



SNAP TO READ

EXPLORING STUDENTS' RESPONSES TO THE “MISSYOU” LYRIC GAME ON LEARNING LISTENING

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Abstract

The purpose of this study is to see how students react to using the "Missyou" Lyric Game in listening activity. This study uses a qualitative research design. The participants in this study were 20 students from SMPN 1 Srengat who were chosen at random. A questionnaire was used to gather information. The purpose of the questionnaire is to collect student responses and determine whether the "Missyou" Lyric Game model explores and develops students' listening ability as an alternative media for learning to listen. The results revealed that 81,65 percent of respondents agreed that song lyrics may enhance their listening skills..

Keywords: *Students' responses, “miss you” lyric game, learning listening*

INTRODUCTION

Listening is a vital skill in language learning that should not be overlooked, especially in academic settings and when languages are separated. As a result, listening is crucial in English language instruction. According to Selviana et al., (2020), listening is a process of paying complete attention to verbal symbols, understanding, appreciating, and interpreting them in order to receive information, capture the content

or message, and comprehend the meaning of communication provided by the speaker. To understand spoken language messages, it is not enough to understand the words themselves, but the incoming sound needs to be processed by involving available clues such as background noise, speakers, and settings to form meaning. (Prasmono, 2011) states that listening is the process of receiving, paying attention, and giving meaning to verbal stimuli. These three sub-processes are the basis for listening to many languages. The role of listening comprehension in a second language is more complex than in the original. Listening comprehension is a process, albeit a very complex one, and in order to test it, you must first comprehend how it operates.

From the statement above, we can understand that listening is a process of capturing, understanding, and remembering as well as possibly what he heard or something that was said to him by others. In listening activities, there is already an element of deliberation, but the element of understanding has not been followed because it has not become the goal. Psychological listening requires a wide range of knowledge: cultural and non-linguistic languages. Linguistic knowledge includes morphology, phonology, and lexicon, semantic forms. First of all, students need to hear some sounds and store them in their memory, working the memory to bind them long enough so that the word has meaning and understands what has been heard. The digital revolution has changed the face of global society, where modern technology has become a part of everyday life. It changes the way we communicate with each other and the way we process information. In this millennial era, almost everything uses digital media. One of them is for learning.

According to previous research by Gerlach and Ely which was adapted by Arsyad, (2011) states that resources, and events that provide the conditions that allow students to acquire knowledge, skills, or attitudes are referred to as the media. Teachers, textbooks, and the

educational atmosphere are media in this sense. The media is a vehicle for delivering subject matter messages supplied by a teacher so that students may easily receive teachings, and it plays a significant role in the learning process. Media are graphic, photographic, or electronic tools for capturing, processing and reconstructing visual or verbal information (4,5). In today's era, digital media is very important for learning along with the development of increasingly sophisticated technology, many schools have implemented digital learning media. Games are a form of digital media that can help students learn to be more creative. This educational game is a game that can be useful to support a more fun and creative teaching and learning process. This media is also used to increase its users through attractive media. School facilities will support the smooth process of learning digital media because this is an important tool that must exist. Such as language lab, LCD, audio, etc. It's just that if you don't have complete facilities, the media can't be operated.

Alfin, Muftihah, n.d. (2011) define listening as a complex activity, and we can help students understand what they hear by activating their prior knowledge. The next section will consider another way that teachers can help ease listening difficulties: training students in different types of listening. Nunan, as quoted by Newton & Nation (2020) said that listening plays an important role in learning a second or foreign language. That's because language acquisition depends on listening. It has been recognized that more than 50 percent of the time students spend learning a foreign language will be devoted to listening. Therefore, teaching listening cannot be neglected given the students' listening comprehension level which is much lower than other linguistic skills they possess. As a result, it remains the most neglected aspect of language teaching. Hamouda, (2013) highlights that students find interpreting speech to be a tough task. When learning a language, learners face numerous challenges. If teachers are expected to assist

students in improving their listening comprehension, they must first recognize their students' issues in understanding spoken passages and then teach them effective listening comprehension practices. Based on the explanation above, in listening class, the instructor must pay attention. Instructors must be aware of students' needs and select subjects according to students' abilities. The material must be interesting so that students in listening class are not bored and can focus more on sound. Tutors should provide teachers with content and direct statements, based on student capacity, so that there are no problems with listening activities for students.

Millington, (2011) states that songs can be used for a variety of objectives, and they can be considered excellent teaching tools for a variety of reasons. list several reasons why teachers should bring songs into the context of teaching. First, music is related to social context. Second, it can change a student's mood. Third, provide stimulation and entertainment as well as challenges and fun. Fourth, music may be associated with happiness because it brings back memories and dreams of people. Finally, most teachers agree that music is a powerful tool for learning English. Diak, ou, (2013); Sari & Sintia, (2021) claim that the classroom environment entertains students, can make them feel happy, and eliminates the uncomfortable atmosphere when learning the structure of a language through a song. In addition, the positive atmosphere and relaxed atmosphere brought by the songs facilitate problem-solving in class. Songs also motivate students because they provide a good atmosphere. Students are encouraged to be actively involved in the learning process by making use of their musical knowledge. In this case, songs are an effective way to help students develop self-confidence to learn a language (Lestary, 2019).

"Miss you lyric games" is a media for learning and listening created by Aisya Brilliant graduate student of Balitar Islamic University. The game is an adventure game with the theme of a snowman adventure

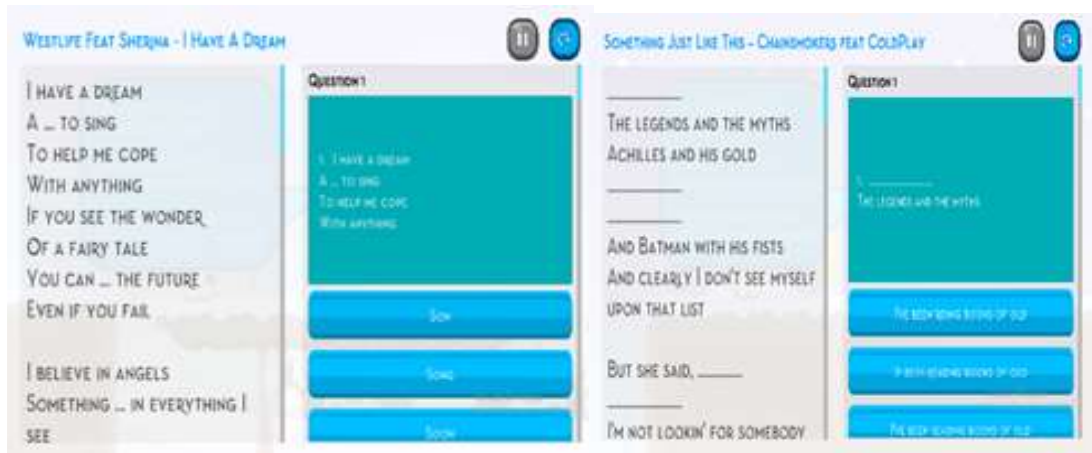
character who has been looking for a golden mic in the snow desert to get a microphone, the snowman must complete challenges in desert places which each contain zombies and other evil creatures to block his journey. Not only that but also have to complete the clues containing the missing song lyrics. The game is titled "Missyou Lyric Game" which contains the adventures of a snowman (game character) who is looking for a golden microphone but must complete challenges to complete the missing song lyrics. There are 3 levels, namely basic, intermediate and advanced and each level has a different level of difficulty. This game is packed with the theme of a snowman who is adventuring in a snow desert. The challenges of the songs presented are various and familiar to hear in this current era but do not leave the rules of the song. As another game, this listening game is made so that students are interested in playing it with the excitement of the games in it so they don't feel bored (Maharani & Sari, 2022; Sari et al., 2020; Sari & Hestiningrum, 2019; Sari & Lestari, 2020). Thus, it is hoped that the game can improve listening skills in English lessons in the eighth grade.

The “miss you” lyric game is listening game created with construct 2 application. The students may start and find the material of the theme. Therefore, the students can learn the material first before playing the game. The display of the game as follows:

Figure 1. game display



After learning the material on the game's display, the students can start playing the "miss you" lyric game as follows:



The students can continue answering the questions as follow:



Based on observations obtained from students of SMPN 1 Srengat, it shows that audio media for listening learning is still lacking due to the pandemic, making listening learning media experiencing problems. The teacher uses textbooks and worksheets. The teacher gives music via a Youtube link or from a laptop playing a VCD and then completing the song lyrics to identify the meaning. Besides that, the situation is not supported where students have a lack use of digital media and students feel bored because the media provided is less attractive, especially in listening learning. Another observation result was listening to practice is rarely done. Like the experience

of researchers in junior high school, listening skills are not taught optimally because listening learning is rarely done, especially during a pandemic, listening materials are not given because they are constrained by not being able to learn face to face. Then students feel bored because the media used is the same, maybe interesting learning media, it can increase students's enthusiasm for learning to listen because according to them listening is a fun lesson. Then the difficulty experienced by some students is that they cannot hear the statements spoken by the speaker. The third is that the media used is still nothing else, only the sound of audio songs from the laptop. Sometimes the song is not so familiar that students are less interested in the song.

From the problems above, the researcher concludes that teachers need solutions to solve students' problems with media that makes students feel bored, and interesting, good presentation of material makes students more enthusiastic about learning to listen, therefore the researchers took the initiative to explore students' responses on the use of "miss you" lyric game in learning listening. Using the "miss you" lyric game, the researcher applies several familiar songs nowadays but does not come out in the context of the meaning and song contained in the competency standards in junior high school. For this reason, researchers will conduct a listening class using the "Missyou Lyrics" Game Model to explore the students' responses to learning listening.

METHOD

This study belongs to qualitative research. Allan's (2020) qualitative research method is that satisfactory explanations of social activities require a substantial appreciation of the perspectives, actors' perspectives, culture, and world-views of the actors involved. The actors involved here are the individual's responses to the use of media. This qualitative study employed focus group interviews through questionnaire to explore students' responses to the "miss you" lyric

game on learning listening. The data collection method is carried out by surveying the opinions of students regarding the listening learning process using the "miss you" lyrics game.

The population is students from junior high school of SMPN Srengat I. While the sample is to be taken using a random system to accurate the characteristics of a heterogeneous population, An Online questionnaire using the Google platform, namely Google Form is the easiest, effort efficient, and effective alternative to be accessed by respondents using mobile phones to get the student's responses on the use of "miss you" lyric game. The data analysis used is descriptive statistics. Tracking student activities from the aspect of the ability to use media respondents to learning methods with games. Furthermore, the results obtained will be analyzed in the form of a percentage diagram. The diagram will show the tendency of student behavior patterns in online learning activities. Briefly, the analytical work steps will be described based on the Huberman et al., (2014) method, namely: data reduction, data presentation, and conclusion drawing. The number of respondents who were taken in the "Missyou" Lyric Game Application research was 20 eighth-grade students of SMPN I Srengat. The research procedure is as follows: the first stage is analyzing the potential and problems focused on identifying problems and possible solutions and conducting data such as interviews, observations, and documentation. The second stage is conducting a listening class using the "miss you" lyric game. The third stage gives the google form of students' responses on the use of the "miss you" lyric game in learning listening. The final procedure was calculating the students' responses to the "miss you" lyric game in learning listening.

DATA ANALYSIS

According to Sugiyono, (2008), the steps in analyzing qualitative data are as follows:

Obtaining data from the field is certainly quite a lot, researchers need to record it carefully and in detail. For this reason, it is necessary to immediately analyze data through data reduction. Reducing data is summarizing, choosing the main things, focusing on the important things, looking for themes and patterns, and discarding unnecessary ones.

The data were analyzed using an interactive data analysis technique (Mattheu B Miles & Huberman, 1984; Matthew B Miles & Huberman, 1992). Result field compared to results policy study to obtain the problems. To ensure the validity and reliability of the data, the researcher used triangulation and a member checklist (M. Huberman & Miles, 2002).

FINDINGS AND DISCUSSION

To get information on how the application of the “Miss you” lyrics Game affects the improvement of the learning atmosphere in the classroom, the researcher interviewed and try to get the students’ responses. Based on the response of the 20 respondents who have been interviewed and researched got 81.65% of students feel very enthusiast, interested and motivated to learn listening using the “Missyou” Lyric Game as a learning medium. This result is similar to the statement of Lestary, (2019) that English songs make the students active in the class, interesting learning, and so they can do a listening task well. According to (Baills et al., 2021; Kemaloglu-er & sahin, 2022) there are several reasons that songs, particularly pop songs, might be helpful for second-language learners. The statement acknowledges that second language learners generally find pop songs to enhance their learning experience. A pleasant learning atmosphere with an out-of-the-box material acceptance system is certainly the best combo to create better learning outcomes. The data also shows that “missyou” lyric game affects the students who incidentally become the main points of

research. Here is the result of the student's responses:

Result of Students' Responses

No.	Student (X)	Aspects																				Total
		Game Display						Manual of the game							Material				Engagement and Benefit			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	X1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
2.	X2	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	99
3.	X3	5	5	5	5	5	5	4	5	5	5	5	5	4	5	4	5	5	5	5	5	98
4.	X4	5	5	5	5	5	5	4	5	5	5	5	4	4	5	4	5	5	4	5	5	95
5.	X5	5	4	4	5	5	5	4	4	5	5	5	4	4	4	4	5	5	4	4	5	90
6.	X6	5	4	4	4	5	5	4	4	5	5	4	4	4	4	4	5	5	4	4	5	88
7.	X7	5	4	4	4	5	5	4	4	5	5	4	4	4	4	4	4	5	4	4	5	87
8.	X8	5	4	4	4	4	5	4	4	5	5	4	4	4	4	4	4	4	4	4	5	85
9.	X9	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	81
10.	X10	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	81
11.	X11	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	81
12.	X12	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	81
13.	X13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
14.	X14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
15.	X15	4	3	4	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	4	74
16.	X16	4	3	3	3	4	4	4	4	4	3	3	4	3	4	3	4	4	4	4	4	73
17.	X17	4	3	3	3	4	4	3	4	4	3	3	4	3	4	3	4	4	4	3	4	71
18.	X18	4	3	3	3	3	3	3	4	4	3	3	3	3	3	3	4	4	4	3	4	67
19.	X19	4	3	3	3	3	3	3	4	4	3	3	3	3	3	3	4	3	3	3	3	62
20.	X20	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
Total																						1633

From the above table, It is well known that the research data score regarding the students' response in using the "Missyou Lyric Game" Application as a learning medium obtained a total is 1633 with a score achievement level of 81,65% which indicates a very valid to be applied in learning listening for junior high school students.

CONCLUSION

The "Miss You" Lyric Application is designed for junior high school students to interact to learn listening. Before applying it toward

the students, the media has been validated. Experts, namely material and media experts, have validated the media. Furthermore, the results of material experts were 81.7% as "very valid" category, while the results of media experts were 83.7% as "very valid" category. The teacher's response on the use of the "Missyou" Lyric Game Application media developed as a learning medium was 86,6% in the "very good" category, while the students' response on the use of the "Missyou" Lyric Game Application media developed as a learning medium was 81,65 %, including in the "very good" category. Then it can be concluded that the "Missyou" Lyric Game application through songs can improve students' listening skills and is feasible to be applied and used in the classroom for the teaching and learning of the listening process.

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