
AN ANALYSIS OF STUDENTS' RESPONSES IN TEACHING ENGLISH LISTENING USING THE LINGOKIDS APPLICATION

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Abstract: *This research aims to investigate the utilization of Lingokids in teaching listening skills in English and investigate the reaction of learners throughout the learning process. The problem that is being studied is low motivation and lack of skills of listening comprehension due to traditional education methods on behalf of third-grade learners. A qualitative case study method was used in this research which involved ten third-grade students from SDN Setragalih in the academic year of 2025/2026. Data were collected through observations, interviews, and documentations with the help of Miles & Huberman interactive model. Results have proven that the application of Lingokids scored very good (95.8%). The utilization of audio-visual elements like music, games, and stories had helped students to develop their cognitive as well as affective engagement. Moreover, after four weeks of observation, there has been an increase in students' ability to comprehend directions, vocabulary development, and reactions to the sounds. Besides, positive emotions like interest and pleasure were noticed. Therefore, Lingokids can be seen as an effective digital educational application that provides engaging learning environment.*

INTRODUCTION

In the contemporary world, being able to speak English has become one of the essential skills that need to be developed right from childhood, especially during primary education. Besides functioning as the language for international communication, English can also be used as a vehicle for acquiring knowledge and technology. In the four skills, listening stands out as the basic element on which the entire language learning process rests. As (Krashen, 1985) states, language learning occurs with the provision of comprehensible input, and this is typically achieved through listening exercises. It goes without saying that listening competence paves the way for speaking, reading, and writing skills.

Nevertheless, there are other problems in listening lessons conducted at the elementary level that need to be addressed. The most significant problem that arises from the application of conventional approaches in the teaching of listening skills is a disinterest by students caused by monotony in the lesson presentation approach. Traditional strategies such as

audio only or using books in the explanation of listening skills usually cannot help learners remain attentive for long. This is supported by (Brown, 2001) that language learning is an interactive and stimulating activity for input processing to be effective. In addition, students' perception toward learning media plays a crucial role in determining their engagement and learning outcomes (Sunara, 2018). This was evidenced among third-grade students in SDN Setragalih, who had difficulty comprehending simple English instructions and were easily bored during listening exercises.

As per the cognitive development theory by (Piaget, 1977), elementary school learners belong to the concrete operational period where it becomes relatively easier for them to comprehend ideas when experienced physically using visual and auditory stimuli. Hence, the application of learning media that incorporates both visual and audio features plays an essential role in facilitating the process of learning the English language. (Mayer & Fiorella, 2005) note that multimedia-assisted learning helps in gaining better comprehension due to the involvement of two modes of cognition; namely, visual and auditory.

Thanks to advances in technology, there has been an increased use of digital media as a mode of learning languages under the concept referred to as Mobile Assisted Language Learning (MALL). According to (Kukulka-Hulme, 2009), mobile-assisted language learning offers flexibility in language learning as it involves the usage of mobiles. In addition, digital media provides opportunities for students to interact with authentic content and enhance their language skills in meaningful contexts (Maulida et al., 2024). Multimedia learning apps not only enhance learning motivation but also provide a pleasant learning environment (Ahmadi, 2018).

Lingokids is an application dedicated to the English language learning of children. It includes gamification concepts with multimedia elements like songs, games, and interactive stories. As mentioned by (Dwi et al., 2022), the Lingokids app succeeds in making students more engaged by means of a play-learning method where playing and studying elements were combined. Moreover, according to (Julianti et al., 2024), using Lingokids contributes to the improvement of vocabulary skills and learning motivation of early childhood students. Using the app with its audio-visual elements allows students to gain more realistic experience to learn a new language, hence developing their listening skills. This is supported by (Maulida et al., 2024), who found that technology-based learning media can increase students' engagement and support language skill development.

Although previous researches have already proven the benefits of the Lingokids app on language skill development, there is still little evidence on the investigation of the Lingokids app in listening education, especially on the responses of students at elementary schools. Previous researches mainly focus on vocabulary development and are carried out on the early childhood education level. More studies need to be conducted about Lingokids application in classroom settings, with special attention on the cognitive and affective responses of learners.

The participants of this research are ten third graders who study at SDN Setragalih in the school year 2025/2026. This research examines the application of Lingokids in listening lessons and the reactions of learners throughout the learning process. In this study, we use qualitative methods with a case study design for the purpose of obtaining a deep insight into the phenomena that occurred within a realistic learning situation (Creswell, 2011). The data collection process involves observing the process of implementing technology-assisted language teaching, performing semi-structured interviews, and using documents for analyzing the collected data based on the interactive data analysis model by (Miles & Huberman, 1994).

Theories underlying this study can be summarized through the theories such as (Krashen, 1985) language acquisition theory, (Brown, 2001) language learning theory, (Piaget, 1977) cognitive development theory, and (Mayer & Fiorella, 2005) theory of multimedia learning. Moreover, MALL concept (Kukulka-Hulme, 2009) and gamification (Fadhli, 2018) were also considered in this study.

Based on the aforementioned discussion, it can be said that the research questions in this study may include the following: (1) what is the application of the Lingokids application in teaching listening skills among the third-grade students of SDN Setragalih, and (2) how do the students react to the application of this program during their learning process? The purpose of this study is to conduct an analysis of the implementation process of the Lingokids application in the process of learning and the reaction of the students.

This study will differ from other studies because it does not just investigate of the application by analyzing the performance and achievement of the students but also looks into the process of reaction among the learners in a real-life classroom environment. In doing so, the current study will be able to add something valuable towards the improvement of technology-based teaching strategies in teaching English.

METHOD

In the current research, a qualitative research approach will be used with the help of a case study design. According to (Creswell, 2011), the goal of conducting qualitative research is to uncover the meaning of a phenomenon from the perspective of those who participate in it. In this particular case, the choice of a case study approach has been made due to the fact that the research centers around a particular case of applying the Lingokids application in listening lessons for third-graders at SDN Setragalih.

The research utilizes qualitative data gathered through observation, interviews, and documentation. The data sources include ten third-graders as the participants of the study and an English teacher as a supporting informant. For the selection of the subjects, the researcher will employ purposive sampling. As (Patton, 2002) explains, in this case, the samples are chosen based on certain criteria relevant to the research goals, such as basic English skills and using the Lingokids application.

The data gathering techniques employed in the study involved three major processes: observations, interviews, and documentation. Observations were carried out directly within the classroom setting, where the researcher functioned as an impartial observer who observes the whole learning process and the interactions that transpired among the students during the implementation of the application. Semi-structured interviews were administered both to the students and the teachers to know their experiences and responses when using Lingokids for the listening lesson. Moreover, documentation was utilized through capturing images of activities, screenshots of the application, and field notes for the purposes of reinforcing the data collected from observations and interviews.

The research instruments employed in the study consisted of observation sheets, interview guides, and documentation. Observation sheets were developed following the language learning indicators according to (Brown, 2001). These indicators include clearness of instructions, engagement, interaction, the learning climate, and technology integration. Interview guides were prepared for the exploration of the students' cognitive and affective perspectives. These perspectives pertain to students' comprehension of the listening materials and motivation in learning.

Research process took place in several phases. First of all, there was the phase of preparation during which necessary research permissions were acquired, necessary coordination was undertaken with the institution, as well as necessary instruments were developed. Secondly, data gathering was realized in four weeks of observations within classes using Lingokids software, interviews with the students and teachers, as well as documentation gathering. Thirdly, data analysis and processing will take place during data processing and interpretation stage.

Data processing in this case includes usage of interactive data analysis approach suggested by (Miles & Huberman, 1994). It includes three stages of activity: data reduction, data presentation, and concluding. In this regard, the data reduction stage includes the selection and simplification of data related to the topic under discussion. In particular, this stage involves analyzing students' reaction to listening exercises as well as the application used by them. The second stage is data presentation that takes place with the help of narration and tabulation of results as well as providing interview quotations. The conclusion follows analysis of obtained data.

FINDINGS AND DISCUSSIONS

This chapter will deal with results and discussion of the research based on answering two research questions: (1) how the Lingokids application was used in listening classes, and (2) how students reacted to the utilization of the application in their lessons. The research analysis was made based on theory of language acquisition, cognitive development, and MALL.

3.1 Implementation of Lingokids in Teaching Listening

According to the findings from the study, the investigation found that the implementation of the Lingokids app in teaching listening to third-grade learners was successfully carried out. Observations carried out for four weeks showed improvement in the quality of teaching in terms of classroom management, clearness of the instructions, and student participation.

In the first week of using the app, the students were still adapting to the use of the application. The majority of the learners had difficulties in following the instructions provided in the app due to lack of concentration in the classroom setting. However, as time went by, learners started to adapt to the app.

Between the second and fourth weeks, the learners started becoming accustomed to the features available in the application such as songs, games, and stories. Interaction between the teacher and learner was easier, and the learner was able to understand instructions effectively. This illustrates that the incorporation of multimedia helps students make sense of language inputs, as highlighted by (Mayer & Fiorella, 2005). They point out that multimedia learning is able to optimize the cognitive process by using visual and audio materials. The following are the results of the observation of the implementation of the learning process:

Table 1. Observation Result of Each Meeting

No	Meeting	Score	Category
1	Week 1	5	Excellent Implementation
2	Week 2	6	Excellent Implementation
3	Week 3	6	Excellent Implementation
4	Week 4	6	Excellent Implementation

According to Table 1, it can be observed that there was improvement in terms of the realization of learning with a score change of 5 to 6. It is evident that all the learning criteria such as participation, interaction, and technological tools were maximally achieved.

From a theoretical point of view, the results can be justified by the MALL approach described by (Kukulka-Hulme, 2009), according to which mobile learning creates flexible and interactive learning environments. The gamification aspect of the Lingokids application also plays an important part in boosting students' motivation, as suggested by (Fadhli, 2018).

3.2 Students' Responses Toward the Use of Lingokids

The investigation of students' responses during the use of Lingokids showed positive results in both cognitive and affective factors. According to interviews and observation, students were highly motivated throughout the entire learning process.

When considering the affective factor, it should be noted that the application made the students motivated and engaged because of its games, songs, and animations. It corresponds with the statement made by (Ahmadi, 2018) about the role of multimedia-based media in increasing students' learning motivation and eliminating boredom. From a cognitive point of view, the use of Lingokids helped students comprehend simple instructions and recognize new vocabulary words. For example, the words like "scared," "van," and various simple instructions in English became recognizable for the students. Thus, it can be stated that students receive comprehensible input when using Lingokids, according to (Krashen, 1985).

In addition, when considering a cognitive factor, the students show a considerable increase in the ability to react directly to auditory stimuli such as instructions and questions. It coincides with the theory presented by (Brown, 2001), stating that responses of the students are the indicator of success of the learning process. This finding is supported by (Sunara, 2018), who states that students' perception toward learning media has a significant influence on their engagement and learning outcomes. In this study, students showed positive responses toward the use of Lingokids.

3.3 Discussion of Findings Based on Theoretical Framework

From the results of the analysis, it is safe to conclude that the application of Lingokids in teaching listening skills contributes to increased engagement and comprehension in students. This can be attributed to various theories.

Firstly, according to the theory of cognitive development by (Piaget, 1977), children in primary schools have reached the stage of concrete operations where they find it easier to understand concepts when they have experienced them concretely. The use of Lingokids in teaching listening skills offers students opportunities to experience language through visual and auditory aids.

Secondly, the application of the Input Hypothesis Theory, developed by (Krashen, 1985), explains that students learn new information better when there is an input from their instructors. The use of Lingokids in teaching listening skills offers an appropriate level of input to students since the materials are interactive and repetitive.

Thirdly, according to the theory of multimedia learning by (Mayer & Fiorella, 2005), students' memory and comprehension can be improved when they are taught using both audio and visual stimuli.

Based on the findings of this analysis, it is fair to conclude that the incorporation of Lingokids in teaching listening skills plays a significant role in enhancing student engagement and comprehension. This is based on several theories.

According to the theory of cognitive development advanced by Jean Piaget, at this age, children in elementary schools are in the process of developing concrete operations whereby they understand concepts easily through experiences. The implementation of Lingokids in teaching listening skills makes sure that students gain understanding through concrete experiences.

Also, based on the Input Hypothesis theory advanced by Krashen (1985), the level of comprehension and retention is greatly enhanced if there is an input from their teachers. In teaching listening skills using Lingokids, students get enough inputs since the materials used are repetitive and interactive.

Lastly, based on the theory of multimedia learning put forth by Mayer and Fiorella (2005), the incorporation of visual and audio stimulations enhances students' comprehension levels.

CONCLUSION

Based on the investigation and analysis of the data, it can be concluded that the implementation of Lingokids to teach listening skill among third-grade students at SDN Setragalih goes perfectly well with positive impacts towards the learning process. The use of audio-visual features such as songs, games, and interactive stories helps to increase the involvement of the learners both cognitively and affectively. They show improvements in understanding simple instructions, memorizing vocabularies, and responding to the input that they hear from the audio features. Besides, the atmosphere of learning becomes more interesting and interactive; thus, boredom that was previously found in conventional method could be prevented. This finding is also supported by language learning theories as well as multimedia where comprehensible input and the integration of visual and auditory elements are highlighted as key factors in the learning process.

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