

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. English Listening Ability for Senior High School Students

a. Definition of English Listening Ability

English listening ability is a cognitive capacity that entails comprehending the auditory stimuli and analysing the underlying content, structure, and intonation of these stimuli to extract significance (Putri, 2022). Apart from that, listening ability can also be defined as the beginning of speaking ability (Tunagur et al., 2021). As for according to (Solomon & Theiss, 2022), listening ability is defined as an ability that adds insight and information that supports a good communication process with other people.

Based on the informed perspectives of experts, listening ability can be defined as the capacity to listen with understanding, concentration, and pleasure, and thereafter integrate these abilities with linguistic

competence in domains such as pronunciation, vocabulary, writing, speaking, and reading.

b. Characteristics of Senior High School Students

Senior high school students, with their diverse backgrounds and life experiences, have unique characteristics. They are at an interesting stage of cognitive development, where their ability to understand complex concepts is developing rapidly. This allows them to engage in more in-depth discussions and process information better (Nyumba et al., 2018).

However, they are also facing significant emotional challenges (Green & Rynsaardt, 2020). Frequent mood fluctuations can affect their concentration in listening. Therefore, an empathetic and supportive communication style is essential to building a good relationship with them (Han & Pappas, 2018).

Senior high school students are actively engaged in the quest for identity, as they experiment with different roles and delve into exploration of their own identities (Covarrubias et al., 2019). This makes them tend to be more interested in topics that are relevant to their

personal experiences, thus becoming more responsive in listening.

On the other hand, senior high school students are also very familiar with technology and digital media (Hammer et al., 2021). Integrating technology into the learning process can enhance students' engagement, particularly when the content is delivered in an interactive and visually appealing manner.

c. English Listening Ability Process

English listening ability process is crucial as it directly influences the listener's comprehension of the speaker's topic. During the listening ability process, individuals must utilise their cognitive capacities and expertise to effectively comprehend and analyse the conveyed information. Listeners are not only required to listen to the speaker, but also must maintain and develop the knowledge provided by the speaker.

According to (Nation & Newton, 2009), english listening ability process involved in understanding spoken discourse is divided into 2 parts, including the following :

- 1) *Bottom-Up*

The listener employs a method wherein they construct a message by sequentially gathering fragments of speech, beginning with individual components and gradually forming a complete whole. Bottom-up processing is the systematic examination of speech transmissions, starting with the recognition of phonetic, phonemic, syllabic, lexical, syntactic, semantic, proportional, pragmatic, and interpretive components.

2) *Top-Down*

This technique engages the listener comprehensively, giving importance to both knowledge and content, as well as rhetorical structures within the components. Audiences use their knowledge of the communication environment to predict the substance of the message and the importance of its elements, therefore confirming, correcting, or enhancing it. The key process from top-down is conclusion.

d. English Listening Ability Material

The acquisition of material is crucial for pupils to enhance their listening proficiency. Appropriate instructional material can foster students' intrinsic motivation to engage in learning. Interesting material that is familiar, meaningful and varied must be given to students to help them understand more easily. According to (Rubin, 1994), various attributes of listening training methods are deemed to yield optimal outcomes in terms of successful and pertinent classroom practice. These attributes encompass :

1) Produce Appropriate Discourse

Listening comprehension activities typically rely on pre-prepared materials that are read aloud by the teacher using a recording device.

2) Using Recordings

Records must be used for certain specific purposes. In order to facilitate students' focus on intonation or stress during testing, it is necessary to provide a recording that matches the specific sort of

discourse, accent, or listening circumstance.

e. Teaching English Listening in Senior High School

Teaching English listening in high school is a fundamental aspect of language education that equips students with essential skills for academic and professional success. The process involves more than passive listening; it requires active engagement, strategic instruction, and ongoing assessment (Spataro & Bloch, 2018). Educators should consider a variety of approaches and techniques tailored to students' unique needs, since listening is the foundation of language acquisition, allowing students to absorb new language patterns and vocabulary. Strong listening ability are essential as students prepare for higher education and careers where English language skills are a key asset. Therefore, there are several techniques for teaching English listening ability, including the following:

- 1) The curriculum includes four interactive ability. One must not underestimate the significance of techniques that

particularly improve the development of listening ability.

- 2) Use intrinsic motivation techniques.
- 3) Utilize authentic language and context to make students aware.
- 4) Relevance of classroom activities to long-term communication goals.
- 5) Pay close attention to the form of listener response whether or not understanding is correct.
- 6) Encourage the development of listening ability.
- 7) Learn a foreign language that you have never heard before to enrich your vocabulary.
- 8) Combine bottom-up and top-down listening approaches, as both can provide important tools for ensuring the importance of spoken content in a lecture.

Incorporating multimedia resources, such as videos, podcasts, and music, is also thought to offer authentic listening experiences that introduce students to a variety of accents, dialects, and speaking rates. These resources simulate real-world scenarios, helping students

become familiar with the different ways English is spoken globally. Pre-listening activities, such as topic discussions, content predictions, or introductions to key vocabulary, prepare students for the upcoming listening task. They provide a framework or context that helps enhance student comprehension. Additionally, teaching listening for a variety of purposes, such as gathering specific information, understanding main ideas, or understanding detailed content, helps students refine their strategies (Yeldham & Gruba, 2016). Activities that focus on identifying key details, gathering information, and making inferences are also very useful.

Post-listening activities, such as discussions, quizzes, and summarizing exercises, help reinforce what students hear and facilitate deeper processing of the information (Martinez et al., 2018). High school students are capable of handling more complex and challenging material, so educators must integrate content that reflects real-world English use, such as news reports, academic lectures, or professional conversations. Creating a

supportive learning environment is essential. Teachers should strive to establish a classroom climate that encourages risk-taking and minimizes the fear of making mistakes by providing positive reinforcement and constructive feedback. Understanding the cultural context of listening material also aids comprehension and makes the learning experience more relevant. Differentiated instruction is necessary because students have varying levels of listening ability. Teachers should provide additional support to those who struggle while offering more challenging material to more advanced listeners. Regular assessment and feedback through formal listening tests, self-assessments, and peer feedback help track student progress and identify areas for improvement.

f. English Listening Ability Problems

According to (Ur, 1996), there are several english listening ability problems, including the following :

1) Problems with Sound

Most students tend to rely on understanding context or writing rather

than awareness of sound perception. This means that students focus more on reading and understanding written texts rather than listening or understanding information conveyed through sound, such as in presentations or oral lessons

2) Lack of Understanding of Words

Certain students experience anxiety and apprehension when they fail to comprehend certain words they are hearing. Therefore, the role of teachers in providing training is very necessary. The teacher should elucidate by indicating pupils or periodically assigning students with projects pertaining to scrutinizing lengthy tasks for one or two specific pieces of restricted information.

3) Cannot Understand Native Speakers Naturally and Quickly

The majority of students possess the ability to comprehend information only when the teacher articulates at a deliberate pace and enunciates with clarity. Students tend to have difficulty understanding fast speech.

4) Need to Listen Repeatedly

Most students can understand something they hear by hearing it repeatedly. In this problem, the teacher can give students the opportunity to ask for clarification or repetition of something they have heard.

5) Find it Hard to Keep Up

Students tend to feel overwhelmed by the amount of information they receive. This could be caused by several factors, including teaching methods, material management, and students' ability to process information.

6) Tired

Sometimes students feel tired and bored listening to conversations that are too long. The longer a conversation takes, the less concentration a person has.

Teachers should priorities the issue of listening ability based on the aforementioned explanation. Teachers must know students' needs and choose material that suits students' abilities. Teachers should also provide clear

material and pronunciation based on students' listening ability. Teachers must select captivating subjects to prevent students from becoming rapidly disinterested while listening in class.

g. Difficulty in English Listening Ability

A significant aspect that contributes to pupils' difficulties in learning English is their inadequate ability in listening. Difficulty, in the context of this study, is defined as an abnormality that has the potential to hinder progress and result in a lack of success in the process of gaining knowledge. Difficulty refers to the incapacity to comprehend the speaker's indigenous vocabulary and sentences. According to (Brown, 1994), there are several difficulties that students often experience in listening ability classes, including:

1) Grouping

Written language instructs pupils to focus on the phrase as the fundamental unit of organisation. Meanwhile, in spoken language, students' memory limitations and tendency to group words tend to be smaller.

2) Redundancy

In spoken language, there is a lot of redundancy, such as reinsertion, repetition, elaboration, or a few insertions. This redundancy allows listeners to process more meaning and additional information at any one time.

3) Reduced Form

Even though spoken language contains a lot of redundancy, it does not rule out the possibility that many also have reduced forms or structures. This reduction certainly causes significant difficulties for students' understanding in class

4) Everyday Language

English-speaking students tend to follow standard standards in teaching materials prepared by teachers, so that if students are faced with a situation that requires using informal language, they tend to be surprised and find it difficult to understand.

5) Rhythm and Intonation

Difficulty with rhythm and intonation in English listening classes is common, especially for students from different language backgrounds.

h. English Listening Ability Indicator

English listening ability is an activity that supports the process. According to (RCampus, 2023), there are 4 indicators of english listening ability, including::

1) Focus Ability

Focus ability means students' ability to listen to audio material. The capacity for concentration can be categorized into two components: auditory focus, which entails directing attention towards listening to audio, and visual focus, which entails focusing attention towards reading and synchronizing with the audio text. The eyes often do not adapt well due to several factors such as distractions in the classroom or noise from outside the classroom.

2) General Understanding

General understanding is that listeners can understand the main idea of

a text. Listeners possess the ability to mentally conceive the overall significance of the auditory information they perceive.

3) Listen Carefully

Careful listening is also known as listening for specific information. This entails comprehending the assignment and concentrating on acquiring information.

4) Accuracy of Answers

Answer accuracy is the listener's ability to answer the task correctly. To arrive at the proper response, it is necessary to comprehend the text and its vocabulary.

Apart from that, opinions differ (Wilson, 2008), which states that listening indicators are in line with the main purpose of listening. The primary objective of human listening ability is to acquire information and derive enjoyment. There are 4 purposes of listening ability, including the following :

1) Listen to the Gist

Gist listening is the act of comprehending the overall concept of a conversation, including the participants

involved and the effectiveness of their communication in conveying the main ideas discussed.

2) Listening to Specific Information

Listening to specific information is an activity where individuals concentrate on specific information rather than comprehending the entire conversation. It involves focusing solely on the desired parts while disregarding irrelevant details.

3) Listen in Detail

Precise listening is an action when an individual is fully attentive and does not disregard any information presented between two consecutive pieces of information being heard. By utilizing this, individuals will comprehend auditory information with clarity and precision, hence minimizing any potential misinterpretations.

4) Inferential Listening

Inferential hearing is the process of drawing conclusions from information based on what has been heard.

Based on the aforementioned theories and concepts, the researcher can deduce that the English listening ability of senior high school students, within the scope of this study, can be regarded as a creative aptitude to comprehend auditory stimuli. This ability involves perceiving and organizing raw sounds in order to derive meaning from the variations in their intensity and pitch. In other words, it can be characterized as the ability to listen with understanding, focus, and skill, and then effectively combine these skills with language proficiency in various areas such as pronunciation, vocabulary, writing, speaking, and reading. High school students' listening ability have unique characteristics. They are at an exciting stage of cognitive development, where their ability to understand complex concepts is developing rapidly. In addition, the process of listening ability, especially in English, is very important because it directly affects the listener's understanding of the speaker's ongoing

topic by the process of utilizing his cognitive capacity and expertise to effectively understand and analyze the information conveyed. Not only that for the acquisition of good listening ability, materials are very important for students to improve their listening ability with the right learning media, so as to foster students' intrinsic motivation to be active in learning activities. Then, interesting and familiar materials with students' understanding can provide meaning and variety so that they more easily understand the material. However, based on observations made by researchers, there are still some problems experienced by students, namely the lack of students' vocabulary comprehension skills, so they have difficulty understanding native speakers' words naturally and quickly, where they need to listen repeatedly, and it is difficult to understand. In which some indicators of listening ability namely: a. Focus Ability, b. listen carefully, c.

accuracy of answers, d. and listen to certain information

2. Podcast Spotify Application In Learning English

a. Definition of Spotify

Spotify, a widely used audio streaming platform, was initially introduced in Europe in 2008 and subsequently extended its reach to several significant nations such as Indonesia, the United States, Canada, and Australia (Utari, 2023). This application is an internet-based music streaming service that allows users to listen to songs from well-known record companies. This application is also a tool for consuming audio podcasts. Spotify is a digital platform that provides a diverse selection of music, podcasts, and video streaming services. It allows users to access a vast variety of songs and other artistic content created by artists from around the world (Gomes et al., 2021). As for according to (Brough, 2022), spotify is a captivating software that provides free access to content by merely registering with an email address or linking to Facebook.

As per the expert opinions mentioned earlier, Spotify is a digital platform that allows users to stream and listen to a wide range of songs from various genres, artists, and albums.

b. Spotify As a Podcast Platform

Spotify podcast is a feature offered by Spotify, a platform for streaming music and media, which enables users to listen to and subscribe to podcasts (Sullivan, 2019). Spotify, which was originally known as a music streaming platform, has grown rapidly and entered the podcast market. In diversifying content, Spotify is taking a big step by expanding its offerings from just music to podcasts. By acquiring several leading podcast companies such as Anchor, Gimlet Media, and Parcast, Spotify has succeeded in presenting a variety of high-quality podcast content in various genres. In terms of business model, while Spotify generally adopts a premium business model for music, the company takes a different approach to podcasts. Some podcasts on Spotify can be enjoyed for free, while others can only be accessed by premium subscribers. This provides an additional revenue model for

Spotify and an incentive for users to switch to paid subscriptions. In terms of extensive filtering and cataloging, Spotify is considered to have a very extensive podcast catalog, covering various topics ranging from news, entertainment, education, to exclusive podcasts. Users can easily find content that matches their interests through various filtering and search features provided by the platform.

c. Advantages of the Spotify Podcast Application

In the midst of the hustle and bustle of the digital world, the spotify podcasts application has skyrocketed as one of the leading platforms for finding and enjoying a variety of podcasts. When we open the spotify application, we are not only greeted with a list of the latest songs, but also with a variety of interesting podcast options (Eriksson et al., 2019). One of the main advantages of the spotify podcasts application is its extensive catalog. From casual chats to in-depth interviews, from online classes to exciting mystery stories, there is something for everyone. Users can explore various genres and

topics, adapting to their interests and desires (Narangajavana et al., 2017).

It doesn't stop here, the spotify podcasts application also offers advanced features that enhance the listening experience (Izzah, 2022). Spotify's algorithm offers personalized podcast suggestions by considering user preferences, enabling listeners to explore new content that aligns with their interests.

Interactive features like polls and quizzes also allow users to directly engage with the content they listen to. They can share interesting snippets from their favorite podcasts easily, expanding audience reach and engagement. Not only that, the spotify podcasts application guarantees good audio quality for podcasts, so users can enjoy a clear and engaging listening experience. Ease of access via various devices makes the spotify podcasts application a loyal friend wherever we are.

d. Disadvantages of Spotify Podcast Application

In a world filled with podcast applications, spotify podcast has become a popular choice for many users, but despite this,

this application still has several shortcomings that need to be taken into account (Sullivan, 2019). One of the main drawbacks that is often highlighted is limited functionality. While spotify continually updates its app, some key features like playback speed control or episode navigation may not be as comprehensive as those of other dedicated podcast apps.

Episode organization was also an issue for some users. Searching or organizing episodes can feel less intuitive than with podcast platforms designed specifically for that. Additionally, because spotify was originally a streaming music platform, some users felt the ecosystem was not as optimal as other dedicated podcast platforms (Sullivan, 2019). This may impact how they discover and enjoy podcast content.

Content availability is also a concern. Although spotify's podcast catalog continues to grow, there are still some podcasts that are not available on the platform, as some content creators may choose to limit their distribution to certain platforms only (Sullivan, 2019). Lastly, technical issues such as stalled playback or

imperfect synchronization can also be an unpleasant experience for users.

e. Spotify Podcast Application for Teaching Listening

The Spotify podcast application can serve as a highly effective tool for enhancing listening abilities (Salsabila et al., 2021). Listening is a crucial component of language proficiency and is highly helpful in diverse settings, including the field of education. Spotify Podcasts provides various types of content, including educational, entertainment, and information. Teachers can choose podcasts that suit their grade level and student interests. This allows for variety in educational materials and helps capture student interest. By utilizing the Spotify podcast app to teach listening, teachers can create a dynamic and engaging learning environment, while helping students significantly develop their listening ability.

f. Spotify Podcast Application for English Learning

Spotify, a popular music and podcast streaming platform, offers an effective means for English learning through their app, especially through the podcast segment (Panagiotidis, 2021). Podcasts on Spotify provide access to a variety of topics and genres that can help listeners enrich their vocabulary, understand pronunciation, and hone their listening ability in English.

One of the advantages of using Spotify to learn English is the variety of content available (Atmowardoyo et al., 2020). Listeners can choose podcasts that suit their interests or learning needs, ranging from podcasts that present formal English lessons to those that talk about pop culture, science, history, or other exciting topics. This allows learners to hear the language used naturally and contextually, which is an effective way to learn a language (Chun et al., 2016).

Additionally, Spotify provides tools such as the ability to repeat episodes, play at different speeds, and easy access via mobile or desktop apps (Savoia, 2021). This feature allows users to learn at their own time and pace

learning at their own pace, which can improve retention and language comprehension.

Podcasts frequently provide transcripts for listeners to access, facilitating their comprehension and allowing them to follow along with every uttered word (Oslawski-Lopez & Kordsmeier, 2021). This is especially useful for those who are beginners in English or for those who want to deepen their listening ability.

Spotify, with millions of active users globally, also enables English language learners to experience a more integrated and dynamic learning experience (Dasgupta, 2020). Interaction between content creators and listeners through comments or forums can add a social dimension to language learning, helping learners feel more connected and motivated.

With all these advantages, Spotify Podcast is an attractive choice for anyone who wants to improve their English skills in a modern and fun way.

3. Audio-Lingual Method Strategy

The audio-lingual method is a language acquisition technique that prioritizes the utilization and repetition of spoken communication (Aprianto et

al., 2020). Rooted in behaviorism theory which prioritizes repetition, drill and memorization, this method aims to build correct language habits in students. Here, the teacher acts as a language model, while students imitate and repeat what they hear (Brown, 2017).

In practice, the audio-lingual method begins with a demonstration of dialogue or simple sentences by the teacher (Maaliah et al., 2017). Students are then expected to imitate accurately, often without understanding the literal meaning of what they say at first. With intensive repetition and practice of certain language patterns, students gradually build the ability to use these language structures spontaneously (Becker & Roos, 2016).

One of the distinctive characteristics of this method is the use of drills, which can be repetition, substitution, transformation, or expansion exercises (Bompa & Buzzichelli, 2021). Through drill, students are trained to respond quickly and accurately to the language stimuli provided. This premise is rooted in the notion that developing effective language habits serves as the primary cornerstone for achieving proficiency in a language (Schmitt & Schmitt, 2020).

Implementing Audio-Lingual strategies also involves the use of audio aids such as tape recorders or language learning applications, which allow students to listen and imitate ideal language models (Ramadhani, 2020). Audio material is crucial in providing students with accurate pronunciation samples that can be repeated multiple times.

Although the audio-lingual method was once very popular, especially in the mid-20th century, it faced criticism for its lack of focus on contextual understanding and use of language (Brinegar, 2018). Detractors contend that proficiency in a foreign language hinges not only on rote memorization and regurgitation of linguistic patterns, but also on comprehension of meaning, contextually suitable language usage, and the capacity for critical thinking in that language.

However, in certain contexts and for certain learning objectives, audio-lingual methods can be very effective, especially in helping students develop good listening and speaking skills in the early stages of language learning. This style is frequently employed as a constituent of a more all-encompassing approach to language instruction, whereby crucial elements such as comprehension of meaning and

contextual utilization of language are also duly considered (Oxford, 2016).

B. Previous Studies

1) (Salsabila, 2021)

The study titled "The Effectiveness of Georgiana's Podcast on Spotify to Improve Students' Listening Skills" explores the effectiveness of using spotify's podcast platform as a medium for improving students' listening abilities. The researchers identified similarities between this study and previous research that focused on using Georgiana's podcast on spotify to address the issue of enhancing students' listening skills. The objective is to assess the improvement in students' listening abilities through the utilization of the spotify application as a medium for listening to Georgina's podcast, which focuses on the topic of asking and providing directions. However, this study also exhibits differences, among other factors. The implementation of this study involved a cohort of 20 tenth-grade students. The researcher utilized a mixed method design, namely an embedded design. The instruments used were tests and questionnaires. The sample was collected using a random sampling methodology. Outcome Based on the test results and relevant comparisons, the findings indicate that

Georgina's podcast on Spotify is efficacious in enhancing students' listening abilities. However, the efficacy of podcasting hinges upon the instructor's proficiency in utilising Spotify and the careful curation of suitable content to facilitate students in attaining their educational objectives.

2) (Sinta, 2021)

The study named "Improving Students' Listening Comprehension by Using Spotify Application at Class IX SMPN 35 Makassar" In this study, researchers discovered parallels between the utilization of the Spotify application as an educational tool and its potential to enhance students' listening ability. But researchers also found some differences in this study, among others, this study uses qualitative research methods using pre-experimental data collection methods with the same objectives. that utilising Spotify in an educational setting might be seen as a potent substitute for enhancing students' aptitude in comprehending spoken language. There is a notable disparity in the listening comprehension skills of students prior to and following the integration of Spotify into the learning process. The practical ramifications of this research can serve as a foundation for creating more inventive and

captivating learning methodologies, while also demonstrating the potential of technological applications in enhancing the quality of education in academic settings.

3) (Bona, 2017)

The study titled "Utilising Spotify for Enhancing English Listening Proficiency" In this study, researchers discovered parallels between the use of the Spotify application as an instructional tool to address listening difficulties encountered by third grade students at Taruna Pekanbaru Vocational High School. The research method employed was quantitative. Nevertheless, the researcher identified variations in this study. One notable difference was that the author did not utilize the podcast feature in the media, but instead employed songs as a teaching medium to assess students' listening skills. Additionally, However, researchers also found differences from this research in the use of songs as a learning medium contained in the Spotify Podcast application to measure the influence of the Spotify Podcast application on students' listening abilities at Taruna Vocational School Pekanbaru. the author employed a pre-experimental design for data collection in order to measure students' listening

ability. Furthermore, the author highlighted several identified issues, prompting the researcher to narrow down the problem to students' proficiency in listening ability using the spotify application.

4) (Utari D, 2023)

The study named "The Effect Of Using Song Trhough Spotify Application On Students' Ability In Listening At Vocational High School Taruna Pekanbaru", regarding the commonalities in this study, both aim to examine the utilization of podcasts by students and elucidate their perceptions, as well as the pros and cons of using podcasts. Additionally, they investigate the challenges students face in utilizing podcasts and propose strategies to overcome these hurdles in enhancing listening abilities. The difference in this study is in the utilization of research methodologies. Specifically, the researchers employed a qualitative approach with a case study design, utilizing open-ended questionnaires and interviews as their instruments.

5) (Ilmi N, Nurjati N, 2023)

The study titled "The Effect of Using Spotify Application on EFL Listening Achievement of Senior High School Student" In terms of similarities, this study shares the same objective as the previous study,

which is to examine the impact of utilizing the Spotify application on the auditory abilities of high school students. Both studies employ quantitative methods and experimental research to collect data. However, the difference lies in the fact that the researchers in this study do not consider the podcast feature of the Spotify application to enhance listening skills. Additionally, the location of this study differs from the previous one. The population for this study consisted of all students enrolled at SMAN 4 Sidoarjo, while the sample included just the students from class XI at SMAN 4 Sidoarjo, totaling 33 students. The instrument of this research is listening test. The data collection tool employed in this study is a listening test. This test is used to obtain data on students' listening achievement.

C. Previous Studies of Table

No	Title	Reseacher	Similarities	Differences
1.	The Effectiveness of Georgiana's Podcast on Spotify to Improve Students' Listening Skills	Salsabila	this study and previous research that focused on using Georgiana's podcast on spotify to address the issue of enhancing	The implementation of this study involved a cohort of 20 tenth-grade students. The researcher utilized

			students' listening skills	a mixed method design, namely an embedded design. The instruments used were tests and questionnaires.
2.	Improving Students' Listening Comprehension by Using Spotify Application at Class IX SMPN 35 Makassar	Sinta	the utilization of the Spotify application as an educational tool and its potential to enhance students' listening ability	this study uses qualitative research methods using pre-experimental data collection methods with the same objectives. that utilising Spotify in an educational setting might be seen as a potent substitute for enhancing students' aptitude in comprehending

				spoken language.
3.	Utilising Spotify for Enhancing English Listening Proficiency	Bona	the use of the Spotify application as an instructional tool to address listening difficulties encountered by third grade students at Taruna Pekanbaru Vocational High School	the author did not utilize the podcast feature in the media, but instead employed songs as a teaching medium to assess students' listening skills
4.	The Effect Of Using Song Through Spotify Application On Students' Ability In Listening At Vocational High School Taruna Pekanbaru	Utari D	to examine the utilization of podcasts by students and elucidate their perceptions, as well as the pros and cons of using podcasts.	researchers also found differences from this research in the use of songs as a learning medium contained in the Spotify Podcast application to measure the influence of the

				Spotify Podcast application on students' listening abilities at Taruna Vocational School Pekanbaru
5.	The Effect of Using Spotify Application on EFL Listening Achievement of Senior High School Student	Ilmi N, Nurjati N	this study shares the same objective as the previous study, which is to examine the impact of utilizing the Spotify application on the auditory abilities of high school students.	lies in the fact that the researchers in this study do not consider the podcast feature of the Spotify application to enhance listening skills

D. Conceptual Framework

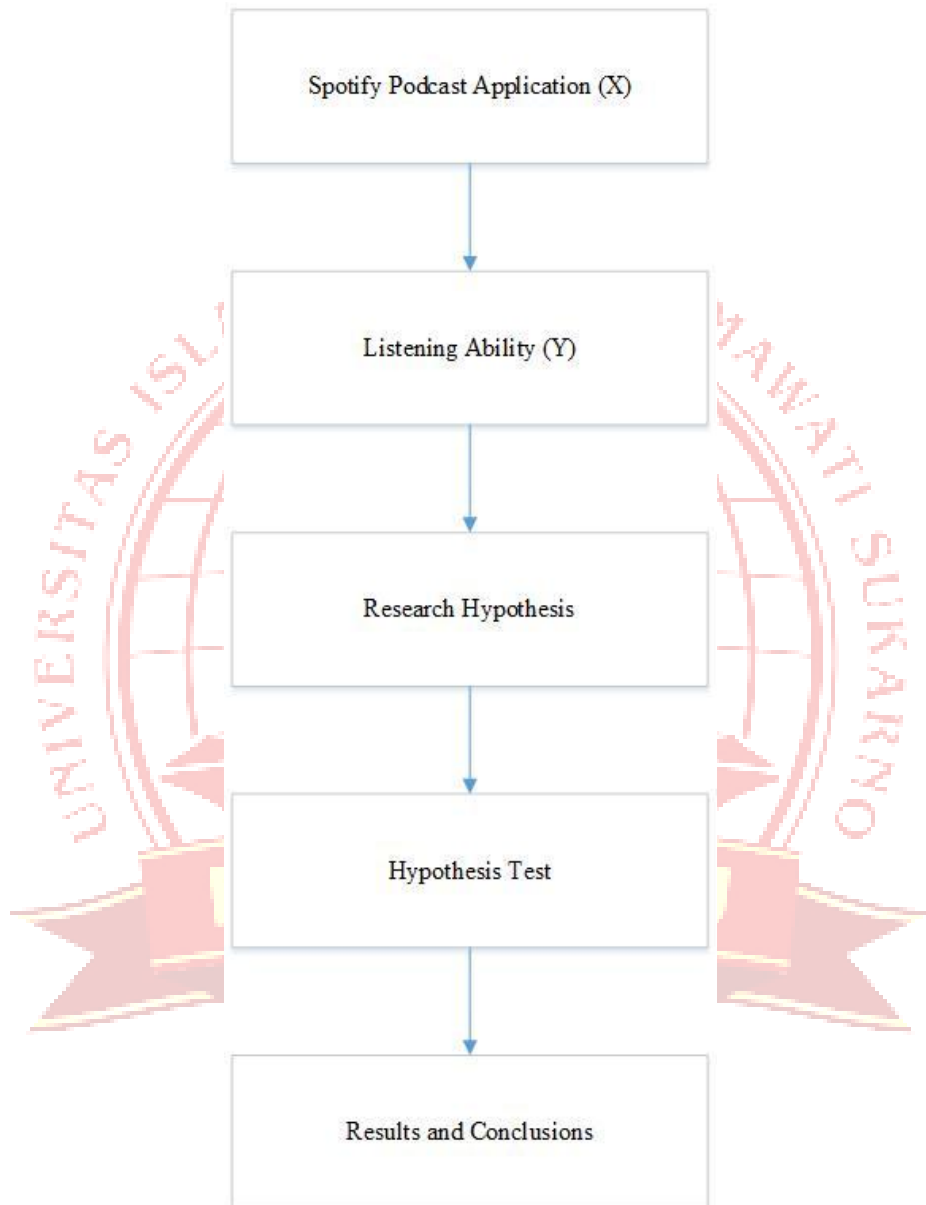


Figure 1 Conceptual Framework

E. Hypothesis

Based on these data, researchers hypothesise that students' listening ability can be enhanced through the use of the Spotify podcast application. Based on these assumptions, the hypothesis in this research is :

1. Null Hypothesis (H₀)

The use of the spotify podcast application does not significantly affect the listening ability of SMA 09 Bengkulu City students.

2. Alternative Hypothesis (H_a)

The utilisation of the Spotify podcast application has a substantial impact on the listening ability of SMA 09 Bengkulu City pupils.

