

**IMPROVING STUDENTS' LISTENING SKILL
BY USING LYRICS TRAINING AT SMPN 3 NATAR**

(A Script)

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2024**

ABSTRACT
IMPROVING STUDENTS' LISTENING SKILL BY USING LYRICS
TRAINING AT SMPN 3 NATAR

By Meily Amara Agieztia

The objective of this research was to investigate if there was any improvement in students' listening skill after the implementation of Lyrics-training at SMPN 3 Natar. The sample of this research was VIII-E, which consisted of 31 students. The data were obtained through a pre-test and post-test and the results were analyzed by using *Paired Sample T-Test*.

The results of the research shows that the average post-test score (79.52) is higher of the pre-test (53.23), it increased 26.29. The significant value is less than 5% ($0.00 < 0.05$). The result of the computation shows that the t-value is 25.374 And the t-table is 2.0423. It means there a significant improvement in students' listening skill. It can be concluded that Lyrics training can significantly improve the students' listening skill at second grade students of SMPN 3 Natar.

Keywords: Listening skill, song, Lyricstraining, teaching listening, student listening skill.

**IMPROVING STUDENTS' LISTENING SKILL
BY USING LYRICS TRAINING AT SMPN 3 NATAR**

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USING LYRICS TRAINING AT SMPN 3 NATAR**

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 12 Agustus 2024

Yang membuat pernyataan,



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CURRICULUM VITAE

The researcher's name is Meily Amara Agieztya. She was born in Karang Jaya, on May 13th, 2002. She is the only child of Neneng Ella Nurlaila and Mara Ramli.

She began her study at Utama Bakti kindergarten in 2013. Then she graduated from SDN 2 Baktirasa in 2014. She continued her study at SMPN 2 Sragi and graduated in 2017. After graduating from Junior High School, she continued her study at SMAN 1 Kalianda and graduated in 2020.

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DEDICATIONS

This script is dedicated to:

My beloved mother

My beloved grandmother

My big family

My lecturers at English Department

My lovely best friends of English Department batch 2020

My Almamater, University of Lampung.

MOTTO

○ إِنَّمَا عِنْدَ اللَّهِ هُوَ خَيْرٌ لَّكُمْ إِن كُنْتُمْ تَعْلَمُونَ ○

“Indeed, what Allah has for you is best for you, if only you knew”

(Q.S. AN-Nahl 16:95)

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It is important to know that the researcher would never finish this script without any supports, encouragements, and assistances by several generous people. The researcher would like to take this opportunity to address her sincere gratitude and deep respect to :

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The researcher hopes that this research will be useful and beneficial for the readers and the other researcher.

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CHAPTER I

INTRODUCTION

On this chapter, the following points are described: background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of a term used.

1.1 Background of The Research

Indonesia is one of the countries that uses English as a foreign language that must be learned. The government realizes that English is an important language to master so that Indonesian students are able to compete in the international subject. Lie (2017) cited in Azmy (2020) stated that English is expected to have more benefits, prestige, and political power and big value, which numerous countries determine to incorporate English in their school educational program. Unfortunately, now English has been removed from the curriculum of elementary school and the students only get English course in the sixth grade of elementary school or in the first grade of junior high school.

In fact, students in Indonesia is taught English since they entered elementary school. There are also those who had been taught English since they entered kindergarten. Students are taught four skills of language such as speaking, listening, writing and reading. Those skills are important and should be mastered by the students. Teachers expect students to be able to master these four skills. However, there are still many students in Indonesia who are unable to master these skills. Moreover,

English has been widely accessed by students both intentionally and unintentionally. For example is when students watch English movies, listen to English songs, play English games, and social media that can access and communicate with native speaker and people from outside of the country who speaks English. Apparently, with these advanced facilities, students should have been able to improve this skill.

Nowadays, listening skill has become essential skills where students must pay more attention to this. Listening skill is one of the most difficult skills and most used skills among the four skills. According to Murcia (2001), listening is the language skill used most in life. In Addition, Hedge (2007) states that among the basic four skills in our lives, listening is the most frequently used.

According to Kavaliauskiene (2009), listening comprehension remains one of the least understood processes in language learning. Hardiyanto et al. (2021) argue that listening is seen as the most difficult language skill since it needs a lot of concentrations and deep attentions to comprehend the listening passage or materials that include understanding the dialogue and monologue text.

To overcome this problem, interactive and interesting learning activities are needed so that students are able to receive knowledge in a fun learning. The author found an interesting website that may be beneficial for students to improve their listening skill. The name of the website is Lyrics-training.

Lyrics-training was an online platform and app design to help users learn and improve their language skills, primarily by providing an interactive and engaging way to learn the lyrics of song in a foreign language. This platform used music or song and blank lyrics where students should put some of the words they heard from the song. Using songs is one of the ways to make an interesting learning in class. According to Brewster (2002), songs are fun and motivating students and it will help to develop positive attitudes toward the target language or the learners.

Referring to the prior explanation, this research was aimed to investigate the effect of using Lyrics-training in improving students' listening skill after being taught by this website.

1.2 Research Questions

In line with the background explained above, the researcher formulated a research question as follows:

1. Is there any significant improvement in students' listening skill after being taught by using Lyrics-training?

1.3 Objective of the Research

In accordance with the research question, the objective of the study were:

1. To find out whether using Lyrics-training significantly improved students' listening skill.

1.4 Uses of the Research

These findings of the research were expected to be useful both technically and theoretically.

1. Theoretically, the results of this research was expected to be able to support the previous theory of listening skill.
2. Practically, the results of this research was expected to help students increase their listening skills by using Lyrics-training.

1.5 Scope

The scope of this research was focused on the improvement of students listening skill after being taught by lyrics-training website. This study was conducted at the second-year students of junior high school. The researcher gave the class material using songs once or twice and ask the students to listen carefully to the lyrics. After that, the researcher used lyrics-training to play the same song and they were completed the missing lyrics. The song would not continue until the students put the right lyrics on lyrics-training website.

1.6 Definition of Terms

There were some terms used by the researcher to give basic understanding related to the concept, the researcher defined as follows:

1. Lyrics-training

Lyrics-training is a website that contains video songs where the user or the learner completing the lyrics and gaining points by doing so correctly.

According to García (2015), Lyrics-training is an easy and fun method to

learn and improve your foreign languages skills through the music videos and lyrics of your favorite songs. According to Meilinda (2019) in Nguyen (2023) stated that Lyrics-training is also an app that uses songs inserted from YouTube and it aims to provide funny ways for students to practice their listening skills.

2. Listening skill

Listening skill is the ability to achieve information and understand the message or meaning of spoken words. According to Tyagi (2013), listening skill is key to receiving messages and it requires a high level of concentration and energy.

3. Song

According to Richard (2002) a song is a relatively short musical composition for the human voice, which features words or lyrics. A song is a musical composition typically consisting of lyrics, melody, and often harmony. Song is a great language package that bundles culture, vocabulary, listening, grammar, and a host of other language skills in just a few rhymes.

CHAPTER II

LITERATURE REVIEW

This chapter was ahead of some theories that are discussed in a framework, and it was linked to many things in the previous chapter.

2.1 Previous Studies

There were several previous studies that related to this research. The first research was conducted by García (2015) with the title “The Use of Lyrics Training Website to Improve Listening Comprehension”. This study was conducted to find out if students from Veracruzana university would accept the use of Lyrics-training to improve their listening skills during English lectures. The results of this study showed that the Lyrics-training helped improve their listening comprehension. Most of the students remembered the words of the song, which showed that technology can influence language learning in a positive way.

The second research was conducted by Nguyen (2022) with the title “The Impacts of Lyrics-training on Improving Listening Skills for ESL Students”. This study was conducted to determine the impact of using Lyrics training application on learning listening skills. This study was used qualitative research with a period of two weeks. The results of this study showed that the use of Lyrics training is effective for use in the classroom and at home. And of all the advantages and disadvantages that

exist, the researcher could not compare it with others because of the limitations of previous research on this application.

The third research was conducted by Manurung, et al. (2022) with the title “The Effect of Using Lyrics Training Website on Students’ Listening Skill of Grade VII”. This study was conducted to find out whether the use of Lyrics training website is effective in teaching listening skill. This study was used quantitative method because it involved the compilation of statistically compatible statistics using the SPSS program. The result of this study showed that there was significant improvement on students’ listening ability after being taught by using Lyrics training.

2.2 Definition of Listening Skill

According to Sekhuri (2017), listening skills is one of the language skills which allow humans to understand information, which helps them to be able to talk afterwards. Pearson and Nelson (1997) define listening as "the process of receiving and interpreting aural stimuli". This definition emphasizes the active nature of listening, where one not only hears but also processes and understands the sounds. In line with Brown (2006), listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. In other word, listening skill was the ability to process and understand spoken language or communication from others. It involved more than just hearing words, it entailed the capacity to interpret, analyze, and respond to what is being said. Good listening skills help individuals comprehend, retain information, and build stronger connections with others.

2.3 Types of Listening

According to Syque (2002), listening is divided into several types as follows:

1. Discriminative listening

The most basic type of listening is discriminative listening. This type of listening involves distinguished between different sounds and identifying auditory cues.

2. Comprehension listening

This type of listening focuses on understanding the content and message being conveyed by others, and through understanding body language, voice, and others.

3. Evaluate listening

Evaluate listening or critical listening is the type of listening where the listener analyze and evaluates the information or message being presented. The listener also make judgements about what other person is saying, the quality and credibility of the information.

4. Appreciative listening

In appreciative listening, the listener will seek the entertainment to simply enjoy and get the information which will meet the needs and goals of the listener. For example when we are listening to music, watch a movie or engage with any form of art or entertainment.

5. Therapeutic Listening

Therapeutic listening is often associated with counseling or therapy. The listener is not only empathizing with the speaker but also using this deep connection and is trained to provide a non-judgemental and supportive

environment for the speaker to express their thoughts and feelings, facilitating self-exploration and personal growth.

6. Empathetic listening

This type of listening is focus on the emotions and feelings of the speaker. It requires a deep level of empathy and understanding to connect with the speaker on an emotional level. In other words, empathic listening is when the listener seek to understand beliefs, models, emotion and goals of other people.

7. Dialog listening

Dialog listening refers to the act of listening during a conversation or dialogue. It would likely encompass elements of active listening, which involves giving full attention to a speaker, showing interest, and responding appropriately to maintain a meaningful conversation. In this types of listening, people learn through a conversation and engage interchange of ideas and information in which they actively seek to learn more about the person and how they think.

Based on the definitions above, the researcher decided to choose listening comprehension as one of the types of listening to serve as the dependent variable in this research. Listening comprehension pertains to the ability to comprehend the language that listeners hear.

2.4 Concept of Song

2.4.1 Definition of Song

According to Hornby (2000) a song is a tone or sound art composition in sequence, combination, and the temporal relationship to produce a musical composition having unity and continuity. The key elements of a song including lyrics, melody, and often accompanying harmony or instrumental accompaniment. According to Lo & Li (1998), the function of songs are invaluable tools to develop students' abilities in listening, speaking, reading and writing, and can be used to teach variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjective, and adverbs.

2.4.2 Guidelines and Tips for Choosing a Song

According to Pratiwi (2018), there are eight general guidelines to consider for implementing song:

1. Be sure that lyrics are clear and loud enough for hearing without straining. The lyrics should not be buried in the instrumental accompaniment or rhythm background.
2. Carefully assess the vocabulary level of the lyrics so that they are an appropriate match to the specific English learner class level – with a moderate degree of appropriate match to challenge but not overwhelm the learners.
3. Carefully screen the song's lyrics for appropriate content in terms of cultural sensitivities, paying particular attention to the specific variety of cultures and belief systems represented within the class.

4. Use shorter, slower songs for beginner level students, moving gradually toward longer, faster songs with fewer high frequency vocabulary items.
5. encourage learners by including music from genres that students express an interest in. Again, screening for appropriate lyric content is essential.
6. Encourage learners by presenting music in a relaxed and natural way. Most students will participate at whatever level they are comfortable.
7. Pick songs that you yourself enjoy.
8. Musical experiences need to be related specifically to language concepts being taught.

2.5 Concept of Lyrics-training

2.5.1 Definition of Lyrics-training

Lyrics-training was a website that provides a fun and interactive way to learn languages through music. According to Garcia (2015), Lyrics-training is a technological tool that is characterized by its web 2.0 that provides language learners with innovative and real-life resources. Lyrics-training mentions that their site is an easy and fun method to learn and improve foreign language skills through the music videos and lyrics from the favorite songs. This website aims to help people to practice listening skills with song and play a game by completing the lyrics of the song. It allows the user to play the music video from YouTube. The users type the lyrics they heard while listening to a song. When they fill the lyrics correctly, they gain points. Then, users will lose the game when there are too many mistakes they have been made. The

scores is saved and the users may analysis the words they typed correctly or allowing to revise the mistakes.

2.5.2 Features of Lyrics Training

- a. Song Selection. This website offers a library of songs in various languages, making it accessible to a wide range of users interested in different languages and music genres.
- b. Difficulty levels. The users can choose from different difficulty levels (beginner, intermediate, advanced, expert) to match their language proficiency and needs.
- c. Real-time lyrics. When the users select a song and start the game, the lyrics are displayed with gaps where words are missing. As the song plays, the task is to fill in the missing words in real time.
- d. Scoring system. Lyrics-training typically includes a scoring system to track the users' progress. They earn points for correctly filling in the words, and the score is based on accuracy and speed.
- e. Multiple choice or free typing. Depending on the exercise and difficulty level, the user can choose between multiple-choice options to fill in the blanks or free typing, where the users type the missing words by themselves.
- f. Leaderboards. Some version of Lyric-training include leaderboards and rankings, it allows users to compete with others and track their progress compared to other users.
- g. Music controls. Users have access to standard music controls like play, pause, skip, and rewind to navigate through the song.

- h. Practice mode. The user listen to and practice specific song sections repeatedly to improve the listening skill and accuracy.

2.5.3 The Advantages and Disadvantages of Using Lyrics-training

Lyrics training aimed to help people to practice listening skill with song and play a game by completing the lyrics of the song. Therefore, there were the advantages and disadvantages of using this website as follows:

1) The Advantages of Lyrics-training

- a. It can improve listening comprehension. By listening to songs and filling the missing lyrics, the users became more attuned to the pronunciation, rhythm, and intonation of the language.
- b. Expands Vocabulary. The users can learn and reinforce their vocabulary by encountering new words and phrases within the context of the songs. This makes language learning more engaging and memorable.
- c. Enhances grammar skills. This website allows users to practice grammar in context. They must choose the correct word forms, tenses, and sentence structures to complete the missing lyrics accurately.
- d. Customizable the levels. The users can select their preferred level such as beginner, intermediate, advanced, and expert levels which allows them to start at the level that matches their current language proficiency and gradually progress to more challenging levels as they improve.

- e. Motivating and engaging. Learning through music can be a fun and motivating way to study a language. It breaks the monotony of traditional language learning methods and keeps learners engaged.
- f. Variety of languages. Lyrics-training offers songs in multiple languages, so users can learn or practice a wide range of languages.
- g. Accessible anytime. This platform is available online. Thus, users can access it from anywhere with an internet connection.
- h. Free and paid options. This website offers free version to use. It also has premium features and paid subscription options available for more advanced use.

2) The Disadvantages of Lyrics-training

While Lyrics-training can be a valuable language learning tool, it also had some potential disadvantages and limitations as follows:

- a. Limited song selection. The selection of songs available on this website may be limited, especially for less commonly taught languages. Users may not find songs they are interested in or that match their language learning goals.
- b. Dependence on lyrics. The users might rely on lyrics from songs and may not expose them to the full range of vocabulary and language structures they need for practical communication.
- c. Quality of transcripts. The accuracy of the lyrics and transcripts provided may not always be perfect. Users might encounter mistakes or discrepancies, which can lead to learning incorrect language usage.

- d. Cost of premium features. While there is a free version of Lyrics-training, some advanced features and content may require a subscription or one-time payment, which may not be affordable for all users.

2.6 Procedures of Teaching Listening Skill

Phillip (1993) states that there are some general guidelines for teaching listening in class:

- a. Students receive the explanation from the teacher.
- b. Play song once or twice with the students just listening. Thus, the students begin to absorb the tune and rhythm.
- c. play and sing the song again and get them to clap the rhythm and the tune of music.
- d. Ask the students if they can tell you what the song meaning.

Based on the general guidelines for doing song in class, the researcher will apply those guidelines in teaching procedure as follows:

1) Pre-Listening

- a. Tell the objective of each listening activity to students by clearly defining its purpose.
- b. Engage students by prompting discussion on their personal experiences related to the topic, including their favorite songs.
- c. Provide a demonstration by playing a selected song in class. This allows students to listen attentively, aiding in their understanding of the melody and rhythm.

- d. Encourage students to interpret the meaning of the song through interactive discussions.

2) While Listening

- a. Play the second song from the Lyrics-training website and instruct the students to complete the lyrics on the platform.
- b. Once completed, distribute a worksheet featuring lyrics and 10 multiple-choice questions related to the song for students to answer and submit to the teacher.
- c. Collaborate with the students to discuss the main theme in the song lyrics.

3) Post-Listening

- a. Encourage students to identify unfamiliar vocabulary and utilize a dictionary to determine the meanings.
- b. Work together with students to interpret the meaning of song lyrics.
- c. Engage in open dialogues with students to address any challenges that may arise during the teaching and learning processes.

2.7 Theoretical Assumption

Based on the previous theories above, it showed that the use of Lyrics-training can help students to improve their listening skills because it can be an effective and enjoyable way to improve language abilities. Learning English listening skill was hard for some students. Therefore, the teacher had to be more creative in facilitating students' learning so that the students feel happy and motivated.

2.8 Hypothesis

Based on the problem of this research, the researcher formulated the hypotheses in this study as follows:

H1 : there is significant improvement of students' listening skill after being taught by using Lyrics-training.

H0 : there is no significant improvement of students' listening skill after being taught by using Lyrics-training.

CHAPTER III METHODOLOGY

This chapter discussed about research design, variable of the research, data source, research instrument, data collecting technique, rubric scoring, data analysis and hypothesis testing.

3.1 Research Design

This research was conducted by using quantitative approach to find out whether there was improvement on students' listening skills after being taught by using Lyrics-training. Quantitative research was a method of conducting empirical investigations in which data was collected, analyzed, and displayed numerically in order to obtain an accurate measurement of something (Cooper & Schindler, 2006). To collected the data, researcher provided tests to students by using pre-test and post-test design. Students were given a pre-test to measure students' abilities in the aspect of listening skills before the treatment. Then, treatment was given for several meetings in class. At the end, students received a post-test.

This method applied because the researcher wanted to give the detail information and also clarify the phenomenon of the effect of using Lyrics-training towards students' listening skill after being taught by Lyrics-training. The research design can be represented as follows:

T1 X T2

Where :

T1 : Pre-test
 X : Treatment
 T2 : Post-test

(Hatch & Farhady,1982)

3.2 Variables of The Research

- 1) Independent Variable (X) was the factor that the researcher deliberately manipulates or controls in an experiment or study. The independent variable of this research was Lyrics-training as the media to help students improve their listening skill.
- 2) Dependent Variable (Y) was the factor that is observed, measured, or assessed to determine the outcome or the impact of changes in the independent variable. The dependent variable of this research was students' listening skill.

3.3 Data source

a. Population

According to Mardalis (2003), population was a group of cases with certain requirements related to the topic of the research. The population of this research was the second-grade students of SMP Negeri 3 Natar in academic year 2023/2024.

b. Sample

Sample was a part of the whole individual on the population (Mardalis, 2003). The researcher used cluster random sampling to choose the sample. Cluster random sampling was an area sampling techniques used to determine a sample when the object to be studied was very broad (Sugiyono, 2012). The researcher chose one class by using lottery. This research conducted five meetings, the first meeting was for the pretest, the next three meetings were for the treatment, and the last meeting was for the posttest.

3.4 Research Instrument

3.4.1 Validity

According to Setiyadi (2006), the test can be considered valid when it measures the object to be measured. In other words, it assessed whether the research findings were meaningful and reflect the true characteristics or relationship being studied.

a. Content Validity

According to Setiyadi (2018), content validity was related to all the question items in a measuring instrument. Thus, the material should be based on the basic competence in the syllabus of the second grade of SMP Negeri 3 Natar. (see Appendix 3).

3.4.2 Reliability

According to Setiyadi (2018) reliability is the consistency of a measuring instrument which it can measures the same subject at different times. In this research, the researcher used Kuder Richardson 21 (KR 21) formula to calculate the reliability of the test. The formula is as follows:

$$KR_{21} = \frac{k}{k-1} \left[1 - \frac{M(k-M)}{k S_t^2} \right]$$

Where:

k :Amount of test item

M : Mean of total score

St² : Total Score

After calculating the reliability of the test items, the researcher classified the reliability coefficient which taken from Guilford (1956), the criteria of reliability test as follows:

$0,80 < r_{11} \leq 1,00$	Very high
$0,60 < r_{11} \leq 0,80$	High
$0,40 < r_{11} \leq 0,60$	Average
$0,20 < r_{11} \leq 0,40$	Low
$-1,00 \leq r_{11} \leq 0,20$	Very low

$$\begin{aligned}
KR_{21} &= \frac{k}{k-1} \left[1 - \frac{M(k-M)}{k S_t^2} \right] \\
&= \frac{30}{30-1} \left[1 - \frac{12.23(30-12.23)}{30 \times 13.65} \right] \\
&= \frac{30}{29} \left[1 - \frac{217.3}{409.5} \right] \\
&= \frac{30}{29} [1 - 0.53] \\
&= \frac{30}{29} [0.47] \\
&= 1.03 [0.47] \\
&= 0.48 \text{ (Average Criteria)}
\end{aligned}$$

The reliability of the test analyzed by using Kuder Richardson formula was 0.48. it showed that the test was reliable and include as average reliability criteria.

1. Level of Difficulty of Listening Test

Difficulty index is an assumption that a good test item should not be too difficult or too easy. It indicates the percentage of students who responded correctly to a test item. Item Difficulty index help assess the appropriateness of test items by quantifying their level of difficulty.

The formula to calculate the difficulty index as follows:

$$P = \frac{B}{T}$$

(Arikunto, 2013)

Where :

P : Index of difficulty

B : The total number of participants who answered the item correctly

T : The total number of participant

In this formula, a higher value of P indicates an easier item, while a lower value suggests a more challenging item.

According to Arikunto (2013), classification of difficulty indices:

Table 3.1. Classification of level of difficulty

Difficulty index score	Classification
0.00 – 0.30	Difficult
0.31 – 0.70	Average
0.71 – 1.00	Easy

a. The result of Level of Difficulty Test

The result showed there were 3 items resulted less than 0.30 which mean that those items included as the difficult item test, and there were 7 items resulted less than 0.70 which mean that those items included as the average item test. The rest of the result can be seen in Appendix 2.

2. Discrimination Power of Listening Test

According to Arikunto (1993), discrimination power is the ability of the item to differentiate between the students who have high ability and those who have low ability. To determine the discrimination power, the researcher used the following formula:

$$DP = \frac{\bar{x}_A - \bar{x}_B}{B}$$

(Suherman, 2003)

Where :

DP : discrimination power

\bar{x}_A : Mean score of upper class

\bar{x}_B : Mean score of lower class

B : Maximum score of an item

According to Arikunto (2013), the classification of discrimination power of an item as follows:

Table 3.2. Classification of discrimination of power

Value	Classification
0.71 – 1.00	Excellent
0.41 – 0.70	Good
0.21 – 0.40	Satisfactory
0.00 – 0.20	Poor

a. The Result of Discrimination of Power

The data showed that there were 10 items resulted less than 0.20 which categorized as the poor items and should be dropped or omitted. The rest of the items included as satisfactory, good, and excellent were administered as the pretest and posttest. (see Appendix 2).

3.5 Data Collecting Technique

In collecting the data, the researcher will use pre-test and post-test directed to the subject before applying treatment which will use lyrics-training as an interactive media to teach students' listening skill. There are some steps will be use in collecting the data as follows:

a. Pre-test

The students were given the pre-test. The pre-test was aimed to know the students' ability in mastering listening skills before the treatment. Students were given information or explanation about the test. The test was in form of 20 multiple-choice questions.

b. Treatment

The students received treatments in the next meeting after conducting the pre-test. This study conducted three times. The researcher prepared and organized the material based on the syllabus and lesson plan.

c. Post-test

The aim of this test was to measure the students' listening skill after the treatments. The form of the test was similar to the pre-test. The student received 20 multiple-choice question.

3.6 Rubric Scoring System

1) Pre-test and Post-test

There were two test in this research. The test presented 15 fill in the blank questions and 5 questions of multiple choice. The ideal high score was 100.

Each core of the pre-test and post-test calculated by using the following formula:

$$PS = \frac{R}{N} \times 100$$

notes:

- PS : Percentage score
 R : Total of right answer
 N : Total items

(Henning, 1987)

According to Irana, et al. (2021) when scoring the students' worksheet, the rating as follows:

Score	Category
86 – 100	Very Good
71 – 85	Good
56 – 70	Average
46 – 55	Poor
0	Very Poor

3.7 Data Analysis

Data analysis in research refers to the process of inspecting, transforming, and interpreting data to discover meaningful patterns, draw conclusions, and make informed decisions or recommendations. Effective data analysis is a critical part of the research process, as it enables for researchers to answer research questions and test hypotheses. Therefore, the researcher follows several stages by using the normality of the test and hypothesis testing.

3.7.1 Normality Test

The tests of normality employed are Kolmogorov-smirnov and Shapiro-wilk formula. The normality test in this research is used to know whether the data in the experimental class has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS 25.

The criteria of normality test as follows:

- a) H_0 : if $\text{sig} < 0.05$, it means that the distribution of data is not normal
- b) H_1 : if $\text{sig} > 0.05$, it means that the distribution of data is normal

3.8 Hypothesis Testing

The researcher compares the results of the pre-test and post-test to see if there is an improvement. The hypotheses are as follows:

H_1 : there is a significant improvement in students' listening skill after being taught by Lyrics-training.

H_0 : there is no significant improvement in students' listening skill after being taught by Lyrics-training.

This chapter has discussed about research design, variable of the study, data source, instrument, data collecting technique, data analysis, data treatment, and hypothesis testing.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research focused on improving students' listening skill at SMPN 3 Natar using Lyrics training. Results showed a significant improvement in students' scores, with the mean score increasing from 53.23 in the pretest to 79.52 in the posttest. The t-value is 25.374 and the t-table is 2.0423. It showed that the t-value is higher than t-table. The significance value was $0.000 < 0.05$, indicating the acceptance of H1. Teaching through Lyrics training was found to be enjoyable and effective, leading to improved listening skills in the second grade of SMPN 3 Natar.

5.2 Suggestion

From the conclusion above, the researcher would like to give some suggestions as follows:

5.2.1 Suggestion for English Teacher

- a. In this case, the researcher strongly supports the use of Lyrics Training as a highly effective tool for teaching listening, as it has been shown to significantly improve students' listening skills.
- b. Teachers should thoroughly prepare before integrating this media into the listening class.

- c. Considering that this media is mainly accessed through mobile phones instead of computers or laptops, it is crucial for the teacher to organize the class in a way that enhances learning effectively.

5.2.2 Suggestion for Future Researchers

- a. This research was conducted at junior high school level. The researcher suggested to find out the effect of using Lyrics Training at different level.
- b. The researcher recommends enhancing students' understanding by effectively managing time, providing detailed explanations, and organizing study sessions in a computer lab setting to allow each student to interact with media independently.

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