

# CHAPTER I

## INTRODUCTION

This chapter presents and introduces the background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, and definitions of key terms. This part is made as an introduction to the research that will be conducted.

### A. The Background of Study

Learning English is now increasingly necessary because in addition to being useful for interacting in the international community, English also increases job opportunities and global mobility. As said by Raihan Jafni that today's job market is global-many companies need employees who can communicate with partners and customers around the world<sup>1</sup>. In consonance with ideas on Srihandayani's research namely the importance of English as a means of communication globally and to welcome technological developments<sup>2</sup>. This is also a referring to research from Rian Sri Rahayu that employee qualifications, especially marketing is those who are good at speaking English<sup>3</sup>. Means possible that employees who are skilled in English will be more welcome than those who aren't. That is why learning English is said to be necessary and even important to increase skills as a performance and career requirement.

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<sup>1</sup> R Jafni, "Investigating Reasons Why Learning English Is Important: In Graphic Design Communities and Visual Communication Design Students," no. September (2021): 2.

<sup>2</sup> Sri Handayani, "Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong Asean Community 2015," *Ikatan Sarjana Pendidikan Indonesia (ISPI) Jawa Tengah* 3, no. 1 (2016): 102–6.

<sup>3</sup> Rian Sri Rahayu, "Studi Literatur: Peranan Bahasa Inggris Untuk Tujuan Bisnis Dan Pemasaran" 1, no. 4 (2018): 149.

English in Indonesia has actually been introduced since children from elementary school, junior high school to senior high school. Mentioned by Vivi Aulia that English has become a local content at every level of education since the time of the Japanese government<sup>4</sup>. With various levels of learning such as Begginer, Elementary, Intermediate and so on. In addition, there are also many educational institutions that open special English classes which can usually be taken outside of school hours. This is very helpful for children or students if they want to be more focused and quickly proficient in English. In learning English, at least be able to explore four skills as said by Nurhasanah & Suryaman in order for a person to be able to speak English fluently, he must be able to master four basic skills, namely listening, reading, writing and speaking<sup>5</sup>. In consonance with Nila Martha in her article that in learning English in schools there are four abilities that students must have, namely writing, listening, reading and speaking Where this is stated in Permendikbud No.24 of 2016 concerning KI and KD 2013 Dikdasmen<sup>6</sup>. Thus, it is important to teach the four skills competently one by one.

Listening and Speaking skills are often used in daily life, so these two skills are key in language learning as Khamprated said in his research that the most frequently used skills in English communication are listening and

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<sup>4</sup> Vivi Aulia, "Refleksi Pelaksanaan Pembelajaran Pada Praktik Mengajar Mahasiswa Di Jenjang SD Sederajat Untuk Mata Pelajaran Bahasa Inggris," *Briliant: Jurnal Riset Dan Konseptual* 4, no. 3 (2019): 359, <https://doi.org/10.28926/briliant.v4i3.355>.

<sup>5</sup> Siti Rahmi Nurhasanah and Maman Suryaman, "Students' Perception on the Use of English Songs in Auditory Learning : Listening Skill," *Jurnal Ilmiah Mandala Education* 8, no. 2 (2022): 1292–97, <https://doi.org/10.36312/jime.v8i2.3135>.

<sup>6</sup> Nila Martha and Yehonala Situmorang, "Meningkatkan Kemampuan Menulis Siswa Melalui Teknik Guiding Questions," *Journal of Education Action Research* 2, no. 2 (2018): 165–71.

speaking Therefore, it is necessary to have good listening and speaking skills in order to achieve effective communication<sup>7</sup>. Also mentioned by Darsiana in her research that conversation is an effective alternative in practicing communication skills and sharing information in English<sup>8</sup>. Listening is a skill that requires sufficient concentration because it contains aspects of listening, remembering and interpreting. In keeping with which Larry & Christine assumed in their research that learning Listening contains aspects of comprehension, interpretation, parsing and attention<sup>9</sup>. This aspect of course usher in Speaking skills because after listening to students can capture and remember what was served by speaking. But of course, these aspects definitely require more focus and time, because of that many students also find Listening difficult. One example of students' difficulties in learning Listening is speech that is too fast which makes students not understand and become bored. For this reason, there are many ways or media in learning Listening, both traditional and modern, that at least make students interested and not bored.

This learning media has several groups, namely audio and visual. With the application of media, it is very easy for students' to capture a meaning through interesting things as said by Rudyanto et al. that Media is able to stimulate viewers' interest in learning through the presentation of

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<sup>7</sup> Nualsri Khamprated, "The Problems With The English Listening and Speaking of Students Studying at a Private Vocational School in Bangkok, Thailand," no. June (2012): 14.

<sup>8</sup> Darsiana Darsiana, "Upaya Meningkatkan Kemampuan Berbicara Pada Mata Pelajaran Bahasa Inggris Melalui Metode Demonstrasi Siswa Kelas Iii Sd Negeri 157 Pekanbaru," *Jurnal Pajar (Pendidikan Dan Pengajaran)* 2, no. 2 (2018): 202, <https://doi.org/10.33578/pjr.v2i2.5068>.

<sup>9</sup> Larry Vandergrift and Christine Chuen Meng, "Book Review: Teaching and Learning Second Language Listening: Metacognition in Action," *Relc Journal* 46, no. 2 (2012): 208–10, <https://doi.org/10.1177/0033688215585670>.

interesting images and information. The use of audio-visual media in the learning process will be able to direct a certain response from the audience as expected<sup>10</sup>. In consonance with Nira & Anik in their research that media is a student-oriented learning strategy that makes students happy in learning<sup>11</sup>. Choosing interesting learning media is an effort to foster students learning motivation so that it focuses and interested on learning. One of the interesting things is learning with digitalization media where there are games, songs, movies and podcasts that are currently in demand by students'. This is also in line with the theory tested in this study from Richard Mayer on Multimodal Learning which reads "learning is more effective if it involves audio and visuals at the same time, such as songs with lyrics". Digitalization is a medium that includes audio-visual that is so easily accessible and with a variety of techniques presented through many connected platforms. Today, of course, we know that digitalization has a significant impact on every element of life, be it economic, social or educational, as Stefanovic & Klochkova said that the development of technology and digitalization and especially the development of information and communication technology has at least made significant changes in all human activities including training, teaching, learning, and education.<sup>12</sup>

Providing digitalization means providing media that students' are

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<sup>10</sup> "Hendra Erik Rudyanto, Anggun Chusnul Chotimah , Novi Nitya Santi, Friendha Yuanta, Anna Roosyanti, Dina Chamidah, Sabitul Kirom" Vol. 2, No, no. 2548–3447 (2017): 61.

<sup>11</sup> Nira Elpira and Anik Ghufon, "Pengaruh Penggunaan Media Powerpoint Terhadap Minat Dan Hasil Belajar Ipa Siswa Kelas Iv Sd," *Jurnal Inovasi Teknologi Pendidikan* 2, no. 1 (2015): 94–104, <https://doi.org/10.21831/tp.v2i1.5207>.

<sup>12</sup> Sandra Stefanovic and Elena Klochkova, "Digitalisation of Teaching and Learning as a Tool for Increasing Students' Satisfaction and Educational Efficiency: Using Smart Platforms in Efl," *Sustainability (Switzerland)* 13, no. 9 (2021), <https://doi.org/10.3390/su13094892>.

interested in and suitable for learning. One of the media that is currently in demand is using music. Not a few teachers have used music media as a motivation support and English learning media, especially in listening skills because it is considered that music is able to cause a feeling as expressed by Dingle et al in his research, the finding that young people listen to mood congruent music, likely to explore and process their negative emotional states<sup>13</sup>. It is also mentioned by Kurniawati & Asmah that music is stored and integrated in a person<sup>14</sup>. That means that in addition to music being a medium for listening learning other than through movies, music is also able to foster a more positive sense of emotions and this will affect the spirit of learning, of course, because of the attraction and eliminating boredom. In this case, music means that it is at least able to have two impacts, namely the addition of motivation or feeling of learning and addition of vocabulary, where this is also stated in research Torras Vila that contextualized learning through music skills will contribute to the acquisition of vocabulary, language structure and lyric pronunciation<sup>15</sup>.

Nowadays, it is very possible if students' interests or activities that are students' favorites will be done more by digitization because it is easy to access, for example several applications and websites that provide many types

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<sup>13</sup> Joel Larwood Genevieve Dingle, Leah Sharman, "Young People's Uses of Music for Emotional Immersion," *Handb. Music Adolesc.*, 2019, 25–38, <https://doi.org/https://doi.org/10.1093/oso/9780198808992.003.0003>.

<sup>14</sup> Suriyana Suriyana, Siti Nur Asmah, and Dedek Kurniawati, "Inovasi Media Lagu Pada Pembelajaran Matematika Di Sekolah Dasar," *Riemann: Research of Mathematics and Mathematics Education* 2, no. 1 (2020): 35–47, <https://doi.org/10.38114/riemann.v2i1.71>.

<sup>15</sup> Berta Torras Vila, "Music as a Tool for Foreign Language Learning in Early Childhood Education and Primary Education. Proposing Innovative CLIL Music Teaching Approaches.," *CLIL. Journal of Innovation and Research in Plurilingual and Pluricultural Education* 4, no. 1 (2021): 35, <https://doi.org/10.5565/rev/clil.60>.

of music and lyrics. This means that by uniting these two elements, namely digitalization and student interest, it will be an interesting idea to form a learning medium that is able to motivate student learning, especially English learning. As previously stated, there are at least four skills that students master in an effort or students are proficient in speaking English, one of which is listening skills. That means that in addition to music being a medium for listening learning other than through movies, music is also able to foster a more positive sense of emotions and this will affect the spirit of learning, of course, because of the attraction and eliminating boredom.

Learning media using digitization above has been said to be able to use certain applications or websites. In the need for English learning media, especially in listening skills, there are several applications used, namely *Youtube, Elsa Speak, Duolingo, Lingoclip* and many more. It can all be used for audiovisual and movies. Audiovisual tends to focus on hearing rather than movies that have images or characters in them. Audiovisual can be in the form of stories, news, podcasts and songs or music that of course can only be listened to. This media can usually be accessed individually by students, but in some learning it is also used by being shown to be witnessed or listened to together then there are some exercises as a test of students' listening skills. Audiovisual media is effective as a learning strategy that is in line with the conclusion of the research results conducted by Gunawan & Nurfikri that audiovisual creates interactive learning for students and the media it's self has a positive impact on teachers and students in self-development of today's

technology<sup>16</sup>.

The ease of digitization to reach also makes many applications that provide features that are able to support a person's language skills. From the children's category and above. One of them is an application that provides a pronunciation check then there is an automatic assessment, there is also an application that provides songs and lyrics, namely *the Lingo-Clip* application where users are then asked to say the words in the lyrics. In this app, there is a value and tries to correct and evaluate the pronunciation and also helps focus the user on the lyrics heard. The choice of songs and levels varies, so this is quite interesting in terms of the media to be presented and the ease of access to this application. In this case, it is also in accordance with what Iskandar et al said that this application is very easy and fun. *Lingo-Clip* may be more useful than traditional methods, as it provides a learning experience tailored to students' interests<sup>17</sup>. In line with the results of research from Kulsum et al. who concluded that according to their interviews with Lingo-Clip students, it made it easier for them to understand English sentences and was more motivated in learning because many of them liked music<sup>18</sup>. In the light of research, Jeremy et al. also concluded that Lingo-Clip is able to improve students' language learning skills with the latest techniques<sup>19</sup>. What

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<sup>16</sup> Yunus Nurfikri Syam Gunawan, "Penggunaan Media Audio Visual Dalam Pembelajaran" 14, no. April (2020): 38–48.

<sup>17</sup> Risda Alena Iskandar, Jauhar Helmie, and Asep Saepuloh, "Using Songs Through Lingoclip Application," *JOEPALT* 12, no. 02 (2024): 262–76.

<sup>18</sup> Eva Meidi Kulsum, Devi Indah Wulansari, and Rina Mutiarawati, "Persepsi Siswa Tentang LingoClip Dalam Pembelajaran Bahasa Inggris," *Jurnal Perspektif* 7, no. 2 (2023): 127–37, <https://doi.org/10.15575/jp.v7i2.255>.

<sup>19</sup> Jeremy Lian Nainggolan, Mobit, and Mansyur Srisudarso, "LingoClip-Mediated Listening Learning Inthe Classroom: Senior HighSchool Students' Experiences and Views,"

students must do when operating this application is to play the selected song and listen carefully to complete the missing words from the song lyrics in the application.

Based on several previous theories and research, this study will invite MTs Abdulloh Kediri students' to use the Lingo-Clip application and test whether this application is significant or not in English learning. So this study is titled **"The Effectiveness of Using Lingo-Clip Towards the Eight-Grade Students' Listening Skill at MTs Abdulloh Kediri."**

## **B. Statement of Research Problems**

Based on the background of the study, the research question is formulated as “Is there any significant different score of the eight-grade students' listening skill before taught by using Lingo-Clip and after taught by using Lingo-Clip?”

## **C. Objective of the Research**

Based on Statement of Research Problem, it can be known that the objective of research is to Finding the difference in scores achieved by students' from before and after using Lingo-Clip which means knowing the effectiveness of Lingo-Clip in learning.

## **D. Significance of the Study**

The uses of this research are as follows:

### **a. Theoretically**

It is hoped that the results of this research can provide important information about how to support students' English learning motivation



and effective learning media for several English language skills, especially listening skills. This research is also expected to increase students' understanding of the importance of listening skills and provide information to students' about the many applications or media that can be reached individually for learning English.

b. Practically

The result of this study hopefully to give a contribution to the teacher, the students, and the next researcher as follows:

1. For the Teacher

The findings of this research are hoped can help the teacher to find out an alternative way of teaching and may offer references or encouragement to English teachers to motivate students, especially in Listening.

2. For the Students' The findings of this research are hoped can be used to improve the students' listening skills and may guide them to overcome their difficulties in Listening English.

3. For the Next Researcher The findings of this research are hoped to be beneficial for the next researcher who wants to perform research on this topic and it can be one of the references to conduct a study so the future researcher can make their studies more complete

## **E. Scope and Limitation of the Research**

The focus of this research is mastery of listening skills using song from the Lingo-Clip Application. The subject of this study is grade VIII students of

MTs Abdulloh Kediri, while the object is limited to the value of students' listening skills from the results of the pre-test and post-test using Lingo-Clip and not using Lingo-Clip. The limitation of this study is that it is only carried out on grade VIII students' of MTs Abdulloh Kediri for the 2024-2025 school year.

## **F. Definition of Key Terms**

To avoid different perceptions about key terms which was focused of this research, giving definitions for each key term is needed in the research.

### **1. Listening Skill**

Listening skill is a process of listening to the symbols of spoken sounds with full attention, understanding, appreciation, interpretation to obtain information, capture the content or message and understand the meaning of communication that has been conveyed by the speaker through speech or other languages.

### **2. Lingo-Clip**

Lingo-Clip is a Lyrics Training application where there are lyrics and songs, then some lyrics are made together so that users can say what words they hear from the song. This application supports the ability to listen, remember and interpret. In addition, by saying it means at least increasing pronouncation and increasing vocabulary.

### **3. Effectiveness**

Effectiveness in education refers to how well a teaching method, strategy, or media achieves its intended learning outcomes or

objectives. In language teaching, effectiveness is the extent to which teaching methods or materials lead to improvement in students' language performance.