

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF LYRICS TRAINING WEBSITE AS A TEACHING
MEDIA ON STUDENTS' LISTENING SKILL AT THE ELEVENTH
GRADE OF SMAN 6 METRO**

By:

KARIN FEBRIANTI

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**Tarbiyah and Teacher Training Faculty
English Education Study Program**

STATE INSTITUTE ISLAMIC OF METRO

1446 H/ 2024 M

**THE INFLUENCE OF LYRICS TRAINING
WEBSITE AS A TEACHING MEDIA ON STUDENTS' LISTENING
SKILL AT THE ELEVENTH GRADE OF SMAN 6 METRO**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By :

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APPROVAL PAGE

Title : THE INFLUENCE OF LYRICS TRAINING WEBSITE AS
A TEACHING MEDIA ON STUDENTS' LISTENING
SKILL AT THE ELEVENTH GRADE OF SMAN 6 METRO
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NOTIFICATION LETTER

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of Karin Febrianti**

To :
The Honorable of the Head of Faculty of
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Assalamu'alaikum, Wr. Wb

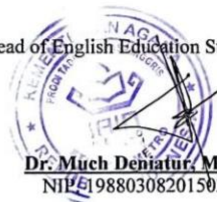
We have given guidance and enough improvement to research thesis script
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Name : Karin Febrianti
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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NOTA DINAS

Nomor :
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Saudari Karin Febrianti**

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di-
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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TEACHING MEDIA ON STUDENTS' LISTENING SKILL AT
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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqsyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
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RATIFICATION PAGE

No. B. 5828/ln.201/D/PP.009/12/2024

An undergraduate thesis entitled: THE INFLUENCE OF LYRICS TRAINING WEBSITE AS A TEACHING MEDIA ON STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE OF SMAN 6 METRO, Written by: Karin Febrianti, student number 2101050014, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, December 19th, 2024 at 13.00 - 15.00 p.m.

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**THE INFLUENCE OF LYRICS TRAINING WEBSITE AS A TEACHING
MEDIA ON STUDENTS' LISTENING SKILL AT THE ELEVENTH
GRADE OF SMAN 6 METRO**

ABSTRACT

By:

KARIN FEBRIANTI

The aim of this research is to find out whether there is any positive and significant influence of Lyrics training website as a teaching media on listening skill of the eleventh graders at SMA N 6 Metro. This research was conducted based on the problem of students' low listening skill that researcher discovered in the pre-survey process.

This research is a type of quantitative study where the design model used is a quasi-experimental, consisting of two classes. In this study, the researcher used a cluster random sampling techniques. The population of this research was all of eleventh graders of SMA N 6 Metro. There are 259 students at eleventh graders of SMA N 6 Metro. The sample for this research was 62 students, 31 students in control class and 31 students in experimental class. In collecting data, the researcher used test (pre-test and post-test) and documentation. Data analysis was carried out using an independent sample t-test through SPSS version 25.

The research results show that the sig.2 tailed is 0.019. It is clear that if the probability or Sig. < 0.05, the alternative hypothesis (Ha) is accepted. This means that there is a positive influence of variable X on variable Y. In other words, Ha is accepted and Ho is rejected. This shows that there is a positive from lyrics training website on students' listening skill at the eleventh graders of SMA N 6 Metro.

Keywords: *Listening Skill, Lyrics Training Website, Quantitative Research*

**PENGARUH PENGGUNAAN LYRICS TRAINING WEBSITE SEBAGAI
MEDIA PEMBELAJARAN TERHADAP KEMAMPUAN MENYIMAK
SISWA KELAS XI DI SMA N 6 METRO**

ABSTRAK

Oleh:

KARIN FEBRIANTI

Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang positif dan signifikan dari situs web pelatihan Lyrics sebagai media pengajaran terhadap kemampuan menyimak siswa kelas XI di SMA N 6 Metro. Penelitian ini dilakukan berdasarkan masalah rendahnya kemampuan menyimak siswa yang peneliti temukan dalam proses pra-survei.

Penelitian ini merupakan jenis penelitian kuantitatif, dimana model desain yang digunakan adalah quasi-eksperimen yang terdiri dari dua kelas. Dalam penelitian ini, peneliti menggunakan teknik cluster random sampling. Populasi pada penelitian ini adalah seluruh siswa kelas 11 SMA N 6 Metro. Terdapat 259 siswa kelas 11 SMA N 6 Metro. Sampel pada penelitian ini terdapat 62 sampel, 31 siswa di kelas control dan 31 siswa di kelas experimental. Dalam pengumpulan data penelitian, peneliti menggunakan test (pre-test dan post-test) dan dokumentasi. Analisis data dilakukan dengan menggunakan uji independent sample t-test menggunakan SPSS versi 25.

Hasil penelitian menunjukkan bahwa Sig.2 tailed adalah 0.019. Jelas jika probabilitas atau Sig. < 0.05, maka hipotesis alternative (Ha) diterima. Artinya terdapat pengaruh positif variable X terhadap variable Y. Dengan kata lain, Ha diterima dan Ho ditolak. Hal ini menunjukkan bahwa terdapat pengaruh positif dari media lyrics training website terhadap keterampilan menyimak siswa kelas 11 SMA N 6 Metro.

Kata kunci: *Keterampilan Menyimak, Media Lyrics Training Website, Penelitian Kuantitatif.*

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned :

Name : Karin Febrianti
Student Number : 2101050014
Department : English Education Study Program
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States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, December 17th 2024
The Researcher,



Karin Febrianti
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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 17 Desember 2024
Yang Menyatakan,

A yellow official stamp with a red circular emblem in the center. The emblem contains a stylized figure. To the left of the emblem, the text 'KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN' is visible. Below the emblem, the text 'METERAN PERPAJAIAN' is printed. At the bottom of the stamp, the alphanumeric code 'EBFAMX098162672' is printed. A handwritten signature in black ink is written across the stamp.

Karin Febrianti
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DEDICATION PAGE

This Undergraduate Thesis is dedicated to:

1. Thank God for the presence of Allah SWT who has strengthened me until now, to continue fighting and reaching the future. Even though it is not easy to go through this process, nothing is impossible by trying and praying.
2. All my family who always provide prayers, support and motivation in every step of the researcher's journey.
3. My supervisor (Mr. Dr. Much Deiniatur, M.Pd.B.I) who have provided valuable guidance, direction, and input in the writing of this thesis.
4. My classmate in IAIN Metro Thank you for your company during my studies.
5. My favorite idol Gfriend, NCT and SEVENTEEN especially Eunha, Jaemin and Mingyu who always cheer me up.

ACKNOWLEDGEMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Shalawat and Salam must be the best words conveyed to Prophet Muhammad, peace be upon him, who becomes an inspiration for all people to live as Moslems. This undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program, entitled : *"The Influence Of Lyriccs Training Website as a Teaching Media On Students' Listening Skill."*

At this time, the researcher would like to certain her most deep gratitude, Especially to:

1. Prof.Dr.Hj. Siti Nurjanah, M.Ag., P.I.A, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd, B.I as the Head of English Education Department of IAIN Metro Lampung and as the advisor who help the researcher to finish this Thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this research proposal can be useful for researcher especially, for our college and every reader.

Metro, 17 December 2024

The Researcher,

A handwritten signature in black ink, appearing to be 'Karin Febrianti', written in a cursive style.

KARIN FEBRIANTI
NPM. 2101050014

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CHAPTER I INTRODUCTION

A. Background of Study

The listening skill is a multifaceted language talent as it involves an imperceptible cognitive process. The students are required to differentiate between sounds, comprehend vocabulary and grammatical structures, interpret stress and intention, and strive to ascertain the intended meaning of the speaker's words.¹ The act of listening is the most commonly employed linguistic modality. Research suggests that adults allocate approximately 50% of their communication time to listening, while adolescents may acquire up to 90% of their in-school material by actively listening to instructors and their peers.²

Students have numerous challenges in their listening skills due to the presence of certain sounds that are hard to comprehend, particularly when the speaker employs diverse accents and foreign vocabulary. On average, classroom activities prioritize the development of writing, reading, and vocabulary skills. Listening is often seen as a minor aspect in course materials and textbooks, with most teachers focusing on and emphasizing other abilities during their instruction and learning activities.

¹ Indri Wulandari, Alamsyah Harahap, and Gita Mutiara Hati, "The Analysis of Students' Listening Learning Style (A Study of The 5th Semester Students at English Education Study Program of Universitas Bengkulu in Academic Year 2018/2019)," *Journal of English Language Teaching* 3, no. 1 (2019): 42–52, <https://doi.org/10.33369/jeet.3.1.42-52>.

² Hasanuddin, *Teaching English as a Foreign Language, Agustus* (Yogyakarta: Deepublish, 2014).

Teachers have the ability to teach listening skills using a variety ways. The crucial aspect of teaching English skills lies in the selection of media used in the classroom, which facilitates students' comprehension of the material and enhances their enjoyment of the learning process. Teachers can utilize songs as a medium for teaching listening skills. Songs are purportedly more effective in capturing individuals' attention compared to other forms of media. Learning activities are more effective when they are aligned with students' interests, preferences, and objectives.³

The English song encompasses various genres, including love songs, ballads, pop, R&B, hip-hop, rock, and more. The pop song is a widely popular genre that is frequently heard in many locations.⁴ Songs can be conveniently accessible from any location. Various applications, such as Spotify, YouTube, Joox, and others, can be utilized for music playback.

Based on the understanding above, there are numerous activities that may be employed to enhance listening skills in a foreign language. As previously mentioned, one effective method is to incorporate popular songs, which not only captivate students' interest but also create a lively atmosphere in the classroom.

Researcher conducted a preliminary survey on August 2, 2024 at SMA N 6 Metro to identify obstacles that students face in learning English,

³ Beby Florencia Putri, "The Influence of English Song To Improve English Skills for Student'S," *Journal Of Language Education and Development (JLed)* 6, no. 1 (2024): 29–40, <https://doi.org/10.52060/jled.v6i1.1541>.

⁴ Maria Ulfa, "The Use of English Songs to Teach Listening Skill," *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* 4, no. 2 (2019): 129–37, <https://doi.org/10.21462/educasia.v4i2.50>.

particularly in listening skill. The researcher conducted an interview with Mrs. Rizky Mizam as the English teacher for classes X and XI. She mentioned that students are a few interest in learning English. The methods and materials used include books, projectors, and online resources. Additionally, they often use Quizizz for practice. However, for developing listening skills, students mainly listen to the teacher speak, with the projector being used only occasionally so students have limited in vocabulary. After that, the researcher conducted a pre-test to students of eleventh grades to find out the students' score. The result of the pre-test related to listening presented in the following table

Table 1. 1 Pre-test Results of Students Listening Skill in Eleventh Grade Students of SMA N 6 Metro

NO	Grade	Frequency	Percentage	Criteria
1	>75	8	25%	Good
2	<75	23	75%	Bad
Total		31	100%	

Based on the table above, the researcher concluded that only 8 students scored more than 75, while 23 got less than 75. This occurs when students have trouble hearing English and have limits in their usage of learning materials. Therefor the researcher used lyrics training website as a media to influence the students' in English listening skill and will gradually shape their vocabulary. The researcher hope there will have positively impact the listening skills of eleventh grade students of SMA N 6 Metro.

As a result of the preceding research, the researcher did a study that used English Pop Songs to the Lyrics Training media thus, this study is termed “The influence of Lyrics Training Website as a Teaching Media on Students’ Listening Skill at the Eleventh Grades at SMA N 6 Metro.”

B. Problem Identification

Based on the background present above, the researcher will identify the problem as follow:

1. Students have lacks on English vocabulary.
2. The students have difficulties in listening skill.
3. The students do not have the right media for listening skill.

C. Problem Limitation

After identifying the problem, the researcher limited the scope of this study to the students' listening skills in the eleventh grades of SMA N 6 Metro, teaching students using media from the Lyrics Training Application and using the cloze procedure strategy to teach the material of Song and focus on selective listening.

D. Problem Formulation

The problem formulation of this research is designed as: “Is there any positive and significant influence between the Using Lyrics Training website and the students’ listening skills at the eleventh grades of SMA N 6 Metro?”

E. Objectives and Benefits of Study

1. Objective of Study

The objective of this research is to know whether there is any positive and significant influence between the Using Lyrics Training website and the students' listening skills at the eleventh grades of SMA N 6 Metro.

2. Benefits of Study

The results of this quantitative research are expected;

a. The Students

Students will get the chance to enhance their English language skills, particularly their listening abilities, by engaging with English music from various media sources that evoke happiness and foster enthusiasm for the language.

b. For the English Teacher

- 1) The research conducted can help teachers understand how lyrics training website media influences students' listening skills.
- 2) This resource could be used as a reference for songs that students find fascinating.

c. For the Headmaster

- 1) This research has the potential to assist principals in enhancing the caliber of English language acquisition within the classroom.
- 2) Provides extensive information on teaching and learning media specifically focused on English listening skills.

F. Prior Research

The first relevant research was conducted by Ni Luh Eka Yuliarini in her research “The Use of Song in Improving Students’ Listening Skill.” The study comprised an experimental group that underwent training sessions utilizing songs, whereas the control group adhered to a conventional curriculum. Both groups were administered a pretest and posttest to assess their progress. The findings demonstrated that including music in the learning process enhanced engagement and enjoyment, alleviated anxiety, and promoted a conducive learning atmosphere. The study emphasizes the significance of employing a systematic methodology for including songs in the classroom, which includes pre-listening, during-listening, and post-listening exercises.⁵

In other study, Yanuarius Yanu Dharmawan and Deasy Prischillia obtained in their study The use of LyricsTraining.com on listening class of first semester students of English education study program teacher training and education faculty (FKIP) universitas Bandar lampung that LyricsTraining.com increased students' interest and enthusiasm to acquire listening skills. This study employs descriptive qualitative approaches, such as observation, questionnaires, and interviews. This study looks at how first-

⁵ Ni Luh Eka Yuliarini, “The Use of Song in Improving Students’ Listening Skill,” *Indonesian Journal Of Educational Research and Review* 5, no. 2 (2022): 226–33, <https://doi.org/10.23887/ijerr.v5i2.48760>.

semester students in Bandar Lampung University's English Education Study Program perceive the use of LyricsTraining.com in listening classes.⁶

Mitha Mey Shary Manurung, Rudiarmann Purba and Melda Veby Ristella Munthe examined the Effect of using lyrics training website on the students' listening skill of grade VIII. The results suggest that using the Lyrics Training website effectively enhances students' listening comprehension when compared to traditional teaching techniques.⁷

This research, along with previous studies, examines the use of English songs. The difference lies in that the previous research is the population; previous research was conducted in junior high school and first semester students of university of Bandar Lampung while this research conducted in high school. Other difference is in methodological, previous research using descriptive qualitative methods and library research while this research use quantitative methods to find out positive and significant results. This study investigated the influence of lyric training website media on listening skills at the eleventh grade of SMA N 6 Metro.

⁶ Yanuarius Yanu Darmawan and Deasy Prischilla, "The Use of Lyricstraining.Com on Listening Class of First Semester Students of English Education Study Program Teacher Training and Education Faculty (Fkip) Universitas Bandar Lampung," *Beyond Linguistika* 1, no. 2 (2019), <https://doi.org/10.36448/bl.v1i2.1347>.

⁷ Mitha Mey Shary Manurung, et.al. "The Effect of Using Lyrics Training Website On The Students' Listening Skill Of Grade VIII," *Jurnal Pendidikan Dan Konseling* 4 (2022): 1349–58.

CHAPTER II

REVIEWED OF RELATED THEORIES

A. The Concept of Listening Skill

1. The Definition of Listening

Listening is the ability to communicate with the speaker in order to obtain information from them; the one who listens is referred to as the listener. According to Holmes and Jumaria, listening is the process of using oral symbols with complete attention, understanding, appreciation, and interpretation to gather information, collect content, and interpret the meaning of communication that the speaker does not convey through speech or spoken language.¹ Listening is a topic that applies to all of us. It is an important aspect of spoken language processing and is linked to various areas of study and development.

Listening is important in various fields, including linguistics, education, business, and law, as well as social sciences like anthropology, political science, psychology, and sociology. Listening processes are relevant to natural sciences including biology, chemistry, neurology, and medicine, as well as formal research in computer science and systems sciences.²

¹ Holmes Rajagukgu and Jumaria Sirait, *Critical Listening, Critical Listening* (Tapanuli: Infogain Publication, 2019), <https://doi.org/10.22161/ijels.book>. 1

² Michael Rost, *Teaching and Researching Listening, Second Edition* (Harlow: Pearson Education Limited, 2011), <https://doi.org/10.1016/j.system.2003.11.004>. 1

Listening is more than just an auditory version of reading, and communication is not only a spoken version of writing.³ Listening entails processing spoken language in real time, analyzing tone, pitch, and other vocal cues that provide meaning beyond the words themselves. Unlike reading, which allows the reader to regulate the pace and reread information as needed, listening requires immediate comprehension and response. It also necessitates sensitivity to nonverbal clues and context, making it a more sophisticated and dynamic process than reading. In this way, hearing is a distinct cognitive talent that requires both linguistic understanding and situational awareness, as opposed to reading, which is essentially static.

2. Definition of Listening Skill

Listening is a difficult language skill because it involves an invisible mental activity.⁴ When a person listens, the brain tries to analyze and process the information received, which includes detecting words, comprehending meaning, capturing tone, and interpreting context. This process is unseen to the outside world and incorporates numerous cognitive qualities such as attention, comprehension, and memory. As a result, mastering listening skills becomes more difficult.

³ Norbert Schmitt and Michael P.H. Rodgers, *An Introduction to Applied Linguistics*, Hodder Education Publishers, Third Edition (New York: Routledge, 2020). 66

⁴ Wulandari, Harahap, and Hati, "The Analysis of Students' Listening Learning Style (A Study of The 5th Semester Students at English Education Study Program of Universitas Bengkulu in Academic Year 2018/2019)."

According to Monica and Myerov, Listening skills are an essential component of each successful student's repertoire abilities.⁵ Attentive listening can help students acquire and comprehend information quickly and efficiently. According to Diana, when a kid enters the school's learning environment, listening skills become essential.⁶ Listening is one of the most crucial skills to teach students in school. The ability to attend to sound and listen to spoken words is essential for the advancement of speech, language, and communication.

The sense of hearing also gives hours of entertainment by listening to music, songs, and stories, as well as radio and television. Students that struggle with communication should work on improving their listening skills. They may experience delays in the development of their hearing abilities or have trouble paying attention to auditory stimuli. Students may experience distortion or inability to hear auditory information. There is doubt regarding the relevance of hearing for those who are visually impaired, but it is a topic about which relatively little has been written.⁷ Every visually impaired student must rely primarily on their distance sense of hearing. Which, when combined with touch, provides the means of understanding the environment surrounding them: it is evidence that this relationship of senses must be cultivated and developed.

⁵ Monica and Myerov Brady, *Listen Wise: Teach Students to Be Better Listeners* (Wiley, 2021).

⁶ Diana Williams, *Early Listening Skills*, Early Skills Series (Speechmark, 2016).

⁷ Lizbeth A. Barclay, *Learning to Listen/Listening to Learn: Teaching Listening Skills to Students with Visual Impairments* (AFB Press, 2011).

On the other hand, listening contains significant aspects that we should study and teach in order to improve our skills and collect information effectively. Listening can also serve as the foundation for learning new skills in our language. In a nutshell, listening is a complex active interpretation process where listeners match what they hear with what they already know. Listeners must distinguish the sound, stress, intonation, and tone of the language, understand the speaker's accent or pronunciation, grammar and vocabulary, and comprehend the speaker's meaning. Understand the speaker's meaning.

3. Types of Listening

There are several types of listening namely;⁸

a) Informative Listening

The listener focuses on understanding the message and interpreting it accurately to match the sender's intent. For example, we listen to lectures or directions from professors, and what we learn relies on how well we listen.

b) Relationship Listening

It aims to help individuals and improve interpersonal connections. For example, listen to friends when they share their issues.

⁸ John A. Kline, *Listening Effectively*, Eleventh (Alabama: Air University Press, 1996).

c) Appreciative Listening

Appreciative listening includes enjoying music, listening to speakers because you appreciate their style, and selecting theater, television, radio, or film. Appreciative listening is determined by the listener's response rather than the message's source.

d) Critical Listening

This requires a more focused approach and a comprehensive investigation of the subject. For example, listen to your friend's opinions.

e) Discriminative Listening

The ability to distinguish between distinct sounds is regarded fundamental for the other four categories. This requires attention to variations in the speaker's rate, loudness, strength, tone, and emphasis, allowing the informative listener to detect even slight alterations in meaning.

According to Kline, effective listening, while informative, relational, appreciative, critical, or discriminative, requires unique skills. Though some talents may overlap across different types of listening, in other circumstances, the necessary skills can differ dramatically.

4. Teaching Listening

Teaching means demonstrating skills, providing instructions, resulting learners, transferring knowledge, and building understanding.⁹ The main objective of teaching is to build learners who can not only retain material but also think critically and independently. When teaching listening, it's important to use language resources for comprehension practice rather than visual presentation. Effective hearing training goes beyond the listening objective and includes preparation and follow-up activities. This emphasizes that listening learning should include tasks beyond comprehension, such as subsequent actions.

Teachers should be aware of numerous key principles when teaching listening skills such as earlier stages of ESL teaching should highlight listening as a core part of learning English, use learning materials that are relevant to the students' real lives, to ensure student comprehension, it's important to use simple language in listening lessons. Diversify listening materials by gender, age, dialect, accent, topic, speed, noise, level, and genre to keep students interested. Educators should also prompt students to listen with a specific purpose and demonstrate comprehension, to improve listening skills, provide language resources

⁹ H. Douglas Brown, "Principle of Language Learning and Teaching" (New York: Pearson Education, 2007). 8

for comprehension exercise aurally first. This allows pupils to become accustomed with the audio components before visuals are presented.¹⁰

In short, teaching listening involves delivering information to help learners understand the language system. It entails not only learning about the linguistic system, but also applying that knowledge to grasp or communicate meaning, which requires the use of certain abilities. Consistent and continual practice is critical in becoming more acquainted with listening, eventually leading to mastery of this talent.

5. Listening Process

According to Nation and J. Newton some listening processes as follow;

- 1) Bottom-up processes are the procedures by which the listener assembles the message piece by piece from the speech stream, progressing from parts to whole. Bottom-up processing entails detecting and interpreting the speech stream at successively bigger levels, starting with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretive.
- 2) Top-down processes are assisted the audience in transitioning from their overall prior knowledge, content, and rhetorical schemata to the parts. In other words, the listener anticipates what the message will contain based on their knowledge of the communication context, and

¹⁰ Fadila Latupono and Renata Nikijuluw, "The Importance of Teaching Listening Strategies in English Language Context," *MATAI: International Journal of Language Education* 3, no. 1 (2022): 1–12, <https://doi.org/10.30598/matail.v2i2.5935>.

then uses parts of the message to confirm, correct, or add to this prediction. The key process here is inference.¹¹

6. Listening Rubric Assessment

A rubric outlines the criteria to be measured and how each score should be reached.¹² Rubrics make evaluation more structured by providing clear recommendations on the areas to be examined and the standards of achievement for each score level. Rubrics make it easier for evaluators to deliver objective and consistent assessments, while also guiding participants through the expectations and goals that must be met in order to receive a specific grade.

Table 2. 1 Listening Rubric Assessment¹³

No	Aspect	Score
1.	Students are able to complete song lyrics with missing words accurately (word recognition).	20
2.	Students are able to recognize the pronunciation of words despite variations in the singer's accent or intonation (sound recognition).	20
3.	Students fill in the answers according to the correct words without spelling mistakes (Accuracy)	20

¹¹ I. S.P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking, Teaching ESL/EFL Listening and Speaking* (New York: Taylor and Francis Group, 2009), <https://doi.org/10.4324/9780203891704>.

¹² Sahbi Hidri, *Changing Language Assessment: New Dimensions, New Challenges, Changing Language Assessment: New Dimensions, New Challenges* (Switzerland: Springer Nature, 2019), 79.

¹³ Gary Buck, *Assessing Listening*, Cambridge Language Assessment (Cambridge University Press, 2001) 60-62.

	recognition).	
4.	Students understand the relationship between the filled word and the overall theme of the song (comprehension of meaning).	20.
5.	Students are able to complete the blanks with grammatically appropriate words (verb tense, tense, or preposition usage).	20
	Total	100

B. The Concept of Lyrics Training Website as a Teaching Media

1. The Definition of Media

Media is a means of transferring or conveying messages. Educational media is used to provide information during the learning process.¹⁴ Educational media helps teachers present lessons to students in a more effective and enjoyable way. Information can be delivered in a more understandable and memorable manner by using various forms of media, such as books, movies, or interactive applications. Thus, educational media is more than just a tool in the learning process; it is also an essential component in providing students with a better and more meaningful learning experience.

Learning media, as a mediator in the learning communication process between teachers and students, serves a variety of functions, including learning media that is engaging, interactive, and innovative can

¹⁴ Muhammad Hasan et al., *Media Pembelajaran, Tahta Media Group* (Klaten: Tahta Media Group, 2021). 4

capture the attention of learners, students will feel inspired to learn, assists students in easily organizing their study resources, assisting students in concretizing it through media learning, and encourages students to actively engage in grasping the meaning of learning.¹⁵

To summarize, educational media plays an essential role in the learning process since it allows teachers to communicate material more efficiently and enjoyably. The utilization of multiple media, like as books, movies, or interactive applications, allows information to be transmitted in a more understandable and memorable manner to students. Learning media serves not only as a tool, but also as an essential component in establishing a more relevant learning environment. Furthermore, engaging, interactive, and innovative learning media can capture students' attention, motivate them to learn, and encourage active participation in understanding the topic. Therefore, media is highly significant in the learning process.

2. Definition of Lyrics Training Website

Lyrics Training is an online tool that allows learners to listen to audios and complete activities that involve filling in gaps in the lyrics or subtitles.¹⁶ This platform allows users to develop their language abilities in an interactive and fun way, mixing learning with enjoyment. According to Adris lyrics training is an instructional web and mobile application that

¹⁵ Hamzah Pagarra et al., *Media Pembelajaran*, Badan Penerbit UNM (Makassar: Badan Penerbit UNM, 2022). 18

¹⁶ Ricardo Casan Pitarch, "Enhancing Listening Skills and Learning Specific Language with Transcription Activities Using LyricsTraining," in *Estudios de Linguística Aplicada IV* (Editorial Universitat Politècnica de Valencia, 2020), 69.

gives a variety of video snippets from movies and music videos. Lyrics training also provide movie scenes,¹⁷ so that people can learn languages in a more engaging and diverse manner using audiovisual content.

Lyrics Training likewise provides students with an excellent source of exercises to practice at home while also entertaining themselves with music.¹⁸ The result enables students to improve their language abilities outside of the classroom, mix learning with pleasure, and make the learning process more enjoyable and less tedious. The platform allows kids to learn independently while listening to their favorite songs.

In short, Lyrics Training is an excellent and enjoyable platform for strengthening language abilities, particularly listening. By offering a variety of audiovisual content such as movie trailers, music videos, and movie scenes, the app enables users to learn freely while also entertaining themselves. Students can develop their language skills in an interactive way by doing at-home tasks, making the learning process more enjoyable and less tedious.

3. Features of Lyrics Training Website

a) Language Selection

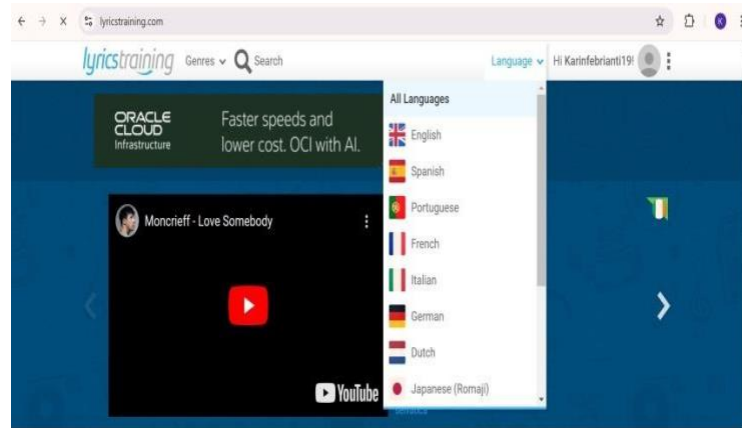
Students can select different languages to learn. The language selection tool offers customers 13 languages to pick from.

¹⁷ Andris Setiawan, Maida Norahmi, and Maria Arina Luardini, "The Effect of Lyricstraining on Students' Speaking Ability," *Proceedings of the International Conference on English Language Teaching* 4432, no. November 2019 (2019): 52–62.

¹⁸ Truong Gia Minh Nguyen, "The Impacts of Lyrics Training on Improving Listening Skills for ESL Students," *AsiaCALL Online Journal* 14, no. 1 (2023): 26.

Figure 2. 1

Lyrics Training Website Language Selection

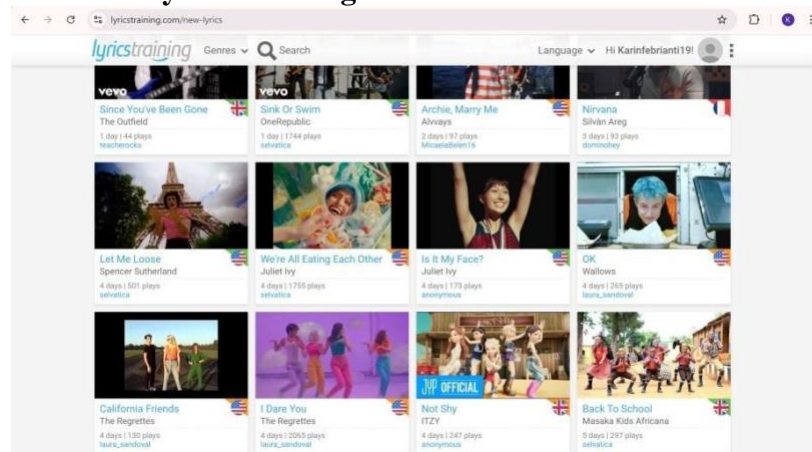


b) Music Video Selection

Students can listen to music from various genres or favorite singers. They can also select popular or current songs on the main page.

Figure 2. 2

Lyrics Training Website Music Video Selection

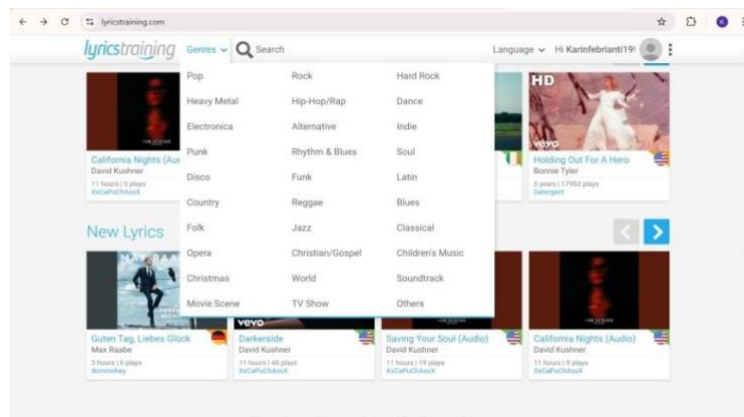


c) Genre Selection

Users can select their chosen genre, which ranges from pop to rock.

Figure 2. 3

Lyrics Training Website Genre Selection



d) Level

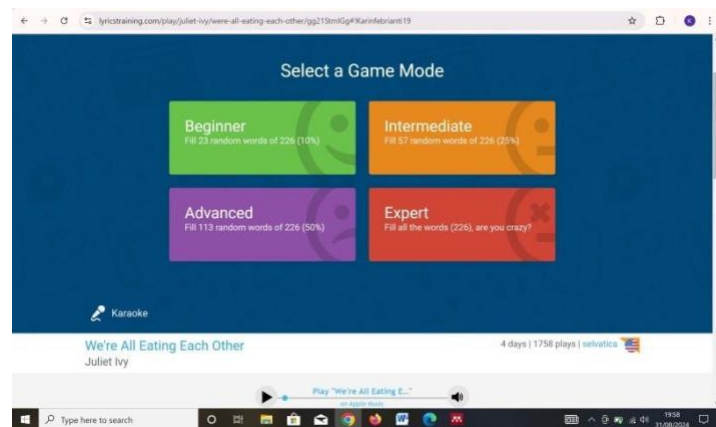
Users can pick between four game modes based on their skill level: beginner, intermediate, advanced, and expert.

- a) Beginner; Participants with little vocabulary could choose the beginner section to complete the missing 29 words out of 287 words of music video lyrics.
- b) Intermediate; Participants with a good level of vocabulary and listening comprehension can progress to the intermediate level and complete 72 out of 287 missing words from each music video's lyrics.
- c) Advanced; Participants with strong vocabulary, listening comprehension, and writing skills can use the application to complete 144 out of 287 missing words from music video lyrics.

- d) Expert; Participants with great foreign language perception and listening skills can choose the expert level to find 287 missing words from music video lyrics.

Figure 2. 4

Lyrics Training Website Level Selection



- e) Score

After playing a song, users can view their own score and compare it to other people globally.

Figure 2. 5

Lyrics Training Website Score



4. The Process of Using Lyrics Training Website

Instructions for using the Lyrics Training website for generals are as follows;

- 1) Open the website <https://lyricstraining.com/>
- 2) Click on sign up section to create an account and chose that you are a student.
- 3) Back to menu and log in with your account that you made.
- 4) Select the language and genre that you want.
- 5) The home page will show highlighted music videos, with the most popular videos tagged Top Lyrics. Users can also utilize the search function to find videos based on the artist name or song title.
- 6) After selecting a song, users can choose between two game modes: 'choice', where they can fill in missing words by clicking on available answers, and 'type', where they must type the correct answer. Users must fill in the blank word by typing the proper answer, as opposed to the 'karaoke' game option, in which users must click on an already available answer to fill it in. There is also a 'karaoke' game option in which the user simply listens to the songs listen to the music.
- 7) After selecting a game mode, users can select a level based on their ability. There are four levels available: beginner, intermediate, advanced, and expert.
- 8) While watching the video, visitors are instructed to complete a fill in the blank exercise with the lyrics transcribed provided below. The

video will not play until the missing word is filled in. A timer will be displayed in the upper left corner, along with the amount of missing words and gaps passed by the user. The user can rewind at any time, which will cause the game to cease.

- 9) Lyrics Training presents a score to users depending on their completion time and word count.

5. The Advantages of Lyrics Training Website

Lyrics Training website feature actual, up-to-date, and engaging content. Lyrics Training offers a diverse range of songs, artists, and genres for English language learners, as well as entertaining music videos, making it a potential resource for many students. Lyrics Training allows learners to easily customize curriculum based on their ability level. This is due to the categorizing of music videos into four difficulty levels and the inclusion of three extra types of gameplay.

Furthermore, research has demonstrated that video can boost listeners' motivation, interest, and comprehension of the listening job. According to Angelina, the Lyrics Training website offers benefits for language learners, including:

- 1) Improving students' academic performance.
- 2) Increasing students' learning interest.
- 3) Students are given an opportunity to expand their vocabulary.

- 4) Encourages students to identify their own language needs, conduct study, practice, and learn from their mistakes.¹⁹

6. The Disadvantage of Lyrics Training Website

Although Lyrics Training provides numerous benefits, there are also disadvantages. The constant pop-up advertisements from Flash Player, the software that powers this program, can severely break pupils' focus. These interruptions can be distracting, diverting students' attention away from the learning material and making it harder for them to concentrate on the work at hand. As a result, students' learning experiences may suffer as they fight to retain their concentration in the face of frequent interruptions induced by these persistent advertisements.

The cues offered in the tasks can sometimes be forgotten, leaving students confused and forced to repeat English sounds they have only heard once.²⁰ Students may fail to remember or precisely replicate the sounds if they are not given the necessary coaching. As a result, the learning process can be difficult because pupils rely primarily on recollection, which increases the likelihood of misconceptions and errors.

¹⁹ Patricia Angelina, "The Strengths and Drawbacks of Lyricstraining Implementation in Basic Listening Course," *ELTR Journal* 4, no. 2 (2020): 17–24, <https://doi.org/10.37147/eltr.v4i2.69>.

²⁰ Nguyen, "The Impacts of Lyrics Training on Improving Listening Skills for ESL Students." *Asia Call Journal* 14, no. 1 (2023): 24, <https://doi.org/10.54855/acoj.231412>

C. Theoretical Framework and Paradigm

1. Theoretical Framework

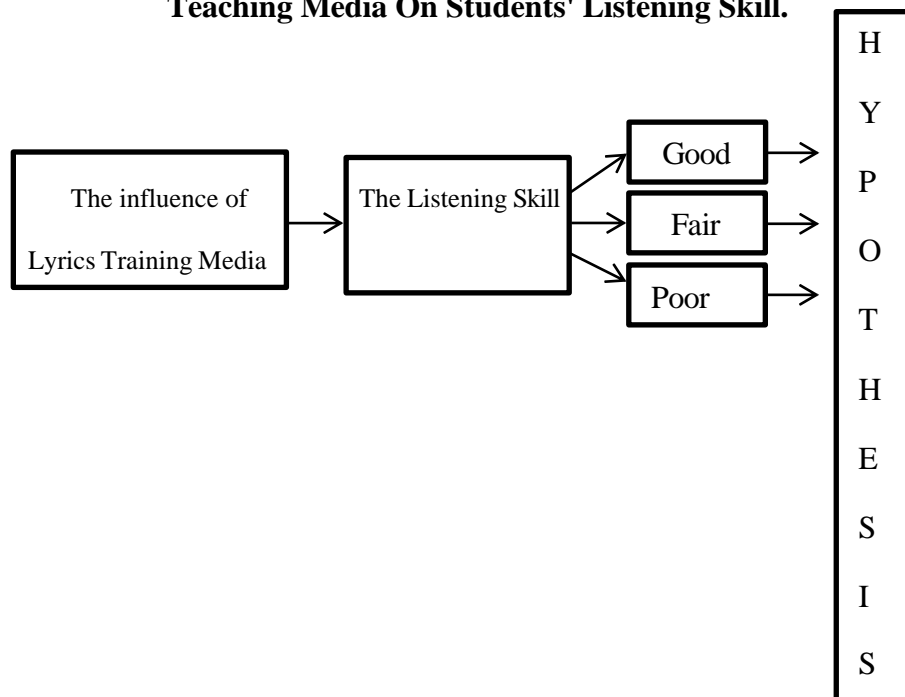
This research is quantitative research examines the impact of independent and dependent variables. This study addresses variables (X) that influence variables (Y), which act as determinants. The independent variable (X) is Lyrics Training Website, while the dependent variable (Y) is listening skill. To make sure effective learning, the author employs Lyrics Training Website media in the English pop genre. It is believed that students' listening abilities will be influenced by easy to listening pop songs, allowing them to have a joyful learning experience while also influencing their understanding of some English language. Therefore, there is a positive and significant influence of Lyrics training website as a media on listening skills students. The theoretical framework in this study is "if Lyrics training website is well applying in English teaching and learning media, then students' Listening ability will improve. Conversely, lyrics training website is not applied perfectly in the process of teaching and learning English, then students' listening ability will decrease."

D. Paradigm

The research describe the paradigm that is;

Figure 2. 6

The Influence Of Lyrics Training Website As a Teaching Media On Students' Listening Skill.



Based on the paradigm above, if students' listening skills are good, it means there is a positive and significant influence in using Lyrics Training Website on students' listening skills. Meanwhile, if students' understanding is low, it means there is no positive and significant influence in using Lyrics Training Website on students' listening skills.

E. Action Hypothesis

Based on the frame of the theories above, there are two kind of hypothesis;

1. Hypothesis Formulation

(H₀) : There is no positive and significant Influence of Lyrics Training Website as a media on the Students' Listening skill of at the eleventh grades of SMA N 6 Metro.

(H_a) : There is a positive and significant Influence of Lyrics Training Website as a media on the Students' Listening skill of at the eleventh grades of SMA N 6 Metro.

2. Statistical Hypothesis

In determining level of significance, the researcher determined the statistical hypothesis follow;

H_a: If Sig (2-tailed) < 0,05, then H₀ is rejected, then H_a is accepted

H₀: If Sig (2-tailed) > 0,05, then H₀ is accepted, then H_a is rejected

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, researcher used quantitative research. The researcher conducted a study using a sample. The researcher was created to determine the influence of using lyrics training website as a teaching media on students' listening skill. According to Creswell, quantitative is a method for testing objective ideas by investigating the relationship between variable. These variables, in turn, can be measured, usually with devices, allowing numbered data to be evaluated using statistical processes. The final written report has a set structure consisting of introduction, literature and theory, methods, findings, and discussion.¹

The researcher employed two classes for this research. The first class was an experiment with using Lyrics Training Website to improve listening skills. The second category includes those who do not receive treatments. Sugiono clarified this style, as follow;²

Pre-test and Post-test Control Treatment Group Design

Group	Pre test	Treatment	
Experimental Group	O1	X	O2
Control Group	O2	-	O2

¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed-Methods Research*, Microbe Magazine, Third (California: Sage Publications, 2009). P, 21.

² Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D* (Bandung: Penerbit Alfabeta, 2013).

O1 = Pre-test

X = Treatment

O2 =Post-test

B. The Operational Variable

1. Independent Variable

Independent of this research is the Lyrics Training Website for students at SMA N 6 Metro. Lyrics Training Website can make students more enjoyable and interested in learning English and interested in learning English. The measuring instrument used is a listening test, to measure lyrics training website in which there are songs that have overlapping vocabulary. Then students are asked to fill in the questions based on the song that has been determined. The questions based on the song that has been determined. It is expected that students can be actively involved in learning English.

2. Dependent Variable

The dependent variable is identified as "dependent" because it is influenced by the independent variable.³ The dependent variable of this research is the students listening skill. The influence of students listening skill was observed after using Lyrics training website.

³ Geoffrey Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology, Book* (Canada: John Wiley & Sons, 2005). P, 46.

C. Population, Sample, and Sampling Technique

1. Population

The population comprises all persons of interest to the researcher.⁴

The population in this research is the students of eleventh grades of SMA N 6 Metro which consist by 259 students that divided in eighth classes.

2. Sample

The sample is very crucial for generalizing the findings of a research.⁵ Sample is the process of selecting a sample from a population. This research will use a sample from two classes. There are experiment and control class. This research are 62 students as an experiment class that is XI 7 class consist of 31 students and control class is XI 6 which of 31 students. Therefore, there are 62 students in this sample.

3. Sampling Technique

Sampling is the process of selecting persons for a research study. The researcher was employ cluster random sampling based on prior population knowledge for this study. This technique was used to identify the samples that have the same line. The researchers used the cluster random sampling technique, which involved assembling 8 classes in rolled paper form and placing them inside a container. The bottle then shaken to randomly select two papers indicating the classes to be investigate. As a result, the researchers used classes XI 6 as a control class and XI 7 as an experiment class to be investigating.

⁴ Ibid., P.18.

⁵ Ibid., P.54.

D. Data Collection Technique

1. Test

Various tests aim to evaluate a person's abilities, attributes, and behaviors. A test is survey component involves identifying its functionality. This research used the following two tests:

a. Pre-test

Prior to treatment, the student was given a pre-test to test their listening skills. This pre-test is in the form of a song listening test using audio speaker media.

b. Post-test

After giving the treatment, the teacher was gave the post-test to the students to find out the result of the treatment whether the used of Lyrics training website can influence or not in eleventh grade students in SMA N 6 Metro.

2. Documentation

The researcher used this technique to find data about the students of SMA N 6 Metro. The researcher was getting some information about:

- a. The quantity of the students of SMA N 6 Metro.
- b. The score students SMA N 6 Metro.

E. Research Instrument

1. Instrument Blueprint

The instrument for this study was designed and tweaked based on the chosen indicators. Additionally, the researcher used a pretest and post-test instrument for the investigation. The pre-test and post-test instruments used in this study are intended to fill in the missing words in the song lyrics. During the pre-test, researchers employed audio speakers as media. During the post-test, researchers employed lyrics training websites as teaching tools.

Table 3. 1
Instrument Blueprint

No	Aspect	Score
1.	Students are able to complete song lyrics with missing words accurately (word recognition).	20
2.	Students are able to recognize the pronunciation of words despite variations in the singer's accent or intonation (sound recognition).	20
3.	Students fill in the answers according to the correct words without spelling mistakes (Accuracy recognition).	20
4.	Students understand the relationship between the filled word and the overall theme of the song (comprehension of meaning).	20.
5.	Students are able to complete the blanks with grammatically appropriate words (verb tense, tense, or preposition usage).	20
	Total	100

2. Instrument Calibration

The instrument Calibration is measuring involves comparing to standards or benchmarks to ensure their accuracy.⁶ Instrument calibration refers to the scale of measurement used to determine the instrument standard. The researcher administered an objective exam consisting of ten items. The question has a scoring range of 0-100. Students who properly answer the entire question receive a score of 100, while those who do not will receive a score of zero. The top score is 100, while the lowest is 0.

F. Data Analysis Technique

To answer the question “The Influence of Lyrics Training Website as a Teaching Media on Students’ Listening Skill at SMA N 6 Metro” the researcher used inferential statistics to compare the post-test results of the experimental and control groups. The researcher used SPSS 25 for windows to analyze data using independent sample t-tests to determine the impact of one variable on another.

$$s_{\bar{x}^1 - \bar{x}^2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Where:

$S_{\bar{x}^1 - \bar{x}^2}$ = standard error of the difference between two means
 n_1 = number of cases in group 1

⁶ Chung Chow Chan, *Analytical Method Validation And Instrument Performance Verification* (Canada: John Wiley & Sons, 2010). P, 197.

- n_2 = number of cases in group 2
 $\sum x_1^2$ = sum of the squared deviation scores in group 1
 $\sum x_2^2$ = sum of the squared deviation scores in group 2

CHAPTER IV

RESEARCH RESULT AND DISSCUSSION

A. Research Result

1. Description of Profile of SMA N 6 METRO

SMA Negeri 6 Metro, located on FKPPI street, Rejomulyo, South Metro sub-district, Metro city occupies an area of 20,000 m² (2 HA). From the beginning of the division of 5 sub-districts in Metro City, namely East Metro, Central Metro, West Metro, North Metro, and South Metro. Until 2010, South Metro sub-district was the only sub-district without a public high school.

Like the other 4 sub-districts in Metro City, this is the basis for the Metro City Government to establish a State Senior High School in South Metro Sub-district. In addition, to make it easier for the South Metro community to get education services to attend public high schools and not have to go far to get services to other sub-districts that are quite far away. Five high schools have been established in Metro City. In addition to being a high school in general, SMA Negeri 6 Metro is also made as a sports school, which in the acceptance of students there is a special pathway for sports athletes who excel in sports. That is, achievements in the Regency / City, Province and National.

The construction of the school was carried out in 2011 in the early months, so that in the new student enrollment of 2011 SMA

Negeri 6 Metro was able to accept new students. At the beginning of the opening SMA Negeri 6 Metro received 3 classes with a quota of 192 students. The quota has been determined by the Department of Education, Culture and Youth of Metro City. With the initial buildings built are 3 classrooms, 1 administrative office, 1 Biology Laboratory, 1 library room, 3 WC rooms and 1 warehouse room.

Table 4. 1
Students Data at SMAN 6 Metro

No	Class	Male	Female	Total
1	X-1	10	24	34
2	X-2	14	22	36
3	X-3	11	21	32
4	X-4	9	24	33
5	X-5	12	22	34
6	X-6	12	23	35
7	X-7	10	21	31
8	X-8	12	23	35
9	XI-1	10	19	29
10	XI-2	6	24	30
11	XI-3	5	30	35
12	XI-4	10	25	35
13	XI-5	16	17	33
14	XI-6	15	16	31
15	XI-7	13	19	32
16	XI-8	19	14	33
17	XII-1	17	18	35
18	XII-2	17	19	36
19	XII-3	13	23	36
20	XII-4	19	16	35
21	XII-5	15	20	35
22	XII-6	17	19	36
23	XII-7	15	21	36
TOTAL		297	480	777

2. Result of the Data Research

The researcher aimed to determine whether Lyrics Training Website had a positive and significant influence on the reading skill of eleventh grades at SMA Negeri 6 Metro. This research provides a score of students' pre-test and post-test result. Researcher used class XI.6 as the control class and XI.7 as the experimental class. The control class consisted of 31 students with 15 male and 16 female, meanwhile the experimental class consist of 13 male and 19 female.

a. The Pre-test Result

The researcher conducted a pre-test in the first meeting of the research to find out the initial different between the classes who have similar level. The result of the student's control class pre-test can be identified as follows;

Table 4. 2
The Pre-Test of Control Class of the students' listening skill

No.	Name	Score
1.	AAP	20
2.	ANA	80
3.	AAP	30
4.	ARP	30
5.	CAR	70
6.	CDC	10
7.	CAT	70
8.	DJS	20
9.	DF	30
10.	EAM	30
11.	ETW	80
12.	FI	30
13.	FDH	20
14.	IOS	60
15.	JA	20

16.	NAZ	30
17.	NN	30
18.	NPS	20
19.	NA	80
20.	PST	20
21.	QZP	30
22.	RAA	20
23.	RI	20
24.	RP	30
25.	RSA	50
26.	RA	20
27.	RF	30
28.	RZW	20
29.	RVO	70
30.	TY	20
31.	WFP	40
Total		1130
Average		36.45
Highest		80
lowest		20

Based on table above the test was followed by 31 students. The highest score was 80 and the lowest score was 20 and average score was 36.45. There are 3 students who got score 80 and 29 students got less than score 75.

Table 4. 3
The Pre-Test of Experimental Class of the students' listening skill

No.	Name	Score
1.	AA	30
2.	AMI	30
3.	EAF	60
4.	ES	30
5.	GAS	40
6.	HF	30
7.	HTL	40
8.	IA	20
9.	LNA	30
10.	MRA	50
11.	MU	60

12.	MF	50
13.	NAP	30
14.	NV	30
15.	NSK	40
16.	NSA	40
17.	PO	30
18.	RCP	40
19.	R	50
20.	RA	20
21.	RHU	30
22.	R	30
23.	RT	60
24.	SM	30
25.	SPAS	40
26.	TO	80
27.	TW	30
28.	VC	50
29.	VDA	20
30.	VIF	40
31.	YRV	30
Total		1190
Average		38.38
Highest score		80
Lowest Score		20

Based on table above the test was followed by 31 students. The highest score was 80 and the lowest score was 20 and average score was 38.38. There are 1 student who got score 80 and 30 students got less than score 75.

b. The Post-test Result

The researcher conducted a post-test in the last meeting of the research in order to compare the students report listening skill before and after a treatment was a given. The result of students' control class post-test can be identified as follow;

Table 4. 4
The Post-Test Control Class of the students' Listening skill

No	Name	Score
1.	AAP	50
2.	ANA	60
3.	AAP	40
4.	ARP	60
5.	CAR	60
6.	CDC	30
7.	CAT	60
8.	DJS	50
9.	DF	70
10.	EAM	40
11.	ETW	50
12.	FI	80
13.	FDH	60
14.	IOS	50
15.	JA	70
16.	NAZ	50
17.	NN	50
18.	NPS	60
19.	NA	40
20.	PST	20
21.	QZP	50
22.	RAA	20
23.	RI	70
24.	RP	40
25.	RSA	90
26.	RA	50
27.	RF	30
28.	RZW	40
29.	RVO	20
30.	TY	70
31.	WFP	50
Total		1580
Average		50.96
Higher		90
Lowest		20

Based on table above, there are 2 students who got score passed 75 and 29 students got less than score 75.

Table 4. 5**The Post-Test Experimental Class of the students' Listening skill**

No	Name	Score
1.	AA	50
2.	AMI	40
3.	EAF	80
4.	ES	70
5.	GAS	60
6.	HF	30
7.	HTL	60
8.	IA	60
9.	LNA	50
10.	MRA	70
11.	MU	80
12.	MF	60
13.	NAP	70
14.	NV	50
15.	NSK	60
16.	NSA	60
17.	PO	70
18.	RCP	80
19.	R	80
20.	RA	40
21.	RHU	50
22.	R	50
23.	RT	80
24.	SM	60
25.	SPAS	70
26.	TO	100
27.	TW	50
28.	VC	70
29.	VDA	40
30.	VIF	60
31.	YRV	40
Total		1890
Average		60.96
Highest		100
Lowest		30

Based on table above, there are 6 students who got score passed 75 and 25 students got less than score 75. The average of control class is 50.96 and 60.96 of experimental class.

c. Hypothesis Testing

a) Normality and Homogeneity

As soon as the researcher applied of research activities by lyrics training website, the researcher analyzed the data with independent sample t-test by using SPSS 25 for windows. The researcher analyzed the data in order to know whether there is a positive and significant influence of using lyrics training website on the students' listening skill at the eleventh graders of SMAN 6 Metro.

Before data processing, the researcher first tested the normality and homogeneity of student scores. Normality test results in the following table:

Table 4. 6
The Normality Test Result

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Kelas kontrol (konvensional)	.155	31	.057	.958	31	.261
	kelas ekperimental (lyrics training)	.138	31	.141	.957	31	.249

a. Lilliefors Significance Correction

Based on the results of the table regarding the test of normality it is known that in the Kolmogorov-Smirnov in the experimental class data obtained sig. 0.141, for class control obtained 0.057. In the Saphiro-Wilk test for experimental class data obtained 0.249 and fot control class data got 0.261. Test results the normality of the experimental data and the control data significance value is more than 0.05. Hence, the data from this research is all distributed normal.

After the normality test, the researcher continued the test by testing the data with the homogeneity test, as for the result is as follow:

Table 4. 7
The Homogeneity Test Result

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.062	1	60	.805
	Based on Median	.058	1	60	.811
	Based on Median and with adjusted df	.058	1	58.907	.811
	Based on trimmed mean	.061	1	60	.806

Based on homogeneity research data, it is knows that the value of sig research is (0.805). That means the value of Sig. research results > 0.05 . If the value of Sig. > 0.05 so the research data is homogeneous. Therefore, it can be conclude that the data in this research is homogeneous.

The researcher found that the research data were normally distributed and homogeneous, so the researcher continued to process the data parametric test by applying the independent sample t-test.

Table 4. 8
Independent sample t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	.062	.805	-2.415	60	.019	-10.000	4.140	-18.282	-1.718
	Equal variances not assumed			-2.415	59.541	.019	-10.000	4.140	-18.283	-1.717

Hypothesis;

Ho : There is no positive and significant Influence of Lyrics Training

Website as a media on the Students' Listening skill of at the eleventh grades of SMA N 6 Metro.

Ha : There is a positive and significant Influence of Lyrics Training

Website as a media on the Students' Listening skill of at the eleventh grades of SMA N 6 Metro.

If the Sig.(2-tailed) is > 0.05 the H_0 is accepted, if the Sig.(2-tailed) < 0.05 then H_0 is rejected. The table above showed that Sig (2-tailed) value of 0.019, which is less than 0.05, so there is a difference in student learning outcomes between the experimental and control classes. This means that H_0 is rejected and H_a is accepted, meaning that there is a positive and significant influence of Lyrics training website on students' listening skill.

B. Discussion

In this research, there are two variables consisting of independent variable and dependent variable. Independent variable (X) is Lyrics training website as teaching media and dependent variable (Y) is Listening skill. The researcher found the problems on the students` have difficulties listening skill. So, based on the problem, the researcher gave Lyrics training website as a teaching media on the student listening skill in the class. The student can be enjoyed and share information with their teacher.

Lyrics training website is the one of teaching media that used in listening skill. This study in line with the study from Mitha Mey Shary Manurung conducted the research entitled "The effect of use lyrics training website on students' listening skill of grade VIII". She stated that lyrics training website can effectively enhances students' listening

comprehension, although sometimes it need time consuming, lyrics training provides students a platform for listen to music video and learn.¹

The result of this study is relevant to the research previous conducted by Yanuarius Yanu Darmawan and Deasy Prischilla stated that the students' interest and enthusiasm to acquire listening skill. Using Lyrics training website as a medium is one of supporting aspect in hybrid learning that can increase students' listening skill. The researcher concluded that students' perception of the use lyrics training website in developing students' listening skill had influences in their listening skill.²

In addition, this research is relevant to the research result conducted by Ni Luh Eka Yuliarini, including music in the learning process enhanced the engagement and the conducive learning atmosphere. She also stated that the significance of employing a systematic methodology for including song in the classroom. The result of her research point out that song can improving students' listening skill.³

After the student was given this teaching media, their listening skill about will be increase. The students at the eleventh grade of SMA N 6 Metro had done pre- test and post- test where by before holding the post test, the researcher gave them certain treatment that consisted Lyrics

¹ Mitha Mey Shary Manurung, "The Effect of Using Lyrics Training Website On The Students' Listening Skill Of Grade VIII."

² Darmawan and Prischilla, "The Use of Lyricstraining.Com on Listening Class of First Semester Students of English Education Study Program Teacher Training and Education Faculty (Fkip) Universitas Bandar Lampung." *Beyond Linguistika* I no. 2 (2019).

³ Yuliarini, "The Use of Song in Improving Students' Listening Skill." *Indonesian Journal Of Educational Research and Review*, no. 2 (2022): 226-33.

training website as teaching media. There was a significant influence of Lyrics training website as teaching media to them. It concludes that Lyrics training website is an alternative media that had influence on the students' listening skill. It could be seen by the result of pre- test and post- test. The score they had got before and after treatment was so different that in the pre-test, the average score was 38.38 and in post-test was 60.96 from the experimental class.

Furthermore, the data result of this research was obtained by calculating using SPSS through the independent sample t-test. The results of the test are if Sig. > 0.05 then Ho is accepted, if the Sig. < 0.05 then Ha is accepted. The above test obtained Sig (2-tailed) value of 0.019 which is less than 0.05, so there is a difference in student learning outcomes between the experimental and control classes. This means that Ho is rejected and Ha is accepted, meaning that there is a positive influence of lyrics training website on students' listening skill.

This research shows that lyrics training website have a positive influence on students' listening skill because by using this media students' can be more enjoyed in the process of learning because this media show the music video.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and result of the research, the researcher can conclude that lyrics training website has a positive and significant influence toward the students listening skill. It can be seen from the result of the test by independent sample t-test, if Sig. > 0.05 then Ho is accepted, if .Sig. < 0.05 then Ha is accepted. The above test obtained Sig (2-tailed) value of 0.019 which is less than 0.05, so there is a difference in student learning outcomes between the experimental and control classes. This means that Ho is rejected and Ha is accepted, meaning that there is a positive influence of lyrics training website as a teaching media on students' listening skill.

However, the pre-test and post-test data showed that many students scored below the MMC. In pre-test there is only 1 student that achieved a passing grade of MMC and after gave the treatment two times in the post-test there are 6 students that achieved a passing grade of MMC. This means that the lyrics training website does not have a significant influence on students' listening skill because there are still many students who got scored below MMC. It concluded that lyrics training website has a positive but not significant influence on students' listening skill.

B. Suggestion

The researcher provides some suggestion for the students, the teacher and the headmaster as follow:

1. For the students

It is recommended that students be more active in learning class, especially in listening skill.

2. For the teacher

It is recommended that teachers be more creative in motivating students to learn English with various learning media. One of the media is lyrics training website, so the students more enjoy in listening class. This media will be more significant if used repeatedly, for example 6 to 7 times.

3. For the headmaster

It is recommended that school principal support teachers in motivating teachers to apply effective learning media and facilities to support English learning.

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APPENDICES

PRE-TEST

Please listen to the song and fill the blank with the right answer from no.1 to 10!

Name:

Class:

SAY YOU WON'T LET GO – JAMES ARTHUR

I met you in the dark, you lit me up
 You made me feel as though I was enough
 We danced the night away, we drank too much
 I held your hair back when
 You were throwing up

Then you (1) _____ over your shoulder
 For a minute, I was stone-cold sober
 I pulled you closer to my chest
 And you asked me to stay over
 I said, "I already told ya
 I think that you should get some rest"

I knew I loved you then
 But you'd never know
 'Cause I played it cool when I was (2) _____ of letting go
 I know I needed you
 But I never showed
 But I wanna stay with you until we're (3) _____
 Just say you won't let go
 Just say you won't let go

I'll wake you up with some breakfast in bed
 I'll bring you coffee with a kiss on your head
 And I'll take the kids to school
 (4) _____ them goodbye
 And I'll thank my lucky stars for that night

When you looked over your shoulder
 For a minute, I forget that I'm older
 I wanna dance with you right now
 Oh, and you look (5) _____ as ever
 And I swear that everyday you'll get better
 You make me feel this way (6) _____ I'm so in love with you
 And I hope you know

Darling, your love is more than worth its (7) _____ in gold
 We've come so far, my dear
 Look how we've (8) _____
 And I wanna stay with you until we're grey and old
 Just say you won't let go
 Just say you won't let go

 I wanna live with you
 Even when we're (9) _____
 'Cause you were always there for me when I needed you most

 I'm gonna love you 'til
 My lungs give out
 I promise 'til death we part like in our (10) _____
 So I wrote this song for you, now everybody knows
 That it's just you and me 'til we're grey and old
 Just say you won't let go
 Just say you won't let go

 Just say you won't let go
 Oh, just say you won't let go

Key answer:

1. Smiled
2. Scared
3. Grey and old
4. Wave
5. As beautiful
6. Somehow
7. Weight
8. Grown
9. Ghost
10. Vows

Please listen to the song and fill the blank with the right answer from no.1 to 10!

Name:

Class:

AT MY WORST – PINK SWEATS

Can I call you baby?

Can you be my friend?

Can you be my lover (1)_____?

Let me show you love, oh, I don't (2)_____

Stick by my side even when the (3)_____ is (4)_____ in, yeah

Oh, oh, oh, don't

Don't you worry

I'll be (5)_____, whenever you want me

I need somebody who can love me at my (6)_____

No, I'm not perfect, but I hope you see my worth

'Cause it's only you, nobody new, I put you first

And for you, girl, I (7)_____ I'd do the worst

If you stay forever, let me hold your hand

I can fill (8)_____ places in your heart no else can

Let me show you love, oh, no pretend, yeah

I'll be right here, baby, you know it's (9)_____ or swim

Oh, oh, oh, don't

Don't you worry

(reff)

No, I'm not perfect, but I hope you see my (10)_____

'Cause it's only you, nobody new, I put you first

Reff

Key answer:

1. Up until the very end
2. Pretend
3. World
4. Giving
5. There
6. Worst
7. Swear
8. Those
9. Sink
10. Worth

THE RESULT OF PRE-TEST CONTROL CLASS

Please listen to the song and fill the blank with the right answer from no.1 to 10!

Name: Calista Ayu Ramadhani

Class: XI.6

SAY YOU WON'T LET GO – JAMES ARTHUR

I met you in the dark, you lit me up
You made me feel as though I was enough
We danced the night away, we drank too much
I held your hair back when
You were throwing up

Then you (1) Smiled over your shoulder ✓
For a minute, I was stone-cold sober
I pulled you closer to my chest
And you asked me to stay over
I said, "I already told ya
I think that you should get some rest"

I knew I loved you then
But you'd never know
'Cause I played it cool when I was (2) scared of letting go ✓
I know I needed you
But I never showed
But I wanna stay with you until we're (3) grey and old ✓
Just say you won't let go
Just say you won't let go

I'll wake you up with some breakfast in bed
I'll bring you coffee with a kiss on your head
And I'll take the kids to school
(4) wave them goodbye ✓
And I'll thank my lucky stars for that night

When you looked over your shoulder
For a minute, I forget that I'm older
I wanna dance with you right now
Oh, and you look (5) beautiful as ever ✗
And I swear that everyday you'll get better
You make me feel this way (6) somehow I'm so in love with you ✓
And I hope you know
Darling, your love is more than worth its (7) weight in gold ✓
We've come so far, my dear
Look how we've (8) grown ✗
And I wanna stay with you until we're grey and old
Just say you won't let go
Just say you won't let go

I wanna live with you
Even when we're (9) ghosts ✗
'Cause you were always there for me when I needed you most

I'm gonna love you 'til
My lungs give out
I promise 'til death we part like in our (10) vows ✓
So I wrote this song for you, now everybody knows
That it's just you and me 'til we're grey and old Just say you won't let go
Just say you won't let go Just say you won't let go
Oh, just say you won't let go

70

Please listen to the song and fill the blank with the right answer from no.1 to 10!

Name: فهد زهرة الواتي

Class: X1.6

20

SAY YOU WON'T LET GO – JAMES ARTHUR

I met you in the dark, you lit me up
You made me feel as though I was enough
We danced the night away, we drank too much
I held your hair back when
You were throwing up

Then you (1) Smile over your shoulder ✗
For a minute, I was stone-cold sober
I pulled you closer to my chest
And you asked me to stay over
I said, "I already told ya
I think that you should get some rest"

I knew I loved you then
But you'd never know
'Cause I played it cool when I was (2) yeah of letting go ✗
I know I needed you
But I never showed
But I wanna stay with you until we're (3) a long ✗
Just say you won't let go
Just say you won't let go

I'll wake you up with some breakfast in bed
I'll bring you coffee with a kiss on your head
And I'll take the kids to school
(4) why them goodbye ✗
And I'll thank my lucky stars for that night

When you looked over your shoulder
For a minute, I forget that I'm older
I wanna dance with you right now
Oh, and you look (5) as beautiful as ever ✓
And I swear that everyday you'll get better
You make me feel this way (6) Some how I'm so in love with you ✓
And I hope you know
Darling, your love is more than worth its (7) wait in gold ✗
We've come so far, my dear
Look how we've (8) brought ✗
And I wanna stay with you until we're grey and old
Just say you won't let go
Just say you won't let go

I wanna live with you
Even when we're (9) go ✗
'Cause you were always there for me when I needed you most

I'm gonna love you 'til
My lungs give out
I promise 'til death we part like in our (10) hours ✗
So I wrote this song for you, now everybody knows
That it's just you and me 'til we're grey and old Just say you won't let go
Just say you won't let go Just say you won't let go
Oh, just say you won't let go

Please listen to the song and fill the blank with the right answer from no.1 to 10!

Name: wan ferdy pratama

Class: 11.6

SAY YOU WON'T LET GO - JAMES ARTHUR

10

I met you in the dark, you lit me up
 You made me feel as though I was enough
 We danced the night away, we drank too much
 I held your hair back when
 You were throwing up
 Then you (1) ~~smiled~~ ^{smile} over your shoulder ✗
 For a minute, I was stone-cold sober
 I pulled you closer to my chest
 And you asked me to stay over
 I said, "I already told ya
 I think that you should get some rest"

I knew I loved you then
 But you'd never know ^{SC read}
 'Cause I played it cool when I was (2) ~~stupid~~ of letting go ✗
 I know I needed you
 But I never showed
 But I wanna stay with you until we're (3) grey and old ✓
 Just say you won't let go
 Just say you won't let go

I'll wake you up with some breakfast in bed
 I'll bring you coffee with a kiss on your head
 And I'll take the kids to school
 (4) ~~was~~ ^{was} them goodbye ✓
 And I'll thank my lucky stars for that night

When you looked over your shoulder
 For a minute, I forget that I'm older
 I wanna dance with you right now
 Oh, and you look (5) beautiful as ever ✗
 And I swear that everyday you'll get better
 You make me feel this way (6) somehow I'm so in love with you ✓
 And I hope you know
 Darling, your love is more than worth its (7) weight in gold ✗
 We've come so far, my dear
 Look how we've (8) grown ✗
 And I wanna stay with you until we're grey and old
 Just say you won't let go
 Just say you won't let go

I wanna live with you
 Even when we're (9) ghosts ✗
 'Cause you were always there for me when I needed you most

I'm gonna love you 'til
 My lungs give out
 I promise 'til death we part like in our (10) vows ✓
 So I wrote this song for you, now everybody knows
 That it's just you and me 'til we're grey and old Just say you won't let go
 Just say you won't let go Just say you won't let go
 Oh, just say you won't let go

THE RESULT OF POST-TEST CONTROL CLASS

Please listen to the song and fill the blank with the right answer from no.1 to 10!

Name: Rina Zahra Wati

Class: XI 6

40

AT MY WORST – PINK SWEATS

Can I call you baby?

Can you be my friend?

Can you be my lover (1) open tipe overied? ✗

Let me show you love, oh, I don't (2) pretend ✓

Stick by my side even when the (3) world ✓ is (4) time ✗ in, yeah

Oh, oh, oh, don't

Don't you worry

I'll be (5) there ✓ whenever you want me

I need somebody who can love me at my (6) worth ✗

No, I'm not perfect, but I hope you see my worth

'Cause it's only you, nobody new, I put you first

And for you, girl, I (7) swear ✓ I'd do the worst

Reff

If you stay forever, let me hold your hand

I can fill (8) the ✓ places in your heart no else can

Let me show you love, oh, no pretend, yeah

I'll be right here, baby, you know it's (9) shine ✓ or swim ✗

Oh, oh, oh, don't

Don't you worry

(reff)

No, I'm not perfect, but I hope you see my (10) worth ✓

'Cause it's only you, nobody new, I put you first

60

Please listen to the song and fill the blank with the right answer from no.1 to 10!

Name: AMELIA R. PUTRI

Class: XI.6

AT MY WORST – PINK SWEATS

Can I call you baby?

Can you be my friend?

Can you be my lover (1) up until the day we end ✗

Let me show you love, oh, I don't (2) pretend ✓

Stick by my side even when the (3) where ✓ is (4) there ✗ in, yeah
the menu ✗

Oh, oh, oh, don't

Don't you worry

I'll be (5) there ✓, whenever you want me

I need somebody who can love me at my (6) worst ✓
~~best~~

No, I'm not perfect, but I hope you see my worth

'Cause it's only you, nobody new, I put you first

And for you, girl, I (7) swear ✓ I'd do the worst

Reff

If you stay forever, let me hold your hand

I can fill (8) the ✗ places in your heart no else can

Let me show you love, oh, no pretend, yeah

I'll be right here, baby, you know it's (9) sleep or swim
~~sick~~ ✗

Oh, oh, oh, don't

Don't you worry

(reff)

No, I'm not perfect, but I hope you see my (10) worth ✓

'Cause it's only you, nobody new, I put you first

Please listen to the song and fill the blank with the right answer from no.1 to 10!

Name: Rama Satria Amanda

Class: XI.6

go

AT MY WORST – PINK SWEATS

Can I call you baby?

Can you be my friend?

Can you be my lover (1) UP UNTIL THE VERY END ✓

Let me show you love, oh, I don't (2) Pretend ✓

Stick by my side even when the (3) World ✓ is (4) giving ✓ In, yeah

Oh, oh, oh, don't

Don't you worry

I'll be (5) will ✗ whenever you want me

I need somebody who can love me at my (6) worst ✓

No, I'm not perfect, but I hope you see my worth

'Cause it's only you, nobody new, I put you first

And for you, girl, I (7) swear ✓ I'd do the worst

Reff

If you stay forever, let me hold your hand

I can fill (8) those ✓ places in your heart no else can

Let me show you love, oh, no pretend, yeah

I'll be right here, baby, you know it's (9) sink ✓ or swim

Oh, oh, oh, don't

Don't you worry

(reff)

No, I'm not perfect, but I hope you see my (10) worth ✓

'Cause it's only you, nobody new, I put you first

THE RESULT OF PRE TEST EXPERIMENTAL CLASS

Please listen to the song and fill the blank with the right answer from no.1 to 10!

Name: Retu Haby Wardillah

Class: X1,7

30

SAY YOU WON'T LET GO - JAMES ARTHUR

I met you in the dark, you lit me up
You made me feel as though I was enough
We danced the night away, we drank too much
I held your hair back when
You were throwing up

Then you (1) smile over your shoulder ✓
For a minute, I was stone-cold sober
I pulled you closer to my chest
And you asked me to stay over
I said, "I already told ya
I think that you should get some rest"

I knew I loved you then
But you'd never know
'Cause I played it cool when I was (2) getting of letting go ✓
I know I needed you
But I never showed
But I wanna stay with you until we're (3) play on ✓
Just say you won't let go
Just say you won't let go

I'll wake you up with some breakfast in bed
I'll bring you coffee with a kiss on your head
And I'll take the kids to school
(4) where them goodbye ✓
And I'll thank my lucky stars for that night

When you looked over your shoulder
For a minute, I forget that I'm older
I wanna dance with you right now
Oh, and you look (5) beautiful as ever ✓
And I swear that everyday you'll get better
You make me feel this way (6) somehow I'm so in love with you ✓
And I hope you know
Darling, your love is more than worth its (7) we in gold ✓
We've come so far, my dear
Look how we've (8) grown ✓
And I wanna stay with you until we're grey and old
Just say you won't let go
Just say you won't let go

I wanna live with you
Even when we're (9) gone ✓
'Cause you were always there for me when I needed you most

I'm gonna love you 'til
My lungs give out
I promise 'til death we part like in our (10) lover ✓
So I wrote this song for you, now everybody knows
That it's just you and me 'til we're grey and old Just say you won't let go
Just say you won't let go Just say you won't let go
Oh, just say you won't let go

Please listen to the song and fill the blank with the right answer from no.1 to 10!

Name: Ela alia Fransiska

Class: x1.7

60

SAY YOU WON'T LET GO – JAMES ARTHUR

I met you in the dark, you lit me up
You made me feel as though I was enough
We danced the night away, we drank too much
I held your hair back when
You were throwing up

Then you (1) Smiled over your shoulder ✓
For a minute, I was stone-cold sober
I pulled you closer to my chest
And you asked me to stay over
I said, "I already told ya
I think that you should get some rest"

I knew I loved you then
But you'd never know
'Cause I played it cool when I was (2) Scared of letting go ✓
I know I needed you
But I never showed
But I wanna stay with you until we're (3) _____ ✗
Just say you won't let go
Just say you won't let go

I'll wake you up with some breakfast in bed
I'll bring you coffee with a kiss on your head
And I'll take the kids to school
(4) wave them goodbye ✓
And I'll thank my lucky stars for that night

When you looked over your shoulder
For a minute, I forget that I'm older
I wanna dance with you right now
Oh, and you look (5) as beautiful as ever ✓
And I swear that everyday you'll get better
You make me feel this way (6) Some how I'm so in love with you ✓
And I hope you know

Darling, your love is more than worth its (7) weight in gold ✓
We've come so far, my dear
Look how we've (8) grown ✗
And I wanna stay with you until we're grey and old
Just say you won't let go
Just say you won't let go

I wanna live with you
Even when we're (9) a 90 ✗
'Cause you were always there for me when I needed you most

I'm gonna love you 'til
My lungs give out
I promise 'til death we part like in our (10) about ✗
So I wrote this song for you, now everybody knows
That it's just you and me 'til we're grey and old Just say you won't let go
Just say you won't let go Just say you won't let go
Oh, just say you won't let go

Please listen to the song and fill the blank with the right answer from no.1 to 10!

Name: TRI OCTAVIANI

Class: XI-7

SAY YOU WON'T LET GO – JAMES ARTHUR

I met you in the dark, you lit me up
You made me feel as though I was enough
We danced the night away, we drank too much
I held your hair back when
You were throwing up

Then you (1) smiled over your shoulder ✓
For a minute, I was stone-cold sober
I pulled you closer to my chest
And you asked me to stay over
I said, "I already told ya
I think that you should get some rest"

I knew I loved you then
But you'd never know
'Cause I played it cool when I was (2) scared of letting go ✓
I know I needed you
But I never showed
But I wanna stay with you until we're (3) grey and old ✓
Just say you won't let go
Just say you won't let go

I'll wake you up with some breakfast in bed
I'll bring you coffee with a kiss on your head
And I'll take the kids to school
(4) wave them goodbye ✓
And I'll thank my lucky stars for that night

When you looked over your shoulder
For a minute, I forget that I'm older
I wanna dance with you right now
Oh, and you look (5) as beautiful as ever ✓
And I swear that everyday you'll get better
You make me feel this way (6) somehow I'm so in love with you ✓
And I hope you know
Darling, your love is more than worth its (7) weight in gold ✓
We've come so far, my dear
Look how we've (8) grown ✓
And I wanna stay with you until we're grey and old
Just say you won't let go
Just say you won't let go

I wanna live with you
Even when we're (9) a go ✓
'Cause you were always there for me when I needed you most

I'm gonna love you 'til
My lungs give out
I promise 'til death we part like in our (10) about ✓
So I wrote this song for you, now everybody knows
That it's just you and me 'til we're grey and old Just say you won't let go
Just say you won't let go Just say you won't let go
Oh, just say you won't let go

80

THE RESULT POST-TEST EXPERIMENTAL CLASS





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 3635/In.28/J/TL.01/07/2024
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMA NEGERI 6
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **KARIN FEBRIANTI**
NPM : 2101050014
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF LYRICS TRAINING WEBSITE AS A
TEACHING MEDIA ON STUDENTS' LISTENING SKILL

untuk melakukan prasurvey di SMA NEGERI 6 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Juli 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 6 METRO
 Jalan FKPI Rejomulyo, Metro Selatan, Kota Metro, Lampung
 Pos-el : smanegeri6metro@gmail.com | Laman : smanegeri6metro.sch.id



SURAT KETERANGAN

Nomor: 421.3/511/06/D.3/2024

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, nomor: 3635/In.28/J/TL.01/07/2024 tanggal 24 Juli 2024, perihal Izin Prasurey, maka dengan ini atas nama Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

Nama : KARIN FEBRIANTI
 NPM : 2101050014
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 THE INFLUENCE OF LYRICS TRAINING WEBSITE
 Judul : AS A THEACHING MEDIA ON STUDENTS
 LISTENING SKILL

Yang bersangkutan di atas diizinkan untuk melakukan *Prasurey* di SMA Negeri 6 Metro.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Dikeluarkan di : Metro
 Pada Tanggal : 1 Agustus 2024
 Kepala SMA Negeri 6 Metro



SUNARTI, M.Pd.
 NIP. 19700705 199702 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 4566/In.28.1/J/TL.00/10/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Much Deiniatur (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **KARIN FEBRIANTI**
NPM : 2101050014
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF LYRICS TRAINING WEBSITE AS A TEACHING MEDIA ON STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE OF SMAN6 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Oktober 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4658/In.28/D.1/TL.00/10/2024
Lampiran :-
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA N 6 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4657/In.28/D.1/TL.01/10/2024, tanggal 18 Oktober 2024 atas nama saudara:

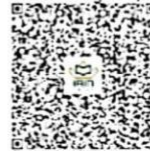
Nama : **KARIN FEBRIANTI**
NPM : 2101050014
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA N 6 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 6 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF LYRICS TRAINING WEBSITE AS A TEACHING MEDIA ON STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE OF SMAN 6 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Oktober 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 6 METRO

Jalan FKPPi Rejomulyo, Metro Selatan, Kota Metro, Lampung
 Pos-el : smanegeri6metro@gmail.com | Laman : smanegeri6metro.sch.id



SURAT KETERANGAN

Nomor: 421.3/736/06/D.3/2024

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan, nomor : B-4658/In.28/D.1/TL.00/10/2024 tanggal 18 Oktober 2024 perihal Izin Research, maka dengan ini atas nama Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

Nama : KARIN FEBRIANTI
 NPM : 2101050014
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 THE INFLUENCE OF LYRICS TRAINING WEBSITE AS A
 Judul : TEACHING MEDIA ON STUDENTS LISTENING SKILL
 AT THE ELEVENTH GRADE OF SMAN 6 METRO

Yang bersangkutan di atas sudah melakukan *Research* di SMA Negeri 6 Metro.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Dikeluarkan di : Metro

Pada Tanggal : 28 Oktober 2024

Kepala SMA Negeri 6 Metro



SUNARTI, M.Pd.

NIP. 19700705 199702 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4657/In.28/D.1/TL.01/10/2024

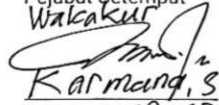
Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **KARIN FEBRIANTI**
 NPM : 2101050014
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris

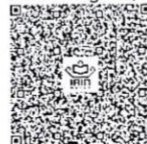
- Untuk :
1. Mengadakan observasi/survey di SMA N 6 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF LYRICS TRAINING WEBSITE AS A TEACHING MEDIA ON STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE OF SMAN 6 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 18 Oktober 2024

Mengetahui,
 Pejabat Setempat
Wakakur

 Karmaning, S.E.
 NIP. 19680618200761040

Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Karin Febrianti
NPM : 2101050014

Program Studi : TBI
Semester : VII


No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			<p>Chapter I</p> <ul style="list-style-type: none"> - Check the Prior research. - Check the guideline 	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing



Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website www.tarbiyah.metrouniv.ac.id, e-mail tarbiyah.ain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Karin Febrianti
 NPM : 2101050014

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Chapter II - Add more literature from journal Articles - listening Rubrics	

Mengetahui,
 Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
 NIP. 198803082015031006

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.B.I
 NIP. 198803082015031006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Karin Febrianti
 NPM : 2101050014

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Chapter III - Sample & Sampling technique - Data Analysis technique T - test - SPSS.	

Mengetahui,
 Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
 NIP. 198803082015031006

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.B.I
 NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Karin Febrianti
NPM : 2101050014

Program Studi : TBI
Semester : VII


No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			<ul style="list-style-type: none"> - Chapter 1 - 3 - ACC for Sempro 	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing



Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Karin Febrianti
NPM : 2101050014

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu, 6 November 2024		Chapter IV ✓ - Check the intro - Check Footnote - Check Discussion	<i>Karin</i>
	Jumat 22 November 2024		Chapter V ✓ - Check Conclusion - Check Suggestion - Check Bibliography.	<i>Karin</i>



Mengotahui,
Ketua Program Studi TBI
Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
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Karin Febrianti, was born on 19 February 2004 in Pekalongan, is the eldest daughter of three children, to Mr. Sukatno and Mrs. Kasiati. She started her education at MIM Tulusrejo (2009-2015), then continued to SMP N 2 Pekalongan (2015-2018), and continued her education at SMK N 1 Metro (2018-2021). In 2021, she continued her studies at IAIN Metro by majoring in English Education Department.