

Listening Comprehension of Tenth-Grade Students After LyricsTraining-Based Instruction at SMA Negeri 2 Kota Gorontalo

(Pemahaman Menyimak Siswa Kelas X setelah Penerapan Pembelajaran Berbasis LyricsTraining di S.M.A Negeri 2 Kota Gorontalo)

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Abstract

Listening comprehension is a fundamental component of English language acquisition, yet it remains challenging for many senior high school students. This study aims to examine the effectiveness of LyricsTraining as an instructional medium for improving the listening comprehension of tenth-grade students at SMA Negeri 2 Kota Gorontalo. A quantitative approach was employed using a pre-experimental one-group pretest-posttest design. The participants were 20 students from class X-8, selected through purposive sampling. Data were collected using a 25-item multiple-choice listening test developed based on Richards' (2008) listening comprehension framework, covering five indicators: sound recognition, word recognition, predicting, main idea understanding, and inferring meaning. The intervention was implemented over four sessions using authentic songs through the LyricsTraining platform. Descriptive analysis showed that the mean score increased from 36.00 on the pretest to 52.10 on the posttest, representing an increase of 16.10 points. A paired-samples t-test indicated a statistically significant difference between pretest and posttest scores ($p = 0.021 < 0.05$). The greatest reported improvement was in word recognition (23%), followed by sound recognition (20%) and inferring meaning (17%). These findings indicate that students' listening comprehension scores improved significantly following the use of LyricsTraining. However, because the study did not include a control group, the improvement cannot be attributed solely to the intervention. LyricsTraining may therefore be considered an alternative technology-based medium for supporting English listening comprehension practice.

Abstrak

Pemahaman menyimak merupakan komponen mendasar dalam pemerolehan bahasa Inggris, tetapi masih menjadi tantangan bagi banyak siswa sekolah menengah atas. Penelitian ini bertujuan untuk mengkaji efektivitas LyricsTraining sebagai media pembelajaran dalam meningkatkan pemahaman menyimak siswa kelas X di SMA Negeri 2 Kota Gorontalo. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimental tipe one-group pretest-posttest. Partisipan penelitian berjumlah 20 siswa kelas X-8 yang dipilih melalui teknik purposive sampling. Data dikumpulkan menggunakan tes pemahaman menyimak berbentuk pilihan ganda sebanyak 25 butir yang dikembangkan berdasarkan kerangka pemahaman menyimak Richards (2008), yang mencakup lima indikator, yaitu pengenalan bunyi (sound recognition), pengenalan kata

(word recognition), prediksi (predicting), pemahaman gagasan utama (main idea understanding), dan penarikan makna tersirat (inferring meaning). Perlakuan dilaksanakan dalam empat pertemuan dengan memanfaatkan lagu-lagu autentik melalui platform LyricsTraining. Hasil analisis deskriptif menunjukkan bahwa nilai rata-rata siswa meningkat dari 36,00 pada pretest menjadi 52,10 pada posttest, dengan kenaikan sebesar 16,10 poin. Hasil uji paired-samples t-test menunjukkan adanya perbedaan yang signifikan secara statistik antara skor pretest dan posttest ($p = 0,021 < 0,05$). Peningkatan tertinggi yang dilaporkan terdapat pada indikator pengenalan kata sebesar 23%, diikuti oleh pengenalan bunyi sebesar 20% dan penarikan makna tersirat sebesar 17%. Temuan ini menunjukkan bahwa skor pemahaman menyimak siswa meningkat setelah penggunaan LyricsTraining. Namun, karena penelitian ini tidak melibatkan kelompok kontrol, peningkatan tersebut belum dapat sepenuhnya dikaitkan dengan perlakuan yang diberikan. Oleh karena itu, LyricsTraining dapat dipertimbangkan sebagai media berbasis teknologi alternatif untuk mendukung latihan pemahaman menyimak dalam pembelajaran bahasa Inggris.

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1. INTRODUCTION

Listening skill occupies a strategic position in English as a Foreign Language (EFL) learning. As the first receptive skill acquired in the language acquisition process, listening does not merely involve the ability to capture sounds; rather, it encompasses an active process of comprehending, interpreting, and analyzing spoken messages comprehensively. Dasam (2025) affirms that listening is one of the most essential components in communication, as it enables individuals to understand and respond to messages accurately. Mastery of this skill serves as a prerequisite for the development of other language competencies, including speaking, reading, and writing, since learners build their vocabulary knowledge, sentence structure awareness, and sensitivity to intonation and pronunciation primarily through listening exposure.

Despite its fundamental role, listening remains the most challenging skill for many EFL learners (Hidayah et al., 2025). Researchers have categorized the primary obstacles into two broad dimensions: learner-related challenges and material-related challenges. From the learner's perspective, difficulties commonly arise from accent variation among native speakers, rapid speech rates, limited vocabulary knowledge, difficulty sustaining concentration, and psychological pressures such as anxiety and fear of miscomprehension. From the instructional side, an overreliance on conventional methods including printed textbooks and teacher-centered lectures has been widely regarded as insufficient for cultivating authentic auditory sensitivity. These traditional approaches fail to expose learners to the diversity of voices, intonations, accents, and natural speech patterns that are indispensable for developing genuine listening competence.

Such conditions were similarly identified at SMA Negeri 2 Kota Gorontalo. Based on preliminary observation and an interview conducted with an English teacher at the school, it was found that the majority of students experienced considerable difficulty comprehending spoken English, particularly in identifying specific information and interpreting meaning from oral texts. The instructional approach employed remained largely dependent on lectures and printed textbooks, which proved inadequate in providing authentic and contextually rich listening experiences. As a consequence, students' learning motivation was relatively low, and their active engagement during listening activities was noticeably limited. Several students were also observed losing concentration easily and relying on their peers' responses when listening tasks were administered in class.

Within the framework of Indonesia's Merdeka Curriculum at the senior high school level, students are expected to develop communicative competence more holistically, including the ability to comprehend various forms of spoken texts such as songs and other cultural expressions. This curricular demand underscores the urgency of innovating instructional media that are not only pedagogically sound but also

capable of stimulating student interest and active participation. In this regard, the integration of interactive and authentic technology-based media emerges as a particularly relevant response to the limitations of conventional listening instruction. According to Jacobs et al. (as cited in Nabila, 2022), teaching and learning media can be defined as tools used by teachers or provided to students to achieve specific teaching and learning outcomes. A learning medium is a tool, method, or technique used to support the learning process so that it becomes more effective and engaging. In education, the use of media greatly helps the teaching process. According to Hasan et al. (2021), in the field of education, learning media assist teachers in delivering lessons to students in a more effective and enjoyable way.

One platform that offers such an approach is LyricsTraining, an interactive song-based website that enables learners to practice listening through lyric gap-fill activities. The platform integrates music video content sourced from YouTube with game-based listening exercises, thereby creating a learning experience that is simultaneously enjoyable and cognitively engaging. According to Pitarch (2020), LyricsTraining allows users to develop their language skills interactively by combining learning with entertainment. Furthermore, the platform provides four difficulty levels beginner, intermediate, advanced, and expert which support differentiated learning tailored to individual student proficiency. Unlike passive listening approaches, LyricsTraining requires learners to listen actively, process language in real time, and respond immediately, which closely mirrors the demands of authentic communication. Therefore, According to Latupono and Nikijuluw (2022), the key principles of listening skills include emphasizing listening at the early stages of ESL learning, using materials that are relevant to real-life situations, simplifying the language used, diversifying audio sources, and guiding students to listen with a clear purpose before introducing visual elements.

A number of prior studies have confirmed the effectiveness of LyricsTraining in improving English language skills. Febrianti (2024) found that the use of the LyricsTraining website had a positive and significant influence on the listening skills of eleventh-grade students at SMAN 6 Metro, yielding a significance value of 0.019. Similarly, research conducted at Madrasah Aliyah Swasta Nurul Falah demonstrated a substantial improvement in the experimental group taught through LyricsTraining, with post-test scores rising from 72.71 to 81.50, compared to more modest gains in the control group. Permatasari's study at MTsN 2 Bandar Lampung further corroborated these findings, reporting a significance value of 0.003 from an independent sample t-test, confirming the media's effectiveness in enhancing listening skills. This study aligns with previous research (Setiawan et al., 2019; Angelina, 2020 Rahayuningsih et al., 2021; Manurung et al., 2022), which also found that LyricsTraining enhances students' English language skills. Nevertheless, the majority of these studies were conducted within Islamic school settings or at the junior high school level, leaving a notable research gap regarding its application in public senior high schools, particularly in the Gorontalo region.

Addressing this gap, the present study was designed to examine the effectiveness of LyricsTraining media in enhancing the listening skills of tenth-grade students at SMA Negeri 2 Kota Gorontalo. The assessment of listening comprehension in this study is grounded in Richards' (2008) theoretical framework, which encompasses two complementary processes: bottom-up processing comprising sound recognition and word recognition and top-down processing including predicting, main idea understanding, and inferring meaning. Employing a pre-experimental one group pretest-posttest design, this study aims to contribute empirical evidence to the growing body of research on technology-enhanced listening instruction within the Indonesian secondary education context.

2. METHOD

This study employs a quantitative research method with a Pre-Experimental Design, specifically the One Group Pretest–Posttest Design (Sugiyono, 2023). This design involves one group that receives a pre-test before the treatment, a treatment session, and a post-test after the treatment, without any control group.

The aim of this design is to determine the effect of using LyricsTraining media on improving students' listening skills at SMA Negeri 2 Gorontalo.

Table 1. Research Design

Pre-test (O ₁)	Treatment (X)	Post-test (O ₂)
O ₁	X	O ₂

Explanation:

- O₁: Pre-test, conducted before the treatment.
- X: Treatment, using LyricsTraining media in listening lessons.
- O₂: Post-test, conducted after the treatment.

The population of this study comprised all tenth-grade students at SMA Negeri 2 Kota Gorontalo in the 2025/2026 academic year. The sample was determined through purposive sampling, a non-probability technique in which participants are selected based on specific criteria relevant to the research objectives (Sugiyono, 2023). Class X-8 was selected upon the recommendation of the English teacher, as this class was considered representative of the school's middle ability range neither among the highest nor the lowest performing groups. Of the 34 students enrolled in class X-8, only 20 students participated consistently across all stages of the research, including the pre-test, all four treatment sessions, and the post-test. The reduced participation was attributed to the timing of the pre-test, which coincided with the transitional period following the Eid holiday, during which school activities had not yet fully resumed. Consequently, only data from students who attended all research stages were included in the final analysis.

The instrument used in this study is an objective multiple-choice test designed to measure students' listening skills. The test was developed based on Richards (2008) listening skill indicators.

Table 2. Listening Skill Indicators (Richards, 2008)

No	Indicator	Numbers	Classroom Activity (Lyric Training)
1	Sound Recognition	Identify similar sounds or rhyming words in a song	Students listen and underline rhyming pairs (e.g., heart-hurt).
2	Word Recognition	Recognize and fill in missing words while listening to a song.	Gap-fill lyric activity using a familiar pop song.
3	Predicting	Predict what the song will be about based on its title or a few keywords.	Before listening, students guess the theme or mood of the song.
4	Main Idea Understanding	Identify the main idea or topic of the song.	After listening, students summarize the song in one or two sentences.
5	Inferring Meaning	Infer the message, feeling, or moral from the lyrics.	Discuss what emotion the singer is expressing.

Table 3. Final Listening Test

No	Indicator	Items numbers	Number of item	Scoring criteria
1	Sound recognition	1, 9, 10, 17, 18	5	Correct = 1 Incorrect = 0
2	Word recognition	2, 3, 11, 19, 20	5	
3	Predicting	6, 14, 15, 22, 23	5	
4	Main idea understanding	4, 5, 12, 13, 21	5	
5	Inferring meaning	7, 8, 16, 24, 25	5	
			25	Max score = 25

Prior to implementation, the instrument underwent validity and reliability testing through a try-out administered to a separate group of 20 students. Validity was assessed using the Pearson Product Moment correlation technique via SPSS, with a significance threshold of 0.05 and an r-table value of 0.44 ($df = N - 2$). Of the initial 30 items, 15 were declared valid, while 15 were identified as invalid. Following supervisory guidance, 5 invalid items were discarded, and the remaining 10 were revised through sentence construction improvements to ensure adequate content representation, resulting in a final instrument of 25 items. Reliability was subsequently tested using Cronbach's Alpha, which yielded a coefficient of .820 categorized as high reliability confirming that the instrument was consistent and suitable for data collection.

The treatment was conducted over four sessions, each lasting approximately 160 minutes, with a specific listening sub-skill as the focus of each meeting. In the first session (March 31, 2026), the focus was placed on sound recognition and word recognition using the song *Count on Me* by Bruno Mars. Students were guided to identify phonological features and complete gap-fill exercises through the LyricsTraining platform. The second session (April 1, 2026) targeted main idea understanding, employing *Better When I'm Dancing* by Meghan Trainor, during which students listened and identified the central message of the song in group discussions. The third session (April 2, 2026) addressed the predicting indicator using *Fight Song* by Rachel Platten, where students were encouraged to anticipate song content based on titles and lyric fragments prior to listening. The fourth and final session (April 6, 2026) focused on inferring meaning through *Hall of Fame* by The Script, guiding students to interpret figurative language and implied messages embedded in the lyrics. Each session followed a three-phase structure: pre-listening activities to activate prior knowledge and

introduce key vocabulary, while-listening activities involving the LyricsTraining gap-fill exercise, and post-listening activities comprising discussion, reflection, and teacher feedback.

After the data were collected, the researcher analyzed the students' scores from the pre-test and post-test using several statistical techniques. The data from the pre-test, treatment, and post-test were collected and then analyzed quantitatively to determine whether there was a significant difference in students' listening achievement after the use of *LyricsTraining* media.

Before conducting the main analysis, a normality test was performed to determine whether the data were normally distributed. The normality test is an essential prerequisite for using parametric statistical analysis such as the t-test. In this study, the researcher used the Lilliefors test at a significance level of $\alpha = 0.05$ (Sugiyono, 2023). The test compared the obtained L_0 value with the critical value from the Lilliefors table (L_α). The criteria for decision-making were as follows:

If $L_0 \leq L_\alpha$, the data were normally distributed.

If $L_0 > L_\alpha$, the data were not normally distributed.

The result of this test determined whether the data met the normality assumption required for the t-test analysis.

Then, the data were analyzed using the paired sample t-test formula as follows:

$$t = \frac{\bar{D}}{S_D / \sqrt{n}}$$

Explanation:

$D = X_1 - X_2 \rightarrow$ the difference between the scores before (pre-test) and after (post-test) the

$\bar{D} \rightarrow$ the mean of the differences.

$S_D \rightarrow$ the standard deviation of the differences.

$n \rightarrow$ the number of samples.

$t \rightarrow$ the calculated t-value

The paired sample t-test was used to determine whether there was a statistically significant difference between the students' pre-test and post-test scores after being taught using *LyricsTraining* media. Finally, hypothesis testing was carried out using the Paired Sample T-Test, with the decision criteria that H_0 is rejected and H_1 is accepted if the significance value (Sig. 2-tailed) is less than 0.05 and the t-value exceeds the t-table value. In addition, a descriptive analysis of achievement per indicator was performed to identify which listening sub-skills demonstrated the most substantial improvement following the intervention.

3. RESULTS AND DISCUSSION

3.1 Pre-Test Results

Prior to the intervention, a pre-test was administered to 20 students of class X-8 to measure their baseline listening comprehension ability. The instrument consisted of 25 multiple-choice items covering five indicators based on Richards' (2008) framework. Descriptive analysis revealed that the highest score achieved was 56, while the lowest was 16, with a class mean of 36.00 and a standard deviation of 9.88. The complete distribution of pre-test scores is presented in Table 4.

Table 4. Pre-Test Score Frequency Distribution

No	Interval	Category	Frequency (<i>f</i>)	Percentage (%)
1.	49 -56	Very Good	2	10%
2.	41 – 48	Good	2	10%
3.	33 – 40	Fair	6	30%
4.	25 – 32	Poor	7	35%
5.	16 - 24	Very Poor	3	15%
Total			20	100%

The data in Table 1 reveal that the majority of students performed at low levels prior to the intervention. The Poor category dominated the distribution with 7 students (35%), followed by Fair with 6 students (30%), and Very Poor with 3 students (15%). Only 4 students (20%) reached the Good and Very Good categories. Cumulatively, 80% of students remained within the Fair, Poor, and Very Poor categories, indicating that the initial listening ability of class X-8 was considerably below the expected mastery standard.

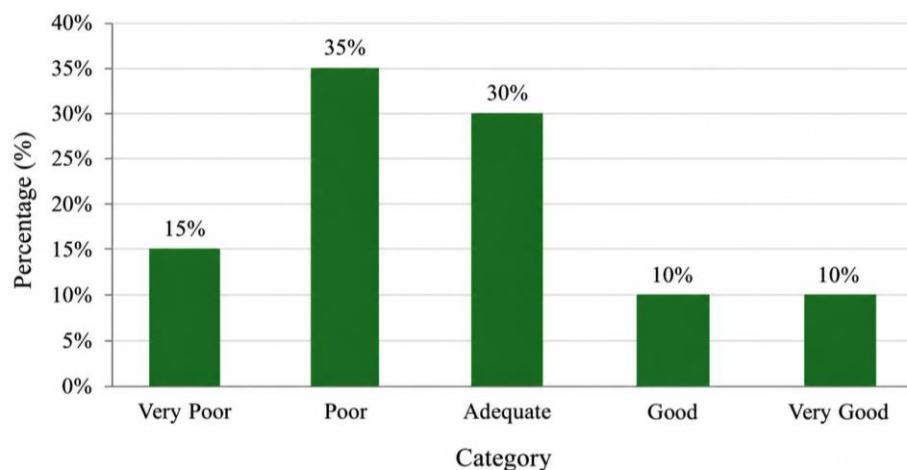


Figure 1. Results of the Pre-Test

Based on the entire set of pre-test data above, it can be concluded that the listening skills of the students in class X-8 at SMA Negeri 2 Gorontalo are still categorized as low. This is evidenced by the class mean score of 36.00 and the fact that the majority of students performed at a poor level. Therefore, the researcher deems it necessary to improve the learning process through the use of LyricsTraining. This intervention will be carried out during the treatment phase in class X-8 to train the students' listening skills, with the expectation that their learning outcomes will show a significant increase in the post-test stage.

3.2 Post-Test Results

Upon completion of the four treatment sessions using LyricsTraining media, a post-test was administered using an instrument identical in format and content to the pre-test. The results demonstrated a notable improvement compared to the baseline stage. The highest score increased to 96, while the lowest score remained at 16. The class mean rose to 52.10, with a standard deviation of 26.60. The distribution of post-test scores is presented in Table 5.

Table 5. Post-test Frequency Distribution

No	Skor pre-test	Category	Frequency (f)	Percentage (%)
1.	80 - 96	Very Good	3	15%
2.	64 - 79	Good	5	25%
3.	48 - 63	Fair	3	15%
4.	32 - 47	Poor	3	15%
5.	16 - 31	Very Poor	6	30%
Total			20	100%

Table 5 illustrates a meaningful shift in the score distribution. The number of students reaching the Very Good category increased to 3 (15%), while 5 students (25%) attained the Good category. Nevertheless, 6 students (30%) remained in the Very Poor category, reflecting considerable variation in individual performance as evidenced by the relatively high post-test standard deviation of 26.60. Overall, the class mean increased by 16.10 points, from 36.00 in the pre-test to 52.10 in the post-test, placing the class's collective listening ability within the Fair category.

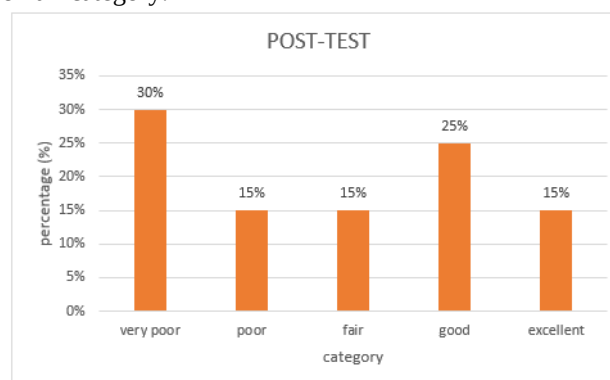


Figure 2. Results of the Post-Test

Visually, this improvement shows that the intervention using LyricsTraining media has a positive impact on students' listening comprehension. Categorically, there was a shift in the class's ability level, which was previously dominated by the "Very Poor" category and has now moved to the "Fair" category, with a mean score of 52.10. Although the distribution of scores in the post-test shows a fairly wide variation as indicated by a standard deviation of 26.60 the emergence of a group of students achieving the "Very Good" category (15%) is clear evidence of the effectiveness of this media.

Thus, it can be concluded that the LyricsTraining media is effective in helping students achieve more optimal learning outcomes compared to the previous stage. The diagram below shows the difference between the pre-test and post-test results.

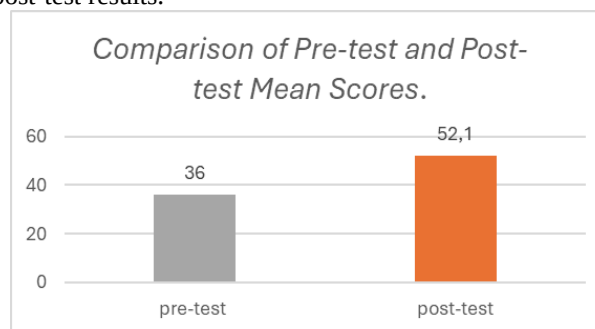


Figure 3. Difference between pre-test and post-test results

Figure 3 above shows a comparison of the mean scores between the pre-test and the post-test. The graph illustrates a clear visual improvement, where the students' average score increased from 36.00 in the pre-test to 52.10 in the post-test. This increase of 16.10 points indicates that the use of LyricsTraining media has a positive impact on student learning achievement in terms of listening. Although the mean score has not yet reached the maximum standard, this upward trend demonstrates that the intervention was successful in helping students move from the "Very Poor" category to the "Fair" category.

3.3 Normality Test

Prior to hypothesis testing, a normality test was conducted on both pre-test and post-test data using the Shapiro-Wilk technique at a significance level of $\alpha = 0.05$. The pre-test data yielded a significance value of 0.293, while the post-test data produced a significance value of 0.174. Since both values exceeded 0.05, it can be concluded that the data from both stages are normally distributed. Accordingly, the assumption of normality required for parametric statistical analysis has been satisfied, and hypothesis testing using the Paired Sample T-Test could proceed.

3.4 Hypothesis Testing

Hypothesis testing was conducted using the Paired Sample T-Test via SPSS to determine whether a statistically significant difference existed between pre-test and post-test scores. The results are presented in Table 5.

Table 5. Paired Sample T-Test Results

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	36.00	20	9.884	2.210
Post-Test	52.10	20	26.600	5.948

Paired Differences	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pre-Test	-16.100	28.716	6.421	-2.507	19	0.021
Post-Test						

The results in Table 5 indicate that the significance value (Sig. 2-tailed) of 0.021 is less than the 0.05 threshold, and the t-value of 2.507 exceeds the t-table value of 2.093. Based on the established decision criteria, H_0 is rejected and H_1 is accepted. It is therefore statistically confirmed that a significant difference exists between students' listening comprehension before and after the use of LyricsTraining media, indicating that the media is effective in enhancing the listening skills of class X-8 students at SMA Negeri 2 Kota Gorontalo.

3.5 Discussion

The findings of this study confirm that LyricsTraining media is statistically effective in improving students' listening comprehension. This effectiveness is not only reflected in the overall mean score gain, but also in the differentiated patterns of development observed across the five listening indicators, which provide a richer picture of the learning processes that unfolded throughout the intervention.

The most substantial improvement was found in the word recognition indicator (23%). This finding is particularly understandable given that limited recognition of spoken vocabulary was identified as the primary weakness during the pre-test stage. Most students were considerably more familiar with English vocabulary in its written form than in its spoken form, rendering them unable to recognize the same words when encountered aurally within songs delivered at natural speed. Through repeated gap-fill practice on the LyricsTraining platform, students gradually developed the ability to connect auditory forms with their written counterparts—a process reinforced by continuous exposure to authentic native-speaker utterances. This finding aligns with Nunan (2003), who asserts that authentic materials help learners familiarize themselves with real language use and facilitate the natural development of spoken word recognition.

Sound recognition ranked second in terms of improvement (20%). In the early stages of the research, many students encountered difficulty accurately distinguishing English phonological features, particularly when faced with connected speech patterns, sound reductions, and word stress variations commonly found in songs. Repeated exposure to authentic songs through LyricsTraining progressively heightened students' phonological sensitivity, enabling them to differentiate similar sounds with greater precision. This is consistent with Field (2018), who argues that sensitivity to prosodic features such as stress, rhythm, and intonation constitutes a key component of listening comprehension, as these cues assist listeners in parsing sentence structures and identifying informational focus.

The inferring meaning indicator recorded a gain of 17%. At the outset of the study, students tended to interpret song lyrics literally and struggled to grasp implied meaning, metaphors, or figurative expressions frequently embedded in songs. As the treatment sessions progressed, group discussions facilitated by the researcher encouraged students to think beyond literal meaning and integrate contextual cues, emotional tone, and background knowledge to construct deeper understanding. Brown (2007) explains that successful listening comprehension involves understanding pragmatic and implied meaning rather than literal content alone, making song-based activities rich in figurative language particularly effective in developing the inferential dimension of listening.

Both predicting and main idea understanding recorded the most modest gains at 14% each. In the predicting indicator, students initially demonstrated a passive orientation, preferring to wait for complete information rather than utilizing available contextual clues to anticipate message content. Although the improvement was not as pronounced as other indicators, gradual progress was evident as students became increasingly accustomed to using song titles, recurring keywords, and lyric fragments as predictive cues. Richards (2008) emphasizes that prediction is an integral component of listening comprehension, as effective listeners actively draw upon background knowledge and contextual information to anticipate meaning. Main idea understanding proved to be the most challenging indicator throughout the research, recording the lowest gain alongside predicting. Students' tendency to focus on individual words rather than constructing a holistic understanding of the song's overall message constituted the primary obstacle. Limited vocabulary further complicated their ability to filter essential information from the spoken text as a whole. Nevertheless, incremental progress remained observable as students gradually learned to recognize recurring themes, emotional expressions, and contextual signals that supported global comprehension. Brown (2007) affirms that successful listening involves active meaning construction, wherein listeners connect textual information with prior knowledge to interpret the speaker's intended message.

Taken together, the pattern of improvement identified across all indicators is consistent with findings from prior studies. Febrianti (2024) reported a positive and significant effect of LyricsTraining on the listening skills of eleventh-grade students at SMAN 6 Metro, with a significance value of 0.019. Research conducted at MTsN 2 Bandar Lampung similarly yielded a significance value of 0.003, further substantiating the platform's effectiveness across different school levels and contexts. The present study extends this empirical base by demonstrating comparable effectiveness within a public senior high school setting in Gorontalo—a context that had previously remained underrepresented in the existing literature. From a pedagogical perspective, the success of LyricsTraining in this study can be attributed to several key factors. First, the platform delivers authentic materials that expose students to real native-speaker speech patterns, directly addressing one of the most persistent limitations of conventional listening instruction. Second, the gamification-based approach embedded in LyricsTraining effectively reduced students' affective barriers including anxiety and disengagement—resulting in heightened motivation and more active participation during listening activities. Third, the collaborative group structure implemented throughout the treatment sessions built students' confidence and fostered peer negotiation of meaning, which in turn strengthened comprehension through social interaction.

Notwithstanding these positive outcomes, several limitations warrant acknowledgment. The relatively brief treatment duration—comprising only four sessions—may have constrained the depth of improvement achievable, particularly for indicators requiring more complex cognitive processing such as main idea understanding and predicting. Additionally, the platform's dependence on stable internet

connectivity presented occasional technical challenges that disrupted the flow of learning activities. Future research employing a longer treatment period, a larger sample, and a true experimental design incorporating a control group is recommended to generate more robust and generalizable evidence regarding the effectiveness of LyricsTraining in Indonesian EFL contexts.

4. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

4.1 Conclusion

This study examined the effectiveness of LyricsTraining in improving the listening skills of tenth-grade students at SMA Negeri 2 Kota Gorontalo. The results of the paired-samples t-test showed a statistically significant difference between pre-test and post-test scores ($t = 2.507$, $p = 0.021$), indicating that students' listening performance improved following the implementation of LyricsTraining. The mean score increased by 16.10 points, from 36.00 in the pre-test to 52.10 in the post-test, reflecting a shift from the Poor to the Fair category. Improvements were also observed across all five listening indicators, with word recognition showing the highest gain (23%), followed by sound recognition (20%), inferring meaning (17%), and predicting and identifying the main idea (14% each). These findings suggest that LyricsTraining can support listening comprehension through engaging, song-based activities that provide repeated exposure to authentic English input. Its interactive features and collaborative activities may also help create a more enjoyable learning environment and encourage students' participation. However, because the study did not include a control group, the findings should be interpreted cautiously, as the observed improvements cannot be attributed exclusively to the use of LyricsTraining.

4.2 Suggestions/Recommendations

Based on these findings, English teachers are encouraged to consider LyricsTraining as an alternative instructional medium for developing students' listening skills. To maximize its potential, teachers should combine platform-based activities with structured listening strategies, including audio repetition, vocabulary prediction, contextual inference, and main-idea identification. Students are encouraged to use LyricsTraining regularly to improve their vocabulary, sound recognition, and confidence in understanding spoken English. Schools may support the integration of technology-based learning media by providing appropriate digital facilities and opportunities for teachers to develop their instructional practices. Future researchers should conduct studies involving larger and more diverse samples, longer intervention periods, and experimental or quasi-experimental designs with control groups. Further research could also investigate the long-term effects of LyricsTraining and compare its effectiveness with other digital listening media to provide stronger evidence of its contribution to English language learning.

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