.

According to Mustafa Sevik, dkk. (2012) Listening skill is regarded as the most important outcome of early language teaching and songs are regarded as one of the best ways for practicing and developing the listening skills of especially young learners. Therefore, any syllabus designed for teaching foreign languages to young learners specifically focuses on the listening skill in general and contains songs as effective listening materials. The purpose of this theoretical study is to present a theoretical structure by reviewing the relevant literature in relation to the importance of the listening skill for young foreign language learners and to discuss the importance, advantages, and teaching procedures of songs as listening activities. Research shows that the necessary time is not being devoted to listening comprehension activities in the teaching of modern foreign languages in Turkey and students are unable to reach the targets about listening comprehension mentioned in the curriculum. Therefore it is concluded in this study that the development of listening skills should be given priority in the Turkish context as in many European countries and that the use of songs as listening materials should be promoted. Listening tasks provide a rich source of comprehensible

input for YLs from which they will eventually draw on in order to produce language themselves. Listening skill is generally regarded as a receptive skill but yet it is not a passive activity at all, and YLs should be actively engaged in listening tasks and activities. The main method of exposing students to spoken English (after the teacher) is through the use of taped material and listening to appropriate tapes provides a rich input for anyone wanting to learn a language. Listening activities in class should be accompanied with visual images and physical motions. To this end, songs when selected carefully and implemented purposefully readily provide such opportunities.

On her research, Tuti Masnijar (2015) said There were have several effects of using song to the students, not only increased their listening ability and helped the teacher to teach listening, but also provided and interested media for the students to achieve the learning goals. The media has contributed a lot in making the students understand well the delivered lesson. The content of the songs may become one of influential factors which may determine the improvement of the students' listening ability. Kids' songs also should consider students' need, so that song could help them to learn and achieved the learning objective. The teacher ability in selecting teaching material also influenced in using songs to teach the students' listening ability. The students also enjoyed it and not bored in the classroom

2. **Elements of Listening**.

According to Shockingawful, 2017 : 1 in Wisra : 2018 : 10, said that there are four elements of listening, namely :

a. Ability to Focus

Ability to focus means the capability of students or listeners in listening the material from the audio. Ability to focus define in two, focus on ears for listen the audio and focus on eyes for read and match the text with the audio. Such as eyes may not be adapting well to the numerous distraction in a typical classroom and some noisy sound from the outside of classroom.

b. General Understanding

General understanding means that the students or listeners can understand about main idea of the content from the text. The listener can imagine to catch the general meaning of something they hear.

c. Listening for Details

Listening for details sometimes known as listening for the specific information. It involves understanding the task and focusing to catch information.

d. Accuracy of Answer

Accuracy of answer means the capability of students or listeners to answer the task with the correct answer. It is involves understanding the text and vocabulary to get the correct answer.

From the elements above, the researcher choose the third point to measure students' ability in listening.

3. Types of Listening

Listening skill, however, is not easy to master. There are many types of listening to know before somebody wants to learn the skill according to Michael Rost (2011). Those are:

a. Intensive; focus on phonology, syntax, and lexis. Learner pays close attention to what is actually said.

b. Selective; focus on main ideas, pre-set task. Learner attempts to extract key information and utilize information in a meaningful way.

c. Interactive; focus on becoming active as a learner. Learner interacts verbally with others to discover information or negotiate solutions.

d. Extensive; focus on listening continuously, managing large amounts of listening input. Learner listens to longer extracts and performs meaning content tasks.

e. Responsive, focus on learner response to input. Learner seeks opportunities to respond and convey her/his own opinions and ideas.

f. Autonomous listening; focus on learner management of progress, navigation of "help" options. Learners selects own extracts and tasks, monitors own progress; decides on own patterns of interaction with others.

People only listen of what they want to listen. It depends on the purpose of listening, academic or entertainment. The purpose of listening activity could be considered by teachers if they want to teach this skill. The purpose can be combined by teacher in teaching listening especially for basic level learner. Teacher could teach listening academically by using media that entertaining students. Many literatures show the new way in teaching listening. The new way in teaching listening shows the combination of the purpose of listening. Teacher in the classroom can teach structure, pronunciation, or vocabulary by using many kinds of technique that could attract students to learn from SPOTIFY Application. By using SPOTIFY Application, teacher for foreign learner can provide the students to be familiar with the language they learnt. For instance, teacher can use a media that close to the students' life such as SPOTIFY Application to listen a song.

C. The Concept of SPOTIFY

SPOTIFY is one of famous application in the world. 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. SPOTIFY application launch on 7 October 2009, this application found by Daniel Ek and Martin Lorentzon in Swedia in 1 April 2006. SPOTIFY application have some features like digital music, podcast and video streaming. In digital music, users can playing their favorite song in that application. Podcast itself have much digital English story that

interesting to hear and video streaming also can use as a learning media by watching video in. By that features, The researcher decided to choose SPOTIFY application as the way to improve students ability in listening. Because the researcher feel that SPOTIFY application is interested enough to use in learning cause easy to use, also can use in gadget and computer easily.

Depend on SPOTIFY's website, Spotify is available across a range of devices, including computers, phones, tablets, speakers, TVs, and cars, and 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. Even more, Students nowaday have their own gadgets, like computers, phones, tablets, speakers and etc.

In this study, listening skill relates on the independent variable-SPOTIFY Application especially listening song by using that application. Since song is a short piece of music, listening has three types on it. According to Ayatika Adawia (2017) on her research, There are the sensuous type, the expressive type, and the Sheerly musical type. Those types spelled out by Copland, the eminent American Composer, on The Understanding of Music by Hoffer. These are the explanation:

a. The sensuous type means the music of the song affecting listeners' physical and make listener pleasure on what they hear.

b. The expressive type is the agreement that when somebody listens to the music it can stimulate the listener's feeling. It could be sad, happy, angry, etc.

c. Sheerly type. It requires the listener to be trained and to be having more knowledge to listen. Usually this type is having by people who pay a lot of attention in music world.

Based on the exposure of types in listening skill and the result of some researcher, there are some relation between listening skill and listening to the music or song. People can hear music everywhere but it's not absolutely they listen to the music and also can feel enjoy if song as as media. They are really listening to the music when they have one of the three types above. It is a skill that needs a process that will make someone really know of what they listen to not only hear. So, the researcher choose SPOTIFY Application as a new media to improve students' ability in listening, beside the SPOTIFY Application has some contents that be interesting to use in English learning, most of students also have their own smartphone. So, it is easy to access SPOTIFY Application.

D. The Concept of Phoneme Words

A phoneme is the smallest unit of sound which is significant in a language. one of the set of speech sounds in any given language that serve to distinguish one word from another. A phoneme may consist of several phonetically distinct articulations.

Which are regarded as identical by native speakers, since one articulation may be substituted for another without

any change of meaning. Thus /p/ and /b/ are separate phonemes in English because they distinguish such words as *pet* and *bet,* whereas the light and dark /l/ sounds in *little* are not separate phonemes since they may be transposed without changing meaning.

Put it simply, phoneme is a contrasting phonological unit. Let us consider several examples:

1. Pig – big /p/* – /b/

2. Pen – pan /e/ – /æ/

3. Sink – think /s/ – /θ/

As can be seen from the examples above, the distinction between /p/ – /b/, /e/ – /æ/, and /s/ – /θ/ creates new words in English, which means that English has such phonemes as /p/, /b/, /e/, /æ/, /s/, /θ/ (among other English phonemes). When linguists construct phonological system of a language (let's say the language of a tribe), they try to find pairs of words in which the distinction is as small as in the words above. If such a pair is found, then it means that this language has such phonemes. Let us consider one more example, in Russian this time:

люк [luk] "hatch" – лук [ɫuk] "onion" /l/ – /ɫ/.

In this pair the only difference between two words is /l/ – /ɫ/, that is, soft /l/ vs hard /ɫ/. As example 4 shows, in Russian, there are two distinctive phonemes /l/ – /ɫ/ since they change the meaning of the word**. However, in English, there is no phoneme /ɫ/ since it does not serve the purpose of distinguishing words or morphemes. For example, whether we pronounce [lamp] or [ɫamp], it does not change the meaning; therefore, it

is not a phoneme in English. In contrast, in Russian, there is no pair of words which would be distinguished based on the /e/ – /æ/ opposition (example 2 above); therefore, /æ/ is not a phoneme in Russian.

Sound (phone) is a vibration or wave caused by an object. This definition comes from acoustics and underlines physical characteristics of sounds of speech. Sounds are instances of phonemes in real speech. Put it simply, sounds are everything we hear with our ears. Here are some examples of sounds:

1. [k], [b], [f], [u], [d], [e], [i:]

2. the word "cat" consists of three sounds and can be transcribed as follows: [kæt]

In dictionary transcriptions, we have sounds, not phonemes. Sounds are physical segments. Sounds, unlike phonemes, have such concrete characteristics as duration in time and loudness. Sounds are produced by organs of speech. Sounds are quite concrete and linguists consider them to be units of speech; while phonemes are abstract (they are generalizations made on the basis of comparison of words) and linguists consider them to be units of language (cf Saussurian distinction langue – parole). Sometimes, in non-linguistic circles, the word "sound" is used to name what is, in fact, a phoneme. Example :

a. See and Sea

b. Kiss and Kill

c. But and Bit

d. Pat and Pad

E. The Conceptual Framework.
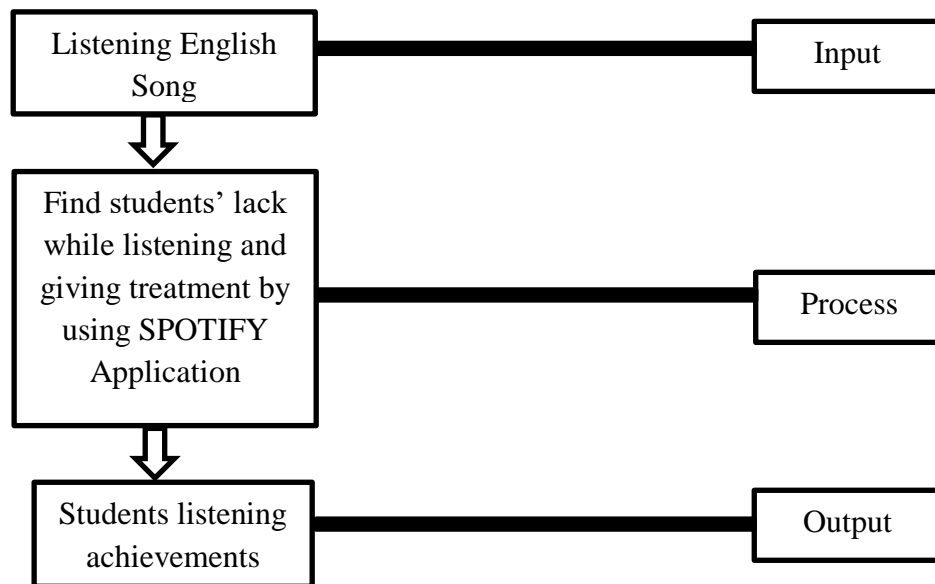
Figure.2.1. Conceptual Framework

Figure 2.2 was explained about learning process in increasing students' listening ability through English Song by using SPOTIFY Application which the students can searching the song based on that they wanted to listening anywhere and anytime by using SPOTIFY Application. So, the writer thought that the process will help the students to improve listening ability to identify phoneme words through song that they listen.

In this conceptual framework, the researcher was going to do treatment, the researcher gave students a song to listening and suggest students to choose the correct answer. After that, the researcher giving treatment by using SPOTIFY Application while learning process. The researcher find out the students' face many problems in learning English, especially in Listening skill. It caused by English in Indonesia is still foreign language, so habitual

make them hard to listening well. Based on the problem above, the researcher choose SPOTIFY application as the solution to face that problem by looking at the result of pre-test. One of the reasons is most of students have smartphone and SPOTIFY application was easy to access everywhere and every time. The method was expected to improve students' listening skill.

The three variables briefly clarify as follow :

1. Input refers to the listening material is listening song.
2. Process refers to the application was use in teaching listening namely SPOTIFY Application.
3. Output refers to the students' progress in listening skill by using SPOTIFY Application.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted in pre-experimental designed using quantitative approach. The researcher used Pre-Experimental design because the researcher want to measure students' progress in Listening by using SPOTIFY Application. Therefore, in this research the researcher just take one group or class to use pretest and posttest design to know the result of treatment.

The researcher used the one-group pretest posttest design usually involves three steps : (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; (3) administering a posttest, again measuring the dependent variable. Differences attributed to aplication of the experimental treatment are then evaluate by comparing the pretest and posttest score.

Design of Pre-test and Post-test

$$O_1 \ X \ O_2$$

Adapted from Gay on Goestina (2016)

Explanation:

O_1 : Pre-test (Before Treatment)

X   : Treatment

O_2 : Post-test (After Treatment)

In this study the writer would be find the improvement of the students' listening ability through SPOTIFY Application especially in Listening English Song. The improvement was know after finding out the significant difference between the students' achievement before teach using SPOTIFY Application and those were teach after using SPOTIFY Application comparing pre-test and post-test score.

B. Population and Sample

1. Population.

The population of this research was the first semester students (2018th) of English Department of Muhammadiyah University of Makassar which consisted of 205 students that spread into eight classes. Obviously, described in the following table :

Table 3.1. Number of Population

No.	Class	Number of Students
1.	A	27
2.	B	29
3.	C	29
4.	D	30

Lanjutan Table 3.1

5.	E	30
6.	F	25
7.	G	30
8.	H	30
Total		**205**

(Source SIMAK of English Department 2018)

2. Sample

According to Donald (2010) in Andi Sriwahyuni (2016) in her research that states sample is a group selected from population for observation in a study. For the sample, the researcher take a class to be the sample. The researcher used purposive sampling because the sample was selected based on the researcher's want, the research and also the consultant recommendation. This technique determined the sample based on certain consideration. In this research, become sample is F Class of First semester of English Department of Muhammadiyah University of Makassar in Intensive Listening Class.

C. Research Instrument

The instrument of this research was written test, a device used by the research while collecting the data to make his work easier and to get better result, complete and systematic in order to make the data easy to process. In this research used test as instrument. Test was set of question use to measure the achievement or capability of individual class.

D. Technique of Data Collection

Data Collection was using test. In this experimental research, the researcher provided Pre-test and Post-test. These tests used to measure the students' progress in Listening skill by using SPOTIFY Application. In this research, the researcher used achievement test because it made to measure the students's achievement after they learned the material. Therefore, the instrument of the test was objective test. Objective test divided into transformation, completion, combination, addition, rearrangement, matching, correct and incorrect (true/false) and multiple choices. The researcher used the instrument the form of filled in the blank and multiple-choice tests. This types of test were chosen because technique of scoring was easy and it was more practical for students to answer. Test was do to know students achievement so that the researcher knows the students' improvement.

E. Procedures of Collecting Data

To collect the data, the writer used of some procedures:

1. Pre-test

Before giving the treatment, the writer was given a pre-test. It took in 30 minutes. The material test that the writer was used consist of 10 items. The pre-test was used to know the prior knowledge of the students' ability in listening through English song.

2. Treatment

The writer was given treatment by using SPOTIFY Applcation. The treatment of the research were conducted in six meetings in which each meeting needs 120 minutes.

The procedures of the treatment were as follows:

a. Opening activities

1) Teacher gave apperception

2) Teacher gave some question to the students based on the topic to active students' prior knowledge.

b. Lesson activities

1) The teacher explained what SPOTIFY application is;

2) The teacher explained how to use of SPOTIFY application;

3) The teacher asked the students to open SPOTIFY application by their smartphone;

4) All of the students divided into group and each group should choose a song. After that, teacher plays every group song and students' should write what words they catch from the song and give an opinion what the song means.

c. Closing activities

1) The teacher summarized the learning material.

2) The teacher closed the class.

3. Post-test

Post-test was carried out in the last meeting. The writer employed post-test to find out the value of treatment whether the result of post-test better then pre-test or not.

F. Technique of Data Analysis

The writer analyze the data was using following steps:

1. Calculating the mean of pre-test score and post-test score.

2. Calculating the percentage of increasing achievement.

3. Calculating the significance difference between the students' pre-test and post-test.

4. Calculating the t-test of pretest and posttest score to find out the difference between them.

Method of analyzing data is a method to process the findings data into research. The technique of analyzing the data is using the T-test. In analyzing the scores using t-test, the writer should find out the Mean, modus, median and the Standard Deviation of both the pretest and the posttest score.

1. Calculation the mean of the students answered by using formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where: $\overline{X}$ = Mean score
$\sum x$ = The raw of all score
N = The number of subjects

(Subana, et al, 2005)

2. The percentage of increasing achievement used the following formula:

$$X_2\text{-}X_1$$

$$P = \frac{X2-X1}{X1}x100\%$$

Where: P= Percentage

X_2= Average score of Post-test

X_1= Average score of Pre-test

(Gay in Goestina, 2016)

3. After collecting the data of the students, we was classified the score of the students into the following criteria:

Table 3.2. Classify the Score of the Students

Score	Classifications	Description
96 – 100	Excellent	Knowledgeable, substantive through development of subject; relevant to assigned topic.
86 – 95	Very Good	Some knowledge of subject; adequate range; good development; mostly relevant to topic and good in detail.
76 – 85	Good	Some knowledge of subject; adequate range; limited development; mostly relevant to topic; but lack detail.
66 – 75	Fairly Good	Little knowledge of subject, little substance, adequate development of topic
56 – 65	Fair	Limited knowledge of subject, little substance, inadequate development of topic
36 – 55	Poor	Show limited knowledge of subject but non substantive, not patient
00 – 35	Very Poor	Does not show knowledge of subject, not substantive, not patient

(Depdikbud, 2010)

4. The significance difference between the students' pre-test and post-test, the writer applied the formula as follow:

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

Where:

T   = Test of significance

D   = The difference between the method pairs (X_1-X_2)

Md   = The mean of Ds

$\sum_d 2$ = The sum of the square

$(\sum_d)2$ = The square of $\sum d$

N   = Number of students

(Subana, et al, 2005)

5. The criteria for the hypothesis testing was as follows:

Table 3.3. Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005)

Table 3.5 meant (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research that listening through English Song by using SPOTIFY Application could improve students listening ability in terms of identify phoneme words of English song. In the further interpretation of the data analysis were given below:

1. The Students' Listening ability in term of identify phoneme words.

Students' Listening Ability in term of identify phoneme words by using SPOTIFY Application had different in pre-test and post-test. In pre-test the students' ability in Listening was less understandable about what the singer said in song that they hear but after applied the use of SPOTIFY Application the students more understandable about identify phoneme words of the song, it can be seen clearly in table 4.1

Table 4.1 Students' score of Identify Phoneme Words

The Student's Score		Improvement
Pre-test	Post-test	(%)
57,2	74,4	17.2%

Table 4.1 showed that the Improvement percentages of students in listening through English song in term of identify phoneme words was 17.2% after using SPOTIFY Application in Listening through English song in term of identified phoneme words. The mean score of the students in pre-test were 57.2% and post-test which to be 74.4%.
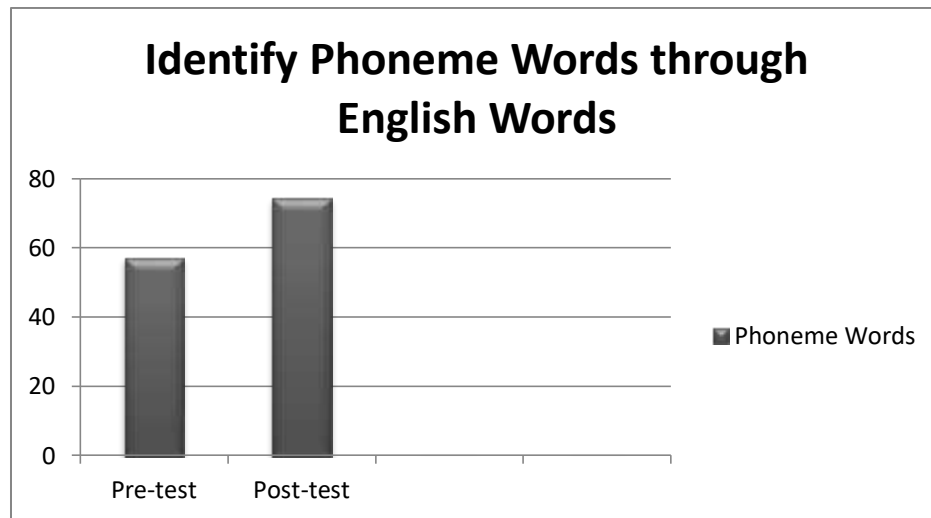
Figure 4.1 Graphic of The mean score of Pre-test and Post-test

Figure 4.1 showed that there was improvement of the students in listening through English song in term of identify phoneme words from pre-test with the mea n score was 57.2 to post-test with the mean score was 74,4.

Table 4.2 Classification of Identifying Phoneme Words (Pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	1	4%
4	Fairly Good	66-75	5	20%
5	Fairly	56-65	7	28%

6	Poor	36-55	11	44%
7	Very Poor	00-35	1	4%
Total			25	100%

Table 4.2 showed that the Classification of the students score of identify the phoneme words in pre-test there were 1 (4%) students got good, 5 (20%) students got fairly good and 7 (28%) students got fairy, 11 (44%) students got poor and 1 (4%) students got very poor.

Table 4.3 Classification of Identifying Phoneme Words (Post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	4	16%
3	Good	76-85	7	28%
4	Fairly Good	66-75	8	32%
5	Fairly	56-65	4	16%
6	Poor	36-55	2	8%
7	Very Poor	0.0-35	0	0%
Total			25	100%

Table 4.3 showed that the classification of the students of identify t/he phoneme words in post-test there were 4 (16%) students got very good, 7

(28%) students got good, 8 (32%) students got fairly good, 4 (16%) students got fairly, and 2 (8%) students got poor

2. Hyphothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pretest and posttest the researcher used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (25 students) then the value of t-table was 2.06 the t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students' listening test by using SPOTIFY Application in table 4.4.

Table 4.4 The Comparison of T-test and T-table Score

Variables	T-test	T-table	Description
Phoneme Words	10.8	2.06	Significance

Table 4.4 showed that the value of the t- test was higher than the value of t-table. The t-test value were greater than t-table (10.8>2.06). The value of the t-test was greater than t-table. The score in variable of phoneme words was (25.1> 2.06). It was said that the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df) 25 (N-1=25-1), thus the alternative

hypothesis (H1) was accepted and null hypothesis (HO) was rejected. In contrary, if the value was lower than t-table at the level of significance 0.05 and the degree freedom 25, thus the alternative hypothesis was rejected and null hypothesis was accepted.

B. **Discussion**

The research findings indicated that the students' ability in listening ability through English Song by using SPOTIFY Application showed the improvement of the students listening ability in the terms of phoneme words. From the improvement showed the process in pre-test and post-test. The result of the students listening in pretest was low, especially in finding the right answer in test.

Based on the problem above, the researcher gave the treatment by using SPOTIFY Application, so that the students could show the improvement in post-test. In pre-test, only gave the exercise (listening through English song) to know their prior knowledge before using SPOTIFY Application.

At the beginning, their listening skill was less good. Almost of them were confused and spent much time to think about the words that singer sang. They only read, but they did not understand about how to find out the right answer.

The researcher gave the treatment by using SPOTIFY Application. As the result, students become active and enjoy in listening activity. They would be easy to do the listening activity especially every students had their own smartphone and SPOTIFY Application could be installed in their smartphone

so it can make them easy to doing practice every day. Most of their utterance were correct and no need to read for a long time to understand what they read.

The description of the data collection through listening test as explained to the previous finding section that the students' achievement after using SPOTIFY Application was significant. In using SPOTIFY Application in listening activity, the researcher found that the mean score of post-test students' achievement is greater than pre-test. In table 4.1 showed that the score of find out which the mean score of pre-test was 57.2 and after using SPOTIFY Application, the mean score of post-test was 74.4. Therefore, the researcher indicated that there was a significant improvement after treatment by using SPOTIFY Application.

Yusuf Yuliyanto (2017) on his research said, the use of song in listening class could be implemented to increase student's interest during the learning process. The students like to use song to improve their interest in listening class because it indirectly trains the students' skill, they can enjoy the activities, and it makes them do not feel bored also easier to understand the material. The use of the song also be chosen to improve students' ability compared to other methods because it will make them earn a lot of new vocabulary through learning activities in a fun way

. So, based on the statement above, the researcher believed that the use of SPOTIFY Application in listening through English song can help the students to interest in doing listening activity and it could make the students found out the world that had similar song by that the song that they listen. Then, the use of SPOTIFY Application gave more good contributon for the

students to explore their listening skill and their understandable because the students can listen the song whenever and wherever they are.

In addition, Tri Listiyaningsih (2017) said Listening English song can improve the listening skill because song can be media to improve listening skill. When someone learn about English language, they should comprehend in listening skill because listening is one of skill that must comprehend in learning English language. Listening to English song can add the vocabularies, improve pronunciation, and can make comprehend in listening skill and there is way to improve listening skill. Vocabularies can be obtained because people will usual to listen the English word and it can add new vocabularies. Improve pronunciation can obtained because when listen English song, the singer usually is native speaker of English and they will pronounce English well. So that people can use the English song to improve the ability. Also, Jin-Sung Kim and Mun-Koo Kang (2015) in The Effects of Improving English Listening Skills of High School Students with a Lower Level through Pop Song Hunminglish Pronunciation (PSHP) Practice, For teaching and learning English listening skills, English pop songs have been considered as a very popular and effective way, and useful pattern practices related to the songs can be very helpful. English pop songs can help students feel more confident and enjoy learning English at home as well as in the classroom. The results of this study are English pop songs increased their interest and motivation, which have been turned out to be about two times more scores after 10 months. Therefore it is desirable that more English

teachers have to try use more English pop song materials to improve students' listening skills through interest and motivation.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 24 indicated that t-table value was 2.06 and t-test value was 10.8. Therefore, it can be concluded that statistically hypothesis of H_I was accepted and the statistically hypothesis of H_O is rejected. It meant that the use of SPOTIFY Application in teaching listening through English song could improve the students' ability in listening in term to identify phoneme words.

By seeing the improved of the students' listening ability in terms of identify the phoneme words by using SPOTIFY Application. It was concluded that the use of SPOTIFY Application improve the students' ability in listening in terms to identify the phoneme words. It could be showed from the students' listening test in pre-test and post-test. In pre-test, some students were difficult to answer the questions and find out the right answer because similar sound of word. But, the students' in post-test, which the content of listening English song could be understand. And then, the students were easy to answer the questions and find out which one the correct answer is true.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the researcher findings in the previous chapter, the result conclude that :

The improvement of the students listening ability through English song using SPOTIFY Application was significant improved. It was proved by the mean score of orientation before and after giving treatment was 57.2 becomes 74.4 improve 17.2% with the t-test value orientation is greater than t-table *(10.8>2.06)* at the first semester students of English department of Muhammadiyah University of Makassar.

B. Suggestion

Based on the conclusion above, the writer presents some suggestions as follows:

1. It is suggested to the lecturer especially at the first semester students of English Department, to use a SPOTIFY Application as one alternative among other teaching that can be used in teaching listening.

2. It is suggested to the lecturer, to use SPOTIFY Application through English as materials because it is effective to increase the students' ability in listening ability.

3. It is suggested to the next writer to use this thesis as an additional reference.

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APPENDICES

APPENDIX I

The students' row of pre-test

No	Respondents	Pre-test
1	EN	60
2	NJ	50
3	SDP	50
4	TNI	60
5	YIIF	50
6	RA	60
7	MS	70
8	AA	70
9	S	70
10	AA1	50
11	PIPS	30
12	YMY	40
13	RHR	40
14	MAR	60
15	FSS	70
16	DAMJ	80
17	MY	50
18	F	60
19	MARR	60
20	NN	70
21	RA1	50
22	NI	60
23	AYM	50
24	NAD	50
25	AP	40
Total		$\sum x = 1430$
Mean Score (X)		57.2

APPENDIX II

The students' row of Post-test

No	Respondents	Post-test
1	EN	90
2	NJ	70
3	SDP	70
4	TNI	80
5	YIIF	60
6	RA	80
7	MS	80
8	AA	80
9	S	80
10	AA1	60
11	PIPS	50
12	YMY	50
13	RHR	70
14	MAR	80
15	FSS	90
16	DAMJ	90
17	MY	70
18	F	70
19	MARR	70
20	NN	80
21	RA1	80
22	NI	80
23	AYM	70
24	NAD	90
25	AP	70
Total		$\sum x = 1860$
Mean Score (X)		74,4

APPENDIX III

The students' score of pre-test (X_1) and post-test (X_2), gain/difference between the method pairs (D) and square of the gain (D^2)

No	Respondents	Phoneme Words			
		Pre-test	Post-test	D(X2-X1)	D^2
1	EN	60	90	30	900
2	NJ	50	70	20	400
3	SDP	50	70	20	400
4	TNI	60	80	20	400
5	YIIF	50	60	10	100
6	RA	60	80	20	400
7	MS	70	80	10	100
8	AA	70	80	10	100
9	S	70	80	10	100
10	AA1	50	60	10	100
11	PIPS	30	50	20	400
12	YMY	40	50	10	100
13	RHR	40	70	30	900
14	MAR	60	80	20	400
15	FSS	70	90	20	400
16	DAMJ	80	90	10	100
17	MY	50	70	20	400
18	F	60	70	10	100
19	MARR	60	70	10	100
20	NN	70	80	10	100
21	RA1	50	80	30	900
22	NI	60	80	20	400
23	AYM	50	70	20	400
24	NAD	50	90	40	1600
25	AP	40	70	30	900
	Total	$\sum x = 1430$	$\sum x = 1860$	$\sum x = 460$	$\sum x = 10200$

APPENDIX IV

Scoring classification of the students pre-test and post-test

No	Respondents	Phoneme Words			
		Pre-test	Classification	Post-test	Classification
1	EN	60	Fairly	90	Very Good
2	NJ	50	Poor	70	Fairly Good
3	SDP	50	Poor	70	Fairly Good
4	TNI	60	Fairly	80	Good
5	YIIF	50	Poor	60	Fairly
6	RA	60	Fairly	80	Good
7	MS	70	Fairly Good	80	Good
8	AA	70	Fairly Good	80	Good
9	S	70	Fairly Good	80	Good
10	AA1	50	Poor	60	Fairly
11	PIPS	30	Very Poor	50	Poor
12	YMY	40	Poor	50	Poor
13	RHR	40	Poor	70	Fairly Good
14	MAR	60	Fairly	80	Good
15	FSS	70	Fairly Good	90	Very Good
16	DAMJ	80	Good	90	Very Good
17	MY	50	Poor	70	Fairly Good
18	F	60	Fairly	70	Fairly Good
19	MARR	60	Fairly	70	Fairly Good
20	NN	70	Fairly Good	80	Good
21	RA1	50	Poor	80	Fairly
22	NI	60	Fairly	80	Fairly
23	AYM	50	Poor	70	Fairly Good
24	NAD	50	Poor	90	Very Good
25	AP	40	Poor	70	Fairly Good

APPENDIX V

Mean score of the pre-test and post-test and gain (D)

a. The students' mean score of pre test and post-test.

Pre-test   Post-test

$$\overline{X}_1 = \frac{\sum X}{N}$$ $$\overline{X}_2 = \frac{\sum X}{N}$$

$$= \frac{1430}{25}$$ $$= \frac{1860}{25}$$

$$= 57.2 \text{ (Fair)}$$ $$= 74.4 \text{ (Fairly Good)}$$

b. The students' mean score of gain (D)

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{460}{25}$$

$$Md = 18.4$$

APPENDIX VI

The percentages of the students' ability in listening

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{74.4 - 57.2}{57.5} \times 100\%$$

$$P = \frac{17.2}{57.2} \times 100\%$$

$$P = 30\%$$

Test of significance

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

$$T = \frac{18.4}{\sqrt{\dfrac{10200 - \dfrac{(460)^2}{25}}{25(25-1)}}}$$

$$T = \frac{18.4}{\sqrt{\dfrac{10200 - \dfrac{211600}{25}}{25(24)}}}$$

$$T = \frac{18.4}{\sqrt{\dfrac{10200 - 8464}{600}}}$$

$$T = \frac{18.4}{\sqrt{\dfrac{1736}{600}}}$$

$$T = \frac{18.4}{\sqrt{2.8}}$$

$$T = \frac{18.4}{1.7}$$

$$T = 10.8$$

APPENDIX VIII

Table distribution of t-value

Degree of freedom (df) = N – 1=25 – 1= 24, T- table= 2.06390

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

APPENDIX IX

Name : Reg. Number :	**POST TEST** **BG 1F**

A. FILL IN THE BLANK

Listen to the song carefully and fill in the blank by using sentences that you listen by the audio

I have often dreamed of a far off place
Where a hero's welcome would be waiting for me
Where the _____(Crowd) would cheer, when they see my face
And a voice keeps saying this is where I'm meant to be

I'll be _____(There) someday, I can go the distance
I will find my way if I can be strong
I know every mile would be worth my while
When I go the distance, I'll be right where I belong

Down an unknown road to embrace my fate
Though that road may _____ (wander), it will lead me to you
And a thousand years would be worth the wait
It might take a lifetime but somehow I'll see it through

And I won't look back, I can go the distance
And I'll stay on track, no I won't _____(accept) defeat
It's an uphill slope
But I won't loose hope, 'till I go the distance
And my journey is complete, oh yeah

But to look beyond the glory is the hardest part
For a hero's strength is measured by his heart, oh

Like a shooting star, I will go the distance
I will search the world, I will face its _____(harms)
I don't care how far, I can go the distance
'Till I find my hero's welcome waiting in your arms

I will search the world, I will face its harms
'Till I find my hero's welcome waiting in your arms

B. MULTIPLE CHOICES

The questions will be have blank word. Listen to the song carefully and choose the correct answer by listening to the audio

1. "You've gotta help me, I'm _____ my mind
Keep getting the feeling you want to leave this all behind
Thought we were going strong
I thought we were holding on
Aren't we?"

    Which one is the correct answer?

    a. Lose
    b. Losing
    c. Choosing
    d. Laughing

2. "No, they don't teach you _____ in school
Now my heart's breaking and I don't know what to do
Thought we were going strong
Thought we were holding on
Aren't we?"

    Which one is the correct answer?

    a. This
    b. These
    c. Those
    d. This is

3. "You and me got a whole lot of history
We could be the _____ that the world has ever seen
You and me got a whole lot of history
So don't let it go, we can make some more, we can live forever"

    Which one is the correct answer?

    a. Great Sing
    b. Greatest thing
    c. Critical Think
    d. Greatest Think

4. "All of the rumours, all of the fights
But we always find a way to make it out alive
Thought we were going strong
Thought we were _____
Aren't we?"

   Which one is the correct answer?

   a. Hold it on
   b. Hold in on
   c. **Holding on**
   d. Holding

5. "Minibars, expensive cars, hotel rooms
And new tattoos, good champagne, and private planes
But we don't need anything
'Cause the truth is out
I _____ that without you here like there's just a lie
This is not the end
This is not the end
We can make it you know it, you know"

   Which one is the correct answer?

   a. Realize
   b. Realise
   c. Realized
   d. Realist

A. FILL IN THE BLANK

Listen to the song carefully and fill in the blank by using sentences that you listen by the audio

Look at me you may think you see
Who I really am but you'll never know me
Every _____(day) it's as if I play a part
Now I see if I wear a mask
I can fool the world but I cannot fool my heart

Who is that girl I see staring straight back at me?
When will _____ (my) reflection show who I am inside?

I am now in a world where I
Have to hide my heart and what I believe in
But somehow I will show the world
What's inside my heart and be loved for who I am

Who is that girl I see staring _____(straight) back at me?
Why is my reflection someone I don't know?

Must I pretend that I'm someone else for all time?
When will my reflection show who I am inside?

There's a heart that must be free to fly
That burns with a need to know the reason _____(why)

Why must we all _____(conceal) what we think and how we feel?
Must there be a secret me I'm forced to hide?
I won't pretend that I'm someone else for all time
When will my reflection show who I am inside?
When will my reflection show who I am inside?

B. MULTIPLE CHOICES

The questions will be have blank word. Listen to the song carefully and choose the correct answer by listening to the audio

1. "The Milky Way upon the heavens
   Is twinkling just for you

And Mr. Moon he came _____(by)
To say goodnight to you"

Which one is the correct answer?

   a. Buy
   b. By
   c. Bye
   d. Bee

2. I'll sing for you I'll sing for mother
   We're praying for the _____(world)
   And for the people everywhere
   Gonna show them all we care"

   Which one is the correct answer?

   a. Word
   b. World
   c. Words
   d. Work

3. Oh my sleeping child the world's so wild
   But you've build your own paradise
   That's one reason why I'll cover you sleeping child
   If all the people around the world
   They had a _____(mind) like yours

   Which one is the correct answer?
   a. **Mine**
   b. **Mind**
   c. **Might**
   d. **Mint**

4. We'd have no fighting and no wars
   There would be lasting peace on Earth
   If all the kings and all the leaders
   Could see you _____ (here) this way
   They would hold the Earth in their arms
   They would learn to watch you play

   Which one is the correct answer?
   a. **Hear**
   b. **Hire**
   c. **Here**
   d. **Ear**

5. Oh my sleeping child the world's so wild
   But you've build _____(your own) paradise
   That's one reason why I'll cover you sleeping child
   I'm gonna cover my sleeping child
   Keep you away from the world so wild

   Which one is the correct answer?
   a. You're own
   b. Your on
   c. Your own
   d. You are on

<table>
<tr>
<td colspan="6" align="center">**RENCANA PEMBELAJARAN SEMESTER**
PRODI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR</td>
</tr>
<tr>
<td colspan="6" align="center">**RENCANA PEMBELAJARAN SEMESTER**</td>
</tr>
<tr>
<td>**MATA KULIAH**</td>
<td>**KODE**</td>
<td>**Rumpun MK**</td>
<td>**BOBOT (sks)**</td>
<td>**SEMESTER**</td>
<td>**Tgl Penyusunan**</td>
</tr>
<tr>
<td>Listening 1</td>
<td>**BK 35214**</td>
<td>Bidang Keahlian</td>
<td>2</td>
<td>1</td>
<td>1 Desember 2018</td>
</tr>
<tr>
<td>**OTORISASI**</td>
<td colspan="2">**Pengembang RP**</td>
<td>**Koordinator RMK**</td>
<td colspan="2">**Ka PRODI**</td>
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<td></td>
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<td align="center">-</td>
<td colspan="2">**Ummi Khaerati Syam, S.Pd.,M.Pd**</td>
</tr>
<tr>
<td rowspan="3">**Capaian Pembelajaran (CP)**</td>
<td colspan="5">**CPL**</td>
</tr>
<tr>
<td colspan="5">**Sikap**:
   Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;
Pengetahuan:
   Menguasai konsep linguistik (pengetahuan tentang kebahasaan) dan teknik berkomunikasi lisan dan tulisan secara umum untuk tujuan tertentu
Keterampilan Umum:
   Menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan/atau teknologi sesuai dengan bidang keahliannya;
Keterampilan Khusus:
   Mampu menggunakan bahasa Inggris untuk menciptakan komunikasi baik lisan maupun tertulis secara lancar, akurat, dan berterima.</td>
</tr>
<tr>
<td colspan="5">**CP-MK**</td>
</tr>
<tr>
<td></td>
<td colspan="5">**Sikap**:
   1. Selalu berdoa sebelum dan sesudah pembelajaran
   2. Mampu menunjukkan sikap saling menghargai dan menghormati sesama baik itu terhadap dosen maupun sesama mahasiswa sebagai wujud ketakwaan kepada Tuhan Yang Maha Esa</td>
</tr>
</table>

	Pengetahuan: Menguasai konsep teoritis kebahasaan dan teknik berkomunikasi lisan dan tulisan Bahasa Inggris untuk tujuan tertentu *(*English *for specific purposes)*; dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat *intermediate*; **Keterampilan Umum:** 1. Menunjukkan kerjasama yang baik bersama anggota kelompok. 2. Menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan/atau teknologi sesuai dengan bidang keahliannya; **Keterampilan Khusus:** 1. Mampu mendengarkan percakapan bahasa Inggris yang didengarkan melalui tape recorder. 2. Mampu merespon kalimat/percakapan bahasa Inggris yang didengarkan melalui recorder dengan tepat 3. Mahasiswa mampu mengembangkan pemahaman tentang informasi yang didengarkan melalui kalimat dan percakapan pendek.
Deskripsi Singkat MK	Mata Kuliah ini diberikan untuk meningkatkan kemampuan menyimak dalam bahasa Inggris baik melalui cakapan *pendek* maupun wacana.
Bahan Kajian	1. The Song and The Stories
Pustaka	**Utama :** SPOTIFY Application Pendukung 1. Youtube 2. Lyric card on Google
Media Pembelajaran	**Perangkat lunak :** Audio recording, slide presentation, SPOTIFY Application **Perangkat keras :** LCD, Laptop, Papan tulis, Smartphone
Team Teaching	Andriani
Mata kuliah syarat	-

Meeting (1)	Sub-CP-MK (2)	Indikator (3)	Kriteria dan Bentuk Penilaian (4)	Metode Pembelajaran [Estimasi Waktu] (5)	Materi Pembelajaran [Pustaka] (6)	Bobot Penilaian (%) (7)
1	**Pre-test**	- Mengetes kemampuan mahasiswa sebelum mendapatkan treatment menggunakan media	Penilaian Perorangan	- Mendengarkan - Menjawab	- **Song**	100
2	**Kognitif:** - Mahasiswa dapat mengidentifikasi, menuliskan dan mengulangi informasi yang didengar melalui cakapan-cakapan pendek. **Psikomotor:** - Mampu mendengarkan dengan baik **Afektif:** - Kedisiplinan dalam menyelesaikan tugas tepat waktu dan retorika dalam penyampaian argument	- Mahasiswa mampu mengidentifikasi informasi dari kalimat yang didengarkan. - Mahasiswa mampu mengartikan dan menggunakan kosakata dari topik yang didengarkan. - Mahasiswa mampu menjawab pertanyaan seputar topik yang didengarkan - Mahasiswa mampu menuliskan atau menceritakan kembali isi topik yang didengarkan	Penilaian Perorangan	- Ceramah - Mendengarkan - Tanya Jawab - Diskusi - Penugasan	**Introduction to Phoneme Words**	
3	**Kognitif:** - Mahasiswa dapat mengidentifikasi, menuliskan dan mengulangi	- Mahasiswa mampu mengidentifikasi informasi dari kalimat yang didengarkan.	Penilaian Perorangan	- Ceramah - Mendengarkan - Tanya Jawab - Diskusi	**Kinds of Phoneme Words**	

		informasi yang didengar melalui cakapan-cakapan pendek. **Psikomotor:** - Mampu mendengarkan dengan baik **Afektif:** - Kedisiplinan dalam menyelesaikan tugas tepat waktu dan retorika dalam penyampaian argument	- Mahasiswa mampu mengartikan dan menggunakan kosakata dari topik yang didengarkan. - Mahasiswa mampu menjawab pertanyaan seputar topik yang didengarkan - Mahasiswa mampu menuliskan atau menceritakan kembali isi topik yang didengarkan		- Penugasan		
4	**Kognitif:** - Mahasiswa dapat mengidentifikasi, menuliskan dan mengulangi informasi yang didengar melalui cakapan-cakapan pendek. **Psikomotor:** - Mampu mendengarkan dengan baik **Afektif:** - Kedisiplinan dalam menyelesaikan tugas tepat waktu dan retorika dalam penyampaian argument	- Mahasiswa mampu mengidentifikasi informasi dari kalimat yang didengarkan. - Mahasiswa mampu mengartikan dan menggunakan kosakata dari topik yang didengarkan. - Mahasiswa mampu menjawab pertanyaan seputar topik yang didengarkan - Mahasiswa mampu menuliskan atau menceritakan kembali isi topik yang	Penilaian Perorang	- Ceramah - Mendengarkan - Tanya Jawab - Diskusi - Penugasan	**Identifing Phoneme Words**	7,14 %

		Kognitif:	- didengarkan				
5		**Kognitif:** - Mahasiswa dapat mengidentifikasi, menuliskan dan mengulangi informasi yang didengar melalui cakapan-cakapan pendek. **Psikomotor:** - Mampu mendengarkan dengan baik **Afektif:** - Kedisiplinan dalam menyelesaikan tugas tepat waktu dan retorika dalam penyampaian argument	- Mahasiswa mampu mengidentifikasi informasi dari kalimat yang didengarkan. - Mahasiswa mampu mengartikan dan menggunakan kosakata dari topik yang didengarkan. - Mahasiswa mampu menjawab pertanyaan seputar topik yang didengarkan - Mahasiswa mampu menuliskan atau menceritakan kembali isi topik yang didengarkan	Penilaian Perkelompok	- Ceramah - Mendengarkan - Tanya Jawab - Diskusi - Penugasan	**Identifing Phoneme Words**	14,3 %
6		**Kognitif:** - Mahasiswa dapat mengidentifikasi, menuliskan dan mengulangi informasi yang didengar melalui cakapan-cakapan pendek. **Psikomotor:** - Mampu mendengarkan dengan baik **Afektif:** - Kedisiplinan dalam	- Mahasiswa mampu mengidentifikasi informasi dari kalimat yang didengarkan. - Mahasiswa mampu mengartikan dan menggunakan kosakata dari topik yang didengarkan. - Mahasiswa mampu menjawab pertanyaan seputar topik yang	Penilaian Perorangan	- Ceramah - Mendengarkan - Tanya Jawab - Diskusi - Penugasan	**What Kind of Song Do You Like?**	14,3 %

		didengarkan				
	menyelesaikan tugas tepat waktu dan retorika dalam penyampaian argument	- Mahasiswa mampu menuliskan atau menceritakan kembali isi topik yang didengarkan				
7	**Post-test**	Mengetes kemampuan mahasiswa setelah mendapatkan treatment menggunakan media dan melihat hasil dari treatment yang telah dilaksanakan.	Penilaian Perorangan	- Mendengarkan - Menjawab	- **Song**	**100**

RANCANGAN ASESMEN

MATAKULIAH : Intensive Listening
KODE MATA KULIAH : BK 35214
BOBOT SKS : 3
SEMESTER : 1
PROGRAM STUDI : Pendidikan Bahasa Inggris
JENJANG STUDI : Strata 1
PENGAJAR : Andriani

KEMAMPUAN AKHIR YANG DIHARAPKAN:

1. Mampu mendengarkan lagu berbahasa Inggris yang didengarkan melalui SPOTIFY Application.
2. Mampu merespon kalimat/percakapan bahasa Inggris yang didengarkan melalui SPOTIFY Application.
3. Mahasiswa mampu mengembangkan pemahaman tentang informasi yang didengarkan melalui kalimat dan percakapan pendek.

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

DOCUMENTATION

CURRICULUM VITAE

Andriani is the last child of H. Husain and Hj. Masse. She was born on September 7th, 1997 in Ujung Pandang, South Sulawesi. She has two brothers and one sister (Asmar, Asmayanti, A.Md.Kep. and Aswar, ST.). She began her study at MI As'adiyah No.256 Belawa Baru and graduated in 2008. Then, She joined at same boarding school, MTs As'adiyah No.31 Belawa Baru and graduated in 2011. Afterwards, she continued her study at SMA Negeri 1 Malangke Barat (Now called as SMAN 6 Luwu Utara) and graduated in 2014. In the same year, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. In 2014-2016 she was joined in English Department Students Association as a member of IPTEK. In the year, she was joined in MEC (Muhammadiyah English Community) and chosen as a Secretary. In 2016-2017, she was joined in UKM Bahasa as a member of Korean Language. Then, in 2017-2018 she was chosen as a Coordinator of Korean Language. After that in 2018-2019, she got responsibility in same organization as a Vice of Secretary. In the year, she was joined in various social movement like Juber (Jum'at Berbagi Makassar) and Warung Sedekah Makassar. She also was joined in Karsa Films Production House as a Crew. At the end of her study, She could finish her thesis with the title "**The Use of SPOTIFY Application to Improve Students Ability in Listening through English Song** *(A Pre-Experimental Research at the First Semester Students of English Department of Muhammadiyah University of Makassar)*"