

LingoClip-Mediated Listening Learning in the Classroom: Senior High School Students' Experiences and Views

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ABSTRACT

This study explores the experiences and perceptions of senior high school students using the LingoClip app as a tool for learning listening comprehension skills in the classroom. Despite the recognized importance of listening in language acquisition, many students struggle with traditional methods of listening practice, often finding them disengaging and difficult. The purpose of this research is to investigate how LingoClip, a gamified language learning app, impacts students' listening comprehension skills and how it compares to traditional teaching methods. A qualitative research methodology was employed, involving interviews and reflective journals from a sample of senior high school students. The findings reveal that students generally have positive experiences with LingoClip, appreciating its interactive and enjoyable nature, which helps sustain their motivation and engagement. Additionally, students perceive LingoClip as more useful than traditional methods, as it allows for personalized learning experiences and caters to different learning styles. However, some students noted challenges such as frequent ad interruptions, which can detract from the learning experience. The contribution of this study lies in its demonstration of the potential for digital tools like LingoClip to enhance the listening learning process in educational settings. The findings suggest that integrating such tools into the curriculum can provide a more engaging alternative to conventional listening exercises, potentially leading to better language learning outcomes.

Key words: LingoClip; Listening; Students' Experiences; Views

INTRODUCTION

Listening, as a critical component of language acquisition, is essential for effective communication. Despite its importance, many students encounter significant challenges in developing listening comprehension skills, which are crucial for their overall language proficiency. In the context of English as a foreign language (EFL), listening is often considered one of the most difficult skills to master. According to

Diora et al. (2020), listening plays a pivotal role in language learning because it provides the necessary input for language development. However, students frequently struggle with traditional listening exercises, which can be monotonous and intimidating, leading to a lack of motivation and engagement.

Several studies have highlighted the difficulties students face in listening comprehension. For instance, students often experience anxiety and frustration when they are unable to understand every word in a listening exercise. This is often exacerbated by factors such as limited vocabulary, complex grammatical structures, and unfamiliar topics. Additionally, noisy classroom environments and the pressure to understand spoken English in real-time further contribute to students' challenges. These issues underline the need for more engaging and effective methods of teaching listening skills.

The advancement of technology in education offers promising solutions to these challenges. Mobile applications and digital tools have been increasingly recognized as valuable resources for language learning, providing interactive and personalized learning experiences. Among these tools, the LingoClip app has emerged as a novel approach to enhancing listening skills through gamified learning activities. The app allows students to engage with English songs through various interactive modes, making the learning process more enjoyable and effective. Previous studies have demonstrated the benefits of using multimedia and interactive tools in language learning, particularly in improving student engagement and motivation. However, there is still a gap in the literature concerning the specific experiences and perceptions of students using LingoClip, particularly in the context of senior high school students in Indonesia.

This research aims to address this gap by exploring the experiences of senior high school students using LingoClip as a tool for learning listening comprehension skills. It also seeks to understand how students perceive LingoClip-mediated learning in comparison to traditional methods. By examining these aspects, this study contributes to the growing body of knowledge on the use of digital tools in language education and provides insights into the potential of LingoClip to enhance listening comprehension skills in EFL classrooms.

LITERATURE REVIEW

Previous Related Study

The enhancement of listening comprehension skills in English as a Foreign Language (EFL) contexts has been a focal point of numerous studies, particularly with the integration of multimedia tools to facilitate learning. Ray (2022) conducted a study at Senior High School Taruna Pekanbaru, examining students' perceptions of utilizing English-subtitled videos to improve their listening abilities. Involving 32 students from class XI Mia 1, the research employed both closed-ended and open-ended questionnaires for data collection. The findings revealed that 72% of

the students had a positive perception of English-subtitled videos, with 90% expressing a preference for subtitled over non-subtitled content. This study underscores the effectiveness of multimedia resources in enhancing listening comprehension and boosting student motivation and engagement.

Similarly, the work of Binarkaheni et al. (2022) delved into the experiences of ten students in a listening class who engaged in extensive listening practices using YouTube. Through a case study approach involving closed-ended questionnaires and semi-structured interviews, the research highlighted that students could improve their listening fluency, pronunciation, grammar comprehension, and contextual understanding of aural texts. Features such as speed adjustment and subtitles were instrumental in clarifying new phrases, although challenges like unreliable internet connectivity were noted. The study advocates for the creation of conducive learning environments and improved internet accessibility to support extensive listening activities.

In another pertinent study, Syahabuddin and Rizqa (2021) explored the efficacy of podcasts in enhancing listening skills among 15 fourth-semester students at Universitas Islam Negeri Ar-Raniry Banda Aceh. Utilizing a quantitative approach with pre-test and post-test assessments, the research demonstrated a significant improvement in students' listening abilities, with mean scores rising from 36.3 to 63.3. This finding substantiates the potential of podcasts as a valuable tool in EFL listening instruction.

While these studies shed light on the positive impacts of multimedia tools on listening comprehension, there remains a gap concerning the specific use of applications like LingoClip. The current research aims to fill this void by examining the experiences and perceptions of senior high school students using LingoClip as a learning medium.

Listening in Language Learning

Listening is foundational to language acquisition and discourse processing. As Rost (2004) articulates, it is intrinsically linked to various areas of inquiry and development within language studies. Effective listening enables individuals to accurately receive and interpret messages, a skill vital for successful communication across personal and professional domains. Proficient listening fosters a meaningful interaction between speakers and listeners, facilitating mutual understanding (Siahaan, 2020). However, learners often confront challenges in honing their listening skills. These obstacles may stem from internal factors such as limited prior knowledge and external factors like environmental distractions. Overcoming these hurdles is essential for achieving listening proficiency, which, in turn, underpins other language competencies.

Learning Media in Language Education

Learning media play a pivotal role in bridging the gap between educators and learners. Defined by Miarso (2009) as tools that convey messages to stimulate thoughts, feelings, and attention, learning media are instrumental in creating engaging and effective educational experiences. Musfiqon (2012) further emphasizes that these media, encompassing both physical and non-physical resources, facilitate the efficient delivery of material, catering to diverse learning styles. In the realm of teaching English, the strategic use of media addresses learners' varying backgrounds and experiences. By providing access to content beyond the confines of the classroom, media can enrich the learning process, fostering direct interaction with the subject matter and sustaining learner motivation. Ruis et al. (2009) highlight several advantages of incorporating media into language instruction, including enhanced motivation, prevention of learner boredom, simplified comprehension of instructional material, systematic teaching processes, and the achievement of learning goals.

The Role of Music and Lyrics in Language Learning

Music and song lyrics have long been recognized as potent tools in language education. According to the Oxford Dictionary, a song is a musical composition with words meant to be sung, offering a blend of melody and language that can captivate learners. Zahro' (2010) posits that songs provide high imaginative appeal and are often composed in accessible language, fostering a conducive learning environment. Sophya (2013) echoes this sentiment, asserting that songs can significantly motivate students during English learning. Lyrics, as the textual component of songs, offer rich linguistic content that can aid in vocabulary acquisition, grammatical understanding, and cultural appreciation. Engaging with song lyrics allows learners to internalize language patterns in a contextually meaningful manner.

LingoClip App: Integrating Music into Language Learning

The LingoClip app represents a modern embodiment of integrating music into language education. By leveraging popular songs across various languages, the app provides an immersive platform for enhancing listening comprehension, vocabulary, and grammar skills. Its diverse game modes—such as Choice, Type, and Karaoke—cater to different learning preferences, fostering interactive and personalized learning experiences. Henning (2023) outlines a structured approach for utilizing LingoClip in educational settings. Students begin by downloading the app or accessing its web-based version, selecting genres or specific songs, and engaging with interactive modes that challenge their listening and comprehension skills. This method aligns with constructivist learning theories, emphasizing active learner engagement and the construction of knowledge through meaningful interaction with content.

Incorporating LingoClip into language instruction not only makes learning enjoyable but also addresses various challenges associated with traditional listening exercises. Its gamified elements and use of music resonate with learners, sustaining interest and facilitating deeper linguistic engagement.

METHOD

Design and Samples

This study employed a Classroom Action Research (CAR) design, focusing on addressing a specific problem in the teaching and learning process. The research was conducted in a high school located in Karawang, with the participants being 11th-grade students. The choice of 11th-grade students was intentional, as they were at a stage where English language learning was a key focus, and they had the necessary language proficiency to engage with the LingoClip app effectively. Purposive sampling was used to select participants who met the inclusion criteria and could provide valuable insights into the research questions.

Instrument and Procedure

Two primary instruments were used in this research:

1. **Semi-Structured Interviews:** These were designed to gather qualitative data on students' experiences and perceptions of using the LingoClip app for listening practice. The interviews allowed for flexibility, enabling the researcher to probe deeper based on the participants' responses. The questions were tailored to explore various aspects of the students' engagement with the app, including its impact on their listening skills, motivation, and overall learning experience.
2. **Reflective Journals:** Students maintained reflective journals throughout the study to document their thoughts, challenges, and perceived benefits of using LingoClip in their English listening lessons. These journals provided longitudinal data, offering insights into the students' day-to-day experiences and changes in their attitudes, comprehension, and engagement over time.

The instructional procedure for integrating the LingoClip app into the classroom involved several steps:

1. **Downloading the App:** Students were instructed to download the LingoClip app or access the LyricsTraining website.
2. **Accessing the Platform:** Upon opening the app or website, students were guided to access LyricsTraining directly.
3. **Navigating the Game Interface:** Students explored options such as genre selection, song search, and language settings.
4. **Selecting Content:** Students chose songs or video clips for their listening practice.
5. **Choosing the Game Mode:** Students selected either the Fill-in-the-Blank or Multiple-Choice mode for engaging with the content.

6. Engaging with the Content: Students practiced listening by interacting with the selected song or video clip.
7. Reflective Learning: After completing the activities, students reflected on their experiences in their journals and participated in class discussions on vocabulary, grammar, and pronunciation learned.

Data Analysis

The data from the interviews and reflective journals were analyzed using Braun & Clarke's (2006) six-phase thematic analysis method:

1. Familiarization with Data: The researcher thoroughly read and re-read the data to gain a deep understanding of the content.
2. Coding: The researcher systematically coded the data to identify key concepts and patterns, ensuring that only relevant data were retained.
3. Theme Search: Themes were actively constructed from the coded data, resulting in the identification of three major themes.
4. Theme Review: The researcher reviewed the themes to ensure their relevance and accuracy in representing the data.
5. Theme Definition and Naming: Each theme was analyzed in detail, and informative names were assigned to clearly define them.
6. Writing Up: The final phase involved writing a narrative that combined data extracts with a discussion of existing literature, providing a comprehensive analysis of the research findings.

RESULT AND DISUSSION

The findings from the interviews with ten senior high school students and the analysis of 28 reflective journals reveal insightful perspectives on the use of LingoClip in the listening classroom. Students responded positively to using LingoClip as a medium for learning listening, with the data reflecting their experiences and perceptions of the app's effectiveness and engagement compared to traditional methods.

The Experiences of Senior High School Students with LingoClip

Students consistently reported that using LingoClip made learning listening more enjoyable and engaging. The app's interactive nature, combined with the use of popular songs, played a significant role in maintaining students' interest and motivation. For instance, one student expressed, "Learning listening with LingoClip is more enjoyable because we can use songs we like" (P1, Reflective Journal). This sentiment was echoed by others who appreciated the gamified approach of the app, particularly modes like fill-in-the-blanks and type mode, which they found to be both fun and educational. As one student remarked, "I like it because there are lots of game modes; when I used the fill-in mode, it was really fun, it was like a quiz" (P2, Interview). These features kept students engaged and motivated to improve

their listening skills, demonstrating the app's effectiveness in creating a dynamic learning environment.

Another significant finding was the high level of satisfaction among students regarding the usability of LingoClip. Many students highlighted the app's engaging and interactive nature as a major positive factor, with one student noting, "Being able to choose game modes and difficulty levels in LingoClip makes learning more tailored to our abilities" (P4, Reflective Journal). However, despite the overall positive reception, a recurring point of dissatisfaction was the frequent presence of ads within the app. Students felt that these ads disrupted their learning experience, with one student stating, "I like the app, but there are too many ads, which is a bit disruptive while learning" (P5, Interview). Another student mentioned that the ads often interrupted the flow of their listening practice, making it difficult to maintain focus: "Ads often appear in the middle of a song, making it hard to focus. If they could be reduced, it would be much better" (P6, Reflective Journal). Despite these concerns, students still found LingoClip to be a valuable tool for learning and expressed a willingness to continue using it if the issue with ads could be addressed.

Students' Perceptions of LingoClip-Mediated Listening Learning Compared to Traditional Methods

The students showed a clear preference for using LingoClip over traditional listening methods in the classroom. They found the app's interactive and engaging nature to be more effective and enjoyable compared to conventional teaching techniques. One student explained, "Using LingoClip is more fun than the usual classroom methods because we can choose songs we like and adjust the difficulty to our abilities" (P8, Interview). This preference highlights the personalized learning experience that LingoClip offers, which caters to individual needs and interests, thereby enhancing student motivation and engagement.

In contrast to the dynamic learning experience provided by LingoClip, students described traditional methods as monotonous and less effective in improving their listening skills. One student commented, "Usually, traditional classroom methods are boring, and I don't feel much improvement in my listening skills. But with LingoClip, learning becomes more interesting and fun, and I understand things more quickly" (P9, Interview). This perspective was further supported by another student who mentioned that traditional methods often felt repetitive and similar to a test environment, which could be stressful and unengaging: "Traditional methods in class are always the same; it feels like a test when practicing listening. But using LingoClip is like playing a game, so it's more fun and not boring" (P10, Interview).

The students' feedback suggests that integrating LingoClip more frequently into the curriculum would enhance their learning experience and lead to better engagement and outcomes compared to traditional methods. One student emphasized, "I think LingoClip should be used more often in class because it makes learning more interesting and motivates me to learn listening more" (P11, Reflective Journal).

Another student noted that the traditional methods often failed to capture their attention and felt outdated, whereas LingoClip's modern approach made learning more relevant and engaging for them: "Traditional methods often don't capture attention and feel outdated. With LingoClip, learning becomes more modern and interesting" (P12, Interview). Overall, the findings underscore the students' strong belief in the advantages of LingoClip over traditional methods, highlighting its potential to make language learning more interactive, personalized, and effective.

The primary purpose of this study was to explore the experiences and perceptions of senior high school students using the LingoClip app as a tool for learning listening comprehension skills in the classroom. The findings suggest that LingoClip offers a more engaging and effective learning experience compared to traditional methods, aligning with the study's goal of assessing the app's potential benefits in supporting listening comprehension.

Students' positive experiences with LingoClip can be explained by several established theories and previous research. The gamified approach of LingoClip, which includes features like fill-in-the-blanks and choice modes, adds an element of fun and competition to the learning process. This finding aligns with the work of Zahro' (2010) and Sophya (2013), who found that incorporating songs and music into the learning process can make it more engaging, less intimidating, and more relatable for students. Zahro' emphasized that song lyrics in the classroom can spark imagination and motivation, creating a closer and more collaborative relationship between students and teachers. This suggests that LingoClip not only supports language learning but also fosters a positive classroom environment.

The research also indicates that the interactive and enjoyable aspects of LingoClip are consistent with other studies on multimedia tools in education. Ray (2022) found that multimedia tools like English-subtitled videos significantly enhance student engagement and motivation. Similarly, Binarkaheni et al. (2022) demonstrated that platforms like YouTube can serve as very useful mediums for extensive listening, helping students improve their listening fluency and engagement over time. These studies collectively support the idea that integrating multimedia and gamification into the learning process can lead to higher levels of motivation, sustained interest, and better learning outcomes, as observed with LingoClip.

The theoretical framework of multimedia learning, as proposed by Mayer (2009), further supports the findings of this study. Mayer's theory posits that individuals learn more effectively when information is presented through a combination of words and pictures rather than through words alone. LingoClip leverages this principle by combining auditory input (songs and lyrics) with visual stimuli (music videos and interactive text), thereby creating a multimodal learning experience. This approach helps students make connections between sounds and meanings, improving their comprehension and retention of the material

Students' high satisfaction with the personalized features of LingoClip, such as the ability to choose game modes and adjust difficulty levels, is also aligned with the principles of differentiated instruction, as outlined by Tomlinson (2001). Differentiated instruction advocates for tailoring educational experiences to meet the unique needs, interests, and learning styles of individual students. By allowing students to control the pace and complexity of their learning, LingoClip supports a more inclusive and enjoyable educational environment.

However, the study also highlighted certain areas where LingoClip could be improved, particularly concerning the frequent presence of ads within the app. The disruptions caused by these ads underscore the importance of user experience in the design and deployment of educational tools. Developers might consider offering an ad-free version of the app or reducing the frequency of ads to create a more seamless and focused learning environment. When comparing LingoClip to traditional listening methods, the study found that students showed a clear preference for the app. This preference is in line with constructivist learning theory, which emphasizes the importance of active engagement, interaction, and social context in the learning process. LingoClip's interactive features allow students to actively construct their understanding through direct interaction with the content, leading to deeper comprehension and better retention.

The use of music and lyrics in LingoClip also supports the positive feedback from students, as discussed in the literature review. Music enhances engagement, improves concentration, and creates an immersive learning environment that supports the development of listening skills. These cognitive and emotional benefits are evident in the students' positive experiences with LingoClip, making it a valuable tool for language learning.

In conclusion, this study finds that LingoClip is a highly valuable tool for learning listening comprehension skills among senior high school students. Its interactive and engaging features, particularly the use of music and gamification, make it a strong complement to traditional language learning methods. However, to fully realize its potential, it is essential to address user experience issues such as the frequent presence of ads. Future research could explore the long-term impact of using LingoClip and similar digital tools on students' listening comprehension skills, providing further insights into the most effective practices for integrating technology into language education.

CONCLUSION

This research aimed to explore the experiences and perceptions of senior high school students using the LingoClip app for listening comprehension in the classroom. The findings indicate that LingoClip offers a more engaging, enjoyable, and effective learning experience compared to traditional listening methods. The app's interactive features, particularly its use of music and gamified learning modes, significantly enhance student motivation and engagement, leading to a more

personalized and dynamic learning environment. However, the presence of frequent ads within the app was identified as a notable drawback, which somewhat hindered the learning experience. Despite this, students expressed a clear preference for LingoClip over traditional methods, highlighting the app's potential to modernize and improve language learning practices. In conclusion, LingoClip represents a valuable tool for enhancing listening comprehension in language learning, but its effectiveness could be further optimized by addressing user experience concerns. Future research should focus on the long-term impacts of using such digital tools in education to better understand their role in supporting sustained language skill development.

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