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Learning Listening by Using Lyricstraining: Students' Perception

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Abstract
The rapid development of technology in teaching English listening has brought a new perspective both from the teacher and students. This research aimed to discover students' perception toward learning listening by using lyricstraining, an online web providing sound and song lyrics with various features. This research was a survey that was applied to a group of students who have experienced learning listening by using Lyricstraining. The study was carried out on tenth-grade students attending a senior high school in Jombang, with 40 students as the respondents. A close-ended- questionnaire in four poins Likert Scale (Stongly Disagree, Disagree, Agree, and Strongly Agree) was used to collect the data. Analyzing by using percentages, it was obtained that students' perception toward using Lyricstraining gain a positive result. This is evident from the trend of the average score of students' responses, which indicates an achievement of 89% agreement and strong agreement.

Keywords: *listening, lyricstraining, students' perception*

INTRODUCTION

Among the four language skills that students should master, listening skill is often neglected although learning a language requires listening (Sujatha & Rajasekaran, 2024). It is due to the lack of a portion of the teaching-learning process, and it is not tested in the final examination. Furthermore, Hadi (2019) mentions that the absence of practice can cause the problem of teaching listening in Indonesia is one of several issues with teaching languages. Despite spending much time studying language theory, students often avoid practice because they are afraid. This skill is also considered to be the most difficult skill to be learnt because of several reasons. First, despite its universality, English contains a variety of dialects and accents that make non-native listeners unable to understand the meaning easily. Another reason is the speaker's speaking speed (Angelina, 2020).

Listening in English requires frequent listening habits so that news and information can be stored in the memory of each individual, especially for teenagers. In making learning listening activities more enjoyable and effective, it is necessary to apply appropriate instructional media. Music has been shown to improve language learning and its psychological benefits. Music can lessen language learners' affective barriers, enhance motivation, or

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develop other learning processes (Alisaari & Heikkola, 2017). The song has been considered a learning approach that can help with verbatim memory retention for spoken foreign language phrases (Ludke et al., 2014). Listyaningsih (2017) has proved that using songs in teaching listening can influence the students' listening skills. For many years, songs have been used to teach listening at senior high school level. Unfortunately, teaching songs in the classroom tends to test the listening, not teach the student in learning to listen.

The involvement of technology in education is essential in today's era; it is also happened in Teaching English as a Foreign Language in Indonesia. English teachers tend to use ICT as instructional media in teaching and learning. Lyricstraining.com is one of the instructional media in the form of the web that uses readily available content in the form of music videos to help people learn the language (Al-Baekani, 2023). The website's objectives are supposed to assist users in honing their listening comprehension abilities and playing games by having them complete music lyrics. The user can write song lyrics while listening to it and receive points for correctly completing vocabulary questions. Lyricstraining.com has some benefits in learning, such as improving interpersonal communication abilities and incorporating interpretive communication. In addition, Setiawan et al. (2019) state that by using the Lyricstraining site and application, the teacher can easily find a video from YouTube for use in class. As a result, by allowing students to recount the video's tale, the teacher can assess their abilities. Furthermore, users can practice their pronunciation by clicking on the word they want to pronounce, and the application will automatically play the section of that word. Martinez (2019) also highlighted the impact of using Lyricstraining website in improving students' motivation and interest in listening course. It add the advantage of using Lyricstraining in the teaching of listening.

Some researchers have utilized lysricstraining.com in teaching and learning activities; Azhari & Adnan (2018) have investigated the use of Lyricstraining website in listening class of senior high school students. The study results show that Lyricstraining website offers accurate, comprehensive, innovative, and engaging listening learning resources derived from many types of music videos on YouTube. The second research was done by Setiawan et al. (2019), who did pre-experimental research that revealed a significant effect of using Lyricstraining on students' speaking ability. Recently, research by Nguyen (2023) uncovered several studies that highlighted the advantages and disadvantages of Lyricstraining on

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students' listening. Lyrics Training has offered students and teachers numerous benefits when learning and teaching English, particularly listening abilities. As a result, this tool is great for teachers to plan and create instructional materials.

The previous research, mostly dealt with the implementation and impact of Lyricstraining on students' listening and speaking. While the students' perception about the use of Lyricstraining rarely becomes the focus of the research. Meilinda (2020) is one of the researchers who did a study about Lyricstraining, she used a qualitative approach through an online questionnaire by using open-ended questions, and the participants answered with their own experiences and opinions. There are 30 participants, and almost all of them said that This programme is really beneficial and offers numerous advantages, helps acquire new vocabulary and is easy to use. Currently, Al-Baekani (2023) conducted a study with the goal is to getting a sense of how one Indonesian senior high school feels about using Lyricstraining.com as a listening exercise tool. The research reveals students' positive perception toward using Lyricstraining in listening class through a qualitative approach. Meanwhile, this current research tries to investigate the students' perception of using Lyricstraining in listening class using a quantitative approach. Thus, the researchers proposed a question: What is the student's perception of using Lyricstraining in listening class?

RESEARCH METHOD

This study employs a survey design, which refers to a design that describes respondents' opinions, beliefs, characteristics, and behavior. Sujarweni (2015) defines Survey research is a method of gathering information by creating a series of questions that are used to gather perceptions. The survey method is a quantitative research approach used to collect data about past or present phenomena, encompassing opinions, beliefs, attributes, and behaviour. Thus, it is suitable for this current research's objective.

Purposive sampling technique was utilized in this study; Bernard (2017) stated that It is done in which researchers decide what needs to be learned and then seek out individuals who are capable and willing to give their knowledge or experience in the topic. The subject of this study was tenth-grade students at a senior high school in Jombang. The consideration of choosing the subject is because the students have experienced learning listening by using Lyricstraining.com. Forty students were involved in this study with the age range between 16 to 17 years old.

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The closed-ended questionnaire was used to collect the data; it consists of 15 statements adapted from Sekeon et al. (2022). The questionnaire covered four aspects: effective listening, content, learning listening, and web tools. Before the questionnaire was distributed, it was validated by the expert to ensure that the instrument was suitable for collecting the research data. Three aspects are involved: pronunciation, vocabulary, and efficiency. The closed-ended questionnaire utilized four Likert scales: Strongly Disagree, Disagree, Agree, and Strongly Agree. The questionnaire was distributed using google form due to its effectiveness and efficiency. After the data was collected, it was analyzed by counting the percentage to decide the tendency of students' perception about using Lyricstraining in listening class.

FINDINGS AND DISCUSSION

Findings

The results of questionnaire about the students' perception of using Lyricstraining are presented in the following section.

Table 1. The result of students' perception toward learning listening by using Lyricstraining

No.	Statements	SD	D	A	SA
1	I practice listening using lyricstraining every day because it gives me ease.	4%	21%	50%	25%
2	Lyricstraining can help me to improve my listening in English	0	7%	48%	45%
3	Lyristraining is useful listening media in learning English vocabulary.	2%	9%	53%	36%
4	Lyricstraining could be media of learning English especially listening, because I can access it anytime and anywhere.	8%	4%	38%	50%
5	Lyricstraining is interesting and accessable because it is practice, effective, and suitable for all levels.	3%	12%	43%	42%
6	Lyricstraining helps me to understand to native speaker's pronounciation.	0	8%	57%	35%
7	I can listen to and mimic the pronunciation by looking at the lyrics on lyricstraining media.	5%	7%	48%	40%
8	My listening skills have improved because of listening an English Song through lyricstraining.	0	8%	44%	48%
9	I feel that I learn more listening skills on lyricstraining rather than the common teaching-learning prosess.	3%	12%	38%	47%
10	Lyricstraining can be a very effective media in learning listening skill because it is easy to use and good for self-study.	0	4%	38%	58%
11	When using lyricstraining, I can learn new vocabulary.	7%	3%	48%	42%
12	Lyricstraining is a great media in supporting listening activities.	0	2%	48%	50%
13	Spending time listening by using lyricstraining makes me more familiar with the English word.	8%	10%	34%	48%

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14	Lyricstraining makes me easier to memorize a new vocabulary in the lyrics.	0	10%	50%	40%
15	With the support of lyricstraining, I could improve my skill quicker than before.	0	8%	34%	58%
	Mean	**2,7%**	**8,3%**	**44,7%**	**44,3%**

The questionnaire result indicates that the mean percentage of students' responses with the highest point is Agree (45%), and for the second position is the response of Strongly Agree with 44%. Since all of the statements in the questionnaire are positive, the students' perception toward the use of lyricstraining in listening class is considered positive. Meanwhile, the mean score of students' responses of Disagree is 8,3%, and for Strongly Disagree is 2,7%.

In examining the students' perception, several aspects have been involved. The result of each aspect is presented in the following tables.

Table 2 The result of students' perception toward the pronunciation aspect

No.	Statements	SD	D	A	SA
6	Lyricstraining helps me to understand to native speaker's pronunciation.	0	8%	57%	35%
7	I can listen to and mimic the pronunciation by looking at the lyrics on lyricstraining media.	5%	7%	48%	40%
	Mean	**2,5%**	**7,5%**	**52,5%**	**37,5%**

Table 2 shows that the average response score Agree got the highest point, 52,5%. In the second position is the response Strongly Agree (37,5%), which means that the students have a positive perception toward lyricstraining in pronunciation since the total percentage number is 90%. The statement number 6 which talks about the advantage of using Lyricstraining that can assist the students to comprehend native speakers' pronunciation acquires positive perspective. It is shown by the result of 57 % students agree and 35% strongly agree. Lyricstraining has a significant impact on improving pronunciation for natural speakers. Students benefit from the ability to replicate the phrases spoken by speakers. Furthermore, 48% students agree and 40% strongly agree that they can listen to and imitate the pronunciation provided in the Lyricstraining media. Students mimic the artist's pronunciation as they listen to a song. Furthermore, once students have finished filling out the song's lyrics training. Students can use the karaoke option if they want to sing along with the current song. Practicing one's listening abilities by mimicking the song's pronunciation is a viable option.

Table 3 The result of students' perception toward the vocabulary aspect

No.	Statements	SD	D	A	SA
3.	Lyristraining is useful listening media in learning English vocabulary.	2%	9%	53%	36%
11.	When using lyricstraining, I can learn new	7%	3%	48%	42%

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No.	Statements				
	vocabulary.				
13.	Spending time with listening by using lyricstraining makes me more familiar with the English word.	8%	10%	34%	48%
14.	Lyricstraining makes me easier to memorize a new vocabulary in the lyrics.	0	10%	50%	40%
	Mean	**4,25%**	**8%**	**53,75%**	**41,5%**

Students' perception concerning learning the vocabulary through Lyricstraining indicates positive perception since the mean percentage of Agree is 53,75% and Strongly Agree is 41,5%. Firstly, the students view that using Lyricstraining in learning English vocabulary through listening is beneficial. The response result supports Agree (53%) and Strongly Agree (36%). Every learner has a unique grasp of the vocabulary. Students improve their vocabulary skills through listening practice. Here, students need to pay close attention to each key phrase to match it with the blank response alternatives. The next statement also shows that the students agree (48%) and Strongly Agree (42%) that Lyricstraining can expand the vocabulary with the help of Lyricstraining. Most of the students also think that Engaging in lyricstraining helps them become more acquainted with English vocabulary (82%). Lastly, most students (90%) view Lyricstraining facilitating memorizing new language in song lyrics.

Table 4 The result of students' perception toward efficiency aspect

No.	Statements	SD	D	A	SA
1	I practice listening using lyricstraining every day because it gives me an ease.	4%	21%	50%	25%
4	Lyricstraining could be media of learning English especially listening because I can access it anytime and anywhere.	8%	4%	38%	50%
5	Lyricstraining is so interesting and accessable because it is practice, effective, and suitable to all levels.	3%	12%	43%	42%
8	My listening skills have improved because of listening an English Song through lyricstraining.	0	8%	44%	48%
10	Lyricstraining can be a very efficient media in learning listening skills because it is easy to use and good for self-study.	0	4%	38%	58%
15	With the support of lyricstraining, I could improve my skill quicker than before.	0	8%	34%	58%
	Mean	**2,5%**	**9,5%**	**41,17%**	**46,83%**

The fourth aspect of students' perception of using Lyricstraining is the efficiency. The mean score of students' response signifies a positive perception in which 41,17% students respond Agree and 46, 83% respond Strongly Agree, while the response of Strongly Disagree is 2,5% and Disagree 9,5%. Firstly, most students (75%) used Lyricstraining as media in learning listening because it provides students with effortlessness. Besides, 88% students (38%

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Agree and 50% Strongly Agree) also think that Lyricstraining can be accessed anytime and anywhere without limit. In term of appearance and accessibility, most students (43% Agree and 42% Strongly Agree) view Lyricstraining as interesting, practiced, and effective for all levels. Furthermore, 38 % students agree and 58% students strongly agree that Lyricstraining is a highly effective tool for developing listening skills due to its user-friendly interface and suitability for self-directed study. Finally, 34% students agree and 58% students strongly agree that the students were able to enhance my abilities at a faster pace with the assistance of lyricstraining.

Discussion

The result of the study, which shows a positive perception toward the use of lylyricstraining in listening class, supports some previous studies. This finding corroborates Martinez's (2019) assertion that the utilisation of lyricstraining webtools in listening comprehension lessons might enhance student interest and motivation. According to Meilinda (2020), students have a favourable opinion of the webtool lyricstraining as it is highly effective in enhancing their listening skills. Azhari and Adnan's (2018) research reveals the benefits of utilizing the lyricstraining webtool on media applications to enhance listening abilities. Positive statements regarding the utility of web lyricstraining can enhance the process of improving listening skills.

Moreover, the findings of this study on the pronunciation component indicate that students hold a favourable perception. This conclusion corroborates Azhari and Adnan's (2018) research, which suggests that Students can enhance their pronunciation by imitating the singer's vocalizations while listening to music. Azhari and Adnan's findings support the notion that using songs helps students comprehend pronunciation and acquire the ability to pronounce words correctly. The statement aligns with students' beliefs of the correlation between listening and pronunciation.

In addition, the second finding of this study about content vocabulary indicates that students hold a favourable perception of it. The findings of Meilinda (2020) are corroborated by the result, which affirms that the lyricstraining application is indeed beneficial, offering numerous advantages such as facilitating the acquisition of a new language and being user-friendly. To align the statement with students' perceptions, the use of lyricstraining enables students to discover, listen to, and incorporate new vocabulary, hence enhancing their

comprehension of the subject through memorization and increased familiarity with English vocabulary.

The positive result of students' perception also found in the aspect of efficient listening. It is in line with Sekeon et al (2022) in which students derive pleasure from listening to English songs as they provide a more relaxed learning environment. This also support the research by Listyaningsih (2017) who found that listening to English songs are able to improve vocabulary, refine pronunciation, and enhance comprehension in listening skills. The effectiveness of listening can be affected by regular listening activities using lyricstraining learning material, which offers the advantages of being accessible anytime and anywhere. Furthermore, employing songs as a tool for efficient listening has been demonstrated to enhance skills through solitary or collaborative practice, leading to effective learning.

CONCLUSION AND SUGGESTION

Conclusion

In conclusion, students demonstrated a favourable view when utilising the Lyricstraining.com. The students' attitude towards learning listening through the use of the Lyricstraining.com is demonstrated by their consistent response for each positive statement dealing with some aspects of Lyricstraining.com. Students can enhance their pronunciation and acquire new vocabulary by collectively singing the included lyrics and songs. In addition, lyricstraining is a perfect medium for learning English, particularly for improving listening skills. It is user-friendly, effective, efficient, and beneficial for learners of all proficiency levels. Students motivation and interest can also be enhanced by using this media.

Suggestion

Based on the explanation above, the researcher recommends to the teacher that the connectivity infrastructure should be maximally stable to provide optimal functioning of the learning process. Students who engage in self-study or participate in a class to practice listening skills should be mindful of crucial language when using lyricstraining. Students can systematically practice and progress from a beginner level to an intermediate level. It assesses the level and attempts to answer the missing lyrics by utilizing the choice option, as it can enhance writing proficiency. Future researchers might further investigate the elements of this website to cultivate novel teaching or learning approaches.

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