

THE USE OF LYRICS TRAINING TO IMPROVE STUDENTS' LISTENING FOR DETAILS IN SMA NEGERI 8 YOGYAKARTA

Theressa Claudia Lukitarestyaningtyas and Patricia Angelina

Sanata Dharma University, Yogyakarta

thessaclr@gmail.com, patricia@usd.ac.id

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Abstract

Lyrics Training is one of the most recent educational technologies in the form of online music video that is useful to stimulate in learning language among students. The students are also expected to improve their listening for details through music video in Lyrics Training. The researchers aim to analyze the use of Lyrics Training in order to improve students' listening for details. Therefore, this study uses Classroom Action Research method by Burns (2010). There were four stages in each cycle, namely planning, acting, observing, and reflecting. There were three research instruments, namely observation checklist, tests, and interview. Lyrics Training was implemented as listening for details activities for each cycle. Furthermore, there was significant improvement from the result of the pre-test and post-test cycle. The mean score of the pre-test was 63.91 while the mean score of the post-test was 94.75. The p value of the significance test was $p < 0.05$. Moreover, the result of the interviews showed that Lyrics Training could improve students' listening for details and could motivate the students. Since Lyrics Training is an interesting and attractive application, it can be an effective media to teach English especially listening for details.

Keywords: Lyrics Training, listening comprehension, listening skill, listening for details, classroom action research

Introduction

There are four skills in English as a Foreign Language (EFL) namely listening, writing, reading, and speaking. Listening is one of the language skills that has to be mastered because it is an early stage in the process of receiving information. It also provides input for the students. Without listening, they cannot learn the other skills. According to Nadig (2013), listening comprehension is the learning and making sense of spoken language. Through listening, students can interpret a spoken language. Thus, the understanding of listening will lead the students to learn the other skills.

In this digital education era, most of the students are using digital learning in their study. Technology provides many kinds of media which contribute to current education. One of the media which is frequently used in language education is a music video. In listening class, music videos are used to improve the students' listening skills. Hruby (2010) claims that media such as video can enhance students'

motivation and arouse their interest when doing listening practice. In other words, the students will enhance their listening process through music videos.

Since English is a foreign language for language learners in Indonesia, many of them face some difficulties when they are listening to the audio. Hamouda (2013) says that listening comprehension problems are related to the students' concentration and motivation. Those problems reveal that the students have some difficulties when students do their listening comprehension in the classroom, they will experience internal and external difficulties.

Internal difficulties are the pronunciation, speed of the speaker, accent, and limited knowledge about vocabulary. Bingol (2014) claims that the speakers' accent and unfamiliar vocabulary are the matter of listening comprehension. External difficulties are the quality of the audio and the condition of the class. Gilakjani (2016) reveals that the difficulties of listening comprehension were the length of listening and the quality of recorded materials.

Lyrics Training can be the solution to those problems. According to Mills (2017) Lyrics Training is a unique website that provides learners with material that is authentic and interesting. It can be the platform that help the students practice language especially in listening. They can listen some songs through a music video by completing the lyrics of a song. Therefore, this research needs to be conducted because the researchers want to improve the students' listening for details through the use of Lyrics Training.

The research questions are formulated as follows:

1. How is Lyrics Training implemented to improve the students' listening for details in SMA Negeri 8 Yogyakarta?
2. To what extent does Lyrics Training improve the students' listening for details in SMA Negeri 8 Yogyakarta?

Literature Review

Listening Comprehension

According to Nadig (2013), listening comprehension is the learning and making sense of spoken language. Goh (2002) states that there are five listening comprehension skills: listening for details, listening for gist, drawing inferences, listening selectively, and making prediction.

1. Listening for Details

Listening for details involves specific information, such as key words and numbers. The students have to listen to many details, which may cause fatigue yet can also become a very intensive activity. For example, the students cannot ignore the whole information because the students should know exactly the information to complete the task. The students are able to down and get the details of the information.

2. Listening for Gist

Listening for gist is to listen to main idea of a passage. Students have to focus on the general ideas and not on supporting details. For example, the students do not know every sentence but they should try to understand. They should pay attention to key words, intonation, and clues to guess the meaning of the passage.

3. Drawing Inferences

Drawing inferences or filling the gaps in the input is the competence that requires listeners to ‘listen between the lines’. Sometimes, speakers leave some information out. Besides, listeners may also miss some parts of speech because of fatigue, noisy environment, distraction and the speaker’s poor explanation. For example, the students listen to the two speakers or more and try to infer the relationship of the speakers from their conversation.

4. Listening Selectively

In listening selectively, listeners are to listen to specific parts of the input. It depends on the purpose of listening itself. It may help the listeners to listen in a more relaxed manner. They do not need to concentrate for the whole passage. Yet, it may lead to ineffective understanding because they have their own prejudice. For example, when the students listen to the speaker, they use filter to focus on high priority information rather than memorizing the information.

5. Making Prediction

Making prediction is the ability to anticipate before and during listening. The listeners have to listen attentively when they make predictions because they want to find out if they have predicted correctly. There are three clues in making prediction; contexts, co-contexts and visual input (Goh,2002). For example, the students are making prediction before listening to a specific context. Through making prediction, it gives them a reason to listen then they listen to confirm their ideas.

Game-Based Language Learning Application

According to Miangah (2012), Game-based learning is another learning materials are designed for physical environment. In order to make learning activities more interesting, technology of game-based learning application can make the students easily to learn language. Cankaya & Karamete (2008) claims educational games are software that allows students to learn and to help them on solving their problems by using their eagerness and enthusiasm to play. It means, game-based in language learning is recognized as a best practice in education. Icard (2012) states that game-based learning as a best practice to take part in learning process.

Escudeiro (2013) claims that Game-Based Language Learning has the following generic aims, such as:

1. Determining the crucial learning needs. Through game-based learning, the teacher can choose another fun way to teach that suitable for the students.
2. Designing and producing innovative learning. The teacher can always develop an innovative learning through game-based learning.
3. Development of a platform that available on online and mobile technologies. The teacher can participate to develop digital platform that available on mobile technology to build a fun learning.

Lyrics Training

Mills (2010) says that Lyrics Training is a website which makes use of material available for language learners which easy and fun to learn. It also can improve students’ foreign language using music video. The goal of this application is helping

the students to practice listening with songs and to play a game by completing the lyrics of a song.

While the students are listening to a song, they type the lyrics, gain points by typing the lyrics correctly, and miss some points on the game when too many mistakes have been made. Scores may be saved and students can compete with other students. The students may review words that they have typed correctly, allowing for continuous revision of spelling.

According to Ziegler (2016), there are several modes on Lyrics Training namely:

1. Karaoke Mode

This mode displays the lyrics within the music video. By clicking the pause button, the students can pause a music video so that they can repeat a line by pressing the backspace button.

2. Game Mode

In the game mode, the students have to fill in the blanks by typing or choosing the correct word from the list. When the students cannot fill in the blank by the end of the lyrics, the music video will pause.

3. Exercise Mode

Exercise mode allows the teacher to choose the words in the blanks. The teacher can create the exercise based on the level that the teacher has chosen. The teacher can decide whether to involve students to type the missing words, allow the students select from the list, or allow the students to decide between two.

According to Mills (2010), there are several benefits of Lyrics Training for the students, namely:

1. Lyrics Training is an easy way for language learners to adjust content to their ability levels (beginner, intermediate, advance and expert).
2. Lyrics Training provides many music videos to give additional support to language learners.
3. Lyrics Training provides karaoke mode of music videos to preview before playing a game.
4. Lyrics Training also provides feedback to users immediately. It gives motivation to the students because it shows how they progress in quantifiable way.

Method

The method used was Classroom Action Research. According to Burns (2010) Classroom Action Research is a part of a board movement that has been going on in education that is related to the ideas of “reflective practice” and “the teacher as researchers”. Thus, there were four steps developed by Kemmis and Mc Taggart (Burns, 2010), namely planning, acting, observing, reflecting as shown in Figure 1.

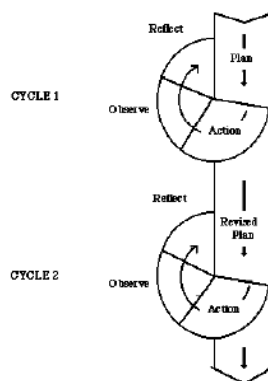


Figure 1. Cyclical model Classroom Action Research from Kemmis and Mc Taggart (Burns, 2010)

There are three types of instruments used in this research, namely observation checklist, tests, and interview. First, observation checklist was to observe the class during the teaching learning process to avoid bias. Second, tests were to measure the students' ability on listening for details. Third, interview was to ask about the use of Lyrics Training in the teaching learning process to the students of SMA Negeri 8 Yogyakarta.

To answer the research questions, the researchers collected the data using observation checklist to observe the class during the teaching learning process, conducting tests to measure the students' ability on listening for details, and conducting interview. The researchers presented the results of observation checklist by made a narrative report about the class condition. Then, score of the tests can be counted by the formula as follows:

$$Score = \frac{Total\ right\ answer}{Total\ items} \times 100\%$$

Meanwhile, the data of the interview were analyzed in a qualitative data. The researchers began with transcribe the results of interviews recording then made summary based on the data collection.

Findings and Discussion

The Implementation of Lyrics Training in SMA Negeri 8 Yogyakarta

The researchers implemented the cycle of Classroom Action Research by Burns (2010). Lyrics Training was implemented as listening for details for each cycle. There were two cycles which had four stages for each cycle. Each cycle is explained below:

1. Cycle 1

In the first cycle, the researchers applied four stages of classroom action research by Burns (2010). There are planning, acting, observing and reflecting.

a. Planning of Cycle 1

In this stage, the researchers tried to figure out the problem faced by the students and the teachers. The research instruments used to gather the data for understanding the problem in the class were observation checklist and pre-test. The researchers observed ten aspects of students' behaviour and attitude. Table 4.1 is the results of the observation checklist.

Table 4.1 Result of Observation Checklist

No	Statements	Yes	No	Comment
1	The students interact well to the teacher.	√		
2	The students respond when the teacher greets.		√	They do not really pay attention when the teacher greets.
3	The students pay attention to the teacher really well.	√		They like the material enough.
4	The students follow some instructions by the teacher.	√		The students read the sentence in slide.
5	The students are active in the learning process.	√		
6	The students ask questions related to the lesson.	√		
7	The students are excited about the material.	√		They interested about the material.
8	The students can listen to the audio clearly.		√	The sound of the speaker is not clear and loud enough.
9	The students can answer in English when the teacher asks.		√	The students still answer the questions in Bahasa Indonesia.
10	Learning media makes the students active in the learning process.	√		

The students excited when the teacher used a learning media and they could active in the learning process so, the researchers used Lyrics Training for the learning media to improve their listening for details. Based on the results, the students paid attention to the teacher because they liked the material. Then, they could follow the teacher's instructions by reading the sentences in the slides and listening to the audio. The students have been involving in the learning process. The students asked a few questions related to the lesson that had given by the teacher. The students were excited about the material because it was related to their life. The students could not listen to the audio clearly because the classroom had a speaker that the sound was not clear. The students could not answer the teacher's questions in English. They still answered teacher's questions in Bahasa Indonesia because they did not fluent enough in English. On the other hand, the other students used English in order to answer the teacher's questions.

Then, the researchers discussed with the English teacher about the material that would be taught to the students. The material was about Song. It included social functions of song, general structures of song, and language features of song. The aim of the material is the students can identify the meaning of the song, and mention the social function of the song. After that, the researchers made the lesson plan for the first and second cycle. Besides, the researchers made the pre-test as well.

The pre-test was also conducted to analyze the students' listening for details before they were given any treatment. It started in the beginning of teaching and learning process with the researchers. In the pre-test there were 15 blanks lyric. The researchers asked the students to fill in the blanks and complete some lyrics of the song. The researchers played the song twice so that the students had enough time to complete the blanks. Since Lyrics Training in a form of music videos, the researchers applied Lyrics Training to solve the students' difficulties in listening. From music videos, the students could improve their listening skills especially listening for details.

b. Acting of Cycle 1

This stage consisted of two meetings. In the first meeting, the researchers applied the lesson plan which was made based on the syllabus. The researchers explained the material about Song through PPT. The material included social functions of song, general structures of song, and language features of song. Then, the researchers introduced the song entitled *I Believe I Can Fly* by R. Kelly as the pre-test. The researchers asked the students to complete the lyrics by listening to the audio. After that, they were asked by the researchers who knew the song to share the meaning of the song based on their opinions.

The next activity was asking the students to open Lyrics Training and to start the game using a song entitled *A Million Dreams* by Pink. They were asked to fill in the blanks and complete the lyrics by choosing the words provided. After that, the researchers asked the students to discuss in pairs the information they got from the song.

Then, the researchers with the students discussed how many words that they missed. The researchers also discussed the meaning of the song. It purposed to find out how far the students understood the meaning of the song and how far Lyrics Training affected their listening for details.

In the second meeting, the researchers asked the students to open Lyrics Training and to start the game using a song entitled *Roar* by Katy Perry. They were asked to fill in the blanks and complete the lyrics by choosing the words provided. After that, they were asked to discuss in pairs the information they got from the song.

The next activity was asking the students to complete the lyrics of the song entitled *I See the Light* from Tangled Ost as the post-test. The students were asked to complete the lyrics by listening to the audio twice. Then, some of them were asked to share the meaning of the song based on their opinions.

Lastly, the researchers asked the students to open Lyrics Training and to start the second game using a song entitled *Memories* by Maroon 5. They were asked to fill in the blanks and complete the lyrics by choosing the word provided.

c. Observing of Cycle 1

In this stage, the observers were observing all of the students' actions in classroom. During the implementation of Lyrics Training, all students gave their attention to the music video, but still, some of them preferred to talk with their chair mate. The researchers approached the students who did not give attention to make them focus on the learning process.

The researchers were helped by two observers from English Language Education Study Program batch 2016. The researchers chose those two observers because they were in the same field with the researchers. The two observers were observing the activities during the learning process using Lyrics Training as the media to improve the students' listening for details. Hereinafter, the researchers summarized the detailed information by the observers.

Table 4.2 Result of the Observation Sheet of Cycle 1 from Two Observers

No	Statement of the Observation Sheet	Yes	No	Notes
1	All the students can access Lyrics Training application.	√		
2	The students only access Lyrics Training application whether in the smartphone or laptop.	√		
3	The topic of the material is provided in Lyrics Training application of each student.	√		
4	The students only use Lyrics Training application as a learning source.	√		
5	All the students are attracted to use Lyrics Training application.	√		
6	The students sometimes ask the teacher if they still find difficulties.		√	The students feel ashamed and afraid to ask some questions.
7	The students do not hesitate and suppressed in listening comprehension since use Lyrics Training application.		√	The students feel hesitate because this is the first time they know Lyrics Training.

The two observers did agree that the learning process was running well. Most importantly, the students seemed excited during the learning activity because they just found the new application for improving their listening for details. Besides, the two observers also recorded that the students enjoyed the learning activity because the researcher could manage the class. On the other hand, some students did not ask some questions when they found some difficulties. It was because the students were afraid to ask some questions. Since this was the first time they used Lyrics Training, they hesitated because they did not understand how to use Lyrics Training.

d. Reflecting of Cycle 1

The researcher tried to figure out the students' suggestions about the use of Lyrics Training in the XI MIA 2 class. The students' perspective was used to improve the next teaching learning process. The researchers gave the students a piece of papers and they were asked to write their suggestion.

Many students stated that the teaching and learning process was really fun because they were involved in the teaching learning activities. Below was the opinion from respondent 1.

“The teacher never uses some kind of applications yet for teaching, she just gives presentation using PPT and she always uses LKS in teaching and learning activity. LKS is not colorful, on the other hand, the use of application makes me excited in learning. The application is fun.” (Respondent 1)

The student also gave positive comments about the use of Lyrics Training.

They stated that the application was useful for them to learn English especially in listening.

“The application is helpful and fun. It can make me learn and play.” (Respondent 2)

However, some of the students gave negative comments. One of the students stated that the audio quality was not really good, the other student stated that the Wi-Fi in the school was slow so that they could not open the music video easily.

“I like the application because it is not boring, but it will be better if the sound works well.” (Respondent 3)

“The Wi-Fi in our school is slow so we cannot open Lyrics Training easily.” (Respondent 4)

Based on the students' suggestions and comments, the researchers could reflect that the use of Lyrics Training made them excited in the teaching learning activities and the application was useful for them. In the other hand, the researchers should give attention to the quality of the audio and the Wi-fi connection.

2. Cycle 2

a. Planning of Cycle 2

Considering the students' comments and suggestions in cycle one, the researchers tried to solve the problem about the unclear sound. The researchers decided to use their own speaker which was better than the one from school. The speaker that researchers used produced clear and loud sounds.

Then, to solve the slow Wi-Fi problem, the researcher provided the internet connection through network tethering. Hence, with the good internet connection, the students can open Lyrics Training smoothly so that they can improve their listening for details. The researchers also made some exercises on Lyrics Training.

b. Acting of Cycle 2

In the second cycle, the researchers using a song entitled *Hero* by Mariah Carey for the pre-test. The next activity was listening to music video from Lyrics Training.

The researcher using a song entitled *Flashlight* by Jessie J. After that, the researcher asked the students to share their opinions about the song.

The second was *Someone You Loved* by Lewis Capaldi. The students were asked to complete the lyrics provided on Lyrics Training. Then, the students were asked by the researchers to start the third game using a song entitled *Rewrite the Stars* by James Arthur. The students asked to fill in the blanks and complete the lyrics by choosing the word that provided.

Next, the researcher conducted a post-test. In the post-test, the researcher using a song entitled *Take Me to Your Heart* by Michael Learns to Rock that provided 15 blanks. The students should fill in the blanks and complete the lyrics by listening to the audio. The post-test purposed to identify the students' ability after the treatment. The post-test was conducted at the end of teaching and learning process.

c. Observing of Cycle 2

In this cycle, the two observers helped the researcher by observing the students' improvements in the class using Lyrics Training in the learning process. The observation sheet results by two observers were given below:

Table 4.3 Result of the Observation Sheet of Cycle 2 from Two Observers

No	Statement of the Observation Sheet	Yes	No	Notes
1	All the students can access Lyrics Training application.	√		
2	The students only access Lyrics Training application whether in the smartphone or laptop.	√		
3	The topic of the material is provided in Lyrics Training application of each student.	√		
4	The students only use Lyrics Training application as a learning source.	√		
5	All the students are attracted to use Lyrics Training application.	√		
6	The students sometimes ask the teacher if they still find difficulties.	√		
7	The students do not hesitate and suppressed in listening comprehension since use Lyrics Training application.	√		

The classroom activity was running really well because mostly the students started to pay attention to the researcher when the researcher explained what should they do during the classroom activity. They also did all the instruction. Besides, they greatly enjoyed the learning activity using Lyrics Training.

The two observers agreed that Lyrics Training could improve the students' listening for details. In addition, the learning process ran well in accordance to the lesson plan. Furthermore, the students enjoyed the learning process in cycle two.

d. Reflecting of Cycle 2

Besides the post-test result, the researchers conducted the interviews with five students. Through the interviews, the students could give personal answers based on their experiences on the use of the media. The interviews results were also used as supporting data. Below are the discussions of the results of the interviews.

The researchers used S1 as the first student, S2 as the second student, S3 as the third student, S4 as the fourth student, and S5 as the fifth student.

The first question was the students' opinion about listening. All of the students stated that listening was an important skill that should be mastered because from listening, they could write, speak, and read. They also said that listening was hard.

“Listening is important in learning foreign language. From listening we can write, speak, and read.” (S1)

S1 said that listening is important. From listening, S1 can write, speak, and read easily in English.

“Listening is important because, we can get information from listening. But, it is hard when it's come to listening. I cannot hear the word clearly.” (S2)

S2's statement also shows that listening is important. S2 can get information from listening but cannot hear the word clearly sometimes.

“Listening is important, but the hardest thing in listening is mastering the vocabularies, Miss.” (S3)

S3 also stated that listening is important but S3 did not master vocabulary enough.

Considering the difficulties that they had, the researchers tried to apply the teaching media to improve the students' listening for details. By applying the new media, the researcher successfully improved the students' listening for details. All of the interviewees considered that the learning media that was used helped them to improve their listening for details.

The second question was about the students' opinion toward Lyrics Training. Most of the interviewees said that Lyrics Training was a fun media for learning English. It was shown from some of the students' answer.

“The application is fun, Miss. I can do my task while playing a game.” (S2)

“I like the application, Miss. I like playing the application, it trains my listening skill, it related to the material as well.” (S5)

Besides, there are any factors where Lyrics Training is difficult to be implemented in a learning process. It was supported S3's statement.

“We need more quotas because, this is a music video so that if we have limited quota, the music video is loading slow.” (S3)

Moreover, there are many advantages of using Lyrics Training as media for learning process. It was supported by the S2, S3, and S4 statements.

“Learning English becomes fun. Listening is not difficult anymore because the answers” choices are provided in Lyrics Training.” (S2)

“I”m not bored learning use Lyrics Training, and then I become more motivated in learning English through song.” (S3)

“Learning English especially listening becomes fun” (S4)

Some of the students stated that Lyrics Training was effective for learning process. It was supported by the S1 statement.

“Lyrics Training is effective to learn especially for listening because it is fun.” (S1)

The other factor that made Lyrics Training could improve the students listening for details is the application that made the attracted. Some students stated in their interviews that the media had a role in improving their listening for details.

“Lyrics Training is the application that helps me in listening. It is relatable with the material.” (S2)

“Lyrics Training is helping me in learning process especially listening.” (S3)

Based on the results of the interview, the researchers could reflect listening is important for the students but they had some difficulties in listening. The use of Lyrics Training is useful and effective for them to improve their listening for details. Besides, the factors where Lyrics Training is difficult to be implemented in learning process that the students should have a good connection since Lyrics Training is an application in the form of music videos so that the students could open music videos smoothly.

Students’ Listening for Details Improvement Through The Use of Lyrics Training in SMA Negeri 8 Yogyakarta

In order to know the improvement of the students’ listening for details by using Lyrics Training, the researchers conducted the pre-test and post-test. From the mean of the pre-test and post-test, the researchers could know how far the improvement of the students’ listening for details by using Lyrics Training.

Based on the results of the pre-test and post-test, the researchers tried to examine and compare the results of the tests to analyze how the learning media affects the students’ performance.

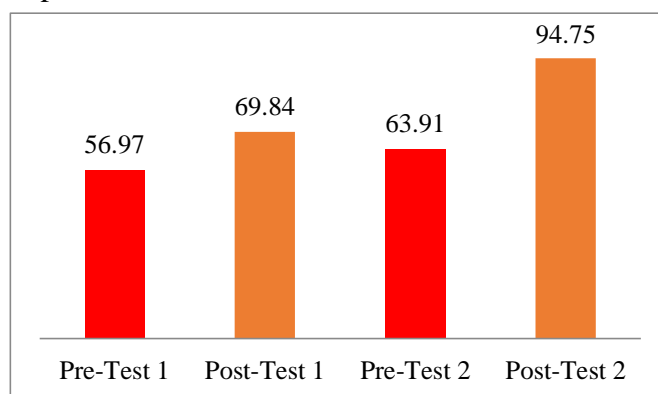


Figure 4.1 The Comparison of the Results of Pre-Test and Post-Test

There was a major gap difference between the mean gains the students' pre-test and post-test. The mean score of students' post-test in one increased from 56.97 to 69.84. There was a significant increase of 12.87. Moreover, the mean score of students' post-test in two increased from 63.91 to 94.75. There was a significant increase of 30.84.

A paired samples t-test was conducted to compare the students' results in the pre-test and post-test. The paired samples t-test was analyzed using SPSS software. The SPSS version which was used was IBM Statistic 24. Below is the table of the results of paired samples t-test:

Table 4.4 The Results of Paired Samples-T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test 1	56.97	32	10.203	1.804
	Post-test 1	69.84	32	13.551	2.395
Pair 2	Pre-test 2	63.91	32	8.509	1.504
	Post-test 2	94.75	32	4.704	.832

Paired Samples Correlations					
		N	Correlation	Sig.	
Pair 1	Pre-test 1 & Post-test 1	32	.877	.000	
Pair 2	Pre-test 2 & Post-test 2	32	.416	.018	

Paired Samples Test						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	
Pair 1	Pre-test 1 - Post-test 1	-12.875	6.714	1.187	-15.296	
Pair 2	Pre-test 2 - Post-test 2	-30.844	7.825	1.383	-33.665	

Paired Samples Test						
		Paired Differences		T	Df	Sig. (2-tailed)
		95% Confidence Interval of the Difference				
		Upper				
Pair 1	Pre-test 1 - Post-test 1	-10.454	-10.847	31	.000	
Pair 2	Pre-test 2 - Post-test 2	-28.022	-22.297	31	.000	

From the test above, there was significant difference in the scores between students' pre-test (M=56.97, SD=10,203) and post-test cycle one (M=69.84, SD=13.551) conditions; $t(31) = 10.847$, $p = 0.000$. Moreover, there was also significant difference in the scores for students' pre-test cycle two (M=63.91, SD=8.509) and students' post-test cycle two (M=94.75, SD=4.704) conditions; $t(31) = 22.297$, $p = 0.000$. The result of p-value was less than 0.05, it meant that the results were significant. The results of the tests showed that there was an improvement. Thus, these results showed that Lyrics Training improved students' listening for details in SMA Negeri 8 Yogyakarta.

Conclusion

In conclusion, this research used Classroom Action Research (CAR) by Burns (2010). Burns' model is consisting of four stages in each cycle, namely: planning, action, observing, and reflecting. The researcher conducted two cycles in four meetings. For each cycle, the researcher implemented Lyrics Training as listening for details activities. The second research question was answered by the paired samples t-test that the p-value which was less than 0.05. It revealed there were significant difference scores of students' pre-test and post-test in two cycles. The results of the interviews supported the results of the tests. Most of the students' answers in the interviews showed that Lyrics Training could improve the students' listening for details effectively.

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