The Effect Of Using Lyrics Training Website On The Students' Listening Skill Of Grade VIII

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan website pelatihan lirik efektif dalam mengajarkan keterampilan menyimak pada siswa kelas VIII SMP Negeri 4 Pematang Siantar tahun ajaran 2022-2023. Penelitian ini menggunakan desain eksperimen semu. Jumlah populasi adalah siswa kelas VIII-3 dan VIII-4. Sampel penelitian ini adalah kelas VIII-4 sebagai kelas kontrol yang terdiri dari 32 siswa dan kelas VIII-3 sebagai kelas eksperimen yang terdiri dari 32 siswa. Pengumpulan data dilakukan dengan menggunakan pre-test dan post-test kepada siswa. Peneliti ini menggunakan uji-T untuk menganalisis perbedaan skor antara kelas eksperimen (pengajaran keterampilan Mendengarkan dengan situs web pelatihan lirik) dan kelas kontrol (pengajaran keterampilan mendengarkan tanpa situs web pelatihan lirik). Berdasarkan skor yang diperoleh, peneliti menemukan bahwa = 2,83 > 2.000 pada taraf signifikan 5%. Hal ini menunjukkan bahwa terdapat perbedaan nilai rata-rata hasil belajar keterampilan menyimak pada kelas eksperimen dan kelas kontrol. Peneliti dapat menyimpulkan bahwa penggunaan website pelatihan lirik efektif untuk meningkatkan keterampilan mendengarkan.

Kata kunci: *Situs Web Pelatihan Lirik, Keterampilan Mendengarkan.*

Abstract

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 conductedquasi-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. This researche r 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.

Keywords : *Lyrics Training Website, Listening Skill.*

INTRODUCTION

Developed and underdeveloped education will be challenging to create and will be retarded without education (Nofrika, 2019). Education played a crucial role in provided quality human resources and even determined the success or failure of development. Quality education can produced quality education wisely (Gamboa Galarza, 2022). As a result, the quality of human resources was much lower than the quality of education. Education can also developed personal skills, such as higher thinking and behavior.it was in accordance with UU No. 20 Tahun 2003, which states

"Education was a planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, intelligence, noble character, and the skills needed from them, the community, nation and state (Nofrika, 2019).This understanding can be concluded that education was a conscious and planned effort, so in education, it was excellent planning to achieve goals properly, whether it was preparation for planned learning. Minister of National Education Regulation No. 22/2006 on Content Standards has been formulated and compiled by the government in Indonesia. In this curriculum, the government has set competency standards and core competencies that must be met in each class (Fitria, 2021). From this curriculum, the government also required every teacher to adapt the curriculum to the needs of each school. In addition, teachers must be able to translate competency standards and essential teacher competencies into more specific indicators (Permatasari, 2013).

The effectiveness of this method cannot be measured because students did not recognize how native speakers actually sound. Ardi (2018) said that "listening teaching was stressful. Students sit and listen to the text and fill in the blanks or answer the questions. In high school, listening was often taught only when it comes to national exams, so students did not have an adequate understanding of listening (Hiklová, 2020).

There was also an evening school to study because there was not enough time given. Becomes the medium Listening was another problem in teaching. First of all, the audio medium was the teacher who reads Text as students did not know how to speak native speakers. Second, such old teaching mediums It was took about 30 minutes to install the cassettes or tapes and then the learning time Captured. Unattractive media was also a problem because it robs students of their interest in learning teaching. All these problems cause students to lose interest in learning Englis And English was difficult (Angelina, 2020).

Language was a universal communication tool; with language, we can express ideas, feelings, and messages to others. In this case, Tarigan (2020) said that " language skills in the school curriculum usually cover four aspects: listening, speaking, reading, and writing." In this case, the four aspects in question must received as much attention as possible as long as the language for language was achieved its goals. Language teaching was taught starting from primary education, secondary education, to higher education, considering the critical role of language. Language was the primary communication and interaction tool for humans. The most crucial thing in using language was language skills (Darmawan & Prischilla, 2019). Namely, there are four skills: Speaking and writing as productive skills and listening and reading as receptive skills. English was a world communication language or international language. In its application, many can't even use English. Especially in the school education age. of the four skills, listening was one of the most challenging skills (Khoiriyah, 2020). Apart from that, they were not use to listening to native speakers speak, and many other factors affect their listening skills. In this day and age, student life was increasedintertwined with modern technology such as the internet, smartphones, television, and computers. This new

generation was also known as the millennial generation and was significantly different from its predecessors. they were constantly exposed to new technology and could not imagined their life without it. they were used in almost every area of daily life, including learning (Tovmasyan & Ghazaryan, 2021).

When we discussed learning media in the classroom, the most efficient mediaused for the learning process was lyric training website. This education has a broad meaning, involved the process of human development and development as a form of effort to instill & develop values for students (Afriyuninda & Oktaviani, 2021). Educational values became an important part of a child's personality who became a good person, smart, and able to live usefully in the community. In Ministerial Regulation Number 22 of 2006 concerning the Standard Content of English Subjects in SMP/MTs, it was intended that students have the following abilities:

1. Improve oral and written communication skills to achieve functional literacy.
2. Have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society.
3. Develop students' understanding of the relationship between language and culture.

Media use is an integral part of learning activities in schools. The use of media was a creative and systematic attempt to create experiences that can aid students' learning processes (Cowie, 2018).

According to Jacobs et al (in Nabila, 2022), Teaching and learning medium can be defined as an object used by the teacher or gave to the students Used to obtain certain teaching and learning results. It included not just tools or pictures, but many other types of learning experiences. Use Media learning for listening is a good step in teaching and learning.

Based on the above listening problems, one solution that can overcome all these problems was to use the right medium to improve the listening ability of the students. Using computers and the Internet was an effective medium for learning English, especially listening. One website that provided a medium to learn to listen was the "LyricsTraining website". "LyricsTraining Website" was interactive self-study website that provides real materials for improving ESL / EFL listening skills. The listening material consists mainly of music videos, movies, TV shows, soundtracks and more. Genuine, current and interesting from YouTube. Video difficulties were classified into four levels (beginner, intermediate, advanced and specialist). "LyricsTraining.com" lets users Played music videos shared on YouTube with lyrics. (Azhari & Adnan, 2018)

listening was one of the most challenged skills in English, especially for students with low impetence. The researcher found the same difficulty in seventh-grade junior high school students when the researcher did teaching practice for four months. There were many obstacled in teaching material in class because they were not accustome to using or listening to English (Agustin & Ayu, 2021).

Teaching and learning activities in the classroom would be more effective and accessible if assisted by visual media, where 11% of the material provided occurs through the sense of hearing while 83% through the sense of sight. So with that, the most suitable media to use quickly and efficiently in classroom teaching is using video (Indahsari, 2020).

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. This can be seen in the passivity of students when participating in class English learning only listening without giving feedback, lack of affection to make students possible there were various obstacles and difficulties. There were various possibilities that caused these obstacles and difficulties. Maybe the presentation of the lesson was monotonous and bored, or maybe the teacher's lack of ability to create or used a website. Referred to the problems that hadbeen presented, the reseacher believed that lyrics training website as a medium because lyric training was a video provider on the internet. This era was where anyone, included students, could accesed the internet. Used lyrics training website, it improved listening skill and could also developed varioused current topics for the implementation of effective learning (Dheghu et al., 2021).

METHOD

This type of research is quantitative research because it involved the compilation of statistically compatible statistics or statistics using the SPSS (Statistics Product and Service Solutions) program. This research is based on several hypotheses, and one goal of the research is to make predetermined hypotheses. In research, the researcher focused not only on the purpose of the analysis, but also on the research plan that fits the features, objectives and issues (Sutrisno, 2020).

Table 1. Research Design

Group	Pretest	Independent Variabel	Posttest
a	Q1	X	Q2
b	Q2	-	Q2

To find out whether the VIII grade students of SMP Negeri 4 Pematangsiantar have a significant influence on the using of the lyrics training website on the students listening. The research conducted at SMP N 4 Pematang Siantar. This school was located on Jalan Kartini No. 4 Pematang Siantar. from agust to september , the implementation Adjusts to the English lesson schedule for grade VIII.

In this study, the researcher determined the population, namely all VIII grade students of SMP Negeri 4 Pematang siantar for the 2022/2023 academic year. There were 10 classed, 32 students each. Out of 10 categoried, 2 were selected using probabilistic sampling technique (simple random sampling). Random sampling was when the sample members did not know a particular category population (Umara & Lestari, 2020).

Research instruments were tools or facilities used by researcher in collecting data so that their work was easier and the results was better, more accurate, completed and systematic so that they are easier to process. This research used a listening skill test as a research instrument. The test was given by the a multiple choice test consistied of 20 pre-test questions and 20 post-test questions. The aimed to obtain information about the listening skills of grade eight students. The test focused on finding words or from what they hear, which was related to vocabulary. Then a post-test conducted to find out how the used of a lyrics training website affects text recalculation on students' listening skills by ear. There were two song lyrics would aplly in the research, first perfect and second you were the reason both of them would made the samples it can be seen in the appendices (Rahmawati et al., 2022).

The data collection method was the most important step in research, because the main purpose of research was to obtain data (Sugiyono, 2016: 308). Data was one of the complements for

conductied research. Data collection could be done with various settings, various sources, and various ways. Data collection methods used by researcher as followed:

1.Pre-test

Researcher conducted a pre-test to students before giving treatment. The test gave a listening comprehension test and consisted of 20 questions. It gave to the experimental and control classed. The test related to the learning that gave research previously. It's aimed to determine the students' listening skills before giving treatment.

2. Treatment

After the researcher gave a pre-test, the researcher gave treatment to the experimental class, namely teaching used the lyrics training website media. While the control class was not gave treatment or teaching with conventional methods.

3. Post- test

After the researcher gavepre-test and treatment to the experimental class, the researcher gave a post-test with the same test to the experimental and control classes to find out the comparisons experience by students in listening skills. There were two groups in this research that would be a source data of the researcher, those of two groups were experimental and control groups or class.The way to analyze the data, mean of variable, standard deviation and the t-test (Liu, 2021).

RESULTS AND DISCUSSION

Instrumen Test

1. Validity

Validity is a measure that shows the level of validity of an instrument. By using the correlation formula Product Moment Pearson,the validity coefficient of each item is obtained. Question items are considered valid if rhitung>rtabel, vice versa if rhitung< rtabel then the question can be said to be invalid. Based on the test data of the validity of the validation learning outcomes instrument with 25 questions, it can be seen that there were 5 items that were not valid, and 20 items were valid, so that 20 questions declared eligible to be used as measuring tools to obtain research data. The rtable value for N = 32 was 0.361. The table above showed that the value of rhitung (Pearson Correlation) greater than value rtabel. So it concluded that the 20 item questions from the variables declared valid, so it concluded that all items can be used as research instruments.

2. Reliability

Reliability test is used to determine whether the indicators used can be trusted as a variable measuring instrument, the indicator can be said to be reliable if the value of Cronbach's Alphawhich can be greater than 0.60. The reliability test in this study was carried out with the help of the SPSS program Versi 21 for windows. The reliability test is as followed.

Table 2. Reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,927	25

Based on the table above, it known that the value ofCronbach's Alpha 0,896, then this value compared with the value of rtabelwith a value of N = 30 in the distribution of significant 5%

rtable value obtained a value of 0.361. Then the test results can be said to be reliable so that it can be used as a data collection instrument. While the reliability of the results obtained was 0.60 by using the formula Alpha Cronbachthen the item reliability coefficient was 0.927 (complete calculations presented in appendix). The reliability coefficient was 0.599 compared to the value of rtabelcritical product moment for = 0.05 i.e rtabel = 0,334, it concluded that the test was reliable. After testing the instrument, it known that the questions and items are reliable. Based on the value of reliability, the result was 0.927 with a very good grade as shown in table 4.2 The value of reliability is as the following:

Table 3. The Value of Reliability

The value	Criteria
0.10 – 0.40	Low
0.41 – 0.70	Sufficient
0.71 – 0.90	Good
0.91 – 1.00	Very good

Based on the data analysis above the t-test was higher than the t-table, so the alternate hypothesis was accepted. From the explanation of the results of analyzing data in the table above, the researcher concluded that the effect of lyrics training website was more significant to the ability of grade VIII students of SMP Negeri 4 pematangsiantar in the listening skill. With the research data and the result findings of the calculation can be seen in following below :

1. Na and Nb = 32

    There were 32 students control group and the experimental group. The researcher also will show the score of data research findings in this thesis, they are:

    a. Pre-test (Control Group) : the lowest pre-test score in control group was 50. There were five students who got 50 (the ability was poor with grade E), fiveteen students who got 55 (the ability was poor with grade E), four students who got 60 (the ability wasfair with grade D), three students who got 65 (the ability was fair with grade D), and the highest pre-test score is 75 (the ability wasgood with grade B). There were five students who got 75 (the ability wasgood with grade B).

    b. Post-test (Control Group): the lowest post-test score in the control group is 70 (the ability was good with grade C) and the highest post-test score is 95 (the ability wasexcellent with grade A). There were five students who got 70 (the ability was good with grade C), four students who got 75 (the ability was good with grade C), and there were one students who got the highest score 85 (the ability was excellent with grade A).

    c. Pre-test (Experimental Group): the lowest pre-test score in the experimental group was50. There are one students who got 50 (the ability was poor with grade E), two students who got 55 (the abilitywaspoor grade E), seven students who got 60 (the ability was fair with grade D), eleven students who got 65 (the ability fair waswith grade D),four students who got 70 (the ability was good with grade D), four students who got 75 (the ability was good with grade D), and the highest pre-test score in the experimental group was 85 (the ability was very good with grade B), one students' who got the highest score 85 (the ability was very good with grade B).

    d. Post-test (Experimental Group): the highest post-test score in the experimental group was 100 (the ability was excellent with grade A) and the lowest score in the experimental group

was 75 (the ability was good with grade D). There are one students who got the lowest score 75 (the ability was good with grade D). Ten students got 80 (the ability wasvery good with grade B), ten students who got 85 (the ability was very good with grade B), three students who got 90 (the ability was excellent with grade A), Two students who got 95 (the ability was excellent with grade A), and there were five students who got the highest scores 100 (the ability was excellent with grade A).

2. The researcher obtained the mean score in the control group from pre-test and post-test were 58,90 and 80,15.
3. The researcher obtained the mean score in experimental group from pre-test and post-test were 52.13 and 82.93.
4. The researcher obtained the total mean score from the control group (Mb) = 21,25.
5. The researcher obtained the total mean score from experimental group (Ma) = 80,15.
6. Df (degree of freedom) was 62.
7. The researcher obtained the total standard devination from the experimental group (da2) was 2,25.
8. The researcher obtained the total standard devination from the control group (db2) was 1,3.
9. After calculating the data, the researcher obtained the t-table sccore with df 62 = 2.000 from william knight.
10. And the last, after calculating the data the researcher got the t-test score = 2,83 from the t-test formula.

DISCUSSION

Listening is a receptive skill. It involved receiving information and it was the ability to understand what other people said. Based on the results of the research that has been done, it can be concluded that there was a significant influence in the use of lyrics training website on learning listening skills for grade VIII students of SMP Negeri 4 pematang Siantar in the odd semester of the 2022/2023 academic year. it can be seen in the initial test (pretest) and the final test (posttest). The result indicated that with the rejection of H0 and the acceptance of Ha, from testing the hypothesis tcount at the degree of significance ttable of 2.83, meaning tcount> table.

The influence of lyrics training website on learning listening skills of class VII students can be seen from the initial test (before using video media) and the final test (after using video media), it showed a significant increase. The influence of lyrics training website on listening skills learning can also be seen from the posttest results between the control group and the experimental group. From the research results, the average posttest value of the experimental class was greater than the average value of the average posttest control class, which counted 58,90 > 80,15. It indicated a significant increase. increases. Thus, giving treatment in the form of lyrics training webiste in class VIII-3 got results that were in line with expectations. It proved that using Lyrics Training Website at school have a good effect on the learning process and can increase the learning value of students' listening skills, especially class VIII SMP negeri 4 pematangsiantar.

The calculation of the t-test showed that the t-test was higher than the value of the t-table (2.83> 2.000) . The null hypothesis (H0) was rejected. It meant that the effect of the storytelling teaching method was more significant than use of lyrics trainin websiteon the students' listening skill at grade VIII students of SMP Negeri 4 Pematangsiantarin. Then, the total mean score from the experimental group was 80,15, while the total mean score from the control group was 21,25. The difference means between the experimental and control group were 58,9. It meant that the mean

scores of the experimental group was higher than the mean scores of the control group. So, it expected that the students taught by usedlyrics training website havebetter achievement than those taught not used lyrics training website. Therefore, the result of this research that the effect of the using lyrics training website was more significant to the ability of students in the listening skill than not used lyrics training website.

CONCLUSION

Based on the results of the analysed and discussions the data, the researcher obtained conclusions the effect of using lyrics training website on the students' listening skill such as :

1. The result of this research that used lyrics Training can be particularly useful to teachers looked for a fun and entertaining way to teach new words and helped students improve their listening skill. LyricsTraining solved the problems commonly regarding listening. If a teacher became a registered member made their own exercise whether in used their own video or some available video on the site.
2. After the analysis, the data showed that the effect using lyrics training website on the ability of class VIII SMP Negeri 4 Pematangsiantar students in understanding listening skill was more significant than not used lyrics training website on the ability of class VIII students of SMP Negeri 4 Pematangsiantar in understanding listening skill. The t-table value was 2,000 while the t-test value was 2.83.
3. It meant that the t-test (2,000) was greater than the t-table at a significance level of 0.05 (2,000) or 2.83 > 2,000.
4. It concluded that there was a more significant effect of using lyrics training website helped teacher and student in improving listening skill. Through song it helped the student to understand the pronunciation and learn how to pronounce on the ability of class VIII students of SMP Negeri 4 Pematangsiantar in understanding listening skill. than not used lyrics training website on listening learning. the ability of class VIII students of SMP Negeri 4 Pematangsiantar in understanding listening skill. Thus, Gap-filling exercises in this website were an ideal way to improve listening sub-skills as they practice It was important in listeningbecause it helped guide student through the speaker's intended meaning.
5. It can be seen on the table of the students ' listening comprehension post test scores that the students who learnt listening comprehension through the storytelling teaching method and small group discussion teaching method.

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