

ENGAGING SENIOR HIGH SCHOOL STUDENTS IN ONLINE LISTENING INSTRUCTION

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Abstract

Listening is considered an important skill for language learners to master because it is commonly used in daily life. Obviously in communicating or learning something begins with listening. Learning listening using song media in high school has indeed been applied, but some students need something new, creative, and not boring. Therefore, there is one appropriate learning media named Lyricstraining.com. This media is one of the innovation of teacher. The objective of this research is to find out the perception of one of senior high school students in Indonesia about the use of Lyricstraining.com learning media in listening activity. This research was qualitative research. The participants included 15 students of a senior high school in Karawang. The data were collected through an open-ended questionnaire. The result showed that students has a positive perception of the use lyricstraining.com website. They perceived that: 1) Lyricstraining makes learning listening effective; 2) Lyricstraining helps increasing students listening skill and vocabulary; and 3) Lyricstraining makes learning listening more fun and enjoy. It was also found several other perceptions from using Lyricstraining.com to support their learning activities, namely, Lyricstraining can train focus and is easy to use for beginners.

Keywords: *Learning Media; Listening; Lyricstraining.com*

INTRODUCTION

One of the most neglected skills in language learning is listening (Nation & Newton, 2009; Garcia, 2015). Whereas listening is the most important skill for language learning because it is the most used language skill in normal daily life. Seeing most students in the class have time to listen to and it is the most neglected skill among other skills (Djabbarova, 2020). According to (Hsu et al.,2013) people also discovered that listening is an essential skill in social interactions and listening rather than reading is a better way to interpret new messages. As stated by (Tyagi, 2013) listening is a psychological process in which a sender, a message, and a recipient receive, attend to, build meaning from, and

respond to spoken and/or non-verbal messages. Listening also allows the analysis of the sound that is heard precisely and quickly, Hartley (2007).

The first language skills used are listening skills in the context of language acquisition, both mother tongue and second of foreign language. Obviously in communicating or learning something begins with listening skills. Not being familiar with clichés and collocations in English is a problem for listeners in learning foreign languages (Yagang, 1993). In line with Anderson & Lynch's (1988) statement, the lack of socio-cultural, factual, and contextual knowledge of the target language can be an obstacle to understanding because language is used to

express its culture. Therefore (Yagang, 1993) says it is very tiring for students to be able to concentrate on the interpretation of unfamiliar sounds, words, and sentences for a long time.

Every day we listen to many different things in many different ways, whether it is conversation with friends, the TV news, a video on social media or music, and etc. We seem to know how to listen and what we are listening for, at least in our native language. For second grade students of one of Senior High School in Karawang, listening is far more challenging than other English skills.

Based on the explanations and problems that have been mentioned, Hadian (2015) revealed there is one thing that can support learning English is by using songs which can be one of the techniques that can make students interested. Learning English using song media in high school has indeed been widely applied, but students need something new, creative, and not boring. Because they will also feel bored if they are constantly just listening to the conversation. According to Griffie (1992: 3) songs can be found everywhere, therefore songs exist in every aspect of human life.

To support learning English in the context of listening, there is an appropriate English learning media to improve student skills through a website. Web-based education, sometimes known as E-Learning, is one of these breakthroughs, Sadikin (2016:2). Even though online learning or E-Learning has expanded in both written and oral discourse, according to Lamy&Hampel (2007:4). In addition, the existence of E-learning is expected to provide new and different experiences in the educational environment. Especially in English subjects, internet technology has a big influence. The development of internet technology has also been applied to the one of Senior High School in Karawang with

good internet access during teaching and learning activities.

The English language learning support website that will be used by researchers' is *Lyricstraining.com*. According to Mills (2010), *lyricstraining.com* is a website that utilizes available material in the form of music videos for language learning. On the web page, it states that their site is a method which is believed to be easy and fun to learn and improve the user's foreign language skills through music videos and lyrics running on it. The goals listed on the web page are expected to help users practice their listening skills and play games by completing song lyrics. While the user is listening to a song, they can type in the lyrics and earn points for answering the correct vocabulary. This media is suitable for beginners or students who want to try playing while listening to songs but can also learn by filling in empty song lyrics.

However, a media that can help users improve their listening skills through songs is a fun way to see students' diverse perceptions of learning English. According to Nelson-Smith (2019), it explains that students' perceptions are influenced by their experiences and expectations which are seen as reality and they will believe it will happen, regardless of whether it is true or not. In the world of teaching and learning, perception is needed because teachers, lecturers and instructors need student preferences before they produce teaching materials and lessons.

Relevant findings also presented by based on the result of Garcia (2015) with journal titled "The Use of Lyricstraining Website to Improve Listening Comprehension" showed that when they used the LyricsTraining website, the students seemed to have a positive perspective. They seemed to recognize it as a platform to help them develop their

listening skills, and they also offered suggestions for improvements as well as constructive and negative reviews on its use. Teachers, or even the school's facilities and technology, limit the introduction of websites such as LyricsTraining. Any student with a computer and Internet connections, on the other hand, may have access to a modern and expansive set of resources. Students tend to remember more information when songs are used. This could be possible due to the use of music as a means of honing one's listening skills. As a result, incorporating music into the classroom can assist educators in recognizing grammar structures, vocabulary, or phrases presented in song. When students practice listening with songs, the participants stated that grammar, speed of speech, and accent are important, and that these aspects can impede their ability to understand the songs. Despite the fact that the participants claimed that pronunciation prevented them from fully interpreting what was being said, pronunciation is practiced during exercises. As a result, while performing the exercises, the pronunciation of words can improve.

The same thing also described by Nick Ziegler (2016) with articles title "Enhancing the Use of Music in Language Learning through Technology" showed that lyricstraining.com is truly a must-have teacher resource. Lyricstraining.com enhanced lessons are geared towards fostering interpersonal communication skills, also involving elements of interpretive communication, (e.g., summing up singers' opinions), and presentational communication (e.g., short essays).

For the last one also explained by (Azhari and Adnan, 2018) on their journal with titled "The Use of Lyricstraining Website to Improve Student's Listening Comprehension in Senior High School" this was concluded that using the

LyricsTraining website to improve listening comprehension would help both, teachers and students. It will assist the student in understanding and learning how to pronounce the word by music. The gap-filling drills on this website are a great way to learn listening sub-skills. Listening subskills such as listening for gist, listening for basic details, and listening in depth will be practiced in each mode. It improves the student's interpretation of the pronunciation. The student will learn the word when it is written down, but it is more difficult to recognize it when it is spoken. The participant will be able to identify how words are spoken when listening to a music video or song.

Than the results of the 3 researchers mentioned above, researcher can compare the research. The similarity between this study and 3 others journal is in the same of using media song and equally applying to learning activities. While the difference is in the sample of research.

As previously mentioned in several studies, that have been done, there are many good responses to students on the use of the media song with lyricstraining.com in the listening class. Based on the research that has been done of Senior High School in Karawang, the researchers found positive perceptions from many students who have used the Lyricstraining.com media in learning English. According to the explanation above, the researcher will conduct research entitled "The Perceptions of Senior High School in Karawang on Listening Classroom by Using Lyricstraining.com as A Learning Media".

Based on the background of the research, this research aims to answer the question of "How are the perceptions of students on the use of Lyricstraining.com media in learning listening?"

The Nature of Listening

Definition of Listening

Listening is an activity of listen and understanding meaning through hearing. Listening is also a communicative activity and for language learning activities. According to Styfanyshyn and Yurko (2020), Listening is the most commonly used language ability by students, according to several reports. And they also said that listening is essentially about how we acquire and learn new knowledge. Listening is recognizing and understanding what others are saying. As explained by Rivers (1966), listening is a creative skill. It assumes that we understand the sound that reaches our ears, take the raw materials of the words and word combinations, as well as the rise and fall of the voice, and construct a meaning from them.

According to Underwood (1989) clarify the definition of listening "The activity of listening involves paying attention to and attempting to make meaning of what we hear" (p.1). In addition as stated by Hsu, et al (2013), listening is an important skill in social interactions, and it has been learned that people interpret new messages more effectively when they listen rather than read. Recognizing that hearing is the first language skill to learn is the first step in understanding the crucial function of listening in communication.

Types of Listening

As mentioned by Saricoban (1999) there are three stages of listening process which are, Pre-Listening (purpose must be given at this stage), During (in-while) listening, Post -listening (speaking). Teacher are recommended to follow the teaching instructions: 1). In the Pre-Listening activity, before the activity will start the teacher must be familiar with the task of listening and make sure the

equipment needed can function properly (Internet Connection, Laptop, and Speaker). The teacher first gives students an overview of the listening task such as a title, topic, or short sentence, so that students will think and predict what they will hear. Next the teacher will ask what they know about the chosen task. And finally introduce them to the task that will be given. 2) While listening is the stage where the listening activity has started, students listen and do the given task. The teacher will play a song once, and ask them if they need to listen again. If the student asks, then it must be played again. 3). In the third stage, namely Post Listening, the teacher will ask students to look at their answers and check if there are any that are difficult for them. In the end, the teacher asked some questions to test whether they understood what they had heard.

The Importance of Listening

The ability to hear what others are saying and to understand it is known as listening. Listening is an active process because it involves many processes, not just a matter of hearing. Listening determines the meaning and message of sounds. Although based on Azhari and Adnan (2018), that listening is a difficult task since students must comprehend the text as they listen to it, remember the information, combine it with subsequent information, and change their comprehension of what they hear based on previous knowledge and corresponding information. Therefore, listening is a difficult activity for some students.

In the opinion of Tee and Fah, (2005); Listiyanto, Perdana and Ratna (2020), students' and teachers face some challenges when it comes to listening. Obstacles include instructors who use inappropriate strategies and students who are not motivated. Students' poor mastery of english-inspired listening skill is

exacerbated by the fact that the majority of them have a limited attention span and lack motivation. Based on Garcia (2015), to obtain the information, one must pay special attention. The ability to understand a spoken message as stated by (Martin; Garcia 2015) in a logical manner is referred to as listening comprehension. And also as he said that listening entails more than just paying attention to what is being said. (Linse and Nunan, 2005; Garcia, 2015) define listening as the perception and processing of sounds rather than comprehension, of which there are several factors must be weighed in order for listening to occur rather than hearing.

The majority of language instruction methods have a listening component; vocabulary, grammatical structures, intonation, accent, and our own interpretation (Styfanyshyn and Yurko, 2020). Realizing that listening is the first language ability to learn is the first step in understanding the importance of listening in communication, (Wolvin, 2009). Apart from the fact that listening is very important in learning English, the researchers' also choose listening because it is closely related to the media will be used. Listening are usually considered difficult and hard for students to mastered, will show the opposite. There are many reasons that listening is such a less interested because it is done in a orally with the accent and intonation of native English speakers.

Learning Media

The Concept of Learning Media

Learning media is everything that can be used to convey and distribute messages from the source in a planned manner so as to create a conducive learning environment and can stimulate the learning process efficiently and effectively (Loren, et al, 2017; Aqib, 2015; Munadi, 2008; Angkowo&Kosasih, 2007). Learning

media is also a tool/material in the form of physical and non-physical that is used as an intermediary for delivering messages between teachers and students in carrying out teaching and making it easier for students to achieve teaching goals (Loren et al, 2017; Sulisty, 2011; Musfiqon, 2012; Indriana, 2011). Meanwhile, the function of learning media according to (Loren, et al, 2017; Sanjaya, 2012) is as a communicative tool, motivation, perception equation, and functions for individuality because they have different interests and learning styles.

Learning by using song media as a learning tool has attracted the attention of researcher and has even been used by teachers with success before. Song is one of the media that can be used as teaching materials in English. Song is something familiar to us. Students are very familiar with songs and even songs cannot be separated from human life. From there, we can determine the choice in its use as a media in learning English.

One of the effective English learning media, especially in listening, is to use computers and the internet. Based on Azhari&Adnan (2018) One website that provides media for learning listening is Lyricstraining.com.

Definition of Lyricstraining

According to (Mills, 2010; Garcia, 2015) Lyricstraining.com is a (web 2.0) site which uses material that is available to language learners. Lyrics Training confirmed that “an simple and enjoyable method to learn and develop your foreign language skills through the music videos and lyrics of your favorite songs” (Solomon and Schrum, 2007). It helps users to listen to music video that have been uploaded to Youtube, and also lyrics transcribed by other Lyrics Training users. With the aim of helping people practice listening skills through songs and playing games by

completing the empty song lyrics. In additionally while the song is running, the user listens while typing blank lyrics on the screen, earning points if the answer is correct and losing the game if the answer are many wrong. The score will be clear and can compete with other users. The user can also analyze the correctly typed word which allows spelling revision. In line with (Nick Ziegler, 2016) definition of lyricstraining.com is a fun, free online educational platform that creates captioned music videos by pairing music videos (embedded from YouTube or Vevo) with their lyrics. He also added in the lyrics are time-stamped to the video, which means that as the video plays, individual lines of the lyrics will scroll up from the bottom of the frame. The videos can be interacted with in three ways: karaoke mode, game mode, and exercise mode. Users can choose from six different languages (English, Spanish, German, French, Italian, and Dutch), and videos are divided into four difficulty levels (beginner, intermediate, advance and expert).

LyricsTraining is an easy and fun way to learn and improve your foreign language skills through your favorite music videos and lyrics. This media can be a tool for all teachers to teach their students' on listening classroom in a fun way. Azhari and Adnan (2018) added of the use of media is an innovative and systematic attempt to construct environments that can assist in the learning processes of students. They also stated as a teaching-learning media can be described as a product that a teacher uses or gives to a student to use in order to achieve specific teaching and learning goals. It is a positive step in teaching and learning to use learning media for listening, (Azhari and Adnan, 2018). According to (Hwang and Wu, 2012; Nick Ziegler, 2016) the gamification of learning experiences (assigning points and using leader boards, for example) has been linked

to higher levels of student engagement, motivation, and success.

Conforming to the website, LyricsTraining helps you learn new vocabulary and phrases, and reinforces grammar concepts through constant practice of writing down missing words. And also LyricsTraining helps you train your ears to greatly improve your ability to recognize foreign sounds and words in a very short time, train your brain almost unconsciously whether you know the meaning of all the words or not. Based on (Azhari, 2018) through music videos and the lyrics to your favorite songs, lyrics training is a simple and enjoyable way to practice and develop your foreign language skills. Lyrics training can be an especially helpful, fun, and entertaining way for teachers to teach new terms. Perhaps by singing, the student will be able to learn the pronunciation and learn how to spell it. Therefore, developing ideas from using lyricstraining.com as a learning media in listening learning might be expected increase positive learning outcomes for students. In conducting this research, the researchers' utilizing of the lyricstraining.com media platform in learning listening. In this study, students were free to express their opinions during the lesson so that later there would be many perceptions shown.

METHODS

Research Design

The main purpose of this research is to find out how the senior high school students' perceptions of their listening ability using lyricstraining.com song-based learning media. The researcher will use the qualitative research method with a case study as the research design. This research focuses on an activity that is in the school environment. In this case the activities of teaching and learning English. According

to Creswell (2012) Case study research is a qualitative method in which the researcher investigates one or more contemporary, true bounded systems over time using extensive, in-depth data collection from a variety of sources (such as observations, interviews, audio-visual material, documents, questionnaire and reports), and then presents a case description and case themes. Therefore, the appropriate design can be used in conducting this research is case study. The researcher will test the students by using lyricstraining.com media in listening class. The student worksheet given by the researcher varies. After enough trial period, the researcher will give a questionnaire in the form of several questions with open-ended questionnaire.

Site and Participant

The researcher conducted research at one of the high schools at Cikarang. The researcher choose this school because there is no researcher who conduct the research previously with this topic, this place was chosen as the research based on the consideration that the school are not far from the residence of the researcher, and researcher are alumni of the school. The study focused on class XI MIPA 3 by taking only 15 participants to be given a questionnaire. Respondents who participated in the study were known to be in the age range of 15 to 16 years. They are willing to become participants based on availability. In addition, this class did receive a recommendation from the subject teacher because it showed more interest in participating in teaching and learning activities.

Table 3.1 List Codes of Respondents

No	Respondents	Code
1	R.1	MHNF
2	R.2	DAD
3	R.3	AD
4	R.4	NMA
5	R.5	PK
6	R.6	RMP
7	R.7	IGABD
8	R.8	IDMP
9	R.9	NPP
10	R.10	FPC
11	R.11	FNA
12	R.12	AJF
13	R.13	FPM
14	R.14	BCH
15	R.15	ASK

Data Collection Technique

To answer the question concerning the problem of the research, there is a process

Questionnaires

Questionnaires are any set of written questions to which participants must

which used to gather data in order to answer the research question. Data collection technique will be described as follow:

respond in writing, either by checking or circling answers. The questionnaire is a series of questions initiated by the respondent to be used to find information related to the problem being researched.

Questionnaires as stated by (Brown, 2001; Dornyei, 2003) are any written instruments that present respondents with a set of questions or comments to which they must reply by writing out their responses or choosing from a list of pre-written responses. Or in other word a questionnaire is a set of written questions used to collect data from respondents. According to Creswell (2012) there are three types of questions: 1). Close-ended question is The researcher asks questions and provides predefined answer options to the participants. 2) Open-ended questions are questions for which researchers did not provide possible answers; participants provided their own answers to the questions. 3). Semi-closed-ended questions: This type of question has all the advantages of open and closed questions. This technique involves asking a closed question and then asking for additional answers in an open question.

In this research, researcher used an Open-ended Questionnaire in which the participants could answer the questions using their own sentence to 15 persons. The item of the questions are written in Bahasa Indonesia for better understanding.

Documentation

According to Creswell (2012:214) Audiovisual assests are images or sounds of people or locations that have been recorded by the researcher on someone else. The researcher uses photo documentation that shows a situation of teaching and learning activities using Lyricstraining.com in the listening class.

Instructional Procedures

In this research, there are several instructional procedures to conduct the research of students' perceptions on listening classroom by using

lyricstraining.com. The stages are presented in the following below:

Orientation

This is an early step to identify problems, researchers conducted activities such as: 1) Visiting one of Senior High School in Karawang to get the permission, identification subject's problems and determine research focus; 2) Arranging research design based to research focus; 3) Having a permission and suggestion from the director and head master include the English teacher in class.

Exploration

This is an early step for research activities it aimed to digging up information and data collection according to the focus and purpose of the research. The activities in this step, such as: 1) Getting the explanation about teaching learning process in the classroom and outside the class. Especially from English teacher of eleventh grade students; 2) Proceeding English learning activities with students using the Lyricstraining.com application in the listening class for 3 meetings; 3) Doing the documentation study about the result of teaching and learning activities using Lyricstraining.com in the listening class; 4) Giving a questionnaire to students on the perception of activities in the classroom after conducting 3 meetings of teaching and learning activities using Lyricstraining.com; 5) Making a temporary results of the analysis of research findings that have been accomplish; 6) Selecting, preparing, and classifying data according to the type of aspects of research; 7) Enhancing focus of research problems.

Instrumentation

Questionnaire Guide

The researcher used a questionnaire guide which contained several questions to

be given to the participants. Through questionnaire questions, researchers wanted to find and collect data related to students' use of Lyricstraining.com media in listening class.

Documentation

Researcher used documentation in the form of answers to questionnaires, photos and video recordings to support and ensure that the data obtained were valid and credible.

Data Analysis

Miles and Huberman (1994: 10) The data techniques is divided into three stages. Data reduction, data display, and conclusion drawing and verification.

Data Reduction

According to Miles and Huberman (1994: 10), Data reduction is the process of choosing, focusing, reducing, abstracting, and changing data. In the Data Reduction stage, the researcher focused on the teaching and learning process in the classroom. Activities started at the first meeting until the third. Starting from researchers' who introduced the

Lyricstraining.com media to practice questions "fill in the empty lyrics". After that, the researcher chose the perception aspects of the data that appeared in the transcription of the questionnaire, which would be emphasized and minimized for research purposes. Then, the researcher examines the relevant data sources to be described.

Data Display

The second stage is data display in Miles and Huberman (1994: 10) of qualitative data analysis. This stage provides a collection of well-organized, compressed data from which conclusions can be drawn.

Conclusion

The last stage according to Miles and Huberman (1994: 10) is drawing conclusions. At this stage, the researcher draws meaning from the data displayed.

RESULTS

The data findings of the questionnaire regarding students' perceptions of the use Lyricstraining.com media in listening classroom are listed on the table below:

Table 4.1 Students' Perceptions on the Use of Lyricstraining.com in Learning Listening

No	Code	Comment of Perception
1	R1P	More effective in practicing listening and vocabulary.
2	R2P	Effective in listening class but seems more suitable for individual use, because it can be more focused and fun.
3	R3P	If it is in the classroom it may be less effective, but if it is done for individuals and free time it becomes a good thing to increase vocabulary and practice listening skills.
4	R4P	In my opinion, less effective for use in the classroom but for practice alone is quite effective because it can be more focused.
5	R5P	More effective and practice listening and vocabulary.
6	R6P	It's pretty fun, and there's also learning for the correct pronunciation and writing of lyrics in music.
7	R7P	My opinion about listening learning in the class using Lyricstraining.com can increase our listening skill and our vocabulary by listening and filling in empty lyrics of song.

8	R8P	In my opinion, it's actually less effective because people's tastes in music are different and if someone learns but not by listening to songs, they will get bored quickly.
9	R9P	In my opinion, it is fun to play, easy to apply, and good for practicing our listening.
10	R10P	My opinion can be, because it can make students not easily bored in learning and easily sleepy in class.
11	R11P	In my opinion, this website can build students' activeness and interest in learning English in the listening class.
12	R12P	I think it is quite helpful for me in learning English in listening class.
13	R13P	I think this media is very helpful for all of us who want to know basic English vocabulary by using songs that can make us enjoy learning more.
14	R14P	Quite effective, because it can practice listening at the same time as listening to songs.
15	R15P	Practice listening and increase my vocabulary in an unusual (exciting) way.

FINDINGS AND DISCUSSION

The findings from the questionnaire show positive results on the use of Lyricstraining.com in listening classroom, including advantages, uses, and other. Further explanation will be discussed in the following descriptions.

Students' Perceptions on the Use of Lyricstraining.com in Learning Listening

Based on the research, students showed a positive response to the use of Lyricstraining.com media in learning listening. The data were taken from the results of an open questionnaire from 15 students about their perceptions of the use of Lyricstraining.com media in learning listening. Most of them not knowing about this website, but after studying and experimenting, they say this website is useful, effective, builds interest in learning listening, helps them to learning listening, able to increase listening skills and get a new vocabulary.

Lyricstraining.com Makes Learning Listening Effective

These findings based on students' experience in using Lyricstraining.com that makes learning listening effective. The results of the questionnaire show that students think that this media is effective

for learning listening. These findings based on students' experience in using Lyricstraining.com that makes learning listening effective. The results of the questionnaire show that students think that this media is effective for learning listening by filling in the blank song lyrics while listening to their chosen song.

Lyricstraining.com Helps Increasing Students Listening Skills and Vocabulary

Students showed many positive perceptions after conducting 3 meetings and experiments in learning English on the use of the Lyricstraining.com website in the listening class. Most of them said that this website was very useful and helpful, especially in listening. One of the reasons is because they can easily get new vocabulary and know the meaning of the lyrics of the song.

Lyricstraining Makes Learning Listening More Fun and Enjoy

Seeing from the question of questionnaire in number 5, students expressed their feelings after using the Lyricstraining.com website in learning listening which was accomplish for 3 times which resulted in a positive response. Most students admit that this media is very fun, enjoy, and easy to understand to play. R4,

R7 and twelve other responses (R1, R2, R3, R5, R7, R8, R9, R10, R11, R12, R13, R14, R15) conveyed his opinion about this. In fact, the Lyricstraining.com media has several advantages that can make students motivated in learning because this application is fun and entertaining.

DISCUSSION

In the formulation of the problem there is one problem that must be answered in this study. The point of this study is to determine students' perceptions of the use of Lyricstraining.com as a learning media in the listening class. Data from the questionnaire were distributed to 15 students to explore various perceptions more deeply. There is one main research question that forms the basis of this research: how are the perceptions of students' on the use of Lyricstraining.com media in learning listening.

All students who were participants in this study shared their experiences and perceptions. Now for all students also know about the Lyricstraining.com website. As Mills (2010) said, Lyricstraining.com is a website available for language learning. Need to understand that Lyricstraining.com not only provides English songs, but there are five other languages available (Dutch, Spanish, German, French, and Italian). Another definition of this website defined by Garcia (2015), Lyricstraining.com is a language learning site that engages users through music videos embedded from Youtube. All participants in this study agreed that Lyricstraining.com is a learning media to increase listening skills and get a new vocabulary by playing filling in song lyrics using music videos.

Regarding the students' perceptions of the use of the Lyricstraining.com website in the listening class, the participants shared their opinions with the researcher in response to the questions posed by the

researcher. The answers given by the participants to the researcher were clear and nothing was exaggerated. The answer is the student's perception which is then classified into three points: 1). Lyricstraining.com Makes Learning Listening Effective, 2). Lyricstraining.com Helps Increasing Students Listening Skills and Vocabulary, 3). Lyricstraining Makes Learning Listening More Fun and Enjoy.

First of all, there were five students who expressed their perception that the Lyricstraining.com site could make learning effective. This statement is in accordance with Hadian (2015), that one of the techniques that can make students interested and effective in teaching and learning activities is to use songs.

Second, some students found out that using the Lyricstraining.com website as a learning media could help them to increase their listening skills. In addition to listening skills, the students said that they could also find new vocabulary from playing by filling in the empty song lyrics. Besides, they also said this media is very helpful for anyone who wants to learn basic English vocabulary. Agreed statement from TESL-EJ (2017), that Lyricstraining.com can help people to practice listening skills by completing empty song lyrics.

Third, most of the participants who filled out the questionnaire from the researcher said that the use of Lyricstraining.com media in the listening class makes teaching and learning activities more fun, enjoy, and entertaining. The following statement is in line with Garcia (2015), that Lyricstraining.com is an application for language learners with a fun way to practice language skills. Listening to songs while filling in empty song lyrics is an interesting activity that many students like.

CONCLUSION

The conclusion of this study about the perception of one of senior high school students in Karawang on learning listening to the use of Lyricstraining.com as a learning media showed positive results. Now students know that the learning media Lyricstraining.com can be used for listening learning. Not only can it be used in class, but students use this media to fill their spare time by listening to songs but can still learn to increase their listening skills and get a new vocabulary for them. This website has been recognized for its ease of use and many benefits by most people. By only listening to the song while the song is still playing, there are empty lyrics that must be filled in by the user. This media is well received by students because students like to sing while learning activities take place. After using this media for three times in class, students felt that there were many benefits and perceptions, such as more effective of learning listening, helping to increase listening skills and vocabulary, and also learning activities in listening class were more fun, enjoy and exciting.

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