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The Use of Lingoclip Application to Improve Students' Listening Skill at the Eight Grade of SMP 3 Bone

(Penggunaan Aplikasi Lingoclip untuk Meningkatkan Kemampuan Mendengarkan Siswa Kelas VIII SMP 3 Bone)

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Abstract

This study aims to investigate the effectiveness of the Lingoclip application in improving students' listening skills at the eighth grade of SMP Negeri 3 Bone. This research employed a quantitative pre-experimental design using a pre-test and post-test to measure students' listening comprehension before and after the treatment. A total of 26 students participated as the research sample. The treatment was conducted in four learning sessions using English songs integrated with the Lingoclip application. The findings show a significant improvement in students' listening achievement, indicated by an increase in the total score from 1,240 in the pre-test to 1,795 in the post-test. The mean score also increased from 47.69 to 69.04, representing a remarkable improvement in listening performance. Furthermore, the result of the Paired Samples Test revealed a significance value of 0.000 (< 0.05), indicating that the Lingoclip application had a significant positive effect on students' listening comprehension. These findings suggest that interactive, music-based digital media can effectively enhance students' ability to identify gist, specific information, details, and inferences. Therefore, Lingoclip can be considered an effective supplementary learning tool for improving students' listening skills and learning engagement.

Abstrak

Penelitian ini bertujuan untuk menyelidiki efektivitas aplikasi Lingoclip dalam meningkatkan kemampuan mendengarkan siswa kelas VIII SMP Negeri 3 Bone. Penelitian ini menggunakan desain pre-eksperimental kuantitatif dengan menggunakan pre-test dan post-test untuk mengukur pemahaman mendengarkan siswa sebelum dan setelah intervensi. Sebanyak 26 siswa berpartisipasi sebagai sampel penelitian. Intervensi dilakukan dalam empat sesi pembelajaran menggunakan lagu-lagu berbahasa Inggris yang diintegrasikan dengan aplikasi Lingoclip. Hasil penelitian menunjukkan peningkatan yang signifikan dalam prestasi mendengarkan siswa, ditandai dengan peningkatan skor total dari 1.240 pada pre-test menjadi 1.795 pada post-test. Skor rata-rata juga meningkat dari 47,69 menjadi 69,04, menunjukkan peningkatan yang signifikan dalam kinerja mendengarkan. Selain itu, hasil Uji Sampel Berpasangan menunjukkan nilai signifikansi 0,000 (< 0,05), menunjukkan bahwa aplikasi Lingoclip memiliki efek positif yang signifikan terhadap pemahaman mendengarkan siswa. Temuan ini menyarankan bahwa media digital interaktif berbasis musik dapat secara efektif meningkatkan kemampuan siswa dalam mengidentifikasi inti, informasi spesifik, detail, dan kesimpulan. Oleh karena itu, Lingoclip dapat dipertimbangkan sebagai alat bantu belajar yang efektif untuk meningkatkan keterampilan mendengarkan dan keterlibatan belajar siswa.

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1. INTRODUCTION

Listening skill is one of the fundamental components of English language learning and plays a crucial role in the overall process of language acquisition. Through listening activities, learners are exposed to linguistic input that forms the basis for the development of other language skills, including speaking, reading, and writing (Newton & Nation, 2020; Navruzova & Qushshayeva, 2025). Listening enables learners to internalize vocabulary, grammatical structures, pronunciation patterns, and discourse features, which are essential for effective communication. Diora et al. (2020) emphasize that listening provides indispensable input that supports both language comprehension and language production processes. In addition, Ramadhianti and Somba (2021) argue that listening is not merely a passive activity of hearing sounds but an active and complex cognitive process involving the interpretation of meaning, context, intonation, stress, and implicit messages embedded in spoken discourse.

Despite its importance, listening remains one of the most challenging skills for English as a Foreign Language (EFL) learners, particularly in the Indonesian educational context at the junior high school level (Jaelani & Zabidi, 2019). Saputri et al. (2021) explain that listening is inherently complex because learners must process spoken input in real time, selectively filter relevant information, retain it in short-term memory, and construct meaning simultaneously. Furthermore, Agustini (2021) notes that listening instruction often receives less pedagogical emphasis compared to other language skills, such as reading and writing. As a result, students have limited exposure to authentic listening materials, which leads to difficulties in understanding native speakers' speech, variations in pronunciation, intonation patterns, and speech rate.

These challenges were also observed among eighth-grade students at SMP Negeri 3 Bone. Based on preliminary classroom observations and interviews with the English teacher, many students were found to experience difficulties in comprehending listening materials, including simple dialogues and spoken texts provided in learning resources. Several contributing factors were identified, such as limited exposure to English in daily life, insufficient vocabulary mastery, and the lack of varied and engaging learning media. Additionally, listening activities were often conducted in a monotonous manner, which caused students to become bored, less motivated, and passive during the learning process, ultimately affecting their listening performance.

In response to these challenges, the rapid development of educational technology has provided new opportunities to improve the quality of listening instruction through the integration of digital-based learning media (Septyanti et al., 2023; Husna et al., 2024). Ramadhanti et al. (2024) emphasize that the use of engaging, interactive, and meaningful learning media can significantly increase students' interest and participation in learning activities. One digital medium that is particularly relevant for listening instruction is the Lingoclip application (formerly known as Lyrics Training). Lingoclip is a song-based language learning platform that combines authentic audio, song lyrics, and interactive listening exercises. According to Anggraini (2023), Lingoclip offers an enjoyable listening experience through fill-in-the-blank lyric activities with adjustable difficulty levels, allowing learners to practice listening skills in a motivating and stress-free environment.

Previous studies have demonstrated that the use of songs and digital applications in English learning can effectively improve students' listening skills and learning motivation (Manurung et al., 2022; Rahmadani et al., 2023; Thalib et al., 2024). However, many of these studies employed identical materials for both treatment and assessment, which may limit the generalizability of their findings. A research gap emerges when the effectiveness of song-based listening instruction has not been extensively examined in relation to learners' comprehension of specific academic listening materials, such as recount text audio that emphasizes grammatical features like the past tense.

Therefore, this study seeks to address this gap by employing English songs through the Lingoclip application as the instructional treatment, while using audio recount texts as the instruments for the pre-test and post-test. The purpose of this study is to examine the effectiveness of the Lingoclip application in

improving the listening skills of eighth-grade students at SMP Negeri 3 Bone, particularly in terms of their ability to comprehend spoken English texts. It is expected that the findings of this study will contribute empirical evidence to the field of EFL listening instruction and provide practical insights into the use of digital media to enhance listening learning outcomes.

2. RESEARCH METHODS

This study applied a quantitative pre-experimental design using a one-group pre-test and post-test model to examine the effect of the Lingoclip application on students' listening skills. This design allowed the researcher to measure changes in listening performance by comparing scores before and after the treatment. The participants were eighth-grade students of SMP Negeri 3 Bone, with the population consisting of all Grade VIII students enrolled in English classes. A total of 36 students from class VIII.2 were selected as the sample through purposive sampling, based on regular attendance and their suitability to participate in all stages of the research.

The primary instrument used in this study was a listening comprehension test consisting of 20 validated multiple-choice items assessing key indicators of listening skills, including listening for gist, specific information, details, and inference. Instrument validation was conducted using the Product Moment correlation formula on a parallel class, resulting in 20 valid items selected from 36 initial items. Reliability was measured using Cronbach's Alpha (Tavakol & Dennick, 2011), yielding a coefficient of 0.828, indicating high internal consistency and confirming that the instrument was dependable for measuring students' listening performance.

Table 1. The Blue print of Indicator

No.	Indicators of listening Skill	Question Number (Multiple Choice)	Total
1.	Listening for gist	1, 5, 11, 14, 18.	5
2.	Listening for specific information	2, 6, 8, 12, 15, 19.	6
3.	Listening for details	3, 7, 9, 13, 16, 20.	6
4.	Making Inferences	4, 10, 17.	3
Total			20

The indicator blueprint was a plan prepared by the researcher to design the pre-test and post-test questions before the validity test was carried out. The questions were in multiple-choice format. During the test, the researcher played an audio recording of the recount text. Students were asked to listen to the audio recording carefully. While the recording was playing, students filled in the questions on the student worksheet provided, while remaining focused on the story told in the audio recording.

Data were collected in three stages: pre-test, treatment, and post-test. In the pre-test, students listened to an audio recording of a recount text and answered the test items to determine their baseline listening ability. The treatment phase consisted of four sessions using the Lingoclip application, during which students interacted with selected English songs containing past tense elements relevant to the listening material. Songs such as "Paradise," "Back to December," "We Don't Talk Anymore," and "When We Were Young" were used to create an engaging and technology-integrated learning environment. After the treatment, the same test was administered as the post-test to measure improvements in listening comprehension.

The data obtained from both tests were analyzed using a paired sample t-test in SPSS 30. This statistical procedure was employed to determine whether the difference between pre-test and post-test scores was significant. The hypothesis testing followed the decision rule that the null hypothesis would be rejected if the significance value was below 0.05. Through this analytical process, the data were systematically interpreted to determine the effectiveness of the Lingoclip application as a digital learning tool for enhancing students' listening skills.

3. RESULTS AND DISCUSSION

This study investigated the effectiveness of the Lingoclip application in improving the listening skills of eighth-grade students at SMP Negeri 3 Bone. The findings are presented by comparing pre-test and post-test results, describing the learning process during the treatment, and analyzing statistical evidence that supports the conclusion. Overall, the results indicate that the use of Lingoclip had a significant and positive impact on students' listening comprehension, especially in identifying main ideas, specific information, detailed information, and implied meanings in audio texts.

3.1 Students' Score of Pre-Test

Before the implementation of the treatment, a pre-test was administered to identify students' baseline listening abilities. The total score obtained by the 26 students was 1,240, resulting in a mean score of 47.69. This average score was below the minimum competency standard, indicating that, overall, students

had not yet achieved an adequate level of listening comprehension and experienced difficulties in understanding basic spoken English.

Table 2. Students' Score of Pre-Test

PRE-TEST			
Score	Category	Frequency	Percentage
0-34	Very low	3	12%
35-54	Low	13	50%
55-64	Medium	5	19%
65-84	High	5	19%
85-100	Very high	0	0%
Total		**26**	**100%**

As shown in Table 2, the distribution of students' pre-test scores demonstrates a predominance of low achievement levels. A total of 3 students (12%) were categorized in the Very Low level with scores ranging from 0 to 34, indicating serious difficulties in understanding spoken English even at a basic level. The largest group consisted of 13 students (50%) who fell into the Low category with scores between 35 and 54. This suggests that half of the class possessed only limited listening comprehension and were unable to consistently grasp the main ideas or essential information from the listening texts.

Meanwhile, only 5 students (19%) achieved scores in the Medium category (55–64), indicating partial understanding of the listening materials but with noticeable limitations, particularly when dealing with longer or more complex audio texts. Another 5 students (19%) reached the High category (65–84), showing relatively better listening performance compared to their peers; however, this number was still small in proportion to the total number of students. Notably, no student attained a score in the Very High category (85–100), which further confirms that none of the students demonstrated excellent listening proficiency prior to the treatment.

Overall, the data indicate that more than half of the students (62%) were concentrated in the Very Low and Low categories. This distribution reflects a generally weak level of listening comprehension across the class and highlights the urgent need for instructional improvement. The limited number of students in the Medium and High categories suggests that listening skills were unevenly developed and not yet solid across the group.

Further analysis of students' performance across the four assessed listening components—listening for gist, listening for specific information, listening for details, and inferring meaning—revealed that the greatest difficulties were encountered in identifying detailed information and inferring meaning. These components require higher-level cognitive processing, including the ability to interpret contextual clues, recognize implicit meanings, and integrate information across the text. The low performance in these areas indicates that students struggled not only with language forms but also with deeper comprehension processes, likely due to limited exposure to authentic listening input.

The pre-test results therefore provided strong justification for the implementation of a more engaging and interactive learning medium such as the Lingoclip application. Students' listening difficulties were influenced not only by limited vocabulary and language knowledge but also by low motivation and insufficient exposure to varied and authentic listening materials. Consequently, the use of music-based digital media was considered appropriate to address both the cognitive challenges and affective factors affecting students' listening comprehension prior to the treatment.

3.2 Students' Treatment

The four treatment sessions were designed to gradually develop students' listening abilities. Each session used a different English song and followed three main stages: pre-listening, while-listening, and post-listening. The use of real-time lyric synchronization, replay options, and interactive gap-filling exercises allowed students to practice listening intensively while staying engaged.

The first session introduced students to Lingoclip and the interactive listening tasks. Students worked with the song *"Paradise"* by Coldplay. At this stage, students were exposed to a new listening environment in which audio and visual cues were combined effectively. Many students appeared enthusiastic, suggesting that the novelty of the media contributed positively to their involvement. They successfully completed gap-filling activities and participated actively in discussions about the meaning and message of the song.

The second session used Taylor Swift's *"Back to December"*. This activity strengthened students' ability to recognize implied meanings, emotional expressions, and vocabulary related to regret and apology.

The gap-filling activity helped students distinguish similar-sounding words, and the class discussion indicated that students became more sensitive to pronunciation and intonation. Compared to the first session, more students were confident in sharing their interpretations.

In the third session, students engaged with Charlie Puth ft. Selena Gomez's *"We Don't Talk Anymore"*. This session was notable because the song contains conversational expressions and idioms used in everyday communication. Students demonstrated improved ability in identifying phrases such as *move on*, *still miss you*, and *don't talk anymore*. They also showed better understanding of emotional tone embedded in the lyrics. The small-group discussions revealed progress not only in comprehension but also in students' willingness to express opinions in English.

The last session used Adele's *"When We Were Young"*. This song required students to grasp emotional nuance and overall meaning. Students completed comprehension questions that assessed higher-order listening skills such as identifying main ideas and interpreting implied meaning. Many students reported increased motivation and enjoyment in learning through music. Observations across sessions showed continuous improvement in vocabulary recognition, pronunciation accuracy, and inferential comprehension.

Across the four sessions, the treatment effectively combined auditory input, visual support, and meaningful context. This combination aligns with theories of multimodal learning, suggesting that students learn better when information is presented through multiple sensory channels.

3.3 Students' Score of Post-Test

After the implementation of the treatment using the Lingoclip application, a post-test was administered to measure students' learning gains in listening comprehension. The total score obtained by the 26 students increased to 1,795, resulting in a mean score of 69.04. Compared to the pre-test mean score of 47.69, this represents an improvement of more than 21 points. Although the average score was still slightly below the established passing grade, the magnitude of this increase indicates a substantial enhancement in students' overall listening ability following the treatment.

Table 3. Students' Score of Post-Test

POST-TEST			
Score	Category	Frequency	Percentage
0-34	Very low	0	0%
35-54	Low	2	8%
55-64	Medium	8	31%
65-84	High	12	46%
85-100	Very high	4	15%
Total		**26**	**100%**

As presented in Table 3, the distribution of post-test scores shows a marked shift toward higher achievement levels. No students were classified in the Very Low category (0–34), indicating that all participants achieved at least a basic level of listening comprehension after the intervention. Only 2 students (8%) remained in the Low category (35–54), reflecting a significant reduction compared to the pre-test results. This suggests that the majority of students were able to overcome their initial difficulties in understanding spoken English.

Furthermore, 8 students (31%) achieved scores in the Medium category (55–64), indicating moderate comprehension of listening materials, including the ability to identify main ideas and some supporting information. The largest proportion of students—12 students (46%)—were classified in the High category (65–84), demonstrating strong listening performance and the ability to comprehend spoken texts more accurately and consistently. Notably, 4 students (15%) reached the Very High category (85–100), reflecting excellent listening comprehension. This category was entirely absent in the pre-test, highlighting a significant improvement in students' listening proficiency as a result of the treatment.

Overall, the post-test results illustrate a clear upward shift in students' listening achievement. The concentration of students in the Medium to Very High categories (92%) indicates that the Lingoclip-based instruction was effective not only in improving average performance but also in elevating students to higher proficiency levels. Importantly, the absence of students in the Very Low category suggests that the intervention successfully supported learners who initially experienced the greatest difficulties.

In terms of specific listening components, students demonstrated the most notable improvement in listening for details and inferring meaning, which were previously identified as their weakest areas in the pre-test. The repetitive listening feature and synchronized lyrics provided by the Lingoclip application enabled students to associate spoken language with written forms, thereby strengthening their ability to process detailed information and interpret meaning within context. In addition, the use of song-based audio-visual

materials created an enjoyable learning atmosphere, which enhanced students' motivation and sustained their attention during listening activities.

Although a small proportion of students (8%) remained in the Low category, this outcome may be attributed to individual differences in learning pace, cognitive processing ability, and prior exposure to English. These findings indicate that while the Lingoclip application was effective for most students, additional instructional support or extended practice may be necessary for learners who require more time to fully develop their listening skills. Overall, the post-test results provide strong evidence of the positive impact of the Lingoclip application on students' listening comprehension.

3.4 Hypothesis Verification

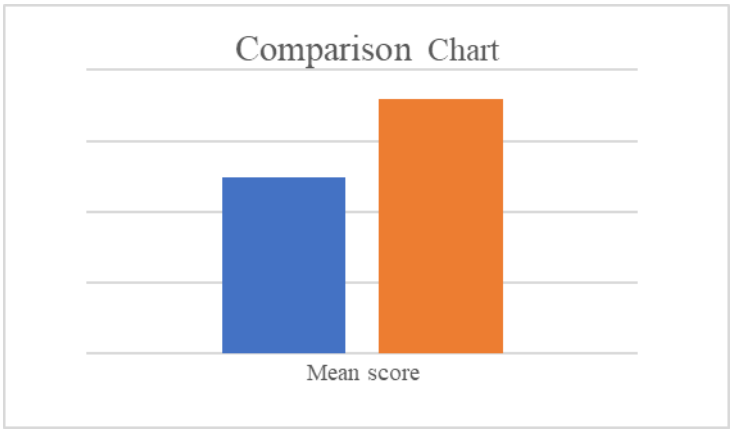

Figure 1. Comparison chart

Hypothesis testing was conducted to determine whether the improvement in students' listening skills after using the Lingoclip application was statistically significant. The comparison between pre-test and post-test scores shows a clear increase: the total score rose from 1,240 to 1,795, and the average score improved from 47.69 to 69.04. This reflects an overall gain of approximately 44.77%, indicating substantial progress in students' listening comprehension.

Table 4. Hypothesis verification

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-21.346	11.624	2.280	-26.041	-16.651	-9.364	25	0.000

The paired samples t-test further confirmed this improvement. The analysis produced a significance value ($p = 0.000$), which is far below the threshold of 0.05. This result indicates that the difference between the pre-test and post-test scores did not occur by chance. Therefore, the null hypothesis (H_0) stating that Lingoclip has no effect was rejected, and the alternative hypothesis (H_1) was accepted.

The negative mean difference value (-21.346) shows that students' post-test scores were significantly higher than their pre-test scores. These findings demonstrate that the Lingoclip application had a positive and statistically significant impact on enhancing students' listening skills. Through engaging and contextualized musical content, Lingoclip effectively supported students' comprehension of main ideas, details, and implied meanings in audio materials.

4. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

4.1 Conclusion

This study demonstrates that the use of the Lingoclip application has a significant and positive effect on the listening skills of eighth-grade students at SMP Negeri 3 Bone. The findings indicate that students' listening performance improved markedly after the implementation of Lingoclip as an instructional medium.

The analysis of pre-test and post-test scores shows a clear and substantial increase in students' listening achievement following four instructional sessions using the application. Statistical testing using a paired sample t-test yielded a significance value of 0.000, which is well below the predetermined significance level of 0.05. This result confirms that the observed improvement in listening skills is statistically significant and can be attributed to the treatment rather than random variation.

These findings lead to the conclusion that Lingoclip is an effective learning medium for enhancing students' listening skills, particularly in developing their ability to comprehend spoken English through song-based audio-visual materials. The integration of music, visuals, and interactive features within the application appears to support learners' engagement and comprehension. Overall, this study provides empirical evidence that incorporating interactive digital technology into listening instruction can meaningfully improve students' learning outcomes.

4.2 Suggestions/Recommendations

In line with these results, this study recommends that teachers integrate digital media such as the Lingoclip application as a supportive learning tool using authentic materials, accompanied by appropriate guidance and follow-up discussions. Students are encouraged to use the application independently to support self-directed learning through repeated exposure to English songs and interactive activities. Schools should facilitate the implementation of technology-based learning by providing adequate technological resources and stable internet access. Finally, future researchers are advised to conduct studies with larger samples or different educational levels and to explore the use of Lingoclip or similar digital platforms in developing other English language skills.

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