

**STUDENT'S PERCEPTION ON USING OF LINGOCLIP IN  
VOCABULARY LEARNING**

**THESIS**

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**FAKULTAS TARBIYAH DAN KEGURUAN  
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## APPROVAL LETTER

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In Partial Fulfillment of the Requirements for  
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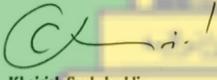
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## DECLARATION OF ORIGINALLY

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Student's Perception on Using LingoClip in Vocabulary Learning**

Adalah benar – benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, Mei 2023

Saya yang membuat surat pernyataan



Dilla Bunayya

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I hope this thesis can be useful for future researchers on the same topic and for the advancement of EFL students. More importantly, I hope that my research can provide a little knowledge to anyone who reads this thesis.

Banda Aceh, July 8th, 2024

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## ABSTRACT

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The main objective of this study was to explore students' perceptions regarding the use of LingoClip as a media to enhance their vocabulary learning. The research sample consisted of nine students enrolled in the English Department of UIN Ar-Raniry who had previous experience with LingoClip. Using a qualitative approach, this study employed purposive sampling technique to collect data through interviews with the selected participants. Through analysis of the data collected, this study found a number of positive outcomes caused by the integration of LingoClip in students' learning efforts. The findings show that students perceive the LingoClip app to offer great benefits in supporting vocabulary development, highlighting its efficacy in developing an interactive and fun learning experience, especially through the integration of music and game elements.

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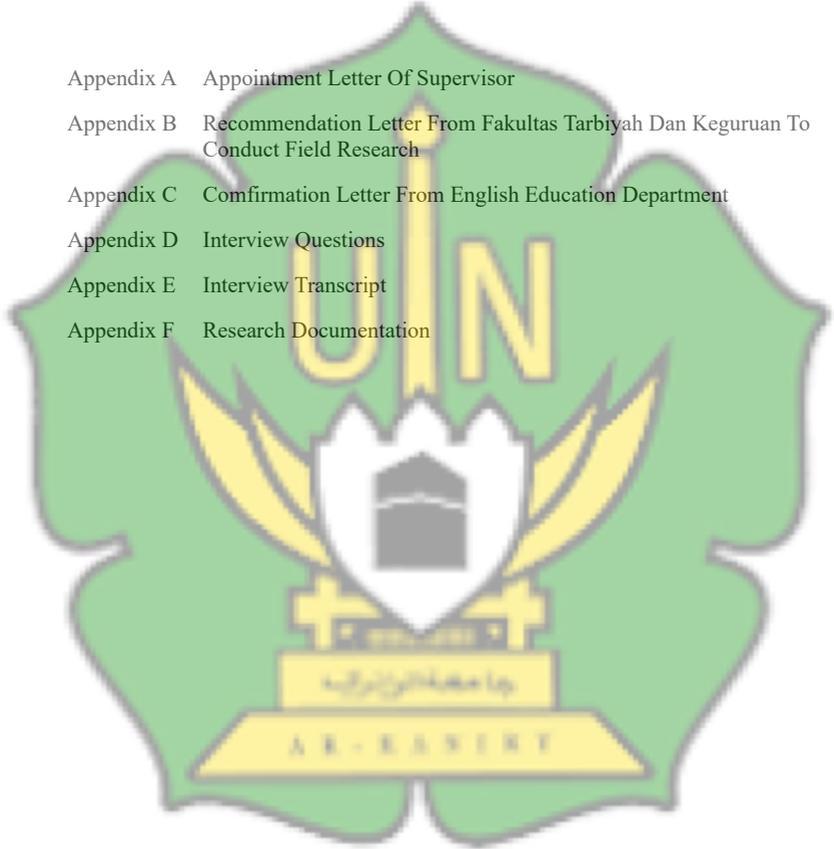
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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher explains briefly about the objectives on the study. This chapter continues to encompass the aim of this research based on its research questions.

### A. Background of The Study

The importance of learning foreign languages is recognized in Indonesian law, specifically in Law Number 20 of 2003, Article 33 paragraph (3), which states that, a foreign language can be used as a medium of instruction to support the competency of the learners (Pusat Data dan Informasi Pendidikan, 2004). Hence, English is included as a mandatory subject to be studied at the junior high school, senior high school, and university levels. In addition, Taufan (2020) noted that many English learners are reluctant to learning English and also unmotivated. Moreover, the strategies often used by teachers are less interesting for students. Therefore, the use of some strategy to improve their skills is urgently needed. But in fact, they still find more difficulties to do that. This thing same with happens in Junior-Senior High School, according to pre-interview with students, some students states that they have difficulties in expressing ideas orally and still unconfident to speak with English due to limited vocabulary in expressing, Zimmerman (2009) in his book *Word Knowledge: A Vocabulary Teacher's Handbook* discusses the importance of vocabulary in language learning and explains that a lack of vocabulary can cause difficulties in communicating and understanding English as a

whole. Based on the researcher's experience at Junior-Senior High School especially the eighth grade needed learning technique that can improve their vocabulary learning process. Because a word serves as a media for thinking about the meanings it expresses, vocabulary is crucial. Without knowing even a single word, you will not be able to speak, to express ideas, to say something you need to say, and to communicate expressively to others (Saputra et al., 2023). Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

In the process of deepening, one's understanding as a foreign language learner, particularly English, it is crucial to master four language skills and its elements. These four language competencies involve proficiency in listening, speaking, writing, and reading. The four language abilities must be supported by linguistic form. In the context of language, there are four main components that need to be considered, namely phonology, vocabulary, grammar, and syntax or sentence structure. Vocabulary is one of the most important aspects of learning English, besides structure, pronunciation, and intonation. Students need the vocabulary to motivate themselves to listen speak, write, read and. If students do not master vocabulary, they may not be able to communicate their thoughts and ideas as clearly as they would like, either orally or in writing. They can't perfectly articulate what they mean when they say or explain what they want (Nuraeni et al., 2022). Vocabulary is crucial because it serves as the foundation for learning sentence structure and other language skills. It will be simpler for someone to listen read,

speak, and write English if they have a large vocabulary. To know vocabulary in English we need a dictionary. However, with modern technology, there are many digital dictionaries or online dictionaries that we can use to translate words (Saputra et al., 2023). Technology advancements undoubtedly have an impact on education, both positively and negatively, and this is undeniable. One of the benefits, for instance, is the convenience it gives to learning and other educational pursuits. Having a smartphone, for instance, with all of its features, provides several amenities that support learning.

Vocabulary plays a very important role in communication, because without adequate vocabulary, the communication process will be difficult (Thornbury, 2002). Vocabulary is defined as a word bank, which is a collection of words that can be organized into a sentence that can be understood. Based on the sentence, it can then be used for listening, speaking, writing and reading. Vocabulary also plays an important role in developing language (Umar et al., 2022). O'Connor (2009) states that "You can say very little with grammar, but you can say almost anything with vocabulary". This means that even though someone has good grammar, it will be useless if they do not know a lot of vocabulary. The statement implies the importance of vocabulary teaching as a foreign language. According to them, without a good command of vocabulary knowledge, foreign language learners will experience difficulties and be unable to communicate effectively with others in the right context. Furthermore, it is important to know the best methods as a way to correct and improve vocabulary knowledge (Mariah et al., 2019). This should be well programmed and planned as it helps students to expand their vocabulary.

There are four supporting aspects in understanding vocabulary, namely: form, meaning, usage, and pronunciation (Afiah et al., 2022). In this study, the researcher placed significant emphasis on the three main dimensions of vocabulary, namely form, meaning, and usage. Form is defined as the basic word structure in English, meaning is defined as the definition or meaning of a word, and usage relates to when a word can be used appropriately in daily life. Therefore, these reasons underline the importance of these three aspects in improving students' vocabulary in the school environment. Some factors that cause difficulties for language learners when learning English are: (1) lack of motivation and interest in learning, (2) negative attitude towards teachers, subjects, and learning situations, (3) wrong study habits, (4) inadequate school facilities, and (5) lack of extensive vocabulary. (Khaerati, 2021). This opinion is also in line with the definition of learning difficulties which states that learning difficulties are a situation where students cannot learn as they should (Dalyono, 2005). Some characteristics of learning difficulties are: low learning outcomes, the results obtained are not in accordance with the efforts made, showing unnatural attitudes such as indifference, showing unnatural behavior such as isolating themselves or not cooperating with other friends, showing unnatural emotional symptoms such as irritability or irritability.

Almost all students today are likely familiar with utilizing smartphones for study purposes. Smartphones are frequently used for browsing and finding different types of needed resources. Additionally, using application on a smartphone, English words are translated into English-Indonesian language journals. Sought solutions to

the vocabulary comprehension issues of the students, the researcher utilized the LingoClip to improve the students' vocabulary. LingoClip also known as lyrics training is an interactive self-learning site. LingoClip using authentic, interesting and up-to-date material available on Youtube in order language learning takes place. LingoClip is language learning platform foreign which provides songs in various languages as a feature that can be used students to complete the empty lyrics and there are levels that can be adjusted to student abilities (Kulsum et al.,2023). The researcher chose the LingoClip because it offers numerous benefits, including vocabulary improvement, improving quick thinking, promoting teamwork, increasing the use of English in communication, and training students' spontaneity. Not only that, previous study mentioned that using this application made it easier for them to learn English and even their learning motivation also increased with this application (Kulsum et al., 2023). Students who have certain goals will motivate them to achieve it and give more contribution to learn better.

There are several previous studies on this topic in terms of listening and LingoClip, 3 studies in listening namely, "Students' Perceptions About the Use Of Lyrics Training To Enhance Listening Comprehension" by Quiña Calispa & Santamaria Caseres (2022), this study aims to analyze the students perception of the use of Lyrics Training to enhance listening comprehension. Data was collected by means of a survey with eight questions and analyzed through the thematic analysis process. Based on these findings, the application of Lyrics Training is considered a useful technological media to learn and develop skills in a foreign language such as English and teachers can adapt Lyrics Training in their classroom

lessons to develop listening comprehension activities that will help them to achieve satisfactory performance in their students. Second study is “The Impacts of Lyrics Training on Improving Listening Skills for ESL Students” by Nguyen Truong Gia Minh (2023), which aims to analyzed impacts of the apps Lyrics Training on learning and teaching listening skills. This study used the qualitative method by collected some great points from the available papers related in about one month. The findings indicate that Lyrics Training has provided students and teachers with many advantages in learning and teaching English, especially listening skills. The next study by Ozi Azhari & Aryuliva Adnan, (2018), “The Use of Lyricstraining Website to Improve Student’s Listening Comprehension in Senior High Comprehension in Senior High School”. This study aims to analyzed how to improve student listening comprehension through the LyricsTraining.com online site. Data collected by Using LyricsTraining as Teaching Media in class activity and outside class activity by homework. The result of this study is LyricsTraining website can help teacher and student in improving listening comprehension and can help the student to understand the pronunciation and learn how to pronounce it. The results of the three studies are focuses on the perception and influence of using the Lyrics Training application in all aspects English, including speaking, and listening, as well as using the Lyrics Training application as a learning media for English language learners

Studies on LingoClip done by, Licenciado Marco Efrain Veloz Toapanta, (2021). With the title “The Use of Lyrics Training Website to Enhance Communication Abilities.” This study determined that the use of the Lyrics Training

website improved the teaching and learning process as well as students' communication skills. In summary, the researcher found all the relevant findings that support this study. The researchers found a positive effect on students' speaking ability in learning. The next research has been researched by Katherine Lizbeth, Santamaria Caseres & Erika Lissette Quia Calispa (2022). This study is entitled "Students' Perceptions of the Use of Lyric Training to Improve Listening Comprehension", which aims to examine students' perceptions of the use of Lyric Training to improve listening comprehension. The findings of this study also showed that the application of Lyric Training had a positive effect based on the participants' opinions, which allowed them to develop their listening comprehension. The other study was explaining students' perceptions of using the LingoClip application to support English language learning by Eva Meidi Kulsum, Devi Indah Wulansari & Rina Mutiarawati "Persepsi Siswa Tentang LingoClip Dalam Pembelajaran Bahasa Inggris.", this study aims to find out students' perceptions about using the LingoClip application to support English language learning. Proved that there is show that based on the results of the interview session, most students have a good perception, they really enjoy using the LingoClip application.

Therefore, the focus of this study is to determine and demonstrate the impact of LingoClip on students' English vocabulary which indicates a positive attitude towards the teaching and learning process. By using LingoClip as a learning platform to enrich students' language learning competence, especially in terms of

English, is very limited. this study aims to see how the perception of using LingoClip as a vocabulary learning platform in learning.

Researchers observed that the LingoClip application is very popular among millennial children, teenagers (school age), and adults both domestically and abroad, as evidenced by the many studies from abroad that examine LingoClip. Based on these observations, we can conclude that LingoClip fulfills the criteria as an effective learning media, particularly in attracting students' interest in language vocabulary. Therefore, in this study, researchers conducted research on samples that were different from previous studies because previous studies focused on the listening and speaking sections and no one had examined vocabulary in learning. The researcher used LingoClip to support student vocabulary. Researchers are interested in using LingoClip as a media to understand students' perceptions of vocabulary learning for the 2019 batch. In this study, the researchers aimed to investigate students' perceptions about the use of LingoClip in vocabulary learning.

### **B. Research Question**

Based on the background mentioned above, this study focuses on the research question which is what are students' perceptions of using LingoClip in their vocabulary learning?

### C. Research Aims

In line with the research background and research questions above, the purpose of this study is to find out what are students perception using LingoClip and their vocabulary learning.

### D. Significance of The Study

The significance of this study divided into theoretically and practically.

#### 1. Theoretically

The researcher hopes that the results of this study can be useful for educators in determining how LingoClip can be used to improve students' vocabulary learning. In addition, this study is also expected to be a reference for other researchers who want to discuss this topic in more depth.

#### 2. Practically

This study is expected to be able to help educators to persuade their students to used LingoClip in their learning vocabulary.

### E. Terminologies

#### 1. Vocabulary

Vocabulary is a group of meaningful words (Wulandari, 2021) and the most important aspect of language mastery and comprehension (Muflihah 2016).

#### 2. Lyrics Training/ LingoClip

Song lyrics are a compilation of the words contained within a song. The lyrics are a condensed version of the melody (Dilago et al., 2022). To

comprehend the meaning of a song, one must be able to sing the song and sense the rhythm, melody, harmony, and voice of the singer. Song is one of the effective learning media used to expand students' vocabularies (Nguyen and Nguyen, 2020). LingoClip is a language learning platform foreign which provides songs in various languages as a feature that can be used students to complete the empty lyrics and there are levels that can be adjusted to student abilities.

### 3. Students' Perceptions

Student perception as a process of preferential treatment of information received from an object, which allows them to interpret the observed object to determine the interpretation of the stimulus (Kurniawan, 2016). Students' diverse perspectives on an issue or problem can be approached from various points of view to build a more accurate interpretation. In this study, the students' perceptions are UIN Ar-Raniry students in English education department batch of 2019.



## **CHAPTER II**

### **REVIEW LITERATURE**

In this chapter, the researcher provides some supporting theories for this study. These concepts are connected with perception, lingoclip and vocabulary.

#### **A. Theory of perceptions**

##### **1. Definition of Perceptions**

Perception is an experience of objects, events, and relationships obtained by inferring information and interpreting messages. Perception provides a stimulus-response message involving attention, expectations, motivation, and memory meaning (Rakhmat, 2000). Qiong (2017) asserts that perception is the interpretation of the meaning of what is captured by the senses and the way a person perceives the environment that surrounds them. So, Perception can be defined as an individual's response or evaluation of a particular object, event, or situation, as evidenced by various perspectives on the topic. Based on this explanation, the researcher concludes that perception involves a cognitive process in observing an object or event and then interpreting it in the form of affective and cognitive responses formed by previous individual experiences.

Perception is the interpretation of the meaning of what is captured by the senses and the way a person perceives the environment that surrounds them (Qiong, 2017). Based on theory of Reitz (2006), perception is a multifaceted construct that includes the five senses of touch, sight, sound, smell, and taste. These sensory modalities enable individuals to perceive and attend to their environment, thereby facilitating adaptation to their environment. Specifically, individuals can utilize

their sensory capacities to distinguish tactile sensations, auditory stimuli, visual cues, olfactory information, and taste experiences. By utilizing these sensory modalities, individuals can effectively navigate and adjust to their environment.

## 2. Student's Perception

Student perception is seen as a process of preferential treatment of information received from an object, which allows them to interpret the observed object to determine the interpretation of the stimulus (Kurniawan, 2015). According to Portnov & Moshe (2013), the importance of student perceptions allows others to understand and appreciate the importance of education to their future and be willing to invest efforts to succeed in the teaching and learning process

Therefore, differences in student perceptions help teachers and students in analyzing and understanding issues or problems, as well as in determining how to address them. In other words, student perceptions are considered beneficial in academia as their arguments can be used to determine the significance of something.

## 3. Types of Perception

Irwanto in Shandi's thesis (2020) emphasizes that perception is divided into two, namely positive and negative perceptions.

a) Positive perception is a perception that explains all knowledge and continuous responses with efforts to use them. This will be followed by activating or accepting and supporting the perceived object.

b) Negative perception is a perception that explains all knowledge and responses that are not in line with the object of perception. This will be followed by passivity or rejecting and opposing the perceived object.

Thus, it can be said that both positive and negative perceptions will always influence a person in doing something. Positive or negative perceptions all depend on how individuals explain all their knowledge about the perceived object.

#### **4. Perception Factors**

A variety of factors are regarded as crucial in the perception of individuals or objects. Walgito (2004), identifies three variables that create an influence on perception:

##### **1. Perception of Objects**

Perception of an object comes when it stimulates a sensory organ or receptor. This stimulus may originate internally or externally to the individual. But the majority of stimuli originate from outside sources.

##### **2. The role of the sense organs, nerves, and central nervous system.**

These receptors or sense organs serve as a system for receiving stimuli. Furthermore, sensory nerves are crucial for the transmission of stimuli to the central nervous system from receptors.

##### **3. The Importance of Attention**

Attention is a necessary component of vision and serves as the initial stage in the process of preparing ourselves to perceive an object. Attention includes the act of directing one's entire range of activities towards a specific object or focus of attention.

## 5. The Process of Perception

Based on Walgito (in Arifin, Fuady & Kuswarno, 2017) the process of perception occurs through stages. The process of perception occurs through the following stages:

- a) The first stage, known as the natural process or physical process, which is the process of capturing the stimulus by the human sensory organs.
- b) The second stage, which is a stage known as a stimulus which is a physiological one by the receptor (sense organs) through the sensory nerve.
- c) The third stage, known as the psychological process, which is the process of arising individual awareness of the stimulus received by the receptor.
- d) The fourth stage is the result obtained from the perception process, namely in the form of responses and behavior.

### B. Theory of Vocabulary

Vocabulary is really important for learning or teaching a foreign language. It is the basis for developing other skills such as reading, listening, speaking, writing, spelling and pronunciation. According to Richards and Renandya (2002), vocabulary is a key component of language skills and provides a large basis for how well students can listen, speak, write, and read.

In a conversation or discussion, vocabulary is considered important. If we want to remember the definitions of words effectively, we must use certain methods, such as the keyword method.

In addition, there are some considerations about vocabulary according to Green (2009):

1. Vocabulary greatly helps improve performance.
2. Words are important tools in learning organizations.
3. Labeling (words) is a learning improvement tool.
4. Vocabulary education, especially for students affected by poverty, should be focused on.
5. Vocabulary education is a great advanced provider but should also be taught in context.

### **1. Definition of vocabulary**

The instruction of vocabulary is a crucial component of learning a new language. According to Fard & Boroujeni (2013), "Vocabulary plays a significant role in the process of learning."

Students of any level of proficiency will encounter conditions in which they are unable to fully comprehend a written passage or a sentence due to a lack of vocabulary. This indicates that comprehension is a significant factor in enabling individuals to comprehend certain written texts, given that they may not fully comprehend the meanings of every word.

Meanwhile, Richard & Willy (2002), assert that "vocabulary is fundamental to language proficiency and serves as a substantial foundation for students' abilities in reading, writing, listening, and speaking." "Readability studies demonstrate that vocabulary is unquestionably an important factor in reading, but it is only one of a number of factors," assert Nation & Coady (1990). As a result, it exerts an influence on the remaining four language learning abilities.

Cameron (2013), added in Aqahtani that "vocabulary, as a domain of knowledge in language, significantly influences the process of language acquisition for learners." Meanwhile, Hornby defines understanding as an inventory of words and their meanings, whereas Alqahtani defines vocabulary as "the number of words in a language." These statements imply that comprehension is a subject that influences learning a language and comprises a collection of meaningful words. According to Nunan (1999), understanding is more than just a list of target language words. As an element of the linguistic system, grammar relates to mutual comprehension. Additionally, because vocabulary and structure are interconnected as linguistic components, the former also impacts the latter.

There are additional definitions besides those provided by the previously mentioned experts; however, they all agree that knowledge is a crucial component in English instruction. Vocabulary is beyond any other factor the most essential for language learners. The acquisition of a comprehensive vocabulary is an essential prerequisite for achieving fluency in a particular language.

A vocabulary comprises the terms that are recognised by an individual, an organisation, or are constituents of a specific language.

Alternative definitions of skills can be derived from other skills, as for instance:

- a) Vocabulary comprises the quantity of words that constitute a language by virtue of their combination norms.
- b) One's vocabulary comprises every word that is spoken. Every term within a language.
- c) The term "known vocabulary" refers to "all the words that are in use by a specific individual at this time."

## 2. Types of Vocabulary

As implied by the previous definition, comprehension is a collection of key words that individuals must employ in order learn a new language. There are four types of vocabulary according to Wakely (2003):

### 1. Reading Vocabulary

A person's reading vocabulary is all the words that are recognized while reading. This class of vocabulary is usually the largest, as new words are encountered more often while reading than while listening.

### 2. Listening Vocabulary

A person's listening vocabulary consists of words recognized while listening to speech. Cues such as tone of voice and hand gestures, topic of conversation, and the social context of the conversation can convey the meaning of unfamiliar words.

### 3. Speaking Vocabulary

One's speaking vocabulary compares words used in conversation and is generally a subset of the listening vocabulary. Due to the spontaneous nature of speaking, words are often used with slight errors and unintentionally, but facial expressions and tone of voice can compensate for this incorrect usage.

#### 4. Writing Vocabulary

The written word appears in a variety of registers, from formal essays to social media posts. Although many written words rarely appear in conversation, a person's written vocabulary is generally limited by preference and context; a writer may prefer one synonym over another, and they will not be inclined to use technical vocabulary relating to subjects they have no interest or knowledge in.

### 3. Variety of Vocabulary

#### 1. Standard Vocabulary

This includes everyday words and phrases used in formal and informal contexts. It consists of words commonly accepted and used in general communication. Example: Words like "house," "education," and "travel"..

#### 2. Slang

Informal and often transient language used by specific groups or subcultures. Slang can vary widely by region, age group, or social

group. Example: Words like "cool" (meaning impressive), "lit" (meaning exciting), and "bae" (meaning significant other).

### 3. Specialized Vocabulary (Technical/Jargon)

Words and phrases used within specific professions or fields of study.

This type of vocabulary is crucial for precise communication within a discipline. Example: Medical terms like "antibiotic," legal terms like "habeas corpus," and computing terms like "algorithm."

## 4. Kinds of Vocabulary

There are two types of vocabulary, each of which has its own categories that are separated by the way the words are learned by the learner. One of the experts listed below discusses a variety of vocabulary categories. Hatch and Brown cite Haycraft in Alqahtani, where he distinguishes between receptive and productive vocabulary.

### 1. Receptive Vocabulary

Receptive vocabulary consists of words that students are able to recognize and comprehend in context but are unable to generate themselves. Learners recognize this vocabulary when they encounter it in reading materials but do not employ it in their spoken or written communication.

### 2. Productive Vocabulary

A productive vocabulary comprises terms that learners comprehend, accurately articulate, and employ in a constructive manner when communicating orally and in writing. This requires the acquisition of a responsive vocabulary as

well as the ability to communicate or write properly. Since students can generate words to convey their ideas to others, productive vocabulary development can be considered an active process.

Based on the statement above, it can be inferred that this vocabulary is responsive in the environment, enabling students to gain understanding into the contextual usage of words. On the other hand, effective vocabulary involves students learning about the words that are employed in conversation and spoken.

### **C. Effective Methods for Teaching EFL Vocabulary**

Strategies can play an important role in vocabulary acquisition, and instructors must use appropriate vocabulary training techniques to encourage and support student learning.

1. **Realia.** Realia is a term used in the fields of library science and education to refer to different physical objects. In other words, realia teach animals using real objects, such as stuffed animals, and teaches sustainability through the use of plastic or real fruit and vegetables.
2. **Photographs.** Images include photographs, chalkboard designs, murals, and index cards. When teaching difficult and time-consuming words such as vegetables, clothes, market, etc., the use of visual aids is essential. You can also create circumstances and context with images (Elyas & Alfaki 2014).

3. **Song.** Songs are another method of teaching vocabulary. First, because melodies provide a meaningful context for vocabulary, they are very effective in introducing new words. (Griffe, 1992, p. 5).
4. **Games.** Games are also a simple method for teaching terminology, as they allow students to acquire new words in the same way as their native language. children like games because they enjoy playing. In addition to motivating students, the use of games provides incentives and encouragement to use language.
5. **Tell stories.** Using a combination of visuals, facial expressions, real-world examples, and audio, storytelling is a simple way to demonstrate your vocabulary (Kukus, 2021). Reading improves our knowledge of vocabulary, grammar, and text structure. Therefore, stories help students recognize the common sounds and sensations of a foreign language.

There are many ways to train vocabulary. English as a Foreign Language (EFL) teachers consider all of them to be effective methods for teaching EFL vocabulary, such as reality, photography, songs and activities.

#### **D. Theory of LingoClip/Lyric Training Website**

##### **1. Definition of Lyric Training**

The LingoClip as know by Lyric Training is website/app designed with songs and presented with achievement scores that are very suitable for learning English vocabulary, making it easier for students to memorize English vocabulary

(Nguyen & Nguyen 2020). The LingoClip app is a resource available to anyone who wants to learn a new language, specifically English. The website provides an opportunity to learn and listen to songs from popular and successful musicians. According to Mills (2010), asserts that Lyrics Training is an excellent website that provides language learners with real, timely and engaging content. Moreover, it is a website that combines YouTube videos and audio with music lyrics. The website allows users to play YouTube music videos alongside lyrics transcribed by other LyricsTraining users (Augusto, 2015).

According to Fiori (2021), Through music videos and song lyrics, the LingoClips app allows users to acquire and improve their language skills. In addition, the website has a Karaoke mode where users can perform and appreciate the lyrics. Moreover, it is an excellent method of acquiring and improving language skills. The lexicon clip app helps the acquisition of new vocabulary and idioms, as well as the improvement of grammar skills, through repeated practice by writing the missing words. Moreover, regardless of whether all words are understood or not, this method trains the brain subconsciously, improving the ear's ability to distinguish foreign language sounds and words quickly (Fiori, 2021).

As reported by Azhari (2018), Lyrics Training is an interactive website for self-study that provides authentic resources to improve ESL/EFL listening skills. According to Hadian (2015), familiarizing their hearing with the target language through Lyrics Training will substantially improve their ability to recognize and remember words and sounds in English. Lyrics Training is made for anyone, regardless of their language level, and while watching the video of the song you

have chosen, it offers three different ways to present the lyrics, such as "karaoke" style, with options to read or sing, as well as space to write missing words and space for multi-language selection. According to Medina (2018), In the LingoClip/lyric Training app, learners can practice listening to videos (songs) to acquire new vocabulary, phrases, and even grammar rules through listening exercises such as filling in the blanks, picking out hidden words, etc.

## 2. Lyrics Training Feature

Lyrics Training is an exciting free educational technology resource that involves music videos in multiple languages with advanced technology to follow each word. The lyrics are time-stamped on the music video clips, which means that any user can find each line of lyrics on the phone screen which will gradually scroll up from down as the video plays. Everyone can interact and enjoy the app with the music video in two different ways: game mode (Multiple Choice Mode) and karaoke.

### 1. Game mode.

This game allows players to practice their skills at four different levels, based on their individual abilities. For example:

- a. All participants who do not have a strong vocabulary can choose the beginner level, which consists of 39 blank words out of 385 words that relate to the entire music video lyrics.
- b. Intermediate: If participants have a sufficient vocabulary level for auditory comprehension, they can choose the

- intermediate level and start filling in 75 blank words out of 385 words that relate to the overall lyrics of the music video.
- c. Advanced: All participants with sufficient vocabulary level and proficiency in listening and writing can select the advanced level to start filling in 148 blank words out of 385 words related to the whole music video lyrics.
  - d. Expert: If participants have outstanding proficiency in perceiving foreign languages and excellent listening skills, they can select the expert level and complete 385 of the 385 words related to the overall lyrics of the music video.

The missing words are randomized throughout the lyrics. The user selects the correct word from a list of four words given at the bottom of the phone screen. The user can go back to the last lyric sentence and also advance to the next lyric sentence. In that way, the user can check quickly if there is any mistake in the word they selected. In addition, there are four stages that show progress, namely score, number of missing words (according to the level of the game), hit, and miss. Therefore, points are awarded for speed and accuracy.

## 2. Karaoke

Karaoke mode presents music videos with captions. Users can pause and play the video by clicking on the phone screen or repeat a sentence by pressing the lyric line. The karaoke mode of the Lyrics Training app plays the video and displays the lyrics. The full lyrics are displayed but the mobile app highlights and

changes the color of the line, which is progressing in the queue just below the video.

As the video displays progress, the lyrics continue to when the line is time-stamped on the video. Individuals using this app can pause or resume watching the video by clicking on it. Additionally, users can control the timing of the delivery of the lyrics by pressing and selecting specific lines to repeat and sing.

### **3. The Role of Lyric Training**

#### **a. The Role of Students**

The roal of this website is to help people to practice listening with songs and play a game by completing the lyrics of a song.

#### **b. Teacher's role**

Maldonado (2019), states:

"This website gives teachers the opportunity to interact with students using their favorite songs in 13 languages."

First, you have to choose a melody. According to your students' musical preferences, the grammar they want to acquire, or the musical genre you prefer. Then, you have to enter the title for your lesson and choose the difficulty level and game mode. Then, you choose the number of syllable blanks for students to fill in, which can range between 29 and 286. Finally, designate one student to complete the activity; they can sing the song and ask for the missing word parts while the teacher writes. The teacher can also choose to print the song lyrics, giving each student the opportunity to listen,

write and spell independently. There are 18 options to choose which words to delete and options to display the missing words at the bottom, adding a row index and date/name column.

#### **4. The advantages and disadvantages Of Lyric Training**

##### **A. Advantages**

##### **1. Improving Students' Learning Motivation**

According to Garib (2021), the use of music in this application can result in a more relaxed and highly motivated learning environment where users are more receptive to target language input. Students' academic performance is improved with LyricsTraining, especially in the areas of pronunciation, learning new words, and listening skills. LyricsTraining increases students' learning motivation by allowing them to choose from a wide variety of options. In addition to the wide variety of songs, artists, and genres (especially for English learners) and the enjoyable quality of the music videos, Lyrics Training makes it easy for learners to adjust the difficulty of the content to their own level. This is due to the categorization of the music videos into three difficulty levels and the inclusion of three additional game modes. According to (Tomlinson 1998), effective materials must have impact. He proposes that impact can be successful through a variety of factors, including uniqueness, interesting presentation, and engaging content, and the lyrics training app relates to this theory.

LingoClip has significant advantages in increasing students' learning motivation compared to other vocabulary learning applications. The

integration of music as a learning tool is one of the main factors that make LingoClip more appealing. According to Ludke (2009), music can increase learning motivation because it creates a more pleasant atmosphere and reduces pressure in the learning process. The use of music can also arouse students' interest in learning, making them more engaged in learning activities. In addition, research by Medina (1990) shows that the use of songs in learning not only helps in vocabulary recall, but also encourages students' motivation to continue learning. LingoClip allows students to choose their favorite songs as learning materials, which naturally increases their interest and motivation to learn new vocabulary. Although other apps such as Duolingo and Memrise offer effective learning methods, LingoClip stands out for its ability to combine entertainment elements with education, which can significantly increase students' learning motivation.

## 2. Improving Students' Academic Achievement

from the results of a study by Angelina (2020) students consider that lyric training apps/websites help them improve their pronunciation. By listening to the singer's pronunciation, reading and typing the lyrics, they have the opportunity to hear clearly how a word is pronounced and that these exercises help them understand the native speaker's accent and imitate it. As a result, the students can now sing English songs with correct pronunciation. Almost all students agreed that LyricsTraining made them gain a lot of new vocabulary. Therefore, these results indicate that these exercises can help students to improve their listening comprehension skills

## 5. Disadvantages

1. Constant Pop-Up Ads LingoClip uses Flash Player, which is an unsafe add-on for most browsers. The site also informs users that they use their own cookies and that by continuing to browse their site, users have consented to their use of cookies. Cookies are used to track users' habits on a site to customize web pages and to collect data. Therefore, there are pop-up ads that often interfere with students' concentration while working on problems. The display size of the pop-up ads sometimes covered part of the lyrics, making it not conducive for students to type the words needed to play the game and get a high score by completing the task as quickly as possible.

### 2. Absence of Instructions

There are several issues that make it difficult for students to listen properly. These problems are the pronunciation and accent of the native speakers singing the songs. Pronunciation is one of the main obstacles that hinder students from getting good results during practice. Some English words are not pronounced as they are written. When the users could not type the words with the correct spelling, the video would pause until the correct answers were typed. Many users run out of time as they randomly press letters on the keyboard to figure out the first letter of the word to make it easier to guess the word correctly. The lack of hints to help users when mistakes were made was a problem that prevented them from completing the exercise.

### 3. Content Dependency:

The effectiveness of Lyrics Training is highly dependent on the availability of songs in its library. If a learner's preferred song or artist is not available, it limits their options and can reduce motivation and engagement, especially for learners with specific preferences.

#### 4. Potential Learning Barriers:

Some users, especially beginners and intermediate learners, may find certain activities challenging to understand. Also, having to listen to songs they don't like may cause frustration and hinder their overall learning experience.

It would be a nice added feature if LingoClip could provide hints or clues for users when they are unable to type the correct word on the third attempt. Teachers can also give hints manually by pairing students so that one of them can give hints when the other student is playing the game. The first hint can be given in the form of the first letter of the word. The second clue can be the last letter of the word, and the third and subsequent clues can be any letter in the middle of the word. Penalties can be given in the form of points deducted from the total score earned by the student, depending on how many clues it takes to guess the word correctly.

#### 6. Comparison With Other Tolls

LingoClip stands out for its unique integration of music into vocabulary learning, differentiating it from other apps such as Duolingo, Memrise, Quizlet, and Spotify. LingoClip uses music to create strong memory associations, which can enhance motivation and vocabulary retention. According to Ludke (2009), music

improves language learning by creating a more enjoyable learning environment and reducing stress. In contrast, Duolingo offers a gamified approach with various interactive exercises, which has been shown to improve overall language skills (Vesselinov & Grego, 2012). Memrise provides structured courses with repetition features to support long-term retention (Tao, 2015). Quizlet allows users to create and share flashcards, which can be customized to individual needs (Walsh, 2015). Meanwhile, Spotify offers access to a vast collection of songs but lacks specific vocabulary learning features. Although Spotify allows for music integration in learning, it does not provide interactive methods or progress tracking like LingoClip. Medina (1990) highlights that using music in language learning can enhance vocabulary recall, supporting LingoClip's advantage in offering a fun and effective learning experience.

#### **E. Previous Study**

Previous research that examines lyric training for listening development, the are. First, According to Azhari & Adnan (2018), the journal published on the topic: "The use of lyric training websites to improve students' listening comprehension in high school". By using appropriate technology techniques and media through the LingoClip.com online site in listening comprehension, one of the key goals is to increase students' eagerness to learn. The author employs three stages of listening process, namely Pre-listening, While-listening, and Post-listening procedures to apply different methods and modes of Lyrics Training through gap filling, listening for gist, listening for detail, and listening for specific information. In conclusion,

teachers and students can enhance their listening comprehension skills by using the Lyrics Training website.

Second, Borromeo (2015), published a journal on the topic: "Use of a Lyrics Training Website to Improve Listening Comprehension". The main objective of the study was to find out if undergraduate students from Universidad Veracruzana would use the Lyrics Training website, which contains music videos from YouTube. Action research was used as the methodology for the participants, which consists of introducing or using something in a research study to obtain results from the implementation and record the process for future improvement. The techniques used are the use of questionnaires and blogs. As a result, the students had a positive attitude when they practiced listening comprehension on the Lyrics Training website. There were positive and negative feedbacks about the technological tools as well as significant results, the use of songs seemed to benefit the students to retain more information such as grammatical structures, words, or phrases presented in each song.

Third, Research conducted by Martinez (2023), with the topic: "Lyric Training and Listening Comprehension". Field research is used because it allows data to be collected directly from reality, which aims to obtain important information about the problem to achieve the goal. the place of research is in the santa rose education unit, Techniques and instruments are taken based on variables, the instrument for this research project is pre and posttest where the survey applied to students and the technique is a questionnaire with 17 items with three options where the answers are: always, sometimes, and never and the method used is quasi-

experimental quasi-quantitative. In conclusion, students' perception by using Lyrics Training is quite good as they show motivation and acceptance; students support this website for more meaningful language learning and consider that the exercises completed in the website are understandable to improve their listening comprehension.

Fourth, the research is "The Impact of Lyrics Training on Improving Listening Skills for ESL Students" by Nguyen (2023), which aims to analyze the impact of Lyrics Training application on learning and teaching listening skills. The study used qualitative methods by collecting some key points from related available papers in about one month. The findings show that Lyrics Training has provided many advantages for students and teachers in learning and teaching English, especially listening skills.

Further research by Kulsum, Wulansari & Mutiarawati (2023), with the title "listening skills strategies of students using the LingoCip application" This study aims to determine the listening skills strategies used by students in using the LingoCLip application as an English language learning media, this research includes a type of descriptive qualitative research using a questionnaire as a research instrument given to 30 students of class X SMA Negeri 1 Sumedang and supported by semi-structured interviews. The questionnaire contained statements representing six strategies based on Oxford, (1990), namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The results of this study show that students have a positive perception of the application, based on the average value of the

questionnaire obtained. It can be seen that the strategy most used by students is the social strategy, and the least is the memory strategy. From these results, teachers can adjust learning media and methods according to the listening strategies that are often used by students in class so that the learning process in class becomes more effective.

Then, research on "Supporting EFL Listening Ability and Vocabulary Acquisition with Lyrics Training App" by Cheng & Chen (2023), the purpose of this study was to determine the effectiveness of lyrics training as an alternative learning media to improve English as a Foreign Language (EFL) listening ability. A total of 34 freshmen from a university in Taiwan participated in the study. Quantitative data analysis showed statistically significant improvements in students' English listening ability and vocabulary acquisition. In addition, qualitative data analysis showed significant positive perceptions among the students regarding the use of this app.

Next, "Development of English Listening Skills Teaching Model by Using Lingoclip to Improve Students' Listening Skills at SMP Swasta Pelita Kasih School Tanjung Morawa" by Pakpahan, Pasaribu, Tampubolon & Sinambela (2023). This study aims to determine the development of a listening teaching model using lingoclip to improve listening skills. Researchers try to reveal the problems that occur in the ability of junior high school students. This type of research is quantitative descriptive classroom action research. Based on the results of the study it can be concluded that there are differences in student scores before and after receiving treatment which means getting positive results.

The last research entitled "Improving Students' Vocabulary Mastery Through LingoClip.com at the Department of English Education, Halu Oleo University" by Utami, Hanna, & Kamaluddin. This study aims to determine whether the use of LingoClip.com can improve students' vocabulary mastery in the Department of English Education at Halu Oleo University as a vocabulary learning media. The subjects of this study were 20 students of the Department of English Education at Halu Oleo University who were taking vocabulary classes. The type of research was Pre-experimental with one-group pre-test and post-test. Research Instrument: Vocabulary test which includes multiple choice questions and matching words. The result is - that the use of LingoClip.com improves students' vocabulary acquisition in the Department of English Education of Halu Oleo University.

Based on the results it can be concluded that there is a difference of The student's score before and after receiving the treatment means getting positive results. From previous research it can be concluded that LingoClip application serves as an effective medium to improve EFL students' listening skills and vocabulary acquisition. The combination of interaction with music, lyrics, and interactive exercises through the app proved beneficial in improving students' language skills.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the methods that have been used in this research. This chapter includes a discussion of research design, population and sample, data collection, and data analysis.

#### **A. Research Design**

This study was classified as a descriptive qualitative research method, which was appropriate because it enabled the researcher to obtain in-depth data from the phenomenon of the study. Qualitative research served as a methodology aiding in the exploration of social sciences and other disciplines to investigate and comprehend people's experiences, beliefs, attitudes, behaviors, and interactions in their natural environments (Denzin, 2018). Furthermore, descriptive research aimed to highlight the phenomenon through a process of data collection in order to describe it clearly (Manjunatha, 2019).

The study aimed to gain deeper knowledge about the phenomenon by investigating and capturing students' perceptions towards the use of LingoClip in vocabulary learning. The study aimed to investigate and capture students' perceptions regarding the use of LingoClip in vocabulary learning.

#### **B. Research Participants**

In this study, the selection of research participants was crucial and aligned with the focus of the study. Following Rangkuty's (2014) and Leedy & Ormrod's (2019) definition of population, which included individuals with relevant abilities, this study focused on the 2019 batch of the English Language Education

Department at UIN Ar-Raniry. From this group of 130 students, nine students were selected using purposive sampling. Purposive sampling, as described by Obilor & Ishak (2023) is a non-probability sampling technique in which the researcher intentionally selects participants who meet certain criteria suitable for the study. to ensure participants' suitability in answering the research questions (Etikan & Musa, 2016). The students were selected with the following criteria:

- a. Participants were English Language students batch 2019 who could be contacted
- b. Students who had used LingoClip/Lyric training apps or websites

### **C. Data Collection Technique**

This research employed interviews as the primary technique for data collection. Depending on the specific needs and information required, interviews were categorized into three types: structured, semi-structured, and unstructured. For this study, semi-structured interviews were utilized. These interviews consisted of open-ended questions designed to encourage participants to share their experiences, perspectives, and insights (Fontana & Frey, 2000). This approach allowed for a deeper understanding of the participants' views on the role of LingoClip in vocabulary learning.

To gather responses, a sample was taken by sharing a survey link within a WhatsApp group, resulting in responses from nine participants. The interviews were conducted face-to-face when possible, and via telephone if participants could

not meet in person. Telephone interviews were used when face-to-face meetings were not feasible (Bryman, 2012), with responses recorded using a mobile phone.

The primary objective of these interviews was to explore students' perceptions regarding the use of LingoClip in vocabulary learning, providing valuable insights into their experiences and opinions.

In this study, the researcher used some interview questions as research instruments. The list consisted of 16 questions, which focused on exploring participants' experiences in using LingoClip for vocabulary learning. The interview took between 5-10 minutes, and the researcher recorded the transcription. The interview questions are provided in the appendix.

#### **D. Data Analysis Procedure**

Data analysis was a procedure that helped researchers understand data. Saleh (2017) stated that data analysis was the process of organizing, sorting, classifying, coding, and categorizing information so that a conclusion could be drawn based on the focus or question being discussed. The data obtained from the interviews were analyzed using the Miles and Huberman (1994) procedure. The three stages of the analysis method were data reduction, data display, and verification or conclusion drawing.

##### **1. Data Reduction**

At the data reduction stage, data reduction was an important component in this data analysis model, which consisted of the process of identifying, focusing,

and summarizing raw data obtained from qualitative research methods such as interviews, observations, and document analysis. At this stage, the researcher had reduced the data by summarizing, selecting important things, and identifying topics related to the use of LingoClip in vocabulary learning. By reducing the data, the researcher had recognized and selected data relevant to the research topic. Therefore, the analysis was focused on data that was in line with the research questions.

## 2. Data Display

Data display involved the presentation of data using words, sentences, narratives, tables, and graphs in a clear and concise manner. This was a crucial stage in the research process. This stage referred to the presentation of data in the form of a narrative that was systematically interpreted. This allowed the data to be easily understood and comprehended.

## 3. Verification or Conclusion Drawing

Drawing conclusions is the final step in data analysis. At this stage, the researcher interprets the data collected, supported by evidence from interviews. Finally, the researcher can draw more valuable and clear conclusions. Furthermore, the conclusions drawn from the data presented provide valuable insights and findings.

The researcher used the interview transcripts (data reduction) and wrote a summary in descriptive analysis (narrative). In doing so, the researcher also removed all irrelevant information from the participants' answers.

## **CHAPTER IV**

### **THE FINDING AND DISCUSSION**

This chapter discussed the research findings based on data collection. These findings were intended to answer the research questions in chapter one: 1). what are students' perceptions of using LingoClip in their vocabulary learning?

#### **A. Findings**

This study aims to determine students' perceptions of the use of LingoClip in vocabulary learning. In addition, the researcher also wanted to know the advantages and disadvantages of using LingoClip as a learning Vocabulary. The interviewees were interviewed face-to-face and by phone to find the answers. Based on the interview, it was found that nine students felt the impact of using LingoClip as vocabulary learning. In addition, the students explained to the researcher that they had advantages and disadvantages after using LingoClips in vocabulary learning. To conceal their identities, the respondents interviewed in this study used initials. Nine respondents were designated as R1, R2, R3, R4, R5, R6, R7, R8, and R9 to identify them as members of the class of 2019.

#### **1. Student's Perception On Using Lingoclip In Vocabulary Learning**

Each participant used LingoClip for different learning tasks, so the researcher found a variety of responses based on their experiences. LingoClip had a positive effect on vocabulary acquisition for students' English language skills, as shown by the interview results. Students expressed their appreciation for the app because of its music-based presentation, which allowed them to relax more.

### 1.1. Interesting, Fun and Enjoyable

The respondents described the impression LingoClip gave them the first time they used it. They agreed that LingoClip was a learning media that made them interested and enjoyed learning because it was very different from other applications they had encountered.

R3 and R9 found LingoClip interesting because they have an interest in music. They also felt that the app was unique and that it was rare for anyone to use this kind of app, so they were interested in trying it out.

R3 explained :

"enjoy for sure and more interesting because I like music so I think this app is suitable for me."

R9 added:

"definitely interested, good because I rarely use this kind of application."

While R4, R6 and R8 said that LingoClip is fun because it combines music with language learning. They were impressed with the way the app makes learning vocabulary fun, and compared it to playing a game, which adds to the sense of fun.

R4 said :

"My first impression was positive, seeing how it seamlessly integrates music with language learning, I was even more impressed with its effectiveness in making vocabulary acquisition fun."

R6 also said :

"My first impression is that this app is like playing a game while listening to your favorite song."

R8 added:

"It's nice, because I didn't expect there to be a music website like this for learning."

Then R1, R5 and R7 said that LingoClip was fun and convenient to use. They enjoyed the various features offered, such as different difficulty levels, diverse music genres, and the option to focus on specific vocabulary themes. The convenient usage experience was also an important factor in their assessment

R1 also added :

"My first impression when using the LingoClip/Lyrics Training app is that it is an interactive and fun way to learn a language through music. I appreciate the various features it offers, such as different difficulty levels, diverse music genres, and the option to focus on specific vocabulary themes."

R5 assumed :

"Very happy to find this app and I'm enjoying it so far."

R7 added:

"My first impression when using this app, I feel very comfortable and happy."

While R2 said that LingoClip app is convenient to use, mainly because of the karaoke feel they enjoy.

R2 said :

"very convenient even I always want to do karaoke."

Most respondents gave a positive impression of the LingoClip/Lyrics Training app. They found it interesting, fun and convenient to use. The integration of music with language learning, the variety of features offered, as well as the experience similar to entertainment activities such as karaoke and gaming, are the main factors that make this app favorable to users.

### **1.2. The Uniqueness Of Lingoclip : Integrating Music With Vocabulary Learning**

One of the recurring topics in the interviews regarding respondents' interest in Lingoclip as a vocabulary learning media was their attachment to music. Lingoclip appealed to respondents because it combined two things they loved: language learning and music. However, due to its uniqueness, respondents' explanations varied, requiring a deeper understanding.

R1, R2, R3, R7: Said that they were attracted to Lingoclip because it combined language instruction with music.

R1 explained:

“ I find LingoClip interested because it combines two things that I enjoy like music and language learning.”

R2 stated:

“I like music so I guess I'm compatible with this.”

R3 added:

“because of the music.”

R7 also added:

“I really like music so this application suits me very well.”

R4, R5 draws attention to Lingoclip's interactive vocabulary learning method by combining game and music components.

R4 stated :

“What attracted me to LingoClip for vocabulary learning is its interactive approach, especially filling in the missing words while enjoying the music.”

R5 stated :

“because it is presented with games and music.”

Then the R6 mentioned how Lingoclip improved their vocabulary.

R6 stated :

“It helps me so much to increase my vocabulary.”

While some respondents - like R6 - emphasized the obvious benefits of vocabulary growth, others - like R2 and R7 - focused more on their love for music as the motivation behind their interest in LingoClip.

The way respondents articulated their relationship with the app varied. For example, R8 mentioned LingoClip as one of their favorite apps of all time.

R8 stated :

“definitely because it's one of my favorite apps anyway.”

Then R9 noted that one thing that made using LingoClip more enjoyable was the ability to select songs based on their personal preferences.

R9 stated :

“Because of the music, it's actually a bit more enjoyable because you can choose the songs according to your taste.”

It was concluded that respondents had a variety of different reasons and experiences in using LingoClip, which included interest in music, language learning, and ease of personalization.

### **1.3. Students' opinion about LingoClip In Vocabulary Learning**

Researcher interviewed nine students to find out their opinions on the use of LingoClip in language vocabulary learning. LingoClip was an app that combined music with vocabulary learning, and we wanted to know to what extent students found this app useful in their learning. In these interviews, students expressed their diverse opinions about their experiences using LingoClip.

Respondents agreed that LingoClip was a useful resource in language vocabulary learning. They appreciated the innovative approach of combining music with vocabulary learning. Nine students, such as R1, R2, R3, R4, R5, R6, R7, R8, R9, highlighted the app's suitability for students' general interest in music

R1 explained:

“The LingoClip is a fantastic resource for language vocabulary learning, especially for those who enjoy music.”

R8 added:

“I like it and it's very good, because surely the average student likes music so surely this is suitable to be used as media.”

R2 stated :

“Very good, fun and different.”

while others, such as R4, R5, and R6, appreciated the app's usefulness in expanding their vocabulary.

R3 stated :

“I think it's very good’

R4 also stated:

“I find the lingoClip very useful for language vocabulary learning because of its interesting fitur.”

R5 also stated:

“Very suitable especially for language students.”

R6 also stated:

“my opinion, the use of that app helps me and very useful for me to get and improve my new vocabulary.”

R 7 added :

“Very suitable, especially for people who learn using sight and hearing.”

R9 also added :

“I think it's one of the best media for learning”.

Overall, these interviews showed that all students saw LingoClip as a useful and interesting media in language vocabulary learning, also its unique features involving music and interactivity.

#### **1.4. LingoClip is Effective Media for Learning Vocabulary**

During the learning process, the growth of language skills was very important, especially for vocabulary expansion. To help with this, a number of learning medias and strategies were created. LingoClip was one such app that became increasingly popular; it was a platform that blended vocabulary learning with music.

In this study, researcher presented the results of interviews with respondents who had used LingoClip as a vocabulary learning tool. Through these interviews, we hoped to learn more about their perceptions and experiences with LingoClip, as well as assess how useful LingoClip was as a learning media.

The interview results showed that LingoClip's new strategy of combining vocabulary learning with music had attracted consumer interest. The effectiveness of LingoClip was highlighted by the respondents. All respondents R1,R2, R3, R4, R5, R6, R7, R8, R9 agreed that LingoClip was effective in vocabulary learning as the opinions from respondents that :

R1said:

"In my opinion, the Lyrics Training website can be quite effective in vocabulary learning compared to traditional methods. Its interactive approach engages learners actively, providing context through music, which can enhance retention."

R2 also said:

"Yes, it is more effective."

R3 added:

"Yes, if compared with traditional methods, it is very far, because I think this kind of media is very suitable for learning in the classroom now."

R4 also added:

"I think the use of Lyrics Training website is more effective in vocabulary learning compared to traditional methods because of its interesting and memorable approach."

Then R5 assumed:

"Why not? Yes, this application is very suitable for the classroom because the average student will be very interested in learning media using games."

R6 added:

"In my opinion, lyrics training website is more effective than traditional learning method."

R7 also added:

"Why not, I think the students are really waiting for this application to appear in class because it is presented in a music and game application."

R8 explained:

"Yes, very effective of course. as I said earlier, that the media is presented with music I think the students will be happy and enjoy learning."

R9 also explained:

"Yes, of course. because now is the age of technology, of course this is appropriate."

Most respondents consider lingoclip to be more effective than traditional methods for several reasons such as Interactive approach which actively engages learners and provides context through music which can improve retention (R1), engaging and memorable media such as using an interesting and memorable approach (R4), Alignment with the needs of today's students which is suitable for

use in the classroom because it attracts students' interest by using game media (R3, R5, R7, R8) and relevance with modern technology which is in accordance with the current technological era (R9).

Most respondents agreed that lingoclip is more effective than traditional learning methods because of its interactive and engaging media, as well as its relevance to modern technology and current student needs. They felt that the use of music in learning helped to increase interest and retention of vocabulary. No respondents stated that lingoclip is less or not effective than traditional methods.

### **1.5. Lingoclip Helps To Enrich Vocabulary**

The respondents gave the researcher different perspectives on how LingoClip improved their vocabulary. With LingoClip, respondents could learn a language by following the lyrics of a song. We were interested to learn more about their perspectives and how useful this was in learning vocabulary.

#### **1.5.1 Positive opinion about LingoClip:**

R1, R2, R4, and R8: They recognized that learning idiomatic words, slang terms, and colloquial expressions through music lyrics was made easier with LingoClip/Lyric Training. They believed that the app's interactive features enhanced respondents' understanding of the context and application of these expressions.

R1 stated :

“of course Recently, I used LingoClip to learn English idioms and expressions. The interactive nature of filling in missing lyrics while listening to songs helped me understand the context and usage of these idiomatic phrases better.”

R2 added:

“I find it more enjoyable and easy to understand.”

R4 also added :

“One situation where LingoClip/LingoClipwas helpful was when I learned colloquial expressions and slang through songs of different genres.”

Then R8 said :

“Being able to play casually more karaoke also added the bonus of foreign vocabulary that I found.”

R3 also mentioned that he was able to learn new slang terms through music that he had never heard before.

R3 mention:

“I can learn about slang through music that I never heard before.”

R6 stated that she could pronounce new words and terms more easily after using the program.

R6 said:

“When I listening a song in that app, I thought the lyrics were like what I usually say/used, but they’re not. Then, when using this app, I become more familiar with new vocabulary and pronunciation.”

R7 also said :

“When im bored”

### **1.5.2 Views on Using LingoClip out of Boredom or Laziness:**

R5, R6, and R9 stated: When they were too lazy or bored to study, they used this app. They considered it a form of fun that helped their language acquisition.

R5 said :

“When bored I can play this application.”

R6 added :

“When I listening a song in that app, I thought the lyrics were like what I usually say/used, but they’re not. Then, when using this app, I become more familiar with new vocabulary and pronunciation.”

R9 also added :

“It can relieve laziness.”

The respondents' interviews showed that LingoClip helped students expand their vocabulary in various ways, including by helping them understand idioms, slang, and colloquial terms. It also served as a fun diversion when students were too lazy or bored to study.

### 1.6. Benefits Students' Vocabulary Development

All respondents gave various reasons, such as, Making learning more interactive and fun, so that students are more interested and motivated (R4), The use of music in learning helps students learn and remember vocabulary better (R2, R8), Technology appropriate media, This application is relevant to the current era of technology, making it more interesting and in accordance with the needs of modern students (R9), This application is very suitable for use in the classroom because of its interesting game-like methods, which can increase students' interest in learning (R5, R7).

R1 added:

"yes sure."

R2 assumed:

"yes of course, because I personally like things that blend with music, I think this application is suitable especially after playing I can check the meaning and vocabulary that I want and want to know the meaning."

R3 also assumed:

"of course I think it is very effective."

R4 added:

"I strongly believe that if LingoClip is implemented in the classroom, it can provide great benefits for students' vocabulary development by making learning more interactive and fun."

R5 also added:

"Why not? Yes, this application is very suitable for the classroom because the average student will be very interested in learning media using games."

R6 explained:

"I personally agree that."

R7 assumed:

"I think the students are really waiting for this application to appear in class because it is presented in a music and game application."

R8 said:

"yes, very effective of course. as I said earlier, that the media is presented with music I think the students will be happy and enjoy learning."

R9 also said:

"yes, of course. because now is the age of technology, of course this is appropriate."

All respondents agreed that LingoClip is useful for students' vocabulary development. They highlighted aspects such as interactivity, use of music,

relevance to modern technology, and suitability for classroom use. Some respondents also emphasized that the app makes learning more fun and helps students remember vocabulary better. Respondent R2 specifically emphasized the benefits of being able to check the meaning of words after using the app.

### 1.7 Music Genres In Vocabulary Learning

In the interviews on the effectiveness of music genres in assisting vocabulary learning, there was a variety of opinions from the respondents. However, there was a general pattern that showed that some respondents tended to choose certain music genres as their preference in the vocabulary learning process.

#### Similarities

R1, R4: Stated that songs with clear lyrics tended to be more effective in helping vocabulary learning.

R1 stated :

“While I don't have personal preferences, certain music genres and songs may be more effective for different learners. Upbeat and catchy songs with clear lyrics tend to be easier to follow and remember, regardless of genre.”

R4 also said:

“Personally, I find that pop songs with clear lyrics are the most effective in helping me learn vocabulary.”

R2, R3, R5, R7, R8 showed no specific preference for certain music genres and stated that all genres had the potential to be effective in vocabulary learning.

R2 assumed:

“I don't think so because any music is supportive, although I will choose songs that are familiar to me.”

R3 added:

“No, all of genre can be effective.”

R5 also added”

“Nothing, but I will choose songs that I enjoy.”

R7 stated:

“I think there is no. I enjoy all music.”

R8 also sated:

“I don't think there is one, because I think we can use any music that is good and suitable for us.”

Differences

Some respondents, such as R6 and R9, mentioned a specific preference for music genres, such as pop, as their choice in vocabulary learning.

R6 stated:

“Yes, such as pop.”

R9 also stated:

“Yes, because I like pop so I choose pop.”

R5 stated that they would choose songs that they enjoy, regardless of genre, while R2 stated that songs that they are familiar with are more supportive in the learning process.

R2 assumed:

“I don't think so because any music is supportive, although I will choose songs that are familiar to me.”

R5 also added”

“Nothing, but I will choose songs that I enjoy.”

There were differences in the level of certainty between the respondents. For example, R8 expressed full confidence that all genres of music could be effective in learning, while R1 gave a more open view by stating that music preferences could vary for each learner.

The analysis of the interview results showed that there was no single consensus on the most effective music genre in assisting vocabulary learning. While some respondents expressed their preference for certain music genres, such as pop, which they considered to be the most effective due to its clear lyrics, others were more likely to choose familiar songs or songs that they liked. However, the majority of respondents also recognized that, in fact, all genres of music had the potential to support vocabulary learning

### 1.8. Student's Experience

Respondents experienced of using Lyric Training Fun and Effective. R1, R4, R6 and R7 felt that the experience of using Lyric Training for vocabulary learning was very enjoyable and effective. They highlighted various positive aspects, such as, fun and interactivity : The app is fun and interactive, which makes learning more interesting (R1, R4, R6 and R7). more interesting (R1, R4), New vocabulary learning which helps in learning new vocabulary and how to pronounce it (R6), Support for Vocabulary Vocabulary Learning (R7).

R1 said:

"Using Lyric Training for vocabulary learning would likely be an enjoyable and effective experience for me. experience for me."

R2 also said:

"Of course I really enjoyed it."

R4 added:

"My experience with Lyric Training is very good; it is fun, interactive, and effective for vocabulary learning."

R5 also added:

"Very pleasant."

R6 assumed:

"My experience when using that app is that I enjoy it. I can learn new vocabulary and also how to pronounce the words while listening to my favorite song. pronounce the words while listening to my favorite song."

R7 added:

"It's very exciting and I think this application really supports vocab learning."

While R3, R6 and R9 highlighted the specific benefits of using Lyric Training: addition New Vocabulary and Slang: The app helps in remembering and adding new vocabulary and slang from music (R3), Helps in learning how to pronounce words (R6), The app helps in remembering and adding new vocabulary and slang from music (R9). pronunciation of words (R6), The app is good to attract students' interest (R9).

R3 said:

"In my experience, it really helps me in remembering and adding new vocabulary or even I can add slang from music."

R6 added:

"My experience when using that app is I enjoy that. I can learn new vocabulary and also how to pronounce the words while listening to my favorite song. while listening to my favorite song."

R8 also added:

"It helped me to know some new vocabulary."

R9 stated:

"It's good to attract students' interest."

All respondents agreed that Lyric Training is beneficial for students' vocabulary development. They enjoyed using the app and felt that it was effective in helping them learn new vocabulary and helping them learn new vocabulary and its pronunciation. Some respondents also highlighted additional benefits such as learning slang from music and the app's the app's ability to capture students' interest.

## **2. Advantages**

LingoClip presented a dynamic approach to vocabulary acquisition, which blended music with learning. When asked about the advantages of this method, diverse perspectives emerged, highlighting its effectiveness in improving vocabulary retention and pronunciation skills, as well as its ability to reduce stress during the learning process. Let's dive into the intricacies of each respondent's experience. Improving student motivation through fun

Respondents R1, R2, R3, and R8 all emphasized the element of fun and excitement attached to LingoClip/Lyric Training. They found the method more engaging and fun compared to traditional vocabulary learning approaches.

R1 stated:

“LingoClip/Lyric Training makes learning vocabulary fun by using music. It helps me remember words better because I hear them in songs. additionally, it offers different types of music and difficulty levels, so I can choose what I like.”

R2 also stated:

“more fun and enjoy every game.”

R3 added :

“of course it is more fun and exciting.”

R8 also added :

“I think it can relieve my habit and stress when I experience stress in the learning method.”

R2 and R3 succinctly expressed their increased enjoyment during the learning process, while R8 specifically noted its stress-relieving aspect, offering a unique insight into the psychological benefits of this method. Retention and Vocabulary Discovery:

Several respondents, including R1, R4, R5,R6, R7 and R9, attested to the effectiveness of LingoClip in vocabulary retention.

R1 assumed:

“LingoClip/Lyric Training makes learning vocabulary fun by using music. It helps me remember words better because I hear them in songs. additionally, it offers different types of music and difficulty levels, so I can choose what I like.”

R4 stated:

“Yes, Lyric Training is very helpful in remembering the vocabulary learned, thanks to its connection with music.”

R5 added :

“I discovered a lot of new vocabulary, especially languages that I had never heard before.”

R6 :

“First, it improves my vocabulary. Second, it helps me to improve my pronunciation, also it improves my listening skills.”

R7 :

“Its interactive nature and the combination of music and language learning are key advantages.”

R9 also added :

“I think it is quite good for vocabulary learning.”

R1 and R4 highlighted the connection between music and memory, asserting that hearing words in songs helped in better retention.

R5 shared a unique insight, mentioning the discovery of new vocabulary, especially in unfamiliar languages, expanding the scope of learning beyond conventional boundaries.

R9 gave direct acknowledgment of the efficacy of this method in vocabulary acquisition. Increased Language Proficiency: Both R1 and R6 underlined the multifaceted benefits of LingoClip/Lyric Training, emphasizing its role in improving not only vocabulary but also pronunciation and listening skills.

The advantages of LingoClip in vocabulary learning ranged from increased engagement and enjoyment to improved language skills and reduced stress. By linking music with learning, this media not only facilitated vocabulary retention but also encouraged a holistic approach to language acquisition. Evident from the diverse responses, LingoClip emerged as a versatile media capable of meeting a wide range of learning preferences and goals, making the vocabulary learning journey richer and more enjoyable.

### 3. Obstacles

While LingoClip offered an innovative approach to vocabulary learning through music, it was not without its challenges. When asked about difficulties or barriers encountered during their use of the platform, respondents shared varied experiences, highlighting issues ranging from lack of context and interactivity to

pronunciation difficulties and technical constraints. Let's explore the intricacies of each respondent's perspective on overcoming these barriers.

### **1. Contextual Challenges:**

-Respondents R1 and R4 identified similar barriers, noting the lack of context in some words and the lack of interactivity in the learning process.

R1 said :

“Sure! Learning vocabulary with LingoClip or Lyric Training can be tricky because sometimes the words lack context, the learning isn't interactive enough, or the content is overwhelming with too many unfamiliar words.”

R4 also said :

“Sometimes, I face challenges when the lyrics are too fast or when encountering unfamiliar vocabulary, but those are minor setbacks.”

R1 further emphasized the redundant nature of the content, indicating that the abundance of unfamiliar words can hinder comprehension.

### **2. Pronunciation and Keyword Difficulties:**

R2, R3 and R8 pointed out pronunciation challenges and difficulties in identifying keywords as significant barriers.

R2 assumed:

“The obstacles may be different pronunciation and keywords.”

R3 said :

“the difficulty is probably in the keywords.”

R8 also said :

“Probably the speed and lack of keywords”

R3 specifically highlighted difficulties with keywords, while R8 echoed the sentiment by emphasizing the importance of keywords in the learning process.

### **3. Technical Issues:**

Several respondents, including R5, R6, and R9, discussed technical challenges such as the speed of lyrics in songs and the presence of advertisements.

R5 said :

“ Maybe ads and no keywords if something goes wrong, I think that's the difficulty.”

R6 added :

“Yes. Such as the speed of the lyric in the song.”

R9 also said :

“I think the speed, then it can't be used offline.”

R5 specifically mentioned the inconvenience caused by advertisements and the absence of keywords when technical malfunctions occur, underscoring the disruption they cause to the learning experience. R6 and R9 both mentioned the

speed of the lyrics as a barrier, with R9 also noting the limitations of offline use as a potential difficulty.

#### 4. Difficulty Level:

While most respondents acknowledged that they experienced barriers while using LingoClip, their perceptions of these difficulties varied. R4 considered challenges such as fast lyrics and unfamiliar vocabulary as minor setbacks, indicating a relatively manageable impact on the overall learning experience. In contrast, R7 emphasized the distraction caused by intrusive advertisements, indicating a more significant disruption to the learning process.

R7 said :

“The difficulty I get is sometimes the ads are very annoying.”

Despite LingoClip's innovative approach to vocabulary learning, respondents often encountered obstacles that hindered their progress. These challenges ranged from difficulties in understanding context and pronunciation to technical issues such as fast lyrics and commercials. By recognizing and addressing these obstacles, respondents could optimize their learning experience and achieve better results with the platform.

The results of the interviews showed a variety of strategies used by LingoClip users in overcoming difficulties when using the application:

**Listening to Native Language Materials:** Respondent R2 stated that they often listened to movies and podcasts that used native languages as a way to improve language comprehension.

R2 stated :

“often hear like watching movies and podcasts that are about native speaker.”

**Focusing and Avoiding Mistakes:** R3 emphasized the importance of focusing so as not to make mistakes that could reduce points in the game.

R3 stated :

“If I myself just focus so that there are no mistakes because if it is wrong, the points will be less.”

**Utilizing External Sources:** R4 stated that they often watched movies with English subtitles to understand unfamiliar vocabulary. They also utilized the in-app feature to check the meaning of unfamiliar words.

R4 said :

“If for fast lyrics maybe my answer is just focus because there is no other way, but for unfamiliar vocabulary I think I often watch movies, especially mixing with English texts, especially this app has an option to check words that I don't know.”

**Focus on the Game Aspect:** R5 and R6 focused more on the gaming aspect of the app. They practiced and played regularly to get used to the game mechanics.

R5 said :

“focus on the game.:

R6 added :

“often just play to get used to it.”

Patience and Perseverance: R7 emphasized the importance of patience in overcoming difficulties. They realized that there is not always an instant solution and sometimes it is necessary to wait for results.

R7 said :

“There is no other way but to wait.”

Regular Practice and Focus: R8 suggested practicing regularly and focusing on using the app as a way to overcome difficulties.

R8 said :

"Practice often and focus if you ask me."

R9 suggested enjoying the process of using the app and being patient in dealing with technical constraints such as internet speed.

R9 said :

“If you want to play, you have to provide internet and if you are worried about the speed, just enjoy it, maybe you will get used to it in the long run”

Overall, Lingoclip users demonstrated an understanding of the various strategies that could be employed to overcome difficulties in learning English

through this app. From utilizing external sources to focusing on the gaming aspect, each respondent had a different approach according to their own preferences and need.

From the author's perspective, LingoClip offers many benefits, but it also has some significant drawbacks that could impact its overall effectiveness as a vocabulary learning tool. One major limitation is the restricted availability of songs, particularly new releases, which limits the variety of content accessible to users. This could be frustrating for students who prefer learning with current music trends, potentially reducing their motivation. Additionally, the app's premium version, which offers additional features, requires a subscription fee. This cost barrier might prevent some students from fully accessing all the benefits the app has to offer. Those who use the standard version must settle for fewer features, which could hinder the quality of their learning experience. On the other hand, students who have already memorized certain songs may find it easier to achieve high scores, as familiarity with the lyrics reduces the challenge and enhances their performance.

#### **4. Tips and Suggestions for Using Lyric Training in Vocabulary Learning**

When it came to using LingoClip for vocabulary enhancement, various students offered unique insights and strategies. From choosing a preferred song to emphasizing the importance of focus and repetition, each tip contributed to an effective learning experience.

**Similarities:**

Some respondents emphasized the importance of focus and repetition in their suggestions. R3 emphasized focusing only on listening, while R8 advocated concentrating. Additionally, R6, R7 encouraged trying out the app, implying that perseverance would result in interest and improvement. These responses collectively highlighted the importance of maintaining attention and commitment throughout the learning process.

R3 said :

“Just focus on listening then you will get what you want.”

R6 also said :

“Yes, I do. I think they should try to use that app because it is very useful in vocabulary learning especially for English students.”

R8 added :

“My advice is of course just focus.”

R9 also added :

“Just try it and you'll be interested.”

While there were common themes, each respondent provided different tips tailored to their experience. R1 suggested starting with favorite songs, underscoring the role of personal interest in engagement. On the other hand, R2 advised against rushing and recommended choosing an appropriate level of difficulty. R5 also suggested starting from the level of vocabulary one has and progressing gradually. Meanwhile, R6 highlighted the practical aspect of having a stable internet

connection for uninterrupted use. In addition, R4 emphasized the integration of auditory and visual senses during practice.

R1 stated :

“Choose Songs You Like: Start with songs you enjoy listening to, Listen Carefully: Pay attention to the lyrics and try to understand what they mean, Practice Regularly: Spend some time each day using LingoClip, Have Fun: Enjoy the music while you learn—it makes learning more enjoyable.”

R2 added:

“Tip from me, don't rush and choose the level that suits you.”

R4 also added :

“Of course! My tips when using this app is to focus on both hearing and vision.”

R5 assumed:

“Repeat the game at your vocabulary level first, then go up to the next level if you can.”

R7 also assumed:

“My advice is to have good internet so you can always enjoy playing.”

The suggestions given by students for using LingoClip in vocabulary learning highlight the importance of personal preference, focus, repetition, and practical considerations such as internet connectivity. The researcher believes that

combining these strategies allows students to maximize the effectiveness of LingoClip. This view is consistent with research indicating that personalization and repetition are crucial in the learning process (Schmidt, 1990). By optimizing these elements, students can enhance their vocabulary skills while enjoying the learning experience supported by music.

The findings show that LingoClip makes a very positive initial impression on students, primarily due to its music feature, which is effective in capturing attention and increasing enthusiasm for learning. This supports Ludke's (2009) findings that music can make learning more engaging and enjoyable. Features like personalization and musical involvement strengthen the view that LingoClip is a fun and motivating application. The researcher analyzes that these unique aspects are key factors in users' positive perception of the app, making it an effective tool for vocabulary learning.

In terms of effectiveness, LingoClip is seen as superior to traditional methods. The advantages of LingoClip, such as its engaging and interactive approach, have been recognized by several respondents. This aligns with the research by Vesselinov and Grego (2012), which emphasizes the importance of interactive learning methods in enhancing student engagement. LingoClip is effective in helping students expand their vocabulary, including understanding idioms, slang, and colloquial expressions, and provides entertainment when students feel lazy or bored. The researcher concludes that these features support the app's effectiveness in the current learning context.

Despite the many advantages, respondents often face challenges such as difficulties in understanding context and pronunciation, and technical issues like fast lyrics and commercials. The researcher notes that acknowledging and addressing these challenges is crucial for optimizing the learning experience. Recommendations include considering user feedback to improve app functionality and address these issues, which could lead to better outcomes for users.

The conclusion emphasizes the importance of factors such as personal preference, focus, repetition, and practical considerations like internet connection. The researcher suggests that LingoClip developers should consider adding features to address problems such as fast lyrics and provide options for slower playback. Educators are encouraged to integrate LingoClip into their curriculum to enhance student engagement, while students are advised to use the app regularly to enhance their vocabulary skills. This approach aims to improve the overall effectiveness of LingoClip as a vocabulary learning tool.

## **B. Discussion**

This part explores how students perception on Using LingoClip's in vocabulary Learning. The analysis highlights the benefits, challenges and recommendations for optimizing the use of this app in language learning.

The students highly appreciated LingoClip as a fun and interactive learning medium, praising the integration of music which captured their interest and increased motivation to learn vocabulary. The app's interactive and entertaining approach was praised for its positive impact on vocabulary development, in line

with contemporary learning styles. LingoClip was also considered useful for expanding vocabulary, including understanding idioms and slang. Some participants even considered it a more effective learning medium than traditional methods due to its engaging nature. This view is supported by Gamboa Galarza (2022), who mentioned that LingoClip is a website that encourages the joy of learning a new language while avoiding conventional teaching and learning methods for a second language. The data obtained shows that most of the students who were respondents stated they benefited from this application, making them motivated and enjoying learning English more.

However, the interviews also revealed challenges faced by some students. Such challenges include difficulty understanding the contextual use of vocabulary learned through LingoClip, pronunciation issues, and technical glitches such as fast-moving lyrics and advertisements. Loren (2017) noted that the students had difficulty listening to some songs due to the variety of lexical contexts in which everyday terms were inserted. To overcome these challenges, respondents suggested various strategies such as using complementary resources like movies and podcasts to understand real-world vocabulary usage. Others emphasized the importance of regular practice focusing on mastering the mechanics of the app, alongside using external resources such as movies with subtitles or in-app features to check word meanings. In Meilinda & Yuliah (2019), it is mentioned that one of the reasons students can easily learn new vocabulary is because they are familiar with songs that are currently popular.

Overall, this study shows that LingoClip can be a valuable medium for vocabulary learning if used effectively. Teachers are encouraged to consider integrating LingoClip into their curriculum to take advantage of its interesting features. On the other hand, students are advised to use this app regularly, personalize their learning experience, and use the recommended strategies to maximize their vocabulary development through LingoClip. Quiña Calispa & Santamaria Caseres (2022) also emphasized that to improve the English learning process, a person who enjoys learning should be willing to seek new learning experiences and opportunities. Further research is suggested to explore the effectiveness of different music genres in vocabulary learning and to address the need for customizable playback speed in LingoClip application

There are some previous studies that have similarities of results with this study, such as Kulsum (2023) perception of LingoClip was very positive; the students really enjoyed using it. Not only that, the use of this application also facilitates learning English and increases their learning motivation. Utami et al. (2021) also found that the use of LingoClip.com in learning process gave a positive impact for students' achievement. It is also the same on the use of multimedia that gives a good result for the students in vocabulary learning. Similarly, then Vizuete (2024) stated lyric training is effective and shows significant effect on language skills. Ningsih (2018) reported that The use of song lyrics in teaching vocabularies considered to be one of the effective ways. In addition, the findings of this study are in line with the conclusion of Lukitarestyningtyas (2020) who stated, that lyric

training can make you better at listening carefully and can make you more interesting about learning. Lyrics Training app is a fun and interesting way to learn, especially in improving English listening skills. It can help you remember the details of the songs and also motivate you to keep learning. So, Lyrics Training can be a great media for learning English.

There are some differences between this study and previous studies, namely this study uses qualitative methods to collect in-depth data about students' perceptions and experiences in using applications for vocabulary learning. This is different from previous studies such as research by Utami et al. (2021), Kulsum (2023), and Vizuete (2024) and others who used quantitative methods to measure the impact of apps on listening and speaking skills through statistical data.

This study found that the use of the app was not only effective in improving listening and speaking skills, but also very effective in vocabulary learning. Students reported that the app made vocabulary learning more interesting and fun, and increased their motivation. This difference in results may be due to the qualitative method used, which allowed for the collection of richer data about students' experiences. The results of this study show the importance of qualitative methods to understand students' experiences in depth and recommend the integration of media applications in the vocabulary learning curriculum.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the conclusions and suggestions of the research are discussed. The conclusion contains the key points of the study, along with the suggestions of the study.

#### A. Conclusion

Based on the research that has been conducted and the data analysis in the previous chapter, the researcher puts forward the following conclusions: Based on the findings from the interviews, this study highlighted students' perceptions of vocabulary learning. The research revealed that Firstly, it is evident that LingoClip made a strong initial impression on students, mostly due to its engaging music feature. The participants had various reasons for using LingoClip, including their interest in music, language learning, and the ease of personalization of the app. Overall, most students see LingoClip as a valuable and fun media for learning language vocabulary, thanks to its unique features, such as music and interactivity. LingoClip also assists students in expanding their vocabulary by helping them understand idioms, slang, and colloquial expressions. It also serves as an entertaining option for learning, especially when students feel unmotivated.

One of the major drawbacks of the LingoClip app is the limited availability of songs, especially new songs, which may limit users' choices in practicing vocabulary. In addition, LingoClip offers a premium version with more comprehensive additional features, but this version requires a subscription fee,

which may not be accessible to all users. Users who opt for the standard version will have to accept more limited features, which the author believes may reduce the overall effectiveness of learning. Another drawback is the need for a stable internet connection to access the content, which could be an obstacle for those living in areas with limited internet access. On the other hand, students who have already memorized certain songs may find it easier to achieve high scores, as familiarity with the lyrics reduces the challenge and enhances their performance.

In addition, LingoClip is also lacking in providing a detailed learning progress tracking feature, which is important to help students measure and understand their progress in learning vocabulary. Students often face technical challenges, such as difficulty understanding song context and pronunciation and lyric-related issues. According to the researcher, overcoming these challenges is critical to optimizing the learning experience. Some suggestions given by students to overcome these weaknesses include maintaining focus while using the app, adjusting the difficulty level according to ability, and ensuring a stable internet connection. By combining these strategies, the authors argue that students can improve their vocabulary skills while still enjoying the process of learning through music.

In summary, these findings highlight LingoClip as a promising media for vocabulary learning, offering attractive features that cater to diverse student preferences. Overcoming challenges and implementing suggested strategies can further enhance LingoClip's effectiveness in improving vocabulary ability.

## **B. Suggestion**

The researcher provides recommendations at the end of this chapter that may be useful for educators, students, and educational institutions.

### **1. Recommendations for Educators:**

It is recommended that educators familiarize themselves with social media platforms and allocate sufficient time to prepare students in their use. In addition, it is recommended to use LingoClip as an alternative medium for vocabulary teaching.

### **2. Recommendations for Students:**

Students are advised to be careful and smart when using LingoClip. They should use this apps not just for fun, but also for learning.

### **3. Recommendations for Fellow Researchers:**

The researcher hopes that this study can be a source for further research regarding students' perceptions, especially regarding the integration of LingoClip into English language learning. It is suggested that this study can be used as a basic reference for future research in the same domain. In addition, there is an encouragement for further research that aims to comprehensively explore the wider implications of LingoClip on various English competencies, along with strategies to overcome potential challenges associated with its implementation in an educational context.

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## APPENDIX A

## Appointment Letter Of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH  
 NOMOR : B-1757/Un.08/FTK/Kp.07.0/01/2024

TENTANG:  
 PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi,
  - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa,
  - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional,
  - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen,
  - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi,
  - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum,
  - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi,
  - Peraturan Presiden Nomor 54 Tahun 2013, tentang perubahan Insstitusi Agama Islam negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh,
  - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh,
  - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh,
  - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI,
  - Keputusan Menteri Keuangan Nomor 283/Km.05/2011, tentang penetapan insstitusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum,
  - Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
- KESATU  
 KEDUA : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-6654/Un.08/FTK/Kp.07.0/06/2023  
 : Menunjuk Saudara :
- Khairiah Syahabuddin, M.H.Sc. Est, M.TESOL, PhD Sebagai Pembimbing pertama
  - Nidawati, S.Ag., M.Ag Sebagai Pembimbing kedua
- Untuk membimbing Skripsi
- Nama : Dilla Bunayya  
 NIM : 190203029  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Students' Perception on Using Lingoclip in Vocabulary Learning
- KETIGA : Kepada pembimbing yang tarcantum namanya diatas dibenkan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
- KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
 Pada tanggal : 31 Januari 2024  
 Dekan



Tembusan

- Sekyan Kementerian Agama RI di Jakarta,
- Direksi Pendidikan Islam Kementerian Agama RI di Jakarta,
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta,
- Kantor Pelayanan Perpustakaan Negeri (KPPN), di Banda Aceh,
- Rektor UIN Ar-Raniry di Banda Aceh,
- Revisi Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh,
- Yang bersangkutan,
- Asap



## APPENDIX B

### Recommendation Letter From FTK To Conduct Field Research



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Telepon : 0651-7557321, Email : uin@ar-raniry.ac.id

---

Nomor : B-4482/Un.08/FTK.1/TL.00/6/2024  
 Lamp : -  
 Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth.

1. Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
2. Mahasiswa Angkatan 2019

Assalamu'alaikum Wr.Wb.  
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DILLA BUNAYYA / 190203029**  
 Semester/Jurusan : **X / Pendidikan Bahasa Inggris**  
 Alamat sekarang : **Langgapan, Krueng Barona Jaya.**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Student's Perception on Using LingoClip in Vocabulary Learning*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 04 Juni 2024  
 an. Dekan  
 Wakil Dekan Bidang Akademik dan Kelembagaan.



*Berlaku sampai : 31 Juli 2024* Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

<https://mahasiswa.stakad.ar-raniry.ac.id/jr-mahasiswa/akademik/penelitian> 05/06/2024, 12:49  
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## APPENDIX C

## Confirmation Letter From English Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email : [pbi.fbk@ar-raniry.ac.id](mailto:pbi.fbk@ar-raniry.ac.id) Website : <https://ar-raniry.ac.id>

**SURAT KETERANGAN**

Nomor: B-282/Un.08/PBI/Kp.01.2/6/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Dilla Bunayya  
NIM : 190203029  
Fak/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris  
Alamat : Lamgapang, Krueng Barona Jaya

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

*"Student's Perception on Using LingoClip in Vocabulary Learning"*

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 10 Juni 2024  
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

## APPENDIX D

### Interview Questions

1. Have you ever learned English such as adding new vocabulary by using a mobile app/website?
2. Have you ever heard of LingoClip/Lyric Training?
3. What makes you interested in using Lyrics Training as a vocabulary learning tool?
4. What is your first impression when using LingoClip/Lyric Training app?
5. What do you think about using the Lyric Training website in language vocabulary learning?
6. How was your experience when using Lyric Training in vocabulary learning?
7. Are there certain songs or music genres that you think are more effective in helping you learn vocabulary?
8. What do you like about using LingoClip/Lyric Training?
9. Do you feel that Lyric Training helps you remember the vocabulary you have learned?
10. What benefits do you feel when using LingoClip/Lyric Training in vocabulary learning?
11. Are there any difficulties or obstacles that you encounter when using LingoClip/Lyric Training in vocabulary learning?
12. How to solve it ?
13. Can you give an example of a situation where you found LingoClip/Lyric Training very helpful in enriching your vocabulary?
14. Do you believe that incorporating LingoClips into the classroom can benefit students' vocabulary development? Why or why not?
15. Do you think the use of Lyrics Training website is effective in vocabulary learning compared to traditional learning methods?
16. Do you have any advice or tips for other students who want to try using Lyrics Training in vocabulary learning?

## APPENDIX E

### Interview Transcript

#### Respondent 1

1. Have you ever learned English learning such as adding new vocabulary using a mobile app/website?  
yes, i have
2. Have you ever heard of LingoClip/Lyric Training?  
yes, I've heard of it
3. What makes you interested in using Lyrics Training as a vocabulary learning tool?  
I find Lyrics Training interested because it combines two things that I enjoy like music and language learning.
4. What is your first impression when using LingoClip/Lyric Training app?  
My first impression of using LingoClip/Lyrics Training app is that it's an interactive and enjoyable way to learn languages through music.
5. What is your next impression after using LingoClip/Lyric Training app?  
After further exploration, my impression of the LingoClip/Lyrics Training app remains positive. I appreciate the range of features it offers, such as different difficulty levels, various music genres, and the option to focus on specific vocabulary themes.
6. What do you think about the use of Lyric Training website in language vocabulary learning?  
The Lyric Training website is a fantastic resource for language vocabulary learning, especially for those who enjoy music.
7. How was your experience when using Lyric Training in vocabulary learning?  
Using Lyric Training for vocabulary learning would likely be an enjoyable and effective experience for me.
8. Is there any particular song or music genre that you found more effective in helping you learn vocabulary?  
No
9. What do you like about using LingoClip/Lyric Training?  
While I don't have personal preferences, certain music genres and songs may be more effective for different learners. Upbeat and catchy songs with clear lyrics tend to be easier to follow and remember, regardless of genre.
10. What advantages of LingoClip/Lyric Training did you experience when using LingoClip/Lyric Training in vocabulary learning?  
LingoClip/Lyric Training makes learning vocabulary fun by using music. It helps me remember words better because I hear them in songs. additionally, it offers different types of music and difficulty levels, so I can choose what I like.
11. Are there any difficulties or obstacles that you encounter when using LingoClip/Lyric Training in vocabulary learning?

Sure! Learning vocabulary with LingoClip or Lyric Training can be tricky because sometimes the words lack context, the learning isn't interactive enough, or the content is overwhelming with too many unfamiliar words.

12. how to solve it?

Start with simpler vocabulary and gradually increase the complexity according to the student's ability, such as choose the appropriate level.

13. Can you give an example of a situation where you found LingoClip/Lyric Training very helpful in enriching your vocabulary?

of course Recently, I used Lyric Training to learn English idioms and expressions. The interactive nature of filling in missing lyrics while listening to songs helped me understand the context and usage of these idiomatic phrases better.

14. In your opinion, is the use of Lyrics Training website effective in vocabulary learning compared to traditional learning methods?

In my opinion, the Lyrics Training website can be quite effective in vocabulary learning compared to traditional methods. Its interactive approach engages learners actively, providing context through music, which can enhance retention.

15. Do you have any advice or tips for other students who want to try using Lyrics Training in vocabulary learning?Of course! Here are some straightforward tips for students who want to use Lyrics Training to learn vocabulary. Choose Songs You Like, Start with songs you enjoy listening to. Listen Carefully then Pay attention to the lyrics and try to understand what they mean then Practice Regularly, Spend some time each day using Lyrics Training. Lastly Have Fun, Enjoy the music while you learn it makes learning more enjoyable

#### Respondent 2

1. Have you ever learned English such as adding new vocabulary by using a mobile app/website?

Yes, of course

2. Have you ever heard of LingoClip/Lyric Training?

Yes, I have

3. What makes you interested in using Lyrics Training as a vocabulary learning tool?

I like music so I guess I'm compatible with this.

4. What is your first impression when using LingoClip/Lyric Training app? didn't expect this kind of application

5. What is your next impression after using LingoClip/Lyric Training app? very comfortable even I always want to sing karaoke

6. What do you think about using the Lyric Training website in language vocabulary learning?

Very good, fun and different.

7. How was your experience when using Lyric Training in vocabulary learning?

of course I really enjoyed it

8. Are there certain songs or music genres that you think are more effective in helping you learn vocabulary?  
I don't think so because any music is supportive, although I will choose songs that are familiar to me.
9. Do you feel that Lyric Training helps you remember the vocabulary you have learned?  
sure
10. What advantages do you feel when using LingoClip/Lyric Training in vocabulary learning?  
more fun and enjoy every game
11. Are there any difficulties or obstacles that you encounter when using LingoClip/Lyric Training in vocabulary learning?  
The obstacles may be different pronunciation and keywords.
12. How to solve it ?  
often hear like watching movies and podcasts that are about native speakers.
13. Can you give an example of a situation where you found LingoClip/Lyric Training very helpful in enriching your vocabulary?  
I find it more enjoyable and easy to understand
14. Do you believe that incorporating LingoClips into the classroom can benefit students' vocabulary development? Why or why not?  
yes of course, because I personally like things that blend with music, I think this application is suitable especially after playing I can check the meaning and vocabulary that I want and want to know the meaning.
15. Do you think the use of Lyrics Training website is effective in vocabulary learning compared to traditional learning methods  
Yes, it is more effective
16. Do you have any advice or tips for other students who want to try using Lyrics Training in vocabulary learning?  
tip from me, don't rush and choose the level that suits you.

### Respondent 3

1. Have you ever learned English such as adding new vocabulary by using a mobile app/website?  
I have
2. Have you ever heard of LingoClip/Lyric Training?  
yes I used that app
3. What makes you interested in using Lyrics Training as a vocabulary learning tool?  
because of the music
4. What is your first impression when using LingoClip/Lyric Training app?  
enjoy for sure
5. What is your next impression after using LingoClip/Lyric Training app?  
more interesting because I like music so I think this application suits me

6. What do you think about using the Lyric Training website in language vocabulary learning?  
I think it's very good
7. How was your experience when using Lyric Training in vocabulary learning?  
In my experience, it really helps me in remembering and adding new vocabulary or even I can add slang from music.
8. Are there certain songs or music genres that you think are more effective in helping you learn vocabulary?  
No, all of genre can be effective
9. Do you feel that Lyric Training helps you remember the vocabulary you have learned?  
sure
10. What advantages do you feel when using LingoClip/Lyric Training in vocabulary learning?  
of course it is more fun and exciting
11. Are there any difficulties or obstacles that you encounter when using LingoClip/Lyric Training in vocabulary learning?  
the difficulty is probably in the keywords
12. how to solve it ?  
If I myself just focus so that there are no mistakes because if it is wrong, the points will be less.
13. Can you give an example of a situation where you found LingoClip/Lyric Training very helpful in enriching your vocabulary?  
I can learn about slang through music that I never heard before.
14. Do you believe that incorporating LingoClips into the classroom can benefit students' vocabulary development? Why or why not?  
of course I think it is very effective
15. Do you think the use of Lyrics Training website is effective in vocabulary learning compared to traditional learning methods?  
Yes, if compared with traditional methods, it is very far, because I think this kind of media is very suitable for learning in the classroom now.
16. Do you have any advice or tips for other students who want to try using Lyrics Training in vocabulary learning?  
Just focus on listening then you will get what you want.

#### **Respondent 4**

1. Have you ever learned English such as adding new vocabulary by using mobile apps/websites?  
Yes, I have used apps and websites to improve my English vocabulary.
2. Have you ever heard of LingoClip?  
Of course, I am familiar with LingoClip.
3. What made you interested in Training as a vocabulary learning tool?  
What attracted me to Lyrics Training for vocabulary learning is its interactive approach, especially filling in the missing words while enjoying the music.

4. What was your first impression when using the LingoClip/Lyric Training app?  
My initial impression was positive, seeing how it seamlessly integrates music with language learning.
5. What are your further impressions after using the LingoClip/Lyric Training app?  
After using this app, I am even more impressed with its effectiveness in making vocabulary acquisition fun.
6. What do you think about using the Lyric Training website in language vocabulary learning?  
I find the Lyric Training website very useful for language vocabulary learning because of its interesting format.
7. How was your experience when using Lyric Training in vocabulary learning?  
My experience with Lyric Training is very good; it is fun, interactive, and effective for vocabulary learning.
8. Are there certain songs or music genres that you find more effective in helping you learn vocabulary?  
Personally, I find that pop songs with clear lyrics are the most effective in helping me learn vocabulary.
9. Do you feel that Lyric Training helps you remember the vocabulary you have learned?  
Of course, Lyric Training has helped me remember the vocabulary learned significantly, thanks to its engaging approach.
10. What advantages do you feel when using LingoClip/Lyric Training in vocabulary learning?  
Yes, Lyric Training is very helpful in remembering the vocabulary learned, thanks to its connection with music.
11. Are there any difficulties or obstacles you encounter when using LingoClip/Lyric Training in vocabulary learning?  
Sometimes, I face challenges when the lyrics are too fast or when encountering unfamiliar vocabulary, but those are minor setbacks.
12. How to solve it ?  
If for fast lyrics maybe my answer is just focus because there is no other way, but for unfamiliar vocabulary I think I often watch movies, especially mixing with English texts, especially this app has an option to check words that I don't know.
13. Can you give an example of a situation where you found LingoClip/Lyric Training very helpful in enriching your vocabulary?  
One situation where LingoClip/Lyric Training was helpful was when I learned colloquial expressions and slang through songs of different genres.
14. Do you believe that if LingoClip is brought into the classroom, it can benefit students' vocabulary development? Why or why not?

I strongly believe that if LingoClip is implemented in the classroom, it can provide great benefits for students' vocabulary development by making learning more interactive and fun.

15. Do you think the use of Lyrics Training website is effective in vocabulary learning compared to traditional learning methods?

I think the use of Lyrics Training website is more effective in vocabulary learning compared to traditional methods because of its interesting and memorable approach.

16. Do you have any advice or tips for other students who want to try using Lyrics Training in vocabulary learning?

Of course! My tips when using this app is to focus on both hearing and vision.

### Respondent 5

1. Have you ever learned English by adding new vocabulary by using a mobile application/website?

Sure

2. Have you heard of LingoClip/Lyric Training?

Of course.

3. What makes you interested in using Lyrics Training as a vocabulary learning tool?

because it is presented with games and music

4. What was your first impression when using the LingoClip/Lyric Training application?

Very happy to find this app

5. What is your next impression after using the LingoClip/Lyric Training application?

I'm enjoying it so far

6. What do you think about using the Lyric Training website in English vocabulary learning?

Very suitable especially for language students

7. What is your experience when using Lyric Training in vocabulary learning?

Very pleasant

8. Are there certain songs or music genres that you find more effective in helping you learn vocabulary?

Nothing, but I will choose songs that I enjoy

9. Do you feel that Lyric Training helps you remember the vocabulary you have learned?

Yes that's very helpful

10. What advantages do you feel when using LingoClip/Lyric Training in learning mathematics

I discovered a lot of new vocabulary, especially languages that I had never heard before.

11. Are there any difficulties or challenges that you encountered when using LingoClip/Lyric Training in vocabulary learning?

Maybe ads and no keywords if something goes wrong, I think that's the difficulty.

12. How to solve it?  
focus on the game
13. Can you give an example of a situation where you felt LingoClip/Lyric Training was helpful in enriching your skills?  
when bored I can play this application
14. Do you believe that incorporating LingoClips into the classroom can benefit students' skill development? Why or why not?  
Why not? Yes, this application is very suitable for the classroom because the average student will be very interested in learning media using games.
15. In your opinion, is the use of the Lyrics Training website effective in vocabulary learning compared to traditional learning methods?  
Yes of course.
16. Do you have any suggestions or tips for other students who want to try using Lyrics Training in learning mathematics?  
Repeat the game at your vocabulary level first, then go up to the next level if you can

#### Respondent 6

1. Have you ever learned English learning such as adding new vocabulary using a mobile app/website?  
Yes, I have
2. Have you ever heard of LingoClip/Lyric Training?  
Yes, I've ever heard about that
3. What makes you interested in using Lyrics Training as a vocabulary learning tool?  
It helps me so much to increase my vocabulary
4. What is your first impression when using LingoClip/Lyric Training app?  
My first impression is i think the app like we play games while listening to our favorite song
5. What is your next impression after using LingoClip/Lyric Training app?  
I have so much fun in that apps and enjoy it.
6. What do you think about the use of Lyric Training website in language vocabulary learning?  
In my opinion, the use of that app helps me and very useful for me to get and improve my new vocabulary.
7. How was your experience when using Lyric Training in vocabulary learning?  
My experience when using that app is I enjoy that. I can learn new vocabulary and also how to pronoun the words while listening my favorite song
8. Is there any particular song or music genre that you found more effective in helping you learn vocabulary?  
Yes, such as pop
9. What do you like about using LingoClip/Lyric Training?

That app is very useful. I can listen to my favorite music and study in the same time. The app also have levels to measure my ability so I can know which level I am.

10. Do you feel that Lyric Training helps you remember the vocabulary learned?  
Yes, of course it helps me to remember my vocabulary
11. What advantages of LingoClip/Lyric Training did you experience when using LingoClip/Lyric Training in vocabulary learning?  
First, it improves my vocabulary. Second, it helps me to improve my pronunciation, also it improves my listening skills.
12. Are there any difficulties or obstacles that you encounter when using LingoClip/Lyric Training in vocabulary learning?  
Yes. Such as the speed of the lyric in the song
13. How to solve it ?  
often just play to get used to it
14. Can you give an example of a situation where you found LingoClip/Lyric Training very helpful in enriching your vocabulary?  
When I listening a song in that app, I thought the lyrics were like what I usually say/used, but they're not. Then, when using this app, I become more familiar with new vocabulary and pronunciation.  
When I don't want to study or I feel lazy then I will use this website because I think beside being able to play, I can also get new vocabulary.
15. In your opinion, is the use of Lyrics Training website effective in vocabulary learning compared to traditional learning methods?  
In my opinion, lyrics training website is more effective than traditional learning method
16. Do you have any advice or tips for other students who want to try using Lyrics Training in vocabulary learning?  
Yes, I do. I think they should try to use that app because it is very useful in vocabulary learning especially for English students

#### Respondent 7

1. Have you ever learned English by adding new vocabulary by using a mobile application/website?  
Of course! Have you heard of LingoClip/Lyric Training  
Yes, I use that a lot
2. What makes you interested in using Lyrics Training as a vocabulary learning tool?  
I really like music so this application suits me very well.
3. What was your first impression when using the LingoClip/Lyric Training application?  
My first impression when using this application, I thought I was very comfortable and happy.
4. What is your next impression after using the LingoClip/Lyric Training application?  
I really enjoy it, especially if I don't feel like playing fill-in-the-words I will choose karaoke mode.

5. What do you think about using the Lyric Training website in language vocabulary learning?  
Very suitable especially for people who learn to use sight and hearing.
6. What is your experience when using Lyric Training in vocabulary learning?  
It's very exciting and I think this application really supports vocab learning.
7. Are there certain songs or music genres that you find more effective in helping you learn vocabulary?  
I think there is no. I enjoy all music.
8. Do you feel that Lyric Training helps you remember the vocabulary you have learned?  
Of course! I even discovered words that I had never heard before.
9. What advantages do you feel when using LingoClip/Lyric Training in vocabulary learning?  
Its interactive nature and the combination of music and language learning are key advantages.
10. Are there any difficulties or obstacles that you encounter when using LingoClip/Lyric Training in vocabulary learning?  
The difficulty I get is sometimes the ads are very annoying.
11. How to solve it ?  
there is no other way but to wait
12. Can you give an example of a situation where you found LingoClip/Lyric Training to be very helpful in enriching your vocabulary?  
When im bored
13. Do you believe that incorporating LingoClips into the classroom can benefit students' vocabulary development? Why or why not?  
Why not? I think the students are really waiting for this application to appear in class because it is presented in a music and game application.
14. In your opinion, is the use of the Lyrics Training website effective in vocabulary learning compared to traditional learning methods?  
Yes, this application is very helpful and very effective.
15. Do you have any suggestions or tips for other students who want to try using Lyrics Training in vocabulary learning?  
My advice is to have good internet so you can always enjoy playing.

#### Respondent 8

1. Have you ever learned English such as adding new vocabulary by using a mobile app/website?  
Yes
2. Have you ever heard of LingoClip/Lyric Training?  
Yes

3. What makes you interested in using Lyrics Training as a vocabulary learning tool?  
definitely because it's one of my favorite apps anyway
4. What is your first impression when using LingoClip/Lyric Training app?  
It's fun, because I didn't expect there to be a music website like this for learning.
5. What is your next impression after using LingoClip/Lyric Training app?  
more interested because it can relieve my bored
6. What do you think about using the Lyric Training website in language vocabulary learning?  
If I like it and it's very good, because surely the average student likes music so surely this is suitable to be used as media.
7. How was your experience when using Lyric Training in vocabulary learning?  
It helped me to know some new vocabulary.
8. Are there certain songs or music genres that you think are more effective in helping you learn vocabulary?  
I don't think there is one, because I think we can use any music that is good and suitable for us.
9. What do you like about using LingoClip/Lyric Training?  
Because of the music of course
10. Do you feel that Lyric Training helps you remember the vocabulary you have learned?  
Yes
11. What benefits do you feel when using LingoClip/Lyric Training in vocabulary learning?  
I think it can relieve my habit and stress when I experience stress in the learning method.
12. Are there any difficulties or obstacles that you encounter when using LingoClip/Lyric Training in vocabulary learning?  
Probably the speed and lack of keywords.
13. How to solve it?  
practice often and focus if you ask me
14. Can you give an example of a situation where you found LingoClip/Lyric Training very helpful in enriching your vocabulary?  
being able to play casually more karaoke also added the bonus of foreign vocabulary that I found.
15. Do you believe that incorporating LingoClips into the classroom can benefit students' vocabulary development? Why or why not?  
yes, very effective of course. as I said earlier, that the media is presented with music I think the students will be happy and enjoy learning.
16. Do you think the use of Lyrics Training website is effective in vocabulary learning compared to traditional learning methods?  
of course it is unquestionable.
17. Do you have any advice or tips for other students who want to try using Lyrics Training in vocabulary learning?  
my advice is of course just focus

### Respondent 9

1. Have you ever learned English such as adding new vocabulary by using a mobile app/website?  
Yes
2. Have you ever heard of LingoClip/Lyric Training?  
Yes
3. What makes you interested in using Lyrics Training as a vocabulary learning tool?  
Karena musik sih sebenarnya jadi agak lebih enjoy aja karena juga lagu bisa dipilih pilih sesuai selera
4. What is your first impression when using LingoClip/Lyric Training app?  
definitely interested
5. What is your next impression after using LingoClip/Lyric Training app?  
I think it's good because it's rare for me to use this kind of application.
6. What do you think about using the Lyric Training website in language vocabulary learning?  
Menurut ku ini salah satu media yang bagus untuk belajar
7. How was your experience when using Lyric Training in vocabulary learning?  
it's good to attract students' interest
8. Are there certain songs or music genres that you think are more effective in helping you learn vocabulary?  
Yes, because I like pop so I choose pop
9. What do you like about using LingoClip/Lyric Training?  
it can overcome drudgery
10. Do you feel that Lyric Training helps you remember the vocabulary you have learned?  
yes
11. What benefits do you feel when using LingoClip/Lyric Training in vocabulary learning?  
I think it is quite good for vocabulary learning.
12. Are there any difficulties or obstacles that you encounter when using LingoClip/Lyric Training in vocabulary learning?  
I think the speed, then it can't be used offline.
13. How to solve it ?  
If you want to play, you have to provide internet and if you are worried about the speed, just enjoy it, maybe you will get used to it in the long run.
14. Can you give an example of a situation where you found LingoClip/Lyric Training very helpful in enriching your vocabulary?  
It can relieve laziness
15. Do you believe that incorporating LingoClips into the classroom can benefit students' vocabulary development? Why or why not?  
yes, of course. because now is the age of technology, of course this is appropriate.
16. Do you think the use of Lyrics Training website is effective in vocabulary learning compared to traditional learning methods?  
Of course
17. Do you have any advice or tips for other students who want to try using Lyrics Training in vocabulary learning?  
just try it and you'll be interested

**APPENDIX F**

Research Documentation



## AUTOBIOGRAPHY

1. Name : Dilla Bunayya
2. Place/Date of Birth : Tangse, 03 February 2001
3. Nationality/Ethnic : Indonesia
4. Religion : Islam
5. Sex : Female
6. Marital Status : single
7. Occupation : student
8. Address : Ds. Pulo Sejahtera, Tangse, Pidie.
9. Email : dillabunayya@gmail.com
10. Parents' name
  - a. Father : Drs. H. Husaini Mansur
  - b. Mother : Hj. Chairani, S.Pd
11. Address : Ds. Pulo Sejahtera, Tangse, Pidie
12. Educational Background
  - a. MIN 3 Pidie : graduated in 2013
  - b. SMPs Ummul Ayman : graduated in 2016
  - c. MAS Ummul Ayman : graduated in 2019
  - d. English Department of UIN Ar-Raniry : graduated in 2024