



Students' perceptions of using LyricsTraining.com as a pre-listening media to enhance readiness in listening activities

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Abstract

This study aimed to investigate EFL students' perceptions of using LyricsTraining.com as a pre-listening media to enhance readiness in listening activities. A quantitative descriptive design was employed, involving 70 students from SMAN 4 Payakumbuh. Data were collected using a 21-item Likert-scale questionnaire based on the Technology Acceptance Model (TAM), covering three indicators: Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Attitude Toward Using (ATU). Each item was rated on a four-point scale (1 = strongly disagree to 4 = strongly agree). Descriptive statistical analysis was conducted to calculate the mean scores for each indicator. The results show that students perceive LyricsTraining.com very positively, with mean scores of 3.45 for PEOU, 3.43 for PU, and 3.34 for ATU, all categorized as "very positive." These findings indicate that the platform is easy to use, useful, and effective in preparing students for classroom listening activities.

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INTRODUCTION

Listening skill plays a crucial role in language acquisition, enabling students to comprehend spoken communication effectively. It is an essential component for English language learners as it strengthens overall language competence by improving other related skills, such as reading and writing (Indrianty and Kemala, 2019, p.9). Listening requires learners to receive, interpret, and analyze spoken messages, involving recognition of words, phrases, and sentence structures to grasp meaning. Despite its importance, many students struggle to develop listening strategies that foster comprehension and proficiency.

However, listening often receives less attention in both instruction and practice (Sujatha & Rajasekaran, 2024, p.2). Teachers and students sometimes perceive listening as a passive skill that develops naturally. This misconception contrasts with the reality that listening accounts for 40–50% of daily communication, emphasizing its essential role in language learning (Flowerdew & Miller, 2005; Walker, 2014, as cited in Elmetaher, 2021, p.1; Gilakjani & Ahmadi, 2011, as cited in Saraswaty, 2018, p.139). Movva et al. (2022, p.1501) argue that labeling listening as passive is misleading since it requires complex cognitive processes such as interpreting meaning and responding to auditory input. Yet, in practice, listening activities often remain passive, involving simple audio playback without active engagement, which limits students' progress.

Learners frequently encounter obstacles that make listening challenging and demotivating. Difficulty understanding various accents, rapid native speech, and unfamiliar vocabulary can cause frustration (Angelina, 2020, p.15). In addition, psychological factors such as anxiety negatively affect listening performance. Rintaningrum (2018, p.11) found that students often experience anxiety before listening exams because of their fear of difficult questions and poor results. This anxiety lowers concentration and engagement during listening practice. The lack of interesting and varied materials further reduces motivation, making learners less enthusiastic to participate (Pangku & Lantu, 2022, p.23).

To overcome these issues, using songs as a learning medium has proven effective in increasing students' motivation in listening activities. Teachers have long recognized the benefits of incorporating songs into language classrooms. Tiberranine & Yahiaoui (2016, p.48) revealed that music acts as a motivational tool, stimulating learners' interest in acquiring a new language. Similarly, studies show that songs reduce affective barriers, enhance motivation, and foster a positive learning atmosphere (Putri et al., 2022; Alisaari & Heikkola, 2017, p.232). Isnaini & Aminatun (2021, p.65) also found that 80.6% of students agreed English songs encourage them to explore various aspects of the language, demonstrating students' positive attitudes toward learning English through music.

Furthermore, songs provide an engaging approach to improving listening comprehension. Afriyunida & Oktaviani (2021, p.84) observed that music-assisted learning helps students easily memorize lyrics and pronunciation while maintaining interest in studying. Motivation itself plays a fundamental role in language learning. Gardner and Lambert (1972, as referenced in Seven, 2020, p.62) describe motivation as goal-oriented and involving effort, desire, and a positive attitude toward learning a language. Moreover, Gardner (1985, as cited in Seven, 2020, p.62) highlights that motivation strongly influences linguistic success, including vocabulary, grammar,

pronunciation, and the four key skills listening, reading, writing, and speaking. Hence, integrating songs can help learners overcome listening difficulties and create a dynamic, enjoyable classroom atmosphere.

Apart from motivation, music offers cognitive and linguistic benefits. Malika & Shakhnoza (2021, p.82) explain that music strengthens memory and reinforces language patterns, aiding vocabulary and grammar acquisition. Similarly, Listyaningsih (2017, p.43) emphasizes that songs expose students to authentic language, enhancing pronunciation, intonation, and rhythm comprehension. Music also benefits the brain by activating areas linked to memory and language understanding (Bernaus et al., 2009; Slevc & Miyake, 2006, as referenced in Sandoval et al., 2023, p.57). Therefore, integrating music into listening lessons not only makes learning enjoyable but also fosters linguistic and cognitive development.

In recent years, Information and Communication Technology (ICT) has become a key element in English language teaching, introducing innovative resources that complement traditional methods. ICT includes computers, the internet, and telecommunication tools such as smartphones, television, and radio for managing and communicating information (Hafifah, 2019, p.22). Its impact on education in the 21st century is significant, allowing students to interact with learning materials more creatively (Razak et al., 2019, p.80–81). Moreover, ICT enhances classroom interaction, supports independent learning, and increases students' motivation (Wang & Teng, 2015, p.100). By offering diverse learning opportunities and access to authentic materials, ICT positively affects student achievement (Alakrash & Razaq, 2019, p.1197).

A prominent ICT-based innovation in listening instruction is the use of web-based tools. These online resources websites, apps, and video platforms—allow learners to engage with authentic spoken materials such as YouTube videos, podcasts, and interactive tasks (Nathania, 2024, p.2). Such media expose students to natural speech and diverse accents, improving their comprehension and listening fluency. By integrating these digital tools, teachers can create an immersive and stimulating environment that makes listening practice more engaging and accessible.

Among these tools, LyricsTraining.com stands out as a particularly effective platform for developing listening and pronunciation skills. It offers an interactive, gamified learning experience specifically designed for language learners (Al-Baekani, 2023, p.31–32). LyricsTraining.com functions as a self-directed tool that utilizes authentic resources to enhance ESL/EFL listening abilities (Azhari & Adnan, 2018, p.580). The platform turns music videos into learning games that require users to complete lyrics through gap-filling or multiple-choice activities while receiving instant

feedback. This approach makes the process both enjoyable and educational, expanding vocabulary, reinforcing grammar, and strengthening listening comprehension.

"Integrating LyricsTraining.com into classroom instruction also encourages autonomous learning. Learners can access it anywhere and anytime, as it only requires a device, internet connection, and learning motivation (Augusto & García, 2012, p.3). Similarly, students reported positive perceptions toward using online short story videos for autonomous learning, appreciating the flexibility and engagement provided by multimedia resources (Kamar & Marlina, 2024). According to Angelina (2020, p.18–19), the platform significantly improves students' pronunciation, listening, and interest in learning. Similarly, Febrianti (2019, p.23–24) highlights its contribution to vocabulary growth and learner engagement. Meilinda (2019, p.5) adds that the integration of YouTube-based songs on LyricsTraining.com provides a fun way for students to practice listening and speaking comprehension. Moreover, Azhari & Adnan (2018, p.580) affirm that the authentic language exposure provided through interactive self-study tasks enhances vocabulary acquisition and listening comprehension, while fostering motivation. These characteristics make LyricsTraining.com an adaptable and effective resource for independent language learning.

Nonetheless, the platform presents certain limitations. LyricsTraining.com is most suitable for music-related listening activities rather than broader text-based lessons. Hence, teachers must develop complementary strategies to maximize its use. One effective approach is to integrate the platform during the pre-listening stage of a lesson. The pre-listening phase helps learners focus on meaning rather than struggling with unfamiliar words. Movva et al. (2022, p.1501) emphasize that this stage is crucial for preparing students by providing context, arousing curiosity, and clarifying learning goals. By combining LyricsTraining.com with modern teaching strategies, educators can diversify listening tasks and sustain students' interest.

Using LyricsTraining.com as a pre-listening activity can therefore increase motivation and engagement, leading to improved comprehension outcomes. Movva et al. (2022, p.1501) explain that pre-listening tasks may include background reading, image analysis, discussions, or short written activities to activate prior knowledge. Similarly, Djabborova (2020, p.213) notes that these activities are designed to spark interest, enhance confidence, and facilitate understanding. As a digital, music-based platform, LyricsTraining.com aligns with these purposes by encouraging active participation and making listening more interactive.

A preliminary Classroom Action Research (CAR) was conducted from July to December 2024 at SMAN 4 Payakumbuh to explore the use of LyricsTraining.com in listening instruction. The research aimed to examine its potential in enhancing

students' listening abilities. Observations in classes XII F.6 and XII F.5 revealed that students were unfamiliar with listening activities and performed below the Minimum Mastery Criterion (KKM). Interviews indicated that the lack of interactive teaching strategies and limited access to engaging media contributed to low motivation and participation. Introducing LyricsTraining.com as a pre-listening medium helped students adapt to English pronunciation and accents through music, creating a more enjoyable and autonomous learning experience. Consequently, students demonstrated higher motivation and engagement in listening activities.

The study was implemented in two cycles. In the first cycle, students' enthusiasm and confidence improved, with average listening scores increasing from 75 to 78 in class XII F.6 and from 78 to 81 in class XII F.5. However, some students still struggled with rhythm and vocabulary comprehension. In the second cycle, extended practice time and guided lyric interpretation were added, resulting in an average score of 85, with 94.4% of students meeting the KKM. Beyond improved performance, students also experienced reduced anxiety and greater confidence in learning listening skills, demonstrating the effectiveness of LyricsTraining.com as a pre-listening medium.

Although many studies have explored the use of LyricsTraining.com in enhancing listening and autonomous learning (Paras, 2024; Suweni & Saefurrohman, 2024; Azmi & Anjarwati, 2024; Cruz, Oliveira, & Porto, 2023; Nguyen, 2023; Quiña Calispa & Santamaria Caseres, 2022; Wahyuni & Junior, 2020; Angelina, 2020; Martinez, 2023; Azhari & Adnan, 2018), most of them have focused on its application during listening activities rather than before them. This indicates a gap in the literature regarding the platform's potential as a pre-listening medium, a stage crucial for activating prior knowledge and stimulating motivation before comprehension tasks begin. Therefore, understanding students' perceptions of using LyricsTraining.com during the pre-listening phase is essential to evaluate how this digital tool motivates and engages learners. To address this gap, the present study investigates EFL students' perceptions of LyricsTraining.com as a pre-listening medium for learning listening.

METHOD

This study employed a descriptive quantitative research design to investigate EFL students' perceptions of using LyricsTraining.com as a pre-listening activity. Descriptive quantitative research allows for the systematic collection and analysis of numerical data to describe existing conditions without manipulating variables (Gay, 2006; Creswell, 2012). This approach was chosen to provide an objective understanding of students' attitudes and experiences regarding the platform's usability to prepare the student's for listening activity (readiness).

The research was conducted online through the WhatsApp groups of classes XII F.5 and XII F.6 at SMAN 4 Payakumbuh during the 2024/2025 academic year. The population consisted of all students from these two classes, totaling approximately 70

participants. Total sampling was applied, involving all students in the target population, as recommended when the population is fewer than 100 Sugiyono (as referenced in Salsabillah et al, 2022).

Data were collected using a structured questionnaire consisting of 21 closed-ended items on a four-point Likert scale (strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1). The questionnaire was designed to measure three indicators adapted from the Technology Acceptance Model (TAM) by Davis (1986): Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Attitude Toward Using (ATU). To ensure clarity and accessibility, the questionnaire was provided in both Bahasa Indonesia and English and distributed via Google Forms.

The research instrument was verified by three lecturers from the English Department, Faculty of Languages and Arts, Universitas Negeri Padang. Based on their feedback, several revisions were made to improve the quality and clarity of the questionnaire. These revisions included adding Indonesian translations for all items, correcting grammatical errors in the instructions under Section B (Perceived Usefulness), providing a clear statement of the questionnaire's purpose, and including filling instructions written in Bahasa Indonesia.

The reliability test was used to determine whether the questionnaire consistently produced the same results when administered multiple times. According to Heale and Twycross (2015, p. 66), reliability refers to the stability and consistency of measurements. In this study, Cronbach's Alpha reliability test was applied. The criteria for the reliability test were as follows: if the alpha value is above 0.60, it indicates that the statements are reliable; if the alpha value is 0.60 or lower, the statements are considered unreliable.

RESULTS AND DISCUSSION

A questionnaire was conducted to gather information from EFL students regarding their perceptions of using LyricsTraining.com as a pre-listening activity to Enhance their readiness in listening activity. The study involved 70 students from SMAN 4 Payakumbuh. The data were collected using a questionnaire consisting of 21 statements measured on a four-point Likert scale: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree).

The questionnaire was divided into three indicators based on the Technology Acceptance Model (TAM): Perceived Ease of Use (PEOU), Perceived Usefulness (PU). Statements 10 measured students' perceptions of PEOU, statements 8 measured PU and 2 statement assess ATU. This structure allowed the researcher to examine how each indicator influenced students' overall perception of LyricsTraining.com as a pre-listening learning platform to enhance student's readiness.

Research Findings

1. Students' Perception Towards Use LyricsTraining.com as a Pre-listening media in learning listening skill the Based on Perceived ease of Use

The questionnaire contains ten valid statements (statements 1–10) about students' perception of the ease of use of LyricsTraining.com. The average

score equals 3.45, indicating that students have a very positive perception. The results are shown in the table below:

Table 1 Perception Based on PEOU

NO	STATEMENT	FREQUENCY				SCORE	MEAN	CATEGOR Y
		1	2	3	4			
Q1	<i>LyricsTraining.com</i> is easy to use.	1	0	31	38	246	3.51	VERY POSITIVE
Q2	The audio on <i>LyricsTraining.com</i> listening exercise is clearly heard.	0	0	50	20	230	3.29	VERY POSITIVE
Q3	The lyrics that need to be filled in <i>lyricstraining.com</i> listening exercise are clearly written.	0	0	34	36	246	3.51	VERY POSITIVE
Q4	I can complete the listening tasks on <i>LyricsTraining.com</i> without needing much help	1	0	41	28	236	3.37	VERY POSITIVE
Q5	It is easy for me to access <i>LyricsTraining.com</i> at any time and anywhere.	0	1	35	34	243	3.47	VERY POSITIVE
Q6	I feel confident using <i>LyricsTraining.com</i> without guidance.	0	1	39	30	239	3.41	VERY POSITIVE
Q7	The game modes (e.g., write and choice mode) on <i>LyricsTraining.com</i> are easy to understand.	0	0	30	40	240	3.43	VERY POSITIVE
Q8	The website layout of <i>LyricsTraining.com</i> is simple and user-friendly.	1	0	37	32	240	3.43	VERY POSITIVE
Q9	Switching between levels (e.g., beginner to expert) on <i>LyricsTraining.com</i> is easy.	0	1	31	38	247	3.53	VERY POSITIVE
Q10	It is easy to repeat or replay song activities on <i>LyricsTraining.com</i> .	0	0	32	38	248	3.53	VERY POSITIVE
	MEAN TOTAL						3.45	VERY POSITIVE

Note: 1: Strongly Agree 2: Disagree
 3: Agree 4: Strongly Disagree

The table shows that the mean score for PEOU is 3.41, which indicates a very positive perception among students. This suggests that they find LyricsTraining.com easy to use, accessible, and simple to navigate as a learning platform.

In Q1, 50% of students strongly agree and 49% agree that LyricsTraining.com is easy to use, demonstrating that the platform's overall interface is intuitive. Q2 and Q3 show similar patterns, with over 90% of students agreeing or strongly agreeing that both the audio and the lyrics display clearly. These technical qualities are essential for ensuring a smooth learning experience, particularly for listening comprehension tasks.

Items Q4–Q6 focus on independence and accessibility. Most respondents agree that they can complete tasks without much help (60%), can access the website anytime and anywhere (65%), and feel confident using it without guidance (62%). These results indicate that the platform supports learner autonomy and flexibility, both of which are important for self-directed learning.

Next, Q7–Q9 assess the usability of specific features, such as the game modes and level-switching options. Over 90% of respondents agree or strongly agree that these features are simple and easy to understand. The data suggest that the gamified learning structure of LyricsTraining.com enhances user engagement by combining entertainment with learning.

Finally, Q10 shows that 94% of students find it easy to repeat or replay song activities, suggesting that the platform allows for practice and mastery learning. This feature gives learners control over their learning pace and encourages them to review materials until they achieve better comprehension.

Overall, the findings indicate that students have a very positive perception of the ease of use of LyricsTraining.com. The platform's simple interface, accessibility, and intuitive design contribute to effective and enjoyable pre-listening practice. Therefore, it can be concluded that LyricsTraining.com is perceived as an easy-to-use digital tool that promotes autonomous, engaging, and efficient listening learning experiences.

2. *Students' Perception Towards Use LyricsTraining.com as a Pre-listening media in learning listening skill the Based on Perceived Usefulness*

The questionnaire contains ten valid statements (statements 11, 12, 14, 16,17,18,19,20) about students' perception of the usefulness of LyricsTraining.com. The average score equals 3.42, indicating that students have a very positive perception. The results are shown in the table below:

Table 1 Perception Based on PU

NO	STATEMENT	FREQUENCY				SCORE	MEAN	CATEGOR Y
		1	2	3	4			
Q11	<i>LyricsTraining.com</i> helps me understand the topic of listening materials more easily before class.	1	2	30	37	243	3.47	VERY POSITIVE
Q12	I feel more prepared to engage in listening activities after using <i>LyricsTraining.com</i> .	0	2	44	24	232	3.31	VERY POSITIVE
Q14	<i>LyricsTraining.com</i> helps me activate background knowledge before listening activity in the classroom	1	0	42	27	235	3.36	VERY POSITIVE
Q16	By practicing with the fill-in-the-blank words feature on <i>LyricsTraining.com</i> , I can better predict the content of classroom listening materials."	0	1	34	35	244	3.49	VERY POSITIVE
Q17	I can concentrate more easily during listening activities after practicing with <i>LyricsTraining.com</i>	0	0	43	27	237	3.39	VERY POSITIVE
Q18	<i>LyricsTraining.com</i> allows me to practice listening at my own pace before the class.	1	0	40	29	237	3.39	VERY POSITIVE
Q19	I feel more confident in completing listening tasks in class after using <i>LyricsTraining.com</i> .	1	0	38	31	239	3.41	VERY POSITIVE
Q20	<i>LyricsTraining.com</i> supports me in grasping key words that are essential for understanding classroom listening materials quickly.	0	1	36	33	242	3.46	VERY POSITIVE
	MEAN TOTAL						3.43	VERY POSITIVE

Note: 1: Strongly Agree 2: Disagree
3: Agree 4: Strongly Disagree

The table shows that students consistently perceive LyricsTraining.com as a highly useful tool for supporting their listening learning. For instance, in Q11, 52.9% of respondents strongly agree and 42.9% agree that the platform helps them understand the topic of listening materials more easily before class. This demonstrates that LyricsTraining.com effectively facilitates pre-class preparation, enabling students to comprehend key concepts and vocabulary before engaging in classroom listening tasks.

In Q12, most students agree or strongly agree that they feel more prepared to participate in listening activities after using the platform (62.9% agree, 34.3% strongly agree). This finding implies that LyricsTraining.com enhances students' readiness and confidence in listening lessons by familiarizing them with authentic listening contexts.

Furthermore, items Q14 and Q16 reveal that LyricsTraining.com supports the activation of background knowledge and improves prediction skills before classroom activities. By practicing through its fill-in-the-blank feature, students are trained to identify key words, anticipate content, and engage in meaningful listening practice. These features align with the principles of pre-listening activities, which aim to help learners mentally prepare for listening comprehension.

Responses to items Q17–Q20 further confirm the platform's perceived usefulness. Students agree that LyricsTraining.com helps them focus during listening, allows self-paced practice, boosts confidence, and supports comprehension of key information. These findings indicate that the platform provides flexibility and autonomy—two critical elements for developing effective and independent listening habits.

Overall, the total mean score of 3.43 indicates a very positive perception of the usefulness of LyricsTraining.com. The consistent agreement across all statements demonstrates that the platform effectively supports pre-class preparation, focus, confidence, and comprehension in listening activities. Therefore, LyricsTraining.com is perceived as a valuable digital learning medium that meaningfully enhances students' readiness and performance in listening classes.

3. *Students' Perception Towards Use LyricsTraining.com as a Pre-listening media in learning listening skill the Based On Attitude Toward Using*

Attitude Toward Using (ATU) reflects students' overall emotional response and behavioral intention toward LyricsTraining.com as a pre-listening tool. This indicator examines whether students feel positive about the platform and intend to continue using it to support their listening preparation.

The following table summarizes the responses for the ATU items (Q23, Q24, Q26).

Table 1 Perception Based on ATU

NO	STATEMENT	FREQUENCY				SCORE	MEAN	CATEGOR Y
		1	2	3	4			
Q23	I believe <i>LyricsTraining.com</i> is useful for helping me get ready to understand listening materials.	1	0	26	43	231	3.30	VERY POSITIVE
Q24	I feel positive about using <i>LyricsTraining.com</i> as a preparation tool before listening class.	0	1	45	24	233	3.33	VERY POSITIVE
Q26	Using <i>LyricsTraining.com</i> before class helps me use my study time effectively.	0	1	40	29	238	3.40	VERY POSITIVE
	MEAN TOTAL						3.34	VERY POSITIVE

Note: 1: Strongly Agree 2: Disagree
 3: Agree 4: Strongly Disagree

The table shows that students generally hold a very positive attitude toward using LyricsTraining.com as a pre-listening tool. For example, in Q23, 65.7% of respondents agree and 32.9% strongly agree that the platform helps them get ready to understand listening materials. This demonstrates that students consider LyricsTraining.com an effective preparatory medium that helps them comprehend classroom listening topics more easily and confidently.

In Q24, most students agree (64.3%) and strongly agree (34.3%) that they feel positive about using LyricsTraining.com as a preparation tool before listening class. This indicates that the platform creates a pleasant learning experience, allowing students to approach listening practice with enthusiasm and reduced anxiety. The high level of positive responses reflects students' satisfaction and acceptance of LyricsTraining.com as a useful and enjoyable learning aid.

In Q26, 57.1% of respondents agree and 41.4% strongly agree that using LyricsTraining.com before class helps them use their study time effectively. This finding suggests that students perceive the platform as a time-efficient and practical way to prepare for listening lessons. They value its flexibility, which allows them to practice independently at their own pace and reinforce comprehension before class activities.

Overall, the mean total score of 3.34 indicates that students have a very positive attitude toward using LyricsTraining.com. The consistently high levels of agreement show that students not only find the platform helpful for pre-listening preparation but also enjoy using it. These positive attitudes suggest

that LyricsTraining.com successfully supports students' readiness, promotes effective study habits, and encourages continued use in future learning activities.

Discussion

The findings of this study reveal that students have a very positive perception toward the use of LyricsTraining.com as a pre-listening media to enhance readiness in listening activities. The total mean score of 3.41 out of 4 shows that students perceive the platform as easy to use, useful, and enjoyable for improving their listening preparation before class. These results support the Technology Acceptance Model (TAM) proposed by Davis (1989), which explains that users' acceptance of technology depends on two main factors: Perceived Ease of Use (PEOU) and Perceived Usefulness (PU). When students find a platform simple to operate and beneficial for their learning, they tend to develop a positive attitude toward using it regularly. The overall high mean score in this study confirms this theoretical framework, indicating that students' acceptance of LyricsTraining.com is largely driven by its accessibility and practicality in supporting pre-listening practice.

This interpretation is further supported by Wicaksono (2022), who emphasized that TAM provides a strong basis for understanding students' acceptance of educational technology. According to Wicaksono, ease of navigation and clear function design are essential factors influencing students' willingness to adopt digital learning tools. In this study, students responded positively to LyricsTraining.com's interactive design, which allows them to practice listening through gamified tasks such as filling in missing lyrics or identifying words in context. These features make the platform both user-friendly and pedagogically effective, aligning perfectly with TAM's two central dimensions—usability and usefulness.

From a pedagogical perspective, the results are consistent with Rost (2013), who stated that effective listening comprehension involves active mental engagement supported by pre-listening activities. Rost highlighted that pre-listening stages help learners activate prior knowledge, anticipate content, and prepare for comprehension tasks. The students in this study used LyricsTraining.com before class to familiarize themselves with pronunciation, vocabulary, and rhythm in authentic English songs. This preparation increased their readiness and focus during in-class listening activities, demonstrating that authentic pre-listening materials—like songs—can bridge students' prior knowledge with new input. Hence, LyricsTraining.com effectively functions as both a technological and pedagogical tool.

Moreover, the findings correspond with Movva et al. (2022), who discovered that digital platforms enhance engagement and readiness in listening through interactive exposure to authentic English materials. Similarly, LyricsTraining.com integrates music with interactive exercises that encourage learners to repeat and self-correct while listening. This method not only supports listening readiness but also builds confidence and reduces listening anxiety. By presenting language input in a meaningful and enjoyable way, the platform helps students internalize vocabulary and

recognize natural pronunciation patterns, fostering sustained motivation and independent learning habits.

These results are also in line with previous studies discussed in Chapter II. Azhari and Adnan (2018) found that LyricsTraining.com promotes motivation and improves listening comprehension by combining auditory and visual learning channels. Their study highlighted that learners become more attentive and enthusiastic when listening is connected to real-world music contexts. This aligns with the current study, where students expressed strong enthusiasm for using the platform before classroom activities. Similarly, Medina Martínez (2019) reported that students who practiced listening using LyricsTraining.com performed better in listening comprehension than those using traditional methods. This supports the idea that interactive lyric-based learning enhances vocabulary recall and speech recognition.

Furthermore, Patricia Angelina (2020) showed that most learners perceive LyricsTraining as effective for improving pronunciation and vocabulary mastery, echoing the positive perceptions found in this research. Cruz, Oliveira, and Porto (2023) also confirmed that LyricsTraining promotes learner autonomy and motivation through flexible, engaging activities. In the same vein, students in the present study appreciated the ability to choose song difficulty and repeat exercises, which supports differentiated learning. Paras (2024) further strengthened this evidence by demonstrating that students using LyricsTraining significantly improved their listening test scores, confirming its academic value beyond motivation.

However, despite the overall very positive perception, a small number of respondents expressed neutral opinions toward the platform. This may be influenced by external factors such as unstable internet connections, limited device availability, or unfamiliarity with online tools. As Wicaksono (2022) noted, such external variables can affect the level of acceptance of technology-based learning. To overcome these barriers, future implementations of LyricsTraining.com in schools should include short orientation sessions and teacher guidance to help all students become comfortable using the platform effectively.

In conclusion, the discussion confirms that LyricsTraining.com is positively perceived by EFL students as an effective and enjoyable pre-listening medium that enhances their readiness for listening activities. The platform meets the main principles of the Technology Acceptance Model by combining simplicity and usefulness, resulting in strong engagement and favorable attitudes. Supported by theoretical and empirical evidence, LyricsTraining.com can be considered an innovative, student-centered digital tool that strengthens motivation, readiness, and confidence in English listening through authentic and interactive song-based practice.

CONCLUSION

The purpose of this study was to investigate EFL students' perceptions of using LyricsTraining.com as a pre-listening media to enhance their readiness in listening activities. Based on the results and analysis, it can be concluded that students hold a very positive perception of the platform. The overall mean score of 3.41 out of 4 reflects that students perceive LyricsTraining.com as easy to use, useful, and enjoyable, fulfilling the three key constructs of the Technology Acceptance Model (TAM) Perceived Ease of Use (PEOU), Perceived Usefulness (PU) and Attitude Towards Using (ATU).

Students find that LyricsTraining.com helps them prepare before listening lessons by allowing them to practice with authentic English songs that integrate lyrics and audio interactively. Through repeated exposure, they can improve their vocabulary recognition, pronunciation accuracy, and comprehension ability. These experiences not only increase their readiness for classroom activities but also promote motivation, confidence, and engagement.

Furthermore, the platform's gamified design such as filling in missing lyrics, choosing difficulty levels, and receiving instant feedback encourages autonomous learning. This aligns with modern EFL pedagogical principles emphasizing learner-centered and technology-integrated approaches. The positive responses in this study confirm that LyricsTraining.com is not only an effective pre-listening preparation tool but also a motivating and accessible medium for continuous language improvement.

Overall, this study validates the relevance of TAM in understanding students' acceptance of technology-based media in EFL learning. It also reinforces that combining authentic content, interactive exercises, and user-friendly design can significantly enhance students' readiness and positive attitudes toward listening activity in the classroom.

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