THE USE OF LYRICSTRAINING WEBSITE TO IMPROVE STUDENT'S LISTENING COMPREHENSION IN SENIOR HIGH SCHOOL

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Abstract
Among the four language skills, listening is one of the language skills that must be mastered and is important to be taught by a teacher to students in learning English. In line with the importance of listening, a teacher must be creative to make listening learning more enjoyable. One of them is by applying interesting and appropriate technique and media in listening learning. So, students are interested and motivated to learn it. In this paper, the author discusses how to improve student listening comprehension through the LyricsTraining.com online site. This website uses music video as a more interesting learning tool to practice English language skills, especially Listening. LyricsTraining provides authentic, complete, new and interesting listening learning materials from various types of music videos on YouTube. In addition to students, the teacher can also make his own material by creating an account on the Lyricstraining.com site. Through writing this paper the authors hope to introduce listening learning media that can motivate students and apply English in their daily lives.

Key words: *Listening, Technique listening, Online Learning Website, LyricsTraining.*

A. INTRODUCTION

As a language that is commonly used by people today, English has an important role in the development of today's world. English is used widely by the international business community to communicate across national borders and overseas business parties or professionals. English is a need for a variety of jobs like the air hostess, pilot, travel guide, media manager etc. It is the language of diplomacy, people maintaining international relations, international politics communications and meetings across the country. English is essential for getting easy access to any information, media, and Entertainment. Cinemas, cartoons, and other media productions are available in English. Books, novels, histories, stories, poems are also available in English. In Education, English is the medium of instruction in most universities and higher education institutes of the world.

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In Indonesia, English is a foreign language. English is the most important foreign language studied in Indonesia. A foreign language taught as a compulsory subject at every level of education. Even it includes in subjects that will be tested in national exams for Junior and Senior high school. The development of International Standard School (RSBI) is also a testament to the importance of English in Indonesian's schools. It is expected that students will not have trouble with the learning process if they want to continue their education abroad, because they are accustomed to the instruction language in their class. In addition, there are schools that organize extra English curriculum activities such as English Club, which makes each student can communicate freely in English. Adnan (2015: 1) says that "in Indonesia, since the last ten years listening has been included in the final exam of Senior High School. Meanwhile, for the university students, they have to submit their TOEFL or TOEIC scores which have listening components. To summarize, English has an important role both in daily life and in academic contexts, as it is crucial for people to sustain effective communication.

Although the curriculum of Indonesia has changed but often found a teacher who is too focused on learning speaking and reading. Too often students are told to memorize a text, read it in front of the class or answer questions in the textbook. As for the listening portion, the teacher only read the text in front of the class and students are told to hear and answer questions related to the recited. Again, the effectiveness of this method is not measurable because students cannot recognize how native speakers actually sounds like. Ardi (2015: 1) says that the way teaching listening seems to be stressful. The student just sit and listen to the text and fill the blanks or answer to the questions. Most of the time in high school, listening is only taught when it comes to the national exam so there is not enough understanding of the students about the listening itself. The time given is not enough, so there is an afternoon school to catch up with the lesson. Media becomes another problem in teaching listening. First, the listening media is the teacher who reads the text so the student does not know how the original native speaker spoke. Second, old teaching media such as tapes or cassette that require 30 minutes for installation so the learning time will be consumed. Unattractive media is also a problem because it will deprive students' interest in teaching. All of these problems will cause students to lose interest in learning English and think English is difficult.

Listening comprehension is a complex process. Because students must understand the text as they listen to it, keep the information in memory, combine it with what follows, and adjust the comprehending of what their hear trough previous knowledge and next information. According to Nadig (2013), Listening comprehension is the various process of understanding and making sense of spoken language. These involve knowing speech sound, comprehending the meaning of individual words, and understanding the syntax of the sentences.

Listening is usually a hard skill to master by the students. The first reason is listening is usually done orally so they do not have the text in front of them to look at if they do not understand the information. The second reason is the accent and intonation of the native English speaker. Each country has dialects and regional accents, which can confuse the listener. Ur (2000), explains that listening

comprehension was difficult for EFL learners because what they listened to in the classroom was different from real-life communications situations. In the classroom, there was a repetition. The teacher repeated the listening text more than one time, so that the student could answer the assigned task. But in daily situations, when having a conversation, listening to the radio, watching a program on television etc., a listener did not have the chance to keep repeating what the speaker said. Since the EFL learner are not exposed to authentic listening situations, their listening practice is going to be in vain, and listening comprehension will be difficult.

The teaching learning process or activities cannot be separated from the existence of the teacher. Teacher has the most active role inside or outside of the classrooms in order to achieve the educational goals. Harmer (2007:307) points out several roles of the teacher in teaching listening. (1) Organizer. Teacher needs to tell students exactly what their listening purpose is and give them clear instruction about how to achieve it. (2) Machine Operator. To make the lessons as efficient as possible teacher need to have a skill in operating the video or audio player. The teacher needs to know where to stop to ask a particular question or exercise and prepare tp respond after the player end. (3) Feedback Organizer. When the student has completed the task, the teacher should lead a feedback session to check that they have completed it successfully. It is important to be supportive when organizing feedback so that we can sustain their motivation. (4) Prompter. When the student has listened to a recording for comprehension purposes, the teacher can prompt them to listen to it again in order to notice a variety of language and spoken features.

Listening material is also very important to prepare students for real-life English communication and listening comprehension. Nunan (1989:90) defines authentic materials as materials that have not been specifically produced for the purpose of language teaching (pedagogical purpose).

The use of media is an integral part of learning activities in schools. The use of media is also a creative and systematic effort to create experiences that can help students' learning processes. A teaching-learning medium can be define as an object the teacher uses, or which is given to the learner to use, to achieve specific teaching and learning outcomes. It is not only apparatus or pictures, but include many other types of learning experience (Jacobs et al., 2002:). utilizing learning media for listening is a good step in teaching and learning.

Based on the problems regarding listening above, one of the solutions that can be covered all the problems is by using proper media to improve students' listening skill. One of the effective media in English learning, especially in listening is by using computer and internet. One of the websites that provides the means to learn listening is "LyricsTraining.com". "LyricsTraining.com" is an interactive self-study website providing authentic materials for the improvement of ESL/EFL listening skills. The listening material consists of primarily authentic, current, and interesting music videos, movie scenes, TV show, Soundtrack and many more from YouTube. The videos are categorized into four levels of difficulty (beginner, intermediate, advanced and expert). "LyricsTraining.com" allows users to play music videos shared on YouTube along with lyrics

transcribed by other LyricsTraining users. According to TESL-EJ, (2017). Lyrics Training is a unique website that provides learners with material that is authentic, current and interesting. The goal of this website is to help people to practice listening with songs and play a game by completing the lyrics of a song. While the user is listening to a song, they can types the lyrics. They will gain point if the answer correct, but the point will reduce when there is too many mistakes.

B. DISCUSSION
1. Preparation

Having a well-organized preparation for teaching and learning is a must before the class or activity begin. The purpose of the preparation is to make a good learning process, minimize the mistake, and to make sure the media is properly used so that there will be a good result of the process.

A. Material

The website provides a lot of material, the teacher can use one of it or upload their material onto the website.

B. Tool or equipment

Since the website can be accessed in or out of the classroom, there is not much preparation in terms of equipment. Inside the classroom as long as there is a computer that connected to the internet network and an LCD Projector the preparation is considered complete. And for the out of classroom learning as long as there is internet connection any device used will do.

2. Implementation

A. Creating New LyricsTraining Account for Teacher and Student

Creating a new account is important if language learner wants to know how far their progress on this website. By clicking the 'Sign Up' button at the left corner of the home page the Language learner will be directed to   the registration from page. Language learner can fill out their data or they can simply sign up via Facebook by filling out their email and Facebook's password.

B. The procedure of Using LyricsTraining for Student

After completing the registration process, the language learner can start the game in this site. The language learner can choose the video of which has been provided such as in Play Now! , Top Lyrics (Today), Now Playing and New Lyrics Column or try to find the desired video in the search bar. Once the language learner done selecting the video they will be directed to the level of difficulty page. Before starting the game the language learner can choose two game modes that are provided, write mode and choice mode. As the video plays, language learner is expected to complete a gap fill exercise using the transcript of the lyrics below the video. These blank spaces were missing words in the song lyrics, which users would listen to, and type as the song played. When a key was hit, and if the letter was right, lyrics in the blank space would start to appear, if it was wrong it would not indicate an error, instead, nothing would be typed, and the user would need to hit another key.

When the game is completed, Lyrics Training automatically tallies a score for the language learner. There is a high score board below the final score display which shows the score of Worldwide users, My Country and My Friends score of the selected song.

C. The Procedure of Making New Exercise for Teacher.

The registration procedure on this web site the same way with the enrollment for the student, but the teacher should click on '*I'm a Teacher*' checkbox on the left corner of the page to verify as a teacher.

In the search bar, look for a video that will be created as a new exercise. Since this site is based on the videos from YouTube if teachers want to make exercises with their own videos teacher must upload the video to YouTube. After uploading the video, search it in the lyriceditor search bar.

There are three panels at the bottom page they are details, Lyrics and help. Detail is use to fill in the data of the video that has been uploaded. The data is in the form of title, artist, album, genre, language, level and release years. At the lyric paneled teacher can add lyrics for the uploaded video. And on the help panel contain information such as instructions and how to edit and things related with the uploaded videos.

After the editing process teachers can find videos that have been edited in the My lyrics in drop-down account menu. The next step is to transform the edited video to game form just like the website provided. Click on the uploaded video and pick new exercise on the left bottom corner. Then teachers will be redirected to the new exercise page, here teachers must fill out the data of video because after completing this stage the uploaded videos can be played by all users on this website. After filling the data, at the bottom there is lyric that was created earlier. Here the teacher chooses words that will be eliminated from every sentence. Once finished, click the save button at the bottom of the page. Teachers can find videos that were recently made on account menu.

D. The Procedure of Using LyricsTraining as Teaching Media.

 a) In Class Activity

As Saricoban (1999) mentioned that there are three stages of listening process which are, Pre-listening (purpose must be given at this stage), During (in-while) listening and Post-listening (speaking). It would be better if the teacher follow the teaching instructions as follows:

1. In Pre –listening activity, before the activity begins teacher should be familiar with the listening task and make sure the equipment is working properly (Laptop, Speaker and LCD). The teacher gives students a simple preview of the listening task such as title, topic, or short sentence, so that the student will think and predict what they are going to hear. The next the teacher will ask them what they know about the chosen task. And finally introduce them to the task briefly.

2. While –listening is the stage where the students listen and do the task. Here the teacher will play the video and student will listen and

figure out the missing words. The teacher will play the song once, and ask the students whether they need to listen to the video again. If they do, play it one more time.

3. In Post –listening stage, teacher will ask the student to look at their answer and see what might have they trouble understanding. In the end, teacher ask the student several questions regarding the video to test whether they understood what they have listened or not.

b) Outside Class Activity

For outside class activity teacher can give homework by selecting one or several video. The result of the exercise can be share via Facebook, twitter, or email as can be seen at the bottom left of the website.

3. Discussion

From the explanation of the implementation above, it can be seen that using LyricsTraining website can improve student's listening comprehension because of some considerations. First, it helps the student to understand the pronunciation. The student may learn the word when they are written down but recognizing them when they are said is more difficult. Listening to music video or song will help the student to identify how words are pronounced. For example, the word "though, thought, tough, through, thorough" in a flash, they have the same sound, but they actually are different and they also have different meaning. Distinguishing sound becomes a problem in a TOEFL test or listening comprehension test. As for the example below:

On the recording you hear:

(man)   *Why couldn't Mark come with us?*
(woman)   *He was searching for a new apartment.*
 (narrator)   *What does the woman say about Mark?*

In your test book, you read:

(A)   He was in the department office.
(B)   He was looking for a place to live.
(C)   He was working on his research project
(D)   He had an appointment at church

The best answer for this question is (B) because in this question listeners have to avoid similar sounds. The key words in the second line conversation are *searching* and *apartment.* In answers (C) and (D) the words *research* and *church* sound like search, but these answer are in incorrect. In answers (A) and (D), the words department and *appointment* sound like *apartmen*t, this is also incorrect. Some listeners may choose the answer that have the same sound and this will lead them to the incorrect answer. Among many genres in this website, song can be the a good choice to practice. Songs are authentic and easily accessible examples of spoken English. The rhymes in songs provide listeners with repetition of similar sounds. By listening to English song people also know the right pronunciation of word that should said because the speaker of the English song is native speaker of English. They can choose a song that they like and repeat the song. Indirectly, this will expose them to the sound itself. Listener who listen the song, can distinguish them because the word has

mixed with other word and the listener can know the meaning of the word and can distinguish the pronunciation. The pronunciation can help student to have the good listening skill in listening class.

In a listening comprehension test, speakers of English often focus their listeners' attention on the specific part of the sentence they wish to emphasize by stressing particular words or phrases. Stress means that speakers of English make certain syllables of energy or effort that we use to pronounce words that are more important in a sentence. Understanding which words are stressed can make the difference when it comes to understanding what a native speaker is trying to say. Sometimes where speaker put the stress in a word it can change the word's meaning. For example: "present." If the speaker stress on "PREsent," then they are talking about a noun that means either "right this moment" or "a gift." If they said "preSENT," they are talking about a verb that means "to give or show." Sentences have stresses too; some words are more important, and are said with more clarity and strength than the rest of the sentence. For example: "I ate some toast with butter in the morning." The sentence should have sounded like this (the bold words are the stressed ones): "I **ate** some **toast** with **butter** in the **morning**." Usually the speaker stressed on the bold ones to emphasize that the words in the important one. In TOEFL or listening quiz sometimes the speaker emphasize the answer by stressing the important syllable or words in a sentence. That is why student must use this website to keep practicing by listening well to where native speaker place the stress when they speak. They can choose a movie genre or a cut-scene to practice. They can listen to the video first and then they can try imitate where the native speaker put their stress in a words or sentence. Knowing about word stress can help student remember the pronunciation of new words and they know how to identify words when listening.

Intonation refers to the way the voice goes up and down in pitch when we are speaking and the rise and fall of our voice as we speak. However, in English, the changes in pitch indicate the feelings of the speaker or show that the sentence is not yet finished. 'No', for example, can be said in many ways: the pitch tells the listener the real meaning, that is, the emotional meaning, which the speaker wants to convey. For example: rising-falling intonation can be used to show excitement, surprise, or anger. If listener do not understand intonation, it is difficult for them in the listening test if there is no visual because they cannot see the expression of the speaker. The easiest way to get the intonation right is simply to listen and try to copy it. Then the student will be familiar with the intonation used by native speakers. Intonation is important in listening because it will helps guide student through the speaker's intended meaning.

Reductions are a natural speech modification by native speakers. Words and syllables are reduced and often blur together. "*I could have gone*" becomes "*I coulda gone*". Modal verbs are often the greatest targets for reduction though they are by no means the only ones. Students who have no experience with reductions may have to ask for clarification several times before they understand a native speaker's speech. As this website integrate video from YouTube there are many materials which is related to the reduced forms. Usually American Hip Hop or Rap singer use reduced forms in most of their song. This will be a good choice for

student who wants to practice on understanding reduced forms. For English students, knowing how to translate reduced phrases to grammatically correct word combinations can be the key to listening comprehension.

In every listening test they only repeat the questions once or twice so there is no time to not know about accents. Every native speaker doesn't pronounce or sing with the same accent. Students may be exposed to an accent which is outside the realm of what they might normally hear in context. This website provide a lot of movie, cut scene, or commercials to prepare them with varieties of accent and be familiarized with them. Student can hear a radio like ABC from Australia, CBC from Canada, BBC from the UK or talk show from a country that they want.

Gap-filling exercises in this website are an ideal way to improve listening sub-skills because these types of exercises require students to collaborate, pay attention and analyze information to fill in missing information. Gap filling exercise used in this website consist of two modes, write mode and choice mode. Each mode will help student practice listening sub-skills such as Listening for gist, listening for specific information and listening in detail. Listening for gist is when we listen to something to get a general idea of what it is about, of what is being said. We do not want or need to understand every word. Listening for specific information is when we listen to something because we want to discover a particular piece of information. We know in advance what we're hoping to find out. We can ignore other information which does not interest us. Listening in detail is when we listen we listen very closely, paying attention to all the words and trying to understand as much information as possible.

C. CONCLUSION AND SUGGESTIONS
Conclusion

LyricsTraining can be particularly useful to teachers looking for a fun and entertaining way to teach new words and help students improve their listening comprehension. LyricsTraining can solve the problems commonly regarding listening. If a teacher becomes a registered member they can make their own exercise whether to use their own video or some available video on the site.

Based on the discussion before, it can be concluded that the use of LyricsTraining website can help teacher and student in improving listening comprehension. Through song it can help the student to understand the pronunciation and learn how to pronounce it. Movie and cut-scene will assist student to know stress word in a sentence that can help student to identify words when listening. Keep listen and repeating the videos will contribute to the have a better understanding upon the speaker's Intonation. It is important in listening because it will helps guide student through the speaker's intended meaning. Listening to Hip-hop song with a lyric will make a perfect practice for student who wants to know about reduce forms. knowing how to translate reduced phrases to grammatically correct word combinations can be the key to listening comprehension. Vast amount of materials available make a good guide to the world of accent that the native speaker use. Accent is important because in listening comprehension test speaker's accent might be in the way for clueless student. Gap-filling exercises in this website are an ideal way to improve listening

sub-skills as they practice Each mode will help student practice listening sub-skills such as Listening for gist, listening for specific information and listening in detail.

Suggestion

It is suggested for teacher and future researchers to continue tracking the use of this tool in school, interactive teaching and learning media that help students to improve their listening comprehension. Exploring more of the features on this website will be a good deal for the teacher to create a new way of teaching or learning and although the website mainly focus is only in listening, the writer believes that this website can be used for improving some aspects in another skill too.

It is important for the teacher to select the videos that are appropriate to the students. It will help the students to focus in order to get the gist of their exercise and recognize what listening is.

Teachers also have to remember their role as facilitator and motivator in the classroom. So, they can assist their students to study and they will know the progress of the students in the process of learning.

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