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Interactive Music-Based Learning: Exploring the Impact of Lingoclip Application on Listening Skill Enhancement

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Abstract:

Listening is one of the most challenging skills for students to master, and innovative media are required to make the learning process more engaging and effective. This study aims to identify students' perceptions of using the LingoClip application as a medium for learning listening. The research employed a descriptive qualitative design involving students from SMP Bone as participants. Data were collected through interviews and analyzed using thematic analysis. The findings revealed five emerging themes. Students perceived LingoClip as a fun and enjoyable learning medium that created a relaxed and positive atmosphere. The application was considered easy to use, with clear audio quality and supporting visual features that facilitated comprehension. Students demonstrated high motivation and confidence in using LingoClip and expressed a desire to reuse it in future lessons. However, some reported technical issues such as limited internet access and small screen sizes. Overall, LingoClip positively influenced students' learning experiences by fostering enjoyment, motivation, and confidence, demonstrating its potential as an effective tool for listening instruction.

Keywords: LingoClip, students' perception, listening skill, music-based learning, digital media

Introduction

In the digital transformation era, integrating technology into education has become both a trend and a necessity. The 2022 UNESCO report on ICT in Education reveals that 89% of countries have prioritized digital tools in language learning curricula, especially in response to the growing demand for 21st-century skills (UNESCO, 2022). In Indonesia,

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the Ministry of Education and Culture (Kemendikbudristek) encourages schools to adopt technology-assisted language learning as stated in the *Merdeka Belajar* policy. Despite these efforts, recent data from the EF English Proficiency Index (2023) ranks Indonesia 79th out of 113 countries, indicating persistent challenges in English proficiency. Among the four core language skills, listening remains the most neglected, even though it plays a critical role in receptive understanding and oral communication. Listening difficulties not only hinder comprehension but also impact learners' overall confidence and academic achievement.

Listening in English as a Foreign Language (EFL) contexts is particularly challenging due to limited exposure to authentic spoken input, unfamiliar vocabulary, fast-paced speech, and various accents. Conventional classroom methods, often centered on textbooks and passive audio recordings, fail to simulate real-life listening conditions (Changwong et al., 2024). As a result, students often lose interest and motivation. This indicates the need for interactive and engaging media that can provide repeated exposure to meaningful, enjoyable spoken English. Digital learning applications such as *LingoClip*, which blend music, lyrics, and gamified tasks, offer an innovative solution by creating a relaxed yet immersive learning environment. Through interactive listening to popular songs, students are exposed to real pronunciation, varied intonations, and contextual vocabulary while also enjoying a medium that aligns with their digital-native preferences.

Several previous studies have emphasized the positive role of music and technology integration in enhancing language learning motivation and listening comprehension. For example, Yuliana et al. (2021) found that digital song-based media significantly improved students' listening comprehension and emotional engagement. Similarly, Susanto and Kurniawati (2020) highlighted that music-supported language learning platforms fostered higher learner autonomy and sustained motivation among EFL students. Meanwhile, Pratiwi et al. (2019) revealed that the PO2E2W learning model, which incorporates multimodal learning strategies, effectively improved students' problem-solving and cognitive engagement. These findings indicate that multimedia and music-based tools can bridge the gap between technology and affective engagement in language learning.

Despite growing research on technology-enhanced language learning, studies on *LingoClip's* specific impact on both skill development and learner motivation remain limited, especially in junior high school settings. Previous works, such as those by Nainggolan et al. (2023) and Kulsum et al. (2023), have shown positive student responses and motivational engagement through music-based platforms, but most of these studies focus solely on perception or general effectiveness, lacking measurable improvements in skill mastery. Additionally, few studies use a mixed methods approach to analyze how technological tools influence both cognitive (listening performance) and affective (motivation and perception) domains simultaneously. This represents a significant gap in understanding the holistic impact of digital applications in listening pedagogy, particularly within the Indonesian education context.

This study aims to adress these gaps by exploring students' perceptions of the impact of the *LingoClip* application on the enhancement of their listening skills in English. Employing a descriptive qualitative design, the research involved junior high school students as participants. Data were collected through semi-structured interviews to gain in-depth insights into learners' experiences and opinions regarding the use of *LingoClip* in listening activities. The collected data were then analyzed using thematic analysis to identify recurring patterns and themes that represent students' perceptions. Through this approach, the study provides a comprehensive understanding of how students perceive *LingoClip* as an interactive, music-based learning medium that supports their listening comprehension and engagement in English learning.

The findings of this study are expected to offer both theoretical and practical contributions. Theoretically, it enriches the literature on music-based digital media in EFL learning and extends understanding of learner engagement through technological tools. Practically, the study offers English teachers innovative strategies to enhance listening instruction in enjoyable and effective ways, supports policymakers in integrating digital platforms into national curricula, and empowers students with engaging resources to improve their own skills. Ultimately, this research responds to the urgent need for more adaptive, student-centered approaches in language education and aims to contribute meaningfully to the development of educational technology in Indonesia.

Methods

This study employed a descriptive qualitative research design to obtain a comprehensive understanding of students' perceptions regarding the impact of the *LingoClip* application on their listening skill enhancement. The qualitative approach was chosen because it allows for an in-depth exploration of students' opinions, experiences, and feelings toward the use of music-based digital media in English learning.

The research was conducted at SMP Negeri 3 Bone during the 2024/2025 academic year. The participants consisted of one class of eighth-grade students, totaling approximately thirty to thirty-five learners. The participants were selected through purposive sampling based on the English teachers' recommendations and students' prior listening performance. The inclusion criteria were as follows: (1) students were actively enrolled in English classes, (2) their listening scores were below the Minimum Completion Criteria (KKM), and (3) they had access to digital devices capable of operating the *LingoClip* application.

Data were collected through semi-structured interviews, which served as the main instrument to gather in-depth insights into students' perceptions. The interviews were conducted individually, recorded with participants' consent, and later transcribed verbatim for analysis. Each interview lasted approximately 15 to 20 minutes, allowing participants to express their experiences freely while ensuring the focus remained on the use of *LingoClip* in listening activities.

The collected data were analyzed using thematic analysis following the procedures adapted from Braun and Clarke (2019), which involve several stages: data familiarization, initial coding, theme generation, theme review, and interpretation. Through this process, students' responses were systematically categorized into major and sub-themes representing their perceptions of *LingoClip* as a learning medium. The results of the thematic analysis provided a descriptive picture of how the use of music-based applications supports students' listening skill development and engagement in English learning.

Results

The results of this study revealed students' positive perceptions of using the *LingoClip* application in learning English listening skills. Based on thematic analysis of interview transcripts, five main themes emerged: learning enjoyment and engagement, ease of use and audio-visual quality, motivation and intention to reuse, confidence and comprehension, and technical challenges. These findings provide an in-depth understanding of how *LingoClip*, as an interactive music-based platform, enhances students' affective and cognitive engagement in listening activities.

Learning Enjoyment and Engagement

Most students expressed that using *LingoClip* made the listening class more enjoyable, interactive, and less monotonous. They described the experience as "fun," "relaxing," and "not boring." Listening to songs while completing activities helped them feel more emotionally connected to the lesson and reduced the anxiety often associated with listening tasks. This finding is consistent with Yuliana et al. (2021), who assert that song-based learning fosters a positive emotional atmosphere that supports learners' engagement. Similarly, Susanto and Kurniawati (2020) highlight that integrating music into language instruction can promote enjoyment and sustain attention. Thus, *LingoClip* effectively contributes to a positive learning environment that enhances students' willingness to participate in listening exercises.

Ease of Use and Audio-Visual Quality

Students reported that *LingoClip* was easy to operate and offered clear audio quality, which facilitated better comprehension. They also mentioned that the combination of lyrics and music videos helped them follow the spoken text more easily. This aligns with the principles of multimodal learning, where information presented through both auditory and visual channels enhances understanding (Mayer, 2019). The integration of multimedia features supports learners' cognitive processing and helps them make meaningful connections between sound, text, and visual cues. Consequently, *LingoClip* serves not only as a listening tool but also as an effective support for comprehension and retention.

Motivation and Intention to Reuse

Nearly all participants expressed a desire to continue using *LingoClip* in future listening activities. They appreciated that the songs were age-appropriate, familiar, and enjoyable, which increased their motivation to learn. This supports the view of Deci and Ryan's (2020) Self-Determination Theory, which emphasizes that intrinsic motivation—driven by interest and enjoyment—plays a central role in learning success. As indicated in prior studies (Nainggolan et al., 2023; Kulsum et al., 2023), digital tools that incorporate music and interactive content are effective in stimulating learners' internal motivation and sustaining engagement. The students' intention to reuse *LingoClip* demonstrates its potential as a sustainable and motivating learning resource.

Confidence and Comprehension Improvement

Several students stated that *LingoClip* increased their confidence in completing listening tasks and improved their understanding of English pronunciation and vocabulary. The exposure to authentic audio input through songs provided opportunities to develop listening accuracy and language awareness. This aligns with findings by Changwong et al. (2024), who note that digital platforms enhance learners' self-efficacy by offering accessible and supportive environments for practice. Moreover, when students feel successful in understanding real English usage through music, their confidence tends to grow, leading to improved academic performance and communication readiness.

Technical Challenges and Limitations

Despite the overall positive perceptions, some participants experienced technical difficulties, such as limited internet data, small screen sizes, and shared device usage. These issues reflect common infrastructural challenges in implementing technology-based learning, particularly in rural or under-resourced schools (Riley, 2024). Although these barriers did not diminish the enthusiasm for *LingoClip*, they highlight the need for

improved digital access and institutional support to optimize the use of such applications in classroom contexts.

The overall findings indicate that students hold predominantly positive perceptions of *LingoClip* as a learning medium for listening. The application successfully integrates entertainment and education, fostering both enjoyment and engagement. Its user-friendly features and authentic audio input support comprehension and confidence development. Nevertheless, infrastructural constraints such as limited internet access remain a challenge.

In summary, *LingoClip* demonstrates strong potential as an effective and engaging digital tool for improving listening instruction in EFL contexts. Its integration aligns with the *Merdeka Belajar* policy, promoting flexible, student-centered, and technology-enhanced learning environments suitable for 21st-century learners.

Conclusion

Furthermore, the study concludes that *LingoClip* effectively bridges technology and language learning by creating a meaningful and interactive listening environment. Although certain technical challenges, such as limited internet data and small screen sizes, were identified, these issues do not diminish the overall positive impact of the application. Therefore, *LingoClip* can be considered a relevant and practical digital learning tool to support English listening instruction in junior high school contexts, particularly under the *Merdeka Belajar* framework that encourages technology integration and learner-centered pedagogy.

Suggestion

Based on the results of this study, it is suggested that English teachers incorporate music-based digital media such as *LingoClip* into listening activities to foster student motivation and engagement. Schools are encouraged to provide adequate technological support and access to ensure the smooth implementation of such media. Future researchers may also explore broader participant groups or comparative designs to examine the long-term effects of digital music-based applications on students' listening skill development and learning attitudes.

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