THE INFLUENCE OF USING LYRICS TRAINING APPLICATIONS TOWARD STUDENTS' LISTENING SKILLS

A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:
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Study Program: English Education

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2024

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2024

ABSTRACT

Many problems are faced by the students in the process of learning English. These problems occur when the students learning listening. Therefore, the researcher uses the media from LyricsTraining Application to teach listening. The objective of this research was to find out whether LyricsTraining application is effective toward students' listening skills at the ninth grade of MTsN 2 Bandar Lampung.

In this research, Quasi-Experimental Design with Non-Equivalent Controlled Group Design was used. The population of this research was the ninth-grade students at MTsN 2 Bandar Lampung with a total 353 students. The sample of this research consisted of 2 classes: 36 students in class IX U1 as the experimental class and 34 students in IX U2 as the control class. In collecting the data, the researcher used an instrument of listening test in the form of multiple choice with a total 30 items for pre-test and post-test. After giving pre-test and post-test, the researcher analyzed the normality and homogeneity distribution data using SPSS version 29.

According to the data analysis calculated using SPSS version 29, it obtained that the result of Sig. (2-tailed) in Independent Sample t-Test was 0.003, which was lower than $< \alpha = 0.05$ and it means (H_0) was rejected and (H_a) was accepted. It could be concluded that LyricsTraining application is effective in increasing listening skills of the ninth-grade students at MTsN 2 Bandar Lampung.

Keywords : Listening Skill, Quasi-Experimental Design, Lyrics Training Application.

DECLARATION

I, the researcher with the following identity:

Name   : PARAS PERMATASARI
Student Number   : 1911040166
Study Program   : English Education
Thesis Title   : The Influence of Using Lyrics Training Applications Toward Students' Listening Skills

Here by declare that the thesis entitled " The Influence of Using Lyrics Training Applications Toward Students' Listening Skills " is truly my own work. The source and structures of this research writings have complied with the provisions and ethical standards.

Bandar Lampung,   June 2024
Declared by,

PARAS PERMATASARI
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Student's Name	:	Paras Permatasari
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To be defended at the Thesis Defense
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ADMISSION

A research thesis entitled: "THE INFLUENCE OF USING LYRICSTRAINING APPLICATION TOWARDS STUDENTS' LISTENING SKILLS" by PARAS PERMATASARI, NPM: 1911040166, Study Program: English Education, was tested and defended in the examination session held on: Thursday, June 27th 2024

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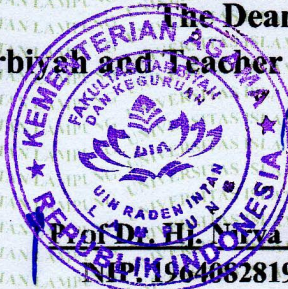
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MOTTO

وَأُفَوِّضُ اَمْرِيٓ اِلَى اللّٰهِ اِنَّ اللّٰهَ بَصِيْرٌ ۢ بِالْعِبَادِ

"And I entrust my affairs to Allah. Indeed, Allah is Seeing of all 'His'
servants ."[1]
(QS. Al-Ghafir [40] : 44)

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[1] Al-Qur'an, Surah Al-Ghafir : 44.

DEDICATION

With deep gratitude, for the completion of this thesis. I would like to dedicate this thesis to:

1. My first love and role model, my everything Mr. Adnan, A.Md. Thank you for believing and unlimited patience, in supporting the writer's process in completing this thesis, as well as for love, motivation, and ears that were always ready to listen to the writer's story when the writer comes home. I am grateful to have you in my life.

2. My beloved mother Ina Risnawati who always loves and keeps on praying every time for my life and success, motivates, educates, and gives endless support and encouragement for all my choices. I am thankful for having you by my side, and this thesis is also yours.

3. My one and only brother, Pajar Padillah, A.Md.Kom. who always gives me love, support, and time to help the writer in completing this thesis. Hope all that happiness comes to you.

4. All beloved lecturers, classmates, and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung who have invaluably contributed to the development of my personality and academic skill and knowledge over the years of my study in the university.

CURRICULUM VITAE

The name of the researcher is Paras Permatasari. Her family and friends called her paras or ayas. She was born in Lahat, on October 29th, 2000. She is the first child of two children from her beloved parents Mr. Adnan and Mrs. Ina Risnawati. She only has one brother, his name is Pajar Padillah.

She started her study at SDN 219 Palembang and graduated in 2013. After that, she continued to SMPN 2 Tebing Tinggi and graduated in 2016. Then, she continued to SMAN 1 Tebing Tinggi and graduated in 2019. In the same year, she was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, Majoring in English Education.

The Researcher,

Paras Permatasari
1911040166

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By the name of Allah Almighty, the Lord of the world, who has been giving the researcher his guidance, mercy, blessing, and health to complete this research. Shalawat and salam are forever for a noble character, the prophet Muhammad SAW, who has brought human beings from darkness to brightness. This thesis entitled "The Influence of Using Lyrics Training Application Toward Students' Listening Skills" is submitted as one of the requirements for receiving the S-1 Degree in the English Education Department Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.

In this occasion, the researcher would like to express great thanks to:

1. Prof. Dr. Hj. Nirva Diana, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.

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always motivated to complete this thesis. I am thankful for your support and for our friendship.

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      May Allah, the most gracious and the most merciful, always give His blessings and compassion for all Muslims in the world. The researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expects criticisms and suggestions from the reader to enhance the quality of the thesis.

                The Researcher,

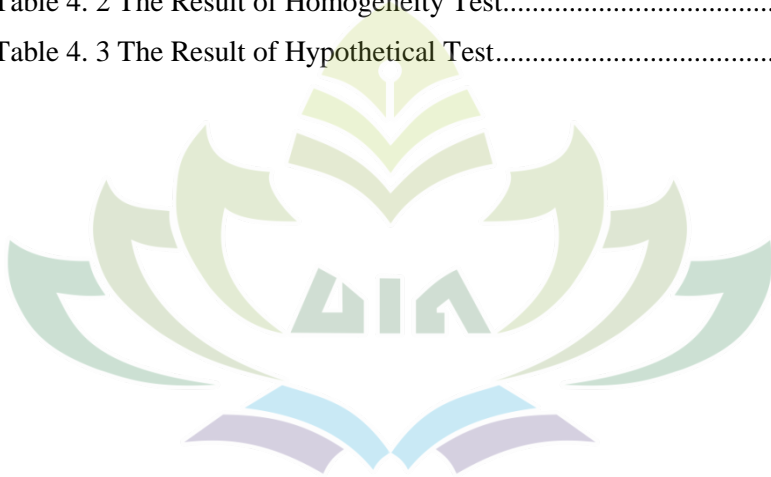   Paras Permatasari
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CHAPTER I
INTRODUCTION

A. Title Confirmation

In a research paper entitled "The Influence of Using Lyrics Training Applications Toward Students' Listening Skills". Therefore, the writer needs to explain the terms of the title so that readers can more easily understand the topic of discussion and there is no misunderstanding of the title contained, then the writer explains The Influence of Using Lyrics Training Applications toward Students' Listening Skills, as follows:

1. The Influence

   The influence is the power to change or affect someone or something. According to Hugiono and Poerwantana "influence is an impulse or persuasion and shapes an effect."[1] From the definition above it can be concluded that influence is a resource that can shape or change something else. So, in this study, the author examines how much power there is or is generated by LyricsTraining application towards students listening skills at MTsN 2 Bandar Lampung.

2. Lyrics Training Application

   Lyricstraining application is an application dedicated to language learning through music. This application aims to assist users to practice their listening skills through songs that are presented in an exciting game mode. While listening to the songs, the users have to fill in the missing lyrics of the selected song by either choosing from the provided options or typing in the words into the running missing lyrics blanks on the screen.[2] By downloading the Lyrics Training application, the users will be able to play the music videos provided on

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[1] purwantama hugiono, 'Pengantar Ilmu Sejarah.', 2000, 47.

[2] Patricia Angelina, '*The Strengths and Drawbacks of Lyricstraining Implementation in Basic Listening Course*', *ELTR Journal*, 4.2 (2020), 17–24

YouTube in an easy and fun method in order to improve the users' listening skills in particular.

3. Students' Listening Skill

Students are people who come to an institution to obtain or study some type of education. The students in this research are the nine grades of MTsN 2 Bandar Lampung. While, listening is the ability to accurately receive and interpret messages in the communication process. Without the ability to listen effectively, messages are easily misunderstood. As a result, Listening is important because listening helps students lay the foundations of speaking and writing. Students can learn decent pronunciation and many useful words, phrases, and sentences through listening. Based on the definitions of students and listening skill before, it means that students' listening skill is the ability to accurately receive and interpret messages in the communication process when they are listening.

According to the explanation above, what was the researcher mean from the title of this research about "The Influence of Using LyricsTraining Application toward Students' Listening Skill" was to know the achievement of the students' listening skill if treated by using LyricsTraining application. The researcher interested to conduct this research because the researcher aware that in this digital era, we have to can take an advantage of the use of technology properly, especially in the listening learning process. The researcher decided to apply this application as the media in teaching listening with expectations that it can help the students to increase their listening skill.

B. Background of the Problem

English has been acknowledged as an essential language and it is the most commonly used language for worldwide communication. Today, English has become one of the most spoken languages by world citizens. It is slightly lower than Mandarin with overall speakers up to 1,5 Billion people. In

addition, it is the most studied language in the world. There are approximately 325 million native speakers of English, around 425 million English speakers as a second language, and another 750 million people learning English as a foreign language.[3] In the era of globalization, as we are experiencing today, technology continues to progress. So that with the development of technology, English should be mastered in facing various challenges in this modern era. Therefore, one of the objectives of learning English is to help students communicate both orally and in writing. So that when communicating in English, they understand what is being said or written in a letter, article, and so on. And vice versa, when they want to communicate with the other person, they communicate smoothly without any difficulties. In other words, when students are involved in a communication situation, they will understand and be understood by the other person. This is what is called a proficient language learner.

One of the English skills is listening. Because listening is a fundamental input in learning English, it is an important rule for students to follow. It's a complicated process that necessitates linguistic code (language form) understanding as well as competence in the cognitive process (the skill process in the mind). The key to all effective communication is listening.[4] This phrase means that listening helps us to get the point of conversations.

Listening is a creative skill, which means we understand the sound that falls on our ears, and take the raw material of words, strings of words, and the rise and fall of sounds, and from this

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[3] Devy Angga Gunantar, 'The Impact Of English As An International Language On English Language Teaching In Indonesia', *LANGUAGE CIRCLE:Journal Lof Language and Literatur*, X.2 (2016), 141–51 <http://journal.unnes.ac.id>.

[4] N. Yurko and I. Styfanyshyn, 'Listening Skills in Learning a Language: The Importance, Benefits and Means of Enhancement', *Репрезентація Освітніх Досягнень Мас-Медіа Та Роль Філології У Сучасній Системі Наук (1St Ed)*, 2022, 38–46.

material, we are creative in significance.[5] The listener must cope with the sender's choice of vocabulary, structure, and level of delivery.[6] Listening is a skill that allows us to be more creative. It means that people absorb the sound they are hear, as well as the raw material of words, word arrangements, and the rise and fall of the voice. Listening skill is listening with comprehension, appreciation, and attention. Then, listening exercises must be combined with other language skills. Such as pronunciation, writing, speaking, reading, and vocabulary mastery.

Listening skill, one of the abilities received, is a communication technique in which listeners can understand, interpret and evaluate what they hear. The ability for active listening can increase improve personal relationships, reduce conflict, strengthen cooperation and develop understanding.

Nowadays, in the millennial period, almost everyone has a device. As a result, people must learn advanced technology to support their daily lives and obtain a lot of information quickly and properly. Then, the students must master it because being able to utilize a device wisely would aid and assist their education.

The role of technology becomes the root of modern teaching and learning as it involves the digital era to provide students with digital competencies. To face the changes in the students' sensitivity and critical thinking, the teachers should be able to modernize themselves.[7] It means that the teachers need to refresh and improve their adaptability in assisting the class with the appropriate technology to boost learning. technology is so powerful today since many kinds of technology offer unlimited resources to language learners inside and outside the classroom.

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[5] Zanuba Arifsah Khofsoh, 'The Effect of Using Video In Listening Comprehension', *Academica : Journal of Multidisciplinary Studies*, 1.1 (2017), 35–49 <http://ejournal.iainsurakarta.ac.id/index.php/academica/article/view/601>.

[6] Fachmi.T, '*The Effect Of Using Descriptive Video In Teaching Listening Comprehension*', 04.02 (2014), 40–44

[7] Maida Norahmi, '21st-Century Teachers: The Students' Perspectives', *Journal on English as a Foreign Language*, 7.1 (2017), 77

Teachers should be open-minded to accept technology in order to encourage learners to find appropriate activities through using computer technology in order to be successful in language learning.[8] It can be said that by using technology, the teacher can easily find some media for the English teaching process. A teacher has to follow the developmental era to create a good connection between the teacher and the students.[9] Moreover, the teacher has to understand what the students needed. An interesting medium can help the teacher to resolve the problem of the students in listening class as mentioned above and make a comfortable English teaching and learning process especially listening skills. It is important to provide an interesting learning atmosphere in order to increase students' interest in the learning process. The teacher's ability to motivate students determines the success of the class so that the students may easily comprehend the lesson. The use of smartphone applications can help students improve their listening skills.

According to the preliminary research that was done by the researcher on Monday, January 9th 2023 at MTsN 2 Bandar Lampung, the researcher conducted an interview with the one of English teacher and several students at MTsN 2 Bandar Lampung which is interviews are used as a method to collect the data. An interview is a procedure designed to obtain information from a person through oral responses to oral inquiries. "Interview" is a conversation with a set purpose and set tasks that are related to obtaining information relevant to the ongoing research.[10] It found at least four main problems that cause students' listening skills to

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[8] By Trudy Wallace and Winifred E Stariha, *Teaching Speaking , Listening and Writing*, ed. by HERBERT J. WALBERG (USA: IAE Educational Practices Series, 2005).

[9] Reza Ahmadi Mohammad, 'The Use of Technogy in English Language Learning', *International Journal of Research in English Education (IJREE)*, 3.2 (2018), 15–25

[10] Natalia M. Libakova and Ekaterina A. Sertakova, 'The Method of Expert Interview as an Effective Research Procedure of Studying the Indigenous Peoples of the North', *Journal of Siberian Federal University. Humanities & Social Sciences*, 1.2015 8 (2015), 14–29

be still low. First, the students struggle to answer the question correctly, especially in listening skills. Students find it difficult to focus on listening to audio that they think is too fast and the speaker's accent is too difficult, that's why most of them can't answer the question right. Second, Student comprehension in listening to audio. Students still struggle to understand the entire content of the audio they heard. Third, students' vocabulary is still limited thus making it difficult for students to listen to the details in the audio. Last, the teacher that still difficulties in select an intersesting method or media in teaching listening.

MTsN 2 Bandar Lampung was chosen as the place for the research because there are problems faced by teachers and students at the school, the majority of students struggle with listening skills. The researcher found that many students still had difficulty recognizing the sound of words, the meaning, and the content in English when rehearing the spoken version. The problems of listening to students are also in the form of their difficulties in capturing the core messages that they hear from the teacher or native sounds of speakers that are difficult for them to understand and often misunderstood.

The student's score of listening can be seen in the following table:

Table 2. 1

Students Scores of Listening Skills at Ninth Grade of MTsN 2 Bandar Lampung in the Academic Year 2023/2024

No	Score	Class			Number of Students	Percentage
		IX U1	IX U2	IX A		
1	<71	22	19	23	64	61%
2	>71	14	16	11	41	39%
Total		36	35	34	105	100%

Source: English teacher's document of MTsN 2 Bandar Lampung in the Academic Year of 2023/2024

Based on table 1, the total of number ninth grade students of MTsN 2 Bandar Lampung is 105. In MTsN 2 Bandar Lampung the criteria of the minimum minimum completeness (KKM) is 71. It found there are more students who get low score or get score below the minimum completeness criteria (KKM, there are 61% or 64 students who have score under criteria of the minimum standard (KKM) 71 at MTsN 2 Bandar Lampung, it shows that students have difficulty in learning English especially in listening skills.

Based on the listening problems above, more efforts are required to assist students in enjoying their studies so that they can improve their listening skills, there should be an effort to examine the effect of using instructional media on the ability to listen to English audio. Some learning media that are thought to be effective in influencing the ability to hear English is using language learning apps like the Lyrics Training application. Lyrics Training is an application dedicated to language learning through music. Because this application includes a listening practice by listening to songs, it can assist students in improving their listening skills. The goal of this application is to help people practice listening to songs and playing a game by completing the lyrics of a song. While the user is listening to a song, they can tap the lyrics. They will gain points if the answer is correct, but the points will reduce when there are too many mistakes.[11]

Lyrics Training applications is chosen because these applications have easy access both via mobile phones and desktops. Furthermore, the Lyrics Training application has a feature that focuses on listening to song lyrics and application users fill in the blanks by clicking on options such as multiple-choice answers or writing the lyrics, so it can be seen that this application can help in improving listening skills. Students will also not be bored because students can practice listening skills

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[11] Ozi Azhari and Aryuliva Adnan, 'The Use of Lyricstraining Website To Improve Student'S Listening Comprehension in Senior High School', *Journal of English Language Teaching*, 7.3 (2018), 78–86

while listening to the music they like. When using the Lyrics Training app, users get rewards from the songs they listen to and can see the amount of vocabulary they have listened to and learned. Lyrics Training application has levels, namely, beginner, intermediate, advanced, and expert. As a result of the journal entitled "The Use of Lyrics Training Website To Improve Student's Listening Comprehension in Senior High School" show that Lyrics Training can be particularly useful to teachers looking for a fun and entertaining way to teach new words and help students improve their listening skills. Therefore, this research conducted with the title "The Influence of Using Lyrics Training Applications Toward Students' Listening Skills". with the purpose to recognize whether LyricsTraining application can improve students' listening skill.

C. Identification and Limitation of the Problem

Based on the background of the study above, the researcher identified the following problems as follows:

1. Students have difficulty to answer correctly listening question
2. Students have difficulty to understand the content and details of the material that has been heard due to a lack of vocabulary
3. The teacher is difficult to choose an appropriate and interesting media for teaching listening

After identifying the problem, the researcher limited the problem of this research only by focusing on the students' listening skills at the nine grades of MTsN 2 Bandar Lampung by teaching them using media from Lyrics Training Application and using cloze procedure strategy to teach the material of Song and focus in selective listening.

D. Formulation of the Problem

Based on the background of the study and identification of the study, the problem is formulated as follows: Is there any

influence of using the Lyrics Training application towards students' listening skills at MTsN 2 Bandar Lampung?

E. Objective of the Research

In connection with the formulation of the problem above, the objective of this research was to find out if Lyrics Training application is significantly influenced students' listening skills at the ninth grade of MTsN 2 Bandar Lampung.

F. Significance of the Research

This research is expected to offer beneficial information for many people in the learning process, including:

1. Theoretically

   The result of this research expected can support and complement the previous research related to the use of Lyrics Training Application to enhance students' listening skill.

2. Practically

   a. For the Student

   This research is expected to contribute positively to students improving English language skills, especially listening skills. That is because, with the application of this research, students can hone listening skills in English through the Lyrics Training application. Besides that, it is highly expected that students' learning motivation in English can increase.

   b. For Teachers

   This research is expected to English teachers as inspiration in applying effective teaching media in teaching listening. This study can provide information to English teachers in the form of effective efforts in teaching listening. The application of this media can help teachers to create a conducive listening.

   c. For the Other Researcher

   For the next writer, this research will be one of the references that will help the next researcher in conducting research related to this research variable. Through this

research, the next researcher will get information about the effectiveness of using the Lyrics Training application in teaching listening. Therefore, the next researcher can consider the things that need to be added to be followed up in the form of subsequent research.

G. Relevant Research

To support this study, there are some researches which are related to this study. Some of them as follows:

1. Ozi Azhari & Aryuliva Adnan, in the journal *English Language Teaching* (2018) Vol. 7 no. 3 entitled "The Use of Lyrics Training Website to Improve Students' Listening Comprehension in Senior High School."

   In the journal, it is stated that, listening learning is relatively difficult to teach to students. The teacher only read the text in front of the class and students are told to hear and answer questions related to the recited. Whereas, listening material is very important to prepare students for real-life English communication and listening comprehension. Therefore, the researcher gave a solutions that can be covered all the problems by using proper media to improve students' listening skill. One of the effective media in English learning, especially in listening is by using computer and internet. One of the websites that provides the means to learn listening is "LyricsTraining.com".

   The purpose of this study was to find out whether the Lyrics Training website can improve students' listening skills. And the result of the research is that the use of the Lyrics Training website can help teachers and students in improving listening skills.[12]

2. Mitha Mey Shary Manurung, Rudiarman Purba & Melda Veby Ristella Munthe, in the journal *Pendidikan dan*

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[12] Azhari and Adnan. 'The Use of Lyricstraining Website To Improve Student'S Listening Comprehension in Senior High School', *Journal of English Language Teaching*, 7.3 (2018), 78–86

Konseling,(2022) vol. 4 no. 5 entitled "The Effect of Using Lyrics Training Website on The Students' Listening Skill of Grade VIII."

At SMP Negeri 4 Pematang Siantar, the learning processed, especially in English subjects, had been presented with teaching methods and media. However, in reality, students' listening skills were still lacking. This could be provened in the field for English subjects in listening material, which was still lacking, from grade eight out of ten classes, the averaged student scores belowed the minimum threshold criteria. Where the minimum score for completed in listening lesson descriptions in the 2013 curriculum was 70. While there are still many students who get below achievement.

The aim of this research is to find out whether the use of lyrics training website is effective in teaching listening skill to class VIII students of SMP Negeri 4 Pematang Siantar in the academic year 2022-2023. This research conducted quasi-experimental design. The total population is students of class VIII-3 and VIII-4. The sample of this study was class VIII-4 as the control class consisting of 32 students and class VIII-3 as the experimental class consisting of 32 students. Data was collected using pre-test and post-test to students. The researcher used a T-test to analyze the difference in scores between the experimental class (teaching Listening skills with lyrics training website) and control class (teaching listening skills without lyrics training website). Based on the score obtained, the researcher found that = 2.83 > 2,000 at a significant level of 5%. This shows that there is a difference between the average value of the results of teaching listening skills in the experimental class and the control class. The researcher can conclude that the use of lyrics training website is effective for improving listening skills.[13]

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[13] Rudiarman Purba & Melda Veby Ristella Mitha Mey Shary Manurung, 'The Effect of Using Lyrics Training Website on The Students' Listening Skill of Grade VIII', *Jurnal Pendidikan Dan Konseling*, 4 (2022).

3. The research conducted by Theressa Claudia Lukitarestyaningtyas and Patricia Angelina with title 'The use of Lyrics Training to improve students' listening for details in SMA Negeri 8 Yogyakarta', this study is to find out how is Lyrics Training implemented to improve students' listening for details and what extent does Lyrics Training improve students listening for details in SMA Negeri 8 Yogyakarta. This research used classroom action research method. This research used two cycles of action research. There were four stages in each cycle, namely planning, acting, observing, and reflecting. The result of this research is the implementation of Lyrics Training was successful to improve students' listening for details. Since Lyrics Training is an interesting and attractive application, it can be an effective media to teach English especially listening for details.[14]

In accord with the relevant previous research, make the researcher concluded that Lyrics Training is useful for students in learning listening. The research that was conducted by the researcher had a difference with the research above. The first difference is the object, that the researcher took the nine grades of MTsN 2 Bandar Lampung. The second difference is the previous research above is focus on listening for detail, meanwhile the present research is focus on intensive listening.

H. Systematics of the Research

This research divided into five chapter, as follows:

1. CHAPTER 1 INTRODUCTION

This chapter contains the Background of the Problem, Identification, and Limitation of the Problem, Formulation of

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[14] Theressa Claudia Lukitarestyaningtyas and Patricia Angelina, 'The use of Lyrics Training to improve students' listening for details in SMA Negeri 8 Yogyakarta', February, 2021, 12–16.

the Problem, Objective of the Research, Significance of the Research, Relevant Research and Systematics of the Research.

2. CHAPTER 2 FRAME OF THEORY AND HYPOTHESIS

This chapter contains Theory(ies) and Hypothesis.

3. CHAPTER 3 RESEARCH METHOD

This chapter contains Place and Time of the Research, Research Design, Population, Sample and Data Collecting Technique, Operational Definition of Variables, Research Instrument, Validity and Reliability of the Instrument, Fulfilment of the Assumption and Hypothesis Testing.

4. CHAPTER IV RESEARCH AND DISCUSSION

This chapter provide the information about the influence of using Lyrics Training application toward students' listening skill for the ninth grade of MTsN 2 Bandar Lampung.

5. CHAPTER V RESULT AND RECOMMANDATION

This chapter was tell about the closing as the end of the research which contains conclusions and recommendation.
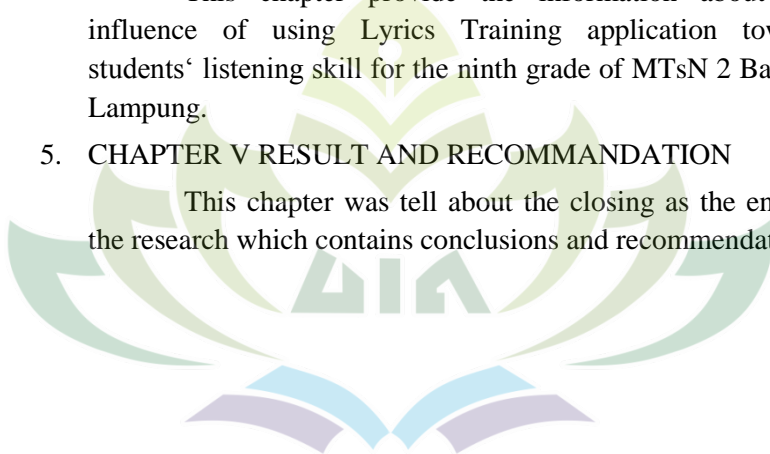
CHAPTER II
FRAME OF THEORY AND HYPOTHESIS

A. The Concept of Listening
Definition of Listening

Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening. Rather than thinking of listening as a single process, it is more accurate to conceive of it as a bundle of related processes – recognition of the sounds uttered by the speaker, perception of intonation patterns showing information focus, interpretation of the relevance of what is being said to the current topic and so on.[1] Listening is a topic that has relevance to all of us. As one of the crucial components of spoken language processing – there is no spoken language without listening – listening is also an area that is interconnected with numerous areas of inquiry and development.

Listening is quite apparently relevant in humanities and applied sciences such as linguistics, education, business and law, and in social sciences such as anthropology, political science, psychology and sociology. At the same time, the processes of listening are relevant to natural sciences such as biology and chemistry, neurology and medicine, and to the formal studies of computer sciences and systems sciences.[2]

Listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been

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[1] Norbert Scchmitt, *An Introduction to Applied Linguistics*, *Hodder Educattion*, 2nd edition (Hodder & stoughton Ltd, 2013), 180.

[2] Michael Rost, *Teaching and Researching Listening, Second Edition*, (Pearson Edication Limited, 2013) 1.

conveyed by the speaker through speech or spoken language. Listening is "the action of the verb 'to listen', meaning 'to hear attentively; to give ear to; to pay attention to (a person speaking or what is said)." Unlike hearing, then, listening is understood to involve a deliberate channelling of attention towards a sound. It is not so much that listening is somehow separate from or opposed to hearing; indeed, the distinction between listening and hearing is often unclear and the two are frequently equated or conflated. Listening, though, is generally considered to involve "making an effort to hear something" (to invoke now obsolete terms, "hearkening" or "giving ear"), while hearing is generally considered a more passive mode of auditory perception,[3] this description gives the evidence that listening is different from hearing.

Listening is the ability to accurately receive and interpret messages in the communication process, while hearing process occurs automatically without efforts or attention to understand the message. Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires comprehension of something that you listen to.

Definition of Listening Skills

Listening skill is a complex ability and more than just hearing sounds. Listening means giving full attention to a sound in other words it does not has something to do with the ear, but also with the mind, however, hearing does not necessarily mean giving meaning full attention, it is merely a matter of ear. Listening skill is the ability to accurately receive and interpret messages in the communication process. Listening skill is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or

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[3] Tom Rice, *Listening*, 2015. 1.

irritated.[4] Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening skills are essential for learning since they enable students to acquire insights and information and to achieve success in communicating with others. Life within and outside school affords many listening opportunities, but some students fail to seize them because they let their minds wander or they may concentrate on what they want to say themselves rather than on what a speaker is saying.[5]

Listening skill is the communication process, while it is to distinguish words from recognizing other words. Therefore, students must master this skill because in communication students must understand what is conveyed by the sender, and if students understand what is conveyed by the sender then students can give a good response. In other words, listening skills are important skills that must be mastered before mastering speaking skills. Students must understand the spoken language that they hear.

Based on several definitions above, it can be concluded that listening is one of the abilities of every human being who can be seen directly, but not all people in the world can listen to English except those who are indeed their native speaker or first language in English or involved in many language-learning activities, both inside and outside the language classroom and about listening skills are the ability to actively understand the information provided by the speaker, and display interest in the topic discussed. It can also include providing the speaker feedback, such as asking pertinent questions, so the speaker knows the message is being understood.

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[4] Charlotte B. Beyer, 'The 10 Principles of Principal', *Wealth Management Unwrapped Revised and Expanded*, 2017, 31–34

[5] Wallace and Stariha. *Teaching Speaking , Listening and Writing*, (IAE Educational Practices Series, 2005) p.14

Types of Listening

According to Brown some types of listening are as follows:

a. Reactive

The only role that reactive listening can play is an interactive classroom is in brief choral or individual drills that focus on pronunciation.

b. Intensive

Techniques whose only purpose is to focus on components (phonemes, words, intonations, discourse markers, etc.) of discourse may be considered to be intensive as opposed to extensive in their requirement that student single out certain elements of spoken language. Examples of intensive listening performance include this:

1) Students listen for cues in certain choral or individual drills.

2) The teacher repeats a word or sentence several times to 'imprint' it in the students' mind.

3) The teacher asks students to listen to a sentence or a longer stretch of discourse and to notice a specified element, such as intonation, stress, a contraction, a grammatical structure, etc.

c. Responsive

A significant proportion of classroom listening activity consist of short stretches of teacher language designed to elicit immediate responses. The students' task in such listening is to process the teacher talk immediately and to fashion an appropriate reply. Examples include

1) Asking questions ("how are you today?" "what did you do last night?")

2) Giving commands ("take a sheet of paper and pencil.")

3) Seeking clarification ("what was that word you said?")

    4) Checking comprehension ("so, how many people were in the elevator when the power went out?")

d. Selective

The purpose of such information is not to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information. Selective listening differs from intensive listening in that the discourse in is relatively long lengths. Examples of such discourse include

    1) Speeches

    2) Media broadcasts

    3) Stories and anecdotes

    4) Conversations in which learners are "caves droppers."

Techniques promoting selective listening skills could ask students to listen for

    1) People's names

    2) Dates

    3) Certain facts or events

    4) Location, situation, context, etc.

    5) Main ideas and/or conclusion.

e. Extensive

Extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the student to invoke other interactive skills (e.g., note-taking and/or discussion) for full comprehension.

f. Interactive

Finally, there is listening performance that can include all five of the above types a learners actively participate in discussions, debates, conversations, role-plays, and other pair and group work. Their listening performance must

be intricately integrated with speaking (and perhaps other) skills in the authentic give and take of communicative interchange.[6]

While Rost's (cited in Nemtchinova) classifies listening types as follows:

a. Intensive

Intensive listening means paying close attention to the language of the listening text to single out words or phrases, grammatical structures, specific sounds, or intonation patterns. This accuracy-focused listening makes students consciously notice linguistic forms, which facilitates language acquisition. Although real-life listeners seldom listen in such a way, intensive listening activities provide valuable practice in perceiving the nuances of the language and should be included in a listening lesson. Some examples of intensive listening activities are

1) transcription

2) different types of dictations

3) cloze (inserting words into blank spaces in a passage)

4) dictogloss (listening to and then reconstructing a text)

5) sentence completion

6) error correction (comparing a spoken and a written text)

b. Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response. Responsive listening makes the listener relate to the

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[6] H Douglas Brown, 'Teaching by Principles: An Interactive Approach to Language Pedagogy' (USA: Pearson Education Limited, 2000), pp. 255–258.

content of the text by expressing an opinion, a feeling, or a point of view. Rather than appealing to facts, it elicits personal attitudes and emotions. This type of response may be colored by one's sociocultural background because the same content could cause different reactions from different cultures. Although responsive listening is more intellectually demanding because it requires both understanding and expressing one's reaction, its personal dimension appeals to many students. Examples of responsive activities are

1) problem-solving tasks
2) sharing and responding to personal experiences
3) evaluative tasks, or making judgments about the truth, probability, and so forth
4) paused listening, or responding to short parts of the text by making connections to personal experiences, world events, and so forth
5) interpretative listening, or making inferences and deductions

c. Selective

Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories). Selective listening involves concentrating on specific details with a deliberate purpose in mind. It is usually done to extract information in response to a particular task, such as Listening and saying when the train leaves or Writing down the telephone number. Whereas intensive listening focuses on the precise language of

the message, selective listening attends to essential bits of the content, disregarding irrelevant information. To engage in selective listening, students could practice

1) following directions and instructions

2) taking notes

3) answering specific questions about amounts, dates, time, facts, and so forth

4) predicting what will be said next after the recording has been stopped

5) listing the sequence of steps, events, or topics mentioned in the text

d. Extensive

Extensive listening focuses on general comprehension of the text. It means getting the overall meaning and enjoying the content rather than seeking answers to specific questions. It exposes students to different voices and styles, improves automaticity in processing spoken language, and builds confidence in dealing with spoken input. The following activities are based on extensive listening:

1) summarizing

2) rating content as more or less interesting

3) Use visual organizers (e.g., K-W-L [know, want, learn] and who/where/what/when charts)

4) filling out listening logs, in which students record their listening goals and strategies for each text

5) practicing flood listening, in which students listen to several recordings on self-selected topics

e. Interactive Listening

Interactive listening requires the listener to participate in the conversation by alternating between listening and speaking. It is the ultimate form of aural and oral practice that integrates linguistic forms, meaning, and social conventions of listening. Interactive listening practice can be done with peer students, teachers, or native speakers; because of the two-way nature of communication, these activities have a strong speaking component. Common interactive listening exercises include

1) interviews
2) discussions
3) partial dialogues, in which students listen to a speaker and respond
4) information-gap activities, in which students exchange information to fulfill the task
5) jigsaw listening, in which groups of students listen to different parts of the message and then reconstruct the whole together

f. Autonomous Listening

Autonomous listening describes any independent listening that is done outside the classroom. It promotes learner motivation and self-reliance because the choice of materials, comprehension monitoring, and task completion are determined by the listener. To help students cope with listening on their own, teachers can provide training in strategies and self-assessment techniques. Autonomous listening includes all the types of listening described in this "Listening Activities" section.[7]

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[7] Ekaterina Nemtchinova, *Teaching Listening*, ed. by Thomas S. C. Farrell (USA: Tesol International Association, 2013). P. 26-28

In line with Harmer here are two types of listening, they are extensive listening and intensive listening.

a. Extensive listening is listening activities that do away from classroom. The students get the material from the outside of class or environment, such as at home, car, or on personal stereos. In extensive listening a teacher encourges students to choose for them what they want listen and they get the material for pleasure where it can be found from many sources, such as from book, or magazine. The students can record their responses to what they have heard. The purpose of these is to give students more reasons to listen.

b. Intensive listening is the listening activities that do in inside of classroom The students get the material in the classroom. The aim of intensive listening is to raise the learner awareness of differences in sound, structure and lexical choice can affect meaning. There are three kinds of intensive listening, namely: using tape material, live listening and role of teacher. Using tape material refers to tape material allows students to hear several of different voices apart from the teacher. It is giving them the opportunity to meet a range of different characters, especially where the real people are talking. Live listening means that the students listen to the speaker in face to face situation. The students can see the speaker physically, such as in an interview, storytelling, conversation, or in the theatre. The roles of the teacher section mean that the teacher needs to be active in creating student

engagement. The teacher needs to build up students' confidence by helping them listen better rather than by testing their listening.[8]

Based on the theories above, the researcher chooses to prioritize using intensive listening activities because in intensive listening people have to raise the awareness of differences in sound, structure and lexical choice can affect meaning. It is related to listening skill which should understand the sound of word so that there is no misunderstanding in understanding sentences. This type will make students understand about the sound.

Teaching Listening for Junior High School

Listening in the level of Junior High School in Indonesia is considered at the level of beginner. The listening activities start from the word level, sentence level and meaning based level. Yavuza claim that the exercise types those early level pupils can be given are repetition which they are only expected to repeat what they hear, asking if what they hear is English or not and to decide if they hear the same or different utterances. Following a written text facilitates the students both read and listen to text and see how words are pronounced or have the chance to see the actual listening and hearing of a native speaker.[9]

The principle of listening "A teacher should encourage students to listen as much as they can". Students have the option to practice and repeat listening, which may help them develop their listening skills. They may increase their

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[8] Jeremy Harmer, *The Practice of English Language Teaching*, 4th Edition (Pearson Longman, 2007). 303-308

[9] Celika Yavuza, Degirmencia, Akyuza, Yılmaza, 'Problems and Activities in Listening Skills in EFL Classrooms; from Tradition to a More Comprehensible Input.', *Social and Behavioral Sciences*, 197 (2015), 930–932

vocabulary and learn how to pronounce words, so that when they are given listening assignment, they can comprehend what they are hearing and correctly answer the question.

A lot of listening materials are derived from recorded extract, for instance on CD, tape record, video and others. Probably the main source of listening for students is the voice of their teacher. Individual voice of the teacher also can be called as the source of listening, because in teaching learning process, teacher talk as he is giving some instructions should also be understood by their students. But in fact the students need variety in listening then just listen to the teacher's voice.

Instead of doing listening activity in the classroom, the students should also practice their listening skill outside of the classroom. This kind of activity can be more challenging and fun. They can find any others materials everywhere, often on CDs, on MP3 players, videos or on the internet-should consist of text that they can enjoy listening too, because they more or less can be understood although without any intervention from their teacher for their do such kind of activity and practice their listening unconsciously. Probably the easiest way of practicing listening is by listening to songs. Many of the students enjoy songs very much, they will be curious on understanding the lyric as it may reflect his or her feeling. Another way is by watching English movie, as they see the set on the screen and listening to the dialogue. Although they may not understand the whole dialogue, at least they will know some parts and they will absorb the language gradually.

Richard sees listening in two different perspectives; listening as comprehension and listening as acquisition. Listening for comprehension is the traditional nature of listening. This views listening as the process of understanding the meaning in a spoken discourse, while

listening for acquisition focus on listening as the process of deriving other shill such as speaking.[10]

In understanding text as spoken discourse, Richards introduces two different kind of processes. They are often referred to as bottom-up and top-down processing. Bottom-up processing refers to the use of the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed at the levels of organization – sounds, words, clauses, sentences, texts–until meaning is derived. Comprehension is viewed as a process of decoding. While Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for topdown processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of "schemata" or "scripts"–plans about the overall structure of events and the relationships between them.[11]

Current thinking suggests that listening sequences should usually be divided into three parts: pre-listening, while-listening and post-listening. First, however, we will deal briefly with what the three parts consist of and why this sequence is often favoured.

a. Pre-listening

There are three cognitive models for the pre-listening process: First, the bottom-up pre-listening activity focuses mainly related to the listening track. Second, the top-down activity focuses on students' prior knowledge to understand listening texts, this activity involves encouraging students to remember what they

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[10] Jack C Richards, *Teaching Listening and Speaking*, *Language Teaching* (New York: Cambridge University Press, 2008), 3

[11] Ibid, 4-5.

might know about the topic. Third, interactive listening activities can be carried out in a communicative context, where listeners act as participants or recipients to discuss the meaning or ask for an explanation. This can assist teachers in achieving the main goal of students' interaction, which shapes discourse and helps solve communication problems. The pre-listening stage is an activity that the teacher normally presents to students before they begin listening. Because it is impossible to give students direct access to the hearing, the teacher should provide them with preparation so that they can understand the topic. Teachers might undertake a variety of activities in class during preparation before listening:

1) **The teacher providing background information**; it is critical to provide students with background information about the topic, such as who is speaking, where they are speaking, and why they are speaking. It will assist them in comprehending the context of the material to which they will listen.

2) **The recognizing and understanding pictures.** When teaching children to listen, teachers often provide them pictures that are relevant to the topic to help them in guessing what they will hear, whether from a textbook or printed out photos.

3) **Develop interest in the topic and inspire students to learn more about it.** If they're going to conduct a listening exercise about traveling, for example, show them beautiful pictures of the location to stimulate their interest.

4) **Activating present knowledge:** If we dive straight into listening, students won't have

time to transmit or activate their knowledge, which is a difficult condition for them. For instance, they will listen to a descriptive text about Kuta beach and then be asked questions such as "what do they know about Kuta beach," "where is Kuta beach located?" and "why is it a nice place to go on vacation?" This will allow them to understand the context.

5) **Activating vocabulary**, it is critical to activate vocabulary that will be utilized throughout the hearing test. For example, before having the students listen to a conversation between a parent and a teenager who wants to spend the night at a friend's house, have them role-play the situation. They can act out the scene and have time to consider the situation's language requirements so that they are prepared for the listening section.

b. While listening

The purpose of while-listening activities is to assist learners develop the skill of eliciting messages from spoken language. During the while listening stage, the teacher gives the student a phrase to finish or an assignment to complete depending on the text they have just heard. The students hear the input once, probably listening for gist, although of course there may be occasions when they need to listen for specific information or listen in detail. They check their answers in pairs or groups. This is to give them confidence and to open up any areas of doubt. They then listen a second time, either in order to check or to answer more detailed questions. It is important that the students should be required to do different tasks

every time they listen (listening to check answers is slightly different from listening to answer questions).

c. Post listening

The whole class checks answers, discusses difficulties such as unknown vocabulary, and responds to the content of the passage, usually orally, sometimes in writing. This may be done in plenary (with the whole class) or in pairs or groups.[12]

The three sequences explained above is the most general sequence for a listening class, even though the duration of each section may be different.

Indicators of Listening

Listening is an activity which is a process. According to Shockingawful (2017) said that there are four indicators of listening, namely:

a. Ability to Focus

Ability to focus means the capability of students in listening skill 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 the general meaning of something they hear.

c. Listening for Details

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

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[12] JJ Wilson, *How to Teach Listening* (England: Pearson Education Limited, 2008). 60-61.

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.[13]

B. The Concept of Lyrics Training Application

1. Definition of Lyrics Training Application

Lyrics Training application is an educational and mobile application that provides lots of video segments from movies and also music videos. There are also movie scenes provided by the Lyrics Training. It is good to be used by English learners who want to practice and train their English ability through this application because they can search for their favorite song easily through the application that directly connects to YouTube.[14] This app can help students improve their listening skills, pronunciation, lexical grammar, and language expressions.

Lyrics Training is a tool that provides ESL learners with learning sources that stick with learners in real life. To use this app, learners need to prepare a gadget, a good internet connection, and the predisposition to achieve the goals in learning. Meilinda stated that Lyrics Training is also an app that uses songs inserted from YouTube. It aims to provide funny ways for students to practice their listening skills in English and other languages.[15] Lyrics Training application allows the user to play music videos shared on YouTube, along with lyrics transcribed by other Lyrics Training users.

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[13] Shockingawful, *English Listening Skills: Following Directions. Retrieved on November, 15 2022.*, 2017. iRubric: English Listening Skills: Following directions. rubric - L95572 (rcampus.com)

[14] Andris Setiawan, Maida Norahmi, and Maria Arina Luardini, 'The Effect of Lyricstraining on Students' Speaking Ability', *Proceedings of the International Conference on English Language Teaching*, 4432.November 2019 (2019), 14–16

[15] Ho Chi and Minh City, 'The Impacts of Lyrics Training on Improving Listening Skills for ESL Students Nguyen Truong Gia Minh 14.1 (2023), 18–29.

This application aims to assist users to practice their listening skills through songs that are presented in an exciting game mode. While listening to the songs, the users have to fill in the missing lyrics of the selected song by either choosing from the provided options or typing in the words into the running missing lyrics blanks on the screen. The users will gain points if their answer is correct, and more points will be given if they can spend less time answering. On the other hand, when the users provide an incorrect answer, their scores will be reduced and the video will pause until the correct answer is selected. The users are also allowed to repeat certain parts of the video to obtain the correct answer, allowing continuous spelling correction. When there are too many incorrect answers chosen, the game will end. Scores are saved in the system and displayed on the leader board to allow users to compete with other users around the world.[16]

2. **Features of Lyrics Training Application**

a. Language selection

Users can choose different languages to learn. There are 14 languages contained in the language selection feature that users can choose.

Figure 2. 1

LyricsTraining App: Language Selection

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[16] César Augusto, Borromeo García, and Universidad Veracruzana, 'The Use of LyricsTraining Website to Improve Listening', 39.3 (2015), 1–13.

b. Music video selection

Users can choose songs for learning listening from various genres or from their favorite artists, besides that on the home page users can choose songs that are popular or the latest songs.

Figure 2. 2

LyricsTraining App: Music Video Selection
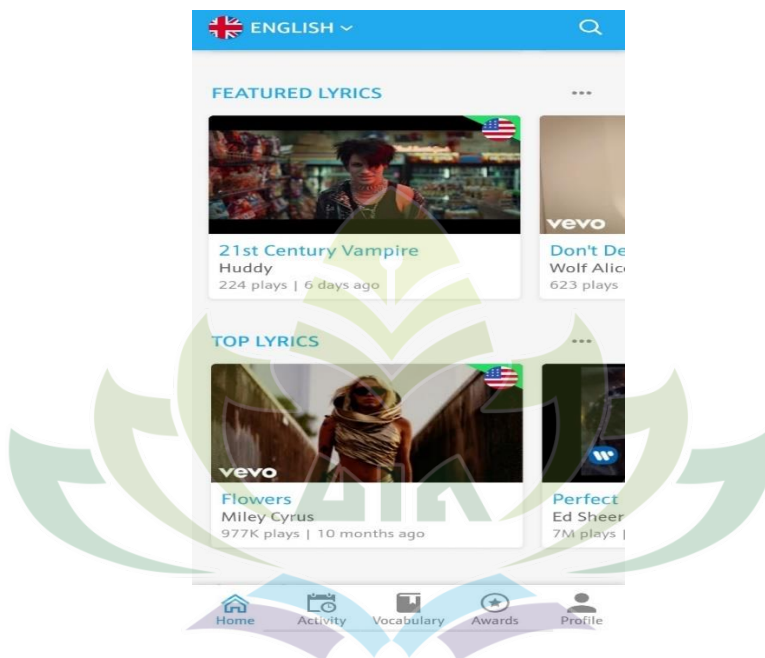
c. Game modes

There are three game modes that can be selected when choosing a song, namely 'choice' where the user must fill in the missing word by selecting the word choice provided, 'type' the user must fill in the missing word by typing the correct word and 'karaoke' where this mode is only for listening to songs.

Figure 2. 3

LyricsTraining App: Game Mode

d. Level

There are four levels that users can choose to play game modes according to their abilities, namely beginner, intermediate, advanced, and expert.

1) **Beginner**: All participants who do not possess a good vocab level can choose the beginner level in order to complete 39 absent words out of three hundred eighty-five words regarding the totality of any musical video's lyrics.

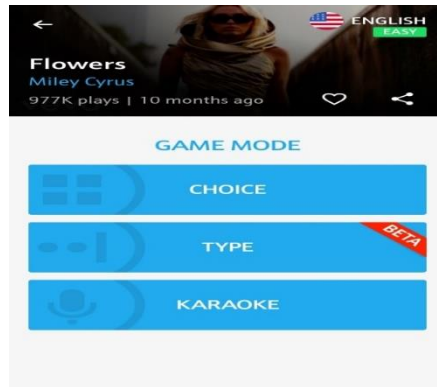2) **Intermediate**: If participants have a satisfactory vocab level with listening comprehension, they can select the intermediate level to start completing the 75 absent words out of three hundred eighty-five regarding the totality of any musical video's lyrics.

3) **Advanced**: All participants who have sufficiency vocab together with abilities in listening comprehension, and writing can choose the advanced level in order to start completing 148 absent words out of three hundred eighty-five regarding the totality of any musical video's lyrics.

4) **Expert**: If participants have an outstanding dominion viewing the foreign language and magnificent listening abilities, they can select the expert level to complete 385 absent words out of three hundred eighty-five regarding the totality of any musical video's lyrics.

Figure 2. 4

LyricsTraining App: Level
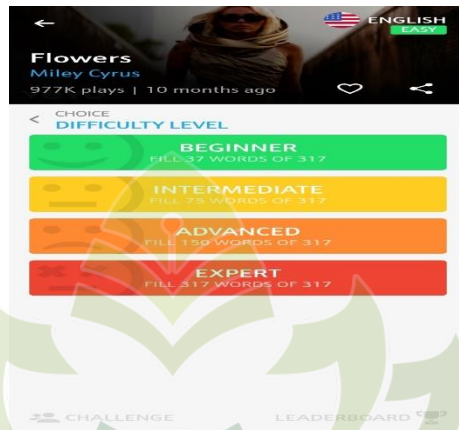
e. Score

After playing a song, users can see their score as well as see the scores of other users from around the world.

Figure 2. 5

LyricsTraining App: Score
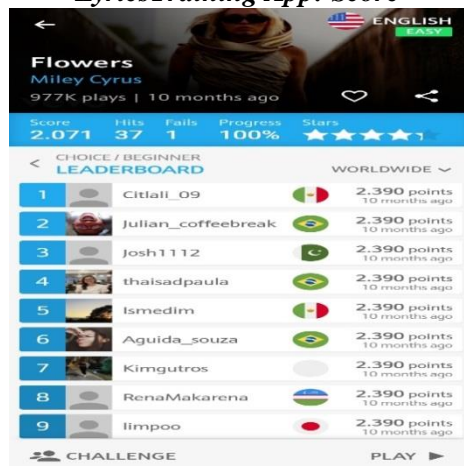
f. Vocabulary

In this feature, users can see the vocabulary they have filled in the games they have played. Allows users to add new vocabulary and know how it is pronounced when listening and repronouncing it.

Figure 2. 6

LyricsTraining App: Vocabulary

3. **The Process of Using Lyrics Training Application**

The general instructions for using the Lyrics Training application for students and teachers are as follows:

a. Download Lyrics Training application.

b. Open the Lyrics Training application.

c. Open the menu to choose language. Users can choose the language they want to learn.

d. In the home page will displays a featured music video, which changes each time the screen is refreshed; recently added videos are displayed under the heading "Latest Lyrics". In addition, the most popular videos are presented in the bottom-right of the screen and labeled "Top Lyrics". Users can look up videos by artist name or song title using the search.

e. After the user chooses a song, then the user will have to choose a game mode which includes 'choice' where in this mode the user must fill in the missing word by clicking on the answer that is already available, 'type' which the user must fill in the missing word by typing the correct answer and the game mode 'karaoke' where the user only listens to the song.

f. After the user chooses the game mode they want to play, then the user chooses the level according to the user's ability, there are four levels including beginner, intermediate, advance, and expert.

g. As the video plays, users are expected to complete a gap-fill exercise using the transcript of the lyrics below the video. The video will not continue until the missing word is filled in. On the top left a timer is displayed as well as a count of the number of missing words remaining and the number of gaps skipped by the user. At any time, the user can select to "withdraw" which will stop the game.

h. When the game is completed, Lyrics Training automatically tallies a score for the user based on the time it took for her to complete the song and how many missing words were filled in.

4. The Advantages of Lyrics Training Application

Lyrics Training is a unique application that provides learners with material that is authentic, current, and interesting. Due to the wide variety of songs, artists, and genres available on Lyrics Training (especially for English language learners) and the entertainment quality of music videos, it seems as if Lyrics Training may meet this aim for many students.

In addition, Lyrics Training makes it easy for learners to adjust content to their ability level. This is due to the categorization of music videos into four difficulty levels as well as providing three additional modes of

game play. Furthermore, research has shown that video can increase motivation and interest levels in listeners as well as increase their comprehension of the listening task.

According to Angelina Lyrics Training application has some advantages for students in language learning, such as:

a. Improving students' academic achievement

b. Increasing students learning motivation

c. Students are given freedom to explore their vocabulary

d. Engages students in the cycle of noticing their own needs, researching language, trying it out, and learning from their mistakes.[17]

5. The Disadvantages of LyricsTraining Application

Despite these advantages, there are some areas where Lyrics Training might be able to improve. First, many evaluations of effective materials development. Materials should draw a student's attention to particular language forms. This might be particularly important when we consider song lyrics, where reduced forms (i.e. wanna and gonna) as well as unusual syntax is common. This could be particularly confusing to low-level students without adequate explanation. It may be helpful if the site provided students with a reference section or glossary that highlighted these forms.

Secondly, Lyrics Training has provided language learners with superb resources (music videos with lyric transcripts) but has only used these materials for a single purpose (gap-fill exercises). It might be beneficial if students could be given additional ways to use the materials on the site. For example, a forum or comments section could be created for students to discuss a song's meaning or simply to chat

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[17] Patricia Angelina, '*The Strengths and Drawbacks of Lyricstraining Implementation in Basic Listening Course'*, *ELTR Journal*, 4.2 (2020), 17–24

about their favorite artist. Teacher's resources might also be compiled to demonstrate ways to use music in the classroom.

C. The Concept of Cloze Procedure Strategy

1. Cloze Procedure Strategy in Teaching Listening

Listening to audio using the cloze procedure strategy is a teaching strategy based on "omissions" made by teachers in the hope that learning can be more meaningful. The cloze strategy is a technique implemented by systematically deleting words from a prose passage. Based on the statements above, the writer concludes that the cloze strategy is a paragraph or text that must be equipped with the right words so that the paragraph can be understood and fill in missing words by listening to audio.

Implementation Procedure

Raymond (cited in Ratminingsih) explains the procedure for implementing listening through audio by using the cloze procedure.

1) Students are asked to listen to the sound or audio twice

2) During listening, students fill in the clumps or blanks on the answer sheet given by the teacher.

3) The teacher directs students to discuss the answers to the clumped text together

4) Students are asked to work with their group and summarize the text information that has been discussed

5) Each group representative is asked to report the results of his summary. [18]

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[18] Ni Made Ratminingsih, *Metode Dan Strategi Pembelajaran Bahasa Inggris* (PT Rajagrafindo Persada, 2017). P. 107

2. The Advantages of Cloze Procedure Strategy

Some of the strengths of using the cloze strategy to improve listening skills are:

1) providing guessing skills practice in the context of discourse

2) providing opportunities for students to practice their phonetic abilities

3) providing practice to students to expand the use of language structure, word meaning, and vocabulary knowledge to guess the word mentioned.

3. The Disadvantages of Cloze Procedure Strategy

The disadvantages of using the cloze strategy include:

1) it takes several repetitions for students to understand and predict what words are omitted so it takes more time to apply this strategy

2) teachers cannot carelessly eliminate words that students are expected to learn in clumps, because the cloze strategy has special rules where the omitted words must follow a certain pattern (eg: the omitted word is the 5th word in each sentence except the first and last sentences).[19]

D. Procedure of Teaching Listening Skills through Cloze Strategy by Using Lyrics Training Application as Teaching Media

Furthermore, here the researcher adopts the activity of teaching listening using the Lyrics Training Application in the experiment class. The researcher taught the students in the experimental class using Lyrics Training Application as the media and using cloze as the teaching strategy. The material that was taught is about Song. The researcher considers choosing a song to

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[19] Ibid.

be used as teaching material, which is to choose a song that is not familiar to students so that when students do their assignments in the LyricsTraining application are pure with their listening skills and not because they are familiar with the lyrics of the song they know before, then a song that has a good theme and has a good meaning to hear by students, and also the researcher chose the pop songs because songs with this genre are more interesting to hear by students.

The activity of teaching listening using Lyrics Training Application in the experiment class as follows:

1) Pre-listening activities

   a) The teacher asks the students to prepare themselves to listen to the listening material from Lyrics Training application.

   b) The teacher invites a brief discussion about the material.

   c) The teacher introduces Lyrics Training application.

   d) The teacher asked the students to make a group.

2) While Listening activities

   a) Students are asked to listen to the sound or audio twice

   The teacher asks students to listen to the audio contained in the Lyrics Training application twice. In the Lyrics Training application students click on the audio that will be heard and select the 'karaoke' game mode where this mode is a mode for listening only to the selected audio.

   b) During listening, students fill in the clumps or blanks on the answer sheet given by the teacher.

   After the students listened to the audio in the 'karaoke' game mode twice, then students are asked to listen to the audio in the 'choice' game mode. In this game mode as long as students listen to the audio of the song in the Lyrics Training application, students fill in the blanks in the lyric audio in the application. Students must fill in the blanks containing missing words in the audio that the user will listen to, and click on the correct word while the

audio is playing. When a key is pressed, if the letter is correct, lyrics in the blank space will start appearing, if incorrect it shows no error, nothing is typed, and the user must press another key. When the game is over, the lyrics training automatically calculates the score for the student.

c) The teacher directs students to discuss the answers to the clumped text together.

After the students finish listening to the audio of the audio in Lyrics Training application, then the teacher directs the students to discuss the blank part together.

d) Students are asked to work with their group and to do an exercise and then categorize the lyrics of the song they had listened to into adjectives, nouns, and verbs.

After students fill in the blanks in the audio they listening to in the Lyrics Training application, students are asked to work with their groups and do an exercise and then categorize the lyrics of the song they had listened to into adjectives, nouns, and verbs.

e) Each group representative is asked to report on the results of their work.

Finally, representatives of each group are asked to collect the results of their respective groups' work.[20]

3) Post-listening

The whole class checks answers discusses difficulties such as unknown vocabulary, and responds to the content of the lyrics. Then, the teacher and the students conclude the materials and the video from Lyrics Training application.

E. The Concept of Audio Media

1. The Definition of Audio Media

Audio is a medium to convey messages that will be conveyed in the form of auditive symbols, both verbal (into words or

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[20] Ibid, 107

spoken language) and non-verbal.**[21]** Examples of audio media include radio, tape recorders, telephones, language laboratories, and others. The sound is taken out from audio recordings formed in CD, cassette, and file mp3. The recording for listening materials formed in conversation, storytelling, song, etc. According to Bates, audio technologies are divided into two group categories: one-way or monolog e.g. radio, public address announcements (airports, train, mall), and audio cassettes and two-way or conversation or dialogue e.g. telephone, interview, and audio conference or debate.**[22]** Listening to junior high school can use both of the group categories. Furthermore, Loren, Andayani, and Setiawan stated that audio media is everything that can listen to people's voices, music, noise, and so on.**[23]** Audio media for teaching listening can be used in the classroom or language laboratory by recording conversations, radio, podcasts, music, and interviews. classroom or language laboratory by recording conversations, radio, podcasts, music, and interviews.

2. The Advantages and Disadvantages of Using Audio Media

As stated by Arsyad, the advantages and disadvantages of audio media in teaching listening, as follow:[24]

1) The Advantages
   a) Able to overcome space and time limitations and allow reach wide targets
   b) Able to awaken the system in imagination
   c) Able to focus students' attention on the use of words, sounds, and meanings of the word

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[21] Muchammad Amirul Mu'minin Achmad Kurniawan Subarkah, 'Metode Belajar Dengan Menggunakan Audio', *Eprints.Umsida*, 2013, 7.

[22] A.W. Bates, Technology, Open Learning, and Distance Education (London: Routledge, 1995).

[23] F.T.A Loren, Andayani, and B Setiawan, The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language, Lingua Didaktika 11, no. 1 (2017): 1–12

[24] A Arsyad, 'Media Pembelajaran' (J: pt Rajagrafindo Persada, 2006).

d) Able to influence the atmosphere and behavior of students through background music and sound effects

e) It is appropriate and suitable for teaching music and foreign language.

f) The price is relatively cheaper and easy to move

2) The Disadvantages

a) In recording it is difficult to find the location of a message or information, if the message or information is in the middle of the tape, especially if the radio, the tape does not have rotational determination numbers.

b) The varying recording speed and track settings make it difficult to play back recordings recorded on different recording machines

F. Procedure of Teaching Listening Skills through Cloze Procedure Strategy by Using Audio as Teaching Media

According to the explanation above, here the researcher adopted the activity of teaching listening using audio media (tape recorder) in the control class, the researcher taught the students in the control class using audio as the media and using the cloze procedure as the teaching strategy. The material that was taught is about Song. The content of the audio (tape recorder) is a song that is played to students using speakers. The activity of teaching listening using audio in the control class is as follows:

1) Pre-Listening activities

a) Check the attendance of the students

b) Prepare the equipment for learning listening.

c) The teacher gives directions about the material to be discussed.

d) The teacher asked the students to make a group.

e) The teacher asks the student to listen to the audio that is played by the teacher

2) While listening activities

    a) Students are asked to listen to the audio twice

    b) During listening, students fill in the clumps or blanks on the answer sheet given by the teacher.

    c) The teacher directs students to discuss the answers to the clumped text together

    d) Students are asked to work with their group and summarize the text information that has been discussed

    e) Each group representative is asked to report the results of his summary.

3) Post-listening activities

The teacher and the students conclude the materials

G. Frame of Thinking

Listening is the ability to accurately receive and interpret messages in the communication process. Meanwhile, the fact students in ninth grade MTsN 2 Bandar Lampung still struggle with listening skills. The problem is that because cannot capture audio content or detailed information due to the lack of vocabulary and the media in teaching listening is difficult and not enjoyable for students.

Based on the problem, the researcher conducted a Lyrics Training application as media in teaching listening to influence students' listening skills. By using the Lyrics Training application, the students can understand the meaning of the material in the audio that they heard. Based on the former explanation, the researcher assumes the LyricsTraining application can help teachers and students in conducting activities teaching-learning process. LyricsTraining application can be an alternative media in the teaching-learning process since it is hoped to attract the student's interest and to make fun learning, particularly in listening. Teachers can create interesting and fun listening learning for students using the features that have been provided by the Lyrics Training application. One of the main features that is an

advantage of listening learning is that students can listen to audio while looking at the lyrics and do assignments on the game mode feature, namely between choice mode or type mode, in this study students do assignments using choice mode. Students can listen to the audio and do assignments individually so that they are more focused on learning to listen and can capture the content of the audio as well as some details from the audio they are listening to. Then the 'level' feature is adjusted to the student's English level to do the assignment. In addition, the LyricsTraining application has a feature in the form of 'Vocabulary'. Vocabulary that is missing from the audio lyrics will appear after students finish the task of listening to the song in choice mode, allowing students to add new vocabulary.

Systematically frame of thinking can be drawn as follows:

| Lyrics Training Application (X) | → | Students Listening Skills (Y) |

H. Hyphothesis

The hypothesis of this research is as follows:

1. Null Hypothesis

   H_0: There is no significant influence of using Lyrics Training applications towards students' listening skills of the nine grade at MTsN 2 Bandar Lampung.

2. Alternative Hypothesis

   H_a: There is a significant influence of using Lyrics Training applications towards students' listening skills of the nine grade at MTsN 2 Bandar Lampung.

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