



INNOVATIVE: Journal Of Social Science Research

Volume 5 Nomor 1 Tahun 2025 Page 1507-1517

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

The Effectiveness of Using Lyricstraining Website Toward Students' Listening Skill and Vocabulary Mastery at Madrasah Aliyah Swasta Nurul Falah

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Abstract

This research aims to find out the benefit of using Lyricstraining website on students' listening skill and vocabulary mastery, to identify important input in using Lyricstraining website on students' listening skill and vocabulary mastery, and to see the contribution of applying Lyricstraining website on students' listening skill and vocabulary mastery. This study employed quantitative research methods. The data in quantitative research can be categorical (such as gender and nationality) or continuous (such as scores related to language proficiency, test scores, and motivational levels). The research adopted a quasi-experimental research design. Based on this research can be concluded that the app enhances students' listening and vocabulary through interactive music-based learning. Lyricstraining is a free, engaging tool that helps students improve listening, pronunciation, and vocabulary. It offers a more dynamic alternative to traditional learning methods. Lyricstraining is an effective and enjoyable tool for language learners, boosting both motivation and proficiency.

Keywords: Lyricstraining Website, Listening Skill Improvement, Vocabulary Mastery

Abstrak

Penelitian ini bertujuan untuk mengetahui manfaat penggunaan situs web Lyricstraining terhadap keterampilan mendengarkan dan penguasaan kosakata siswa, mengidentifikasi masukan penting dalam penggunaan situs web Lyricstraining terhadap keterampilan mendengarkan dan penguasaan kosakata siswa, dan melihat kontribusi penerapan situs web Lyricstraining terhadap keterampilan mendengarkan dan penguasaan kosakata siswa. Penelitian ini menggunakan metode penelitian kuantitatif. Data dalam penelitian kuantitatif dapat bersifat kategoris (seperti jenis kelamin dan kebangsaan) atau berkelanjutan (seperti skor yang terkait dengan kemahiran berbahasa, skor tes, dan tingkat motivasi). Penelitian ini mengadopsi desain penelitian kuasi-eksperimental. Berdasarkan penelitian ini dapat disimpulkan bahwa aplikasi tersebut meningkatkan keterampilan mendengarkan dan kosakata siswa melalui pembelajaran berbasis musik interaktif. Lyricstraining adalah alat gratis dan menarik yang membantu siswa meningkatkan keterampilan mendengarkan, pengucapan, dan kosakata. Alat ini menawarkan alternatif yang lebih dinamis daripada metode pembelajaran tradisional. Lyricstraining adalah alat yang efektif dan menyenangkan bagi pembelajar bahasa, yang meningkatkan motivasi dan kemahiran.

Kata Kunci: *Situs Web Lyricstraining, Peningkatan Keterampilan Mendengar, Penguasaan Kosakata*

INTRODUCTION

The process of listening, particularly in the classroom setting where English is taught as a foreign language, is complex and multifaceted. Lundsteen (1979) distinguishes between hearing, a physiological act, and listening, a mental process involving comprehension. Postovsky (1981) and other methodologists have emphasized that listening comprehension should be the core focus of foreign language instruction. According to Rivers (1981), listening is a crucial skill as it occurs more frequently than speaking, reading, and writing combined, and is foundational to improving other language skills (Kim, 2014).

Vocabulary acquisition is equally vital in language learning, as it links the four language skills—listening, speaking, reading, and writing. The ability to understand and correctly use vocabulary directly impacts comprehension, whether in spoken or written form. Cook (2016) and Schmitt (2008) highlight that vocabulary acquisition is central to mastering any language, influencing all aspects of linguistic competence, including reading comprehension and communication.

Technological advancements have also transformed language learning, making it more accessible and engaging. Mobile apps, like LyricsTraining, have gained popularity for their innovative approach to teaching language skills. LyricsTraining uses music to enhance vocabulary and listening comprehension, allowing learners to fill in song lyrics, which helps reinforce pronunciation, vocabulary, and even grammar. The application supports students,

especially beginners, in improving their listening and speaking skills through a fun, interactive format.

While hearing is an essential sense for communication and daily tasks, listening differs significantly. Hans (2013) stresses the importance of hearing in recognizing and interpreting sounds, but listening requires active engagement to understand, interpret, and respond to spoken discourse. Tyagi (2013) identifies several aspects of listening, including its definition, value, difficulties, and strategies for improvement. Listening comprehension, which requires a good understanding of grammar and syntax, is essential for effective communication. Misunderstanding words or phrases, such as confusing "to pray" with "two prey," can lead to communication breakdowns. This highlights the need for listeners to distinguish meanings based on grammar and context (Morley, 1972).

In EFL settings, listening comprehension is often underemphasized despite its critical role in developing speaking skills. Richards and Renandya (2002) note that many English teachers neglect listening, assuming it can be acquired outside the classroom. Goh (2006) argues that strengthening listening skills directly enhances speaking abilities, as listeners can quickly recognize words and respond more effectively. Listening to a variety of English materials is essential for developing fluency and effective communication, particularly in a foreign language. According to Rost (2011), listening provides valuable input, helping learners to grasp pronunciation, syntax, and distinctions between sounds.

However, EFL learners face various challenges in listening comprehension, such as unfamiliar accents, fast speech, and environmental distractions (Wilson, 2009). Additionally, limited vocabulary knowledge can hinder comprehension, as students may struggle to understand key concepts and overall meaning. Hien (2015) suggests that learners should practice predicting content and identifying main ideas to improve listening comprehension. Another challenge is the scarcity of suitable listening materials, as noted by Jaya (2014). Teachers often lack access to diverse resources, which limits their ability to provide effective listening practice.

Traditional vocabulary learning methods, such as relying on bilingual dictionaries, have proven ineffective for many students. This approach can be monotonous and result in poor retention (Nation, 2013). Students often struggle to apply vocabulary in various contexts, leading to frustration and a lack of motivation. The rigid methods employed in many schools do not foster creativity or initiative, as students typically wait for teachers to provide definitions and example sentences.

LyricTraining, a digital tool designed to enhance listening and vocabulary skills, addresses these challenges by making learning enjoyable and interactive. It allows students to listen to songs, fill in missing lyrics, and engage with language in a meaningful context. The platform's customizable features, such as adjusting speed and volume, make it adaptable for learners at different levels.

Previous studies on the use of LyricsTraining in language learning have shown positive effects. Setiawan et al. (2019) found that the app significantly improved speaking abilities among students in a Speaking 3 course. Angelina (2020) observed that LyricsTraining enhanced students' academic performance, particularly in pronunciation, vocabulary acquisition, and listening comprehension. However, students reported some drawbacks, such as pop-up ads and a lack of clues, which could be mitigated by better song selection and peer collaboration.

The research gap in this area lies in the combination of listening comprehension and vocabulary mastery. Preliminary research at Madrasah Aliyah Negeri 1 Labusel, a public Islamic high school, revealed that students struggled with both listening comprehension and vocabulary retention. Despite vocabulary instruction, students had difficulty recalling and applying new words in context, and they found it challenging to understand spoken English, especially with unfamiliar accents or complex language structures.

The school's English teacher, Mrs. A, identified several factors contributing to these difficulties, including insufficient resources, lack of English usage in daily activities, and student shyness. This situation makes the school an ideal setting for exploring innovative teaching tools like LyricsTraining to address these challenges and improve students' listening and vocabulary skills.

In conclusion, listening comprehension and vocabulary mastery are integral components of language learning that need more attention in the classroom. Tools like LyricsTraining provide an engaging, effective way to improve both skills, addressing the learning difficulties faced by many EFL students. By integrating such technologies into the curriculum, teachers can foster greater language proficiency and enhance student motivation and confidence in using English.

Based on the explanation given, the researcher is interested to conduct a research entitled "The Effectiveness of Using Lyricstraining Website Toward Students' Listening Skill and Vocabulary Mastery at Madrasah Aliyah Swasta Nurul Falah".

According to background of study above, the purpose of this research are explained as follows: (1) To find out the benefit of using Lyricstraining website on students' listening

skill and vocabulary mastery. (2) To identify important input in using Lyricstraining website on students' listening skill and vocabulary mastery. (3) To see the contribution of applying Lyricstraining website on students' listening skill and vocabulary mastery).

RESEARCH METHODOLOGY

This chapter describes the methodology used in the study, including the research design, site, participants, data collection, and data analysis techniques.

The research was conducted at Madrasah Aliyah Negeri Swasta Nurul Falah, located in Tanjung Marulak Huta Godang, Sei Kanan, Labusel, North Sumatra. A quantitative approach was adopted, which is suitable for analyzing numerical data and statistical relationships (Phakiti, 2014). The research design was quasi-experimental, meaning that participants were assigned to groups without random selection, which is common in educational research (Creswell, 2015). Two groups were involved: the experimental group, which used the Lyricstraining website, and the control group, which followed traditional methods. The independent variable (X) was the use of Lyricstraining, while the dependent variables (Y1 and Y2) were students' listening comprehension and vocabulary mastery.

The population consisted of all tenth-grade students in the Science and Religion classes. Total sampling was used, meaning that all students from these classes were included as the sample (Sugiyono, 2018). The experimental group had 27 students, and the control group had 28 students.

For data collection, tests were used to answer three research questions about the effects of Lyricstraining on listening comprehension and vocabulary mastery. The data were analyzed using both descriptive and inferential statistics. Descriptive statistics, such as the mean and standard deviation, summarized the data, while inferential statistics helped draw conclusions about the larger population (Creswell, 2008). Normality and homogeneity tests were conducted to ensure the data met the requirements for parametric analysis. ANCOVA was used for hypothesis testing to determine whether there was a significant effect of the Lyricstraining website.

The study focused on content validity, ensuring that the tests accurately measured the constructs of listening comprehension and vocabulary mastery (Cohen & Swerdlik, 2018). The researcher consulted with experts to confirm the relevance of the test items. For reliability, inter-rater reliability was checked, ensuring consistent scoring of students' performance (Creswell, 2015).

In conclusion, this study used a quasi-experimental design and quantitative methods to assess the impact of the Lyricstraining website on students' listening and vocabulary skills. The research followed standard practices in data collection and analysis, ensuring the validity and reliability of the results.

RESULT AND DISCUSSION

Results

The purpose of this study was to examine how students' listening skills and vocabulary were affected by utilizing a lyricstraining website at Madrasah Aliyah Swasta Nurul Falah. The results demonstrated a statistically significant distinction between the two groups. Both the experimental and control groups' pre- and post-test results are displayed in Table 1.

Table 1. The Result of PreTest and PostTest

Methods	N	Mean		Standard Deviation	
		PreTest	Posttest	PreTest	Posttest
Experiment	28	72.71	81.50	10.76	4.2
Control	28	60.25	71.25	14.21	8.7

The experimental group had a mean score of 73 and a standard deviation of 4.2, as shown in the table above. Standard deviations for the control group were 14.21 and 8.7, while means were 60 and 71, respectively.

The researcher then checked if the data followed a normal distribution by performing a normalcy test. Data from the experimental and control groups' pretests and posttests followed a normal distribution, according to the calculations performed using the SPSS 26 computer program. Table 2 displays the results in the following way:

Table 2. Test of Normality

Groups	Kolmogorov Smirnov Test			
	PreTest		PostTest	
	N	Sig	N	Sig
Experiment	28	0.59	28	0.61
Control	28	0.53	28	0.65

Hall (2010: 84) indicates that a p-value exceeding 0.05 signifies that the data were normally distributed, with the p-value denoted as (Sig.). The Kolmogorov-Smirnov test indicated that the scores for the experimental group (0.59 and 0.61) exceeded 0.05, while

the scores for the control group (0.53 and 0.65) also beyond 0.05. Consequently, the data for both the experimental and control groups exhibited an almost normal distribution.

Upon confirming the normal distribution of the data, the researcher performed a homogeneity test using Levene’s test to determine its homogeneity. The researcher analyzed the data with the SPSS 26 software tool. Table 3 displays the results of the homogeneity analysis for the pretest and posttest in both the experimental and control groups.

Table 3. Test of Homogeneity of Variance

PreTest			PostTest		
df1	df2	sig	df1	df2	sig
1	2	0.823	1	2	0.820

If the likelihood exceeds 0.05 in Levene’s test, the variances are deemed homogenous (Hall, 2010: 88). Consistent with the aforementioned result, the p-values (0.823 and 0.820) exceeded 0.05. The data for both the experimental and control groups were homogeneous. Both the pretest and posttest exhibit normality and homogeneity. It was advised to satisfy the assumptions of ANCOVA.

Discussion

Listening is a passive skill. It encompassed the reception of information and the capacity to comprehend others' statements. Students must comprehend the significance of what they are hearing in conjunction with their listening skills. Given that circumstance and correlation, pupils must also acquire language knowledge.

Subsequently, the research findings indicate a substantial impact of the lyrics training website on students' listening proficiency and vocabulary acquisition at Madrasah Aliyah Swasta Nurul Falah. The first assessment (pretest) and the final assessment (posttest) reveal this observation. The findings demonstrated the rejection of H0 and the acceptance of Ha, revealing that the mean score of the experimental group was 73 and 82, with standard deviations of 10.76 and 4.2, respectively. In the control group, the mean scores were 60 and 71, with standard deviations of 14.21 and 8.7, respectively. Hall (2010: 84) indicates that a p-value exceeding 0.05 signifies that the data were normally distributed, with the p-value denoted as (Sig.). The Kolmogorov-Smirnov test indicated that the scores for the experimental group (0.59 and 0.61) exceeded 0.05, while the scores for the control group (0.53 and 0.65) also beyond 0.05. Consequently, the data for both the experimental and control groups had an approaching normal distribution.

The researcher performed a homogeneity test using Levene's test to determine its homogeneity. The p-values of 0.823 and 0.820 exceeded 0.05. The data for both the experimental and control groups were homogeneous. Both the pretest and posttest are normal and homogeneous.

The impact of utilizing the lyricstraining website on listening proficiency and vocabulary acquisition is evident from the posttest outcomes of the control and experimental groups. The average posttest score of the experimental group was higher than that of the control group, with values of 72.71 and 81.50, respectively. It signified a substantial rise. The utilization of the Lyricstraining website in an educational setting demonstrated a positive impact on the learning process, enhancing the listening abilities and vocabulary acquisition of tenth-grade students at Madrasah Aliyah Swasta Nurul Falah. It is anticipated that students instructed using the Lyricstraining website will demonstrate superior accomplishment compared to those who were not instructed using the website. The research findings indicate that the utilization of the Lyricstraining website significantly enhances students' listening skills and vocabulary mastery compared to those who do not use the website.

To support this research and review and provide insights on this thesis, the researcher studied and referred to the results of several previous studies that share the same area of discussion as this thesis. Based on the preliminary research conducted by Mitha (2022), she found out that the use of lyricstraining website helped the students to increase their listening skill. It stated that there was a significant effect of using lyricstraining website significantly. Then, Setiawan et al., (2019) carried out research on how lyricstraining affected students' speaking abilities in Speaking 3 course of English Education Study Program of University of Palangka Raya. The findings of this study indicated that the calculated test statistic was $|-3.9199303|$, while the critical value at a 5% significance level was 1.645. This result led to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). Besides, Angelina (2020) studied the benefits and downsides of including lyricstraining in a basic English course in the English Language Education Study Program of Sanata Dharma University. The results of this study exhibit two primary strengths when implemented in the Basic Listening course within the English Language Education Study Program at Sanata Dharma University. Firstly, it enhances students' academic performance, particularly in areas such as pronunciation, vocabulary acquisition, and listening comprehension. Secondly, it boosts students' motivation to learn.

In summary, there were many research that showed that the use of lyricstraining

website significantly helped students to improve their ability in listening and speaking skill. The discussion was different scope from this research but the result was giving a positive effect and contribution to the both skills.

CONCLUSION

This research was conducted the research entitled 'The Effectiveness of using Lyrictraining website toward students' listening ability and vocabulary mastery at Madrasah Aliyah Swasta Nurul Falah. Then also this chapter presents conclusion generated based on the findings about the effectiveness of using Lyrictraining website to improve listening ability and vocabulary mastery in English. Finally, this chapter offers some recommendations for practitioners, policymakers, and future research in the field of teaching English as a foreign language (TEFL) in Indonesia and in similar situations.

Lyrics Training is a free app that offers learners 32 various forms of music and has two million users in approximately 13 languages. It provides students with a variety of options for learning languages they enjoy by listening to music and completing a task based on the grammatical points in the song. Students can use this software to improve their listening abilities, pronunciation, lexical grammar, and language expression. There are numerous differences that can make this software unique in academic settings. Azhari and Adnan (2018) demonstrated that students only learn in class by passively listening to intellectual conversations and viewing television news. They must participate in interactive activities to practice their knowledge. The researcher chose this software in the hopes that it will provide students with more appealing content, such as songs and music videos, to make their learning experience more joyful. Then, according to Aldas (2020), this software can help pupils enhance their listening and speaking skills through segmental and supra-segmental features. It is a method for avoiding boredom in the classroom. It is a fair representation of the current English classroom nowadays.

To summarize, pupils had a positive experience using Lyricstraining.com. The students' attitude toward learning listening through the use of Lyricstraining.com is indicated by their continuous response to each favourable comment dealing with various parts of Lyricstraining.com. Students can improve their pronunciation and learn new vocabulary by singing with the associated lyrics and melodies. In addition, lyricstraining is an ideal medium for learning English, particularly for strengthening listening abilities. It is user-friendly, effective, efficient, and valuable to learners of all skill levels. Using these material can help increase students' motivation and interest.

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