

Online Music Player to Teach Vocabulary

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Abstract: *It goes without saying that vocabulary mastery has a pivotal role in language learning. The more vocabulary the students acquire, the easier the students master the language skills. However, to acquire vocabulary is not an easy task for most students. To acquire vocabulary means that learners need to understand the aspects of vocabulary such as meaning, grammar, pronunciation, and spelling. However, the subjects of this study found it difficult to understand all the aspects. To overcome the problem, teacher needs to explore the use of teaching media. One of media that can be used in teaching vocabulary is song, but to make it more fun and practical, teacher can make use of online music player Joox, one of mostly used music player. This study explores the use of Joox to teach English vocabulary and describe students' responses to the teaching model. In general, students show good responses to the implementation of vocabulary learning using Joox. Therefore, it is recommended for teachers to use it as a medium in teaching vocabulary, and the students to use it for independent learning.*

Keywords: *Joox, online music player, teaching media, teaching vocabulary*

INTRODUCTION

English is a language that needs to be mastered in order to be able to communicate globally. There are four basic skills in English, namely listening, speaking, reading and writing. The four skills must be supported by mastery of language aspects, one of which is vocabulary mastery. This is in line with what many experts say that to master a language requires understanding of thousands of words in the target language. This means that those who wish to master English must master a large vocabulary of English.

Vocabulary is the most important aspect of language that supports students in learning a language. Building vocabulary is one of the easiest ways to improve language skills, because by understanding the vocabulary of a language we will understand what is meant. However, mastering vocabulary is quite a challenge in learning a second language.

Vocabulary means a collection of words used in a particular language. Learning a language, whether first, second, or foreign, cannot learn from learning the vocabulary of that language. Hiebert and Kamil (2005) define vocabulary as "a strong carrier of meaning" or a carrier of strong meaning. The more vocabulary a person has, the more meaning that can be conveyed in various situations. So, vocabulary can be said as something that has to do with words and their meanings.

According to Thornbury (2002), there are several aspects of vocabulary that are often difficult for students to learn vocabulary, namely: pronunciation, spelling, length and complexity, grammar, and meaning. So that to better understand a word, it is not only the meaning that needs to be known, but there are other aspects that need to be considered as well.

From the description above, vocabulary is the most important language component which is a collection of words that are implemented in the listening and reading process and are used to produce expressions in speaking and writing. The aspects that need to be considered are pronunciation, spelling, length and complexity, grammar, and meaning.

Members of the English Club of SMA Negeri 14 Kabupaten Tangerang are students who have high motivation to be able to master English, but vocabulary mastery is one of the problems that often becomes a scourge for them. One of the difficulties they face is understanding the meaning of words, this is probably because they rarely use these words, so they only become memorized ones that are stored in short-term memory and are easily forgotten. In addition, inconsistent pronunciation and spelling of English words also often confuses students. The difference in several sounds in English and Indonesian is one of the reasons for the difficulty of pronouncing English; in addition, the spelling in English words is often inconsistent. The same letters do not always read in the same way. Of course, these things make students find it difficult to master English vocabulary.

Seeing the importance of vocabulary, the teacher should provide an easy and fun way of learning, especially when vocabulary is never separated from every activity of learning and teaching English. There are various factors that support the success of learning, one of which is the use of learning media. Many students are less interested in understanding vocabulary because the media used is less attractive. Teachers seem to prefer to use learning media such as textbooks and dictionaries to teach vocabulary, and using audio media only uses similar audio over and over again. Whereas interesting media will make students more enthusiastic in exploring new vocabulary. In addition, teachers also need to introduce media that can encourage students to learn independently.

THEORETICAL UNDERPINNING

One of the learning media that can be used in language learning is a song. This is as expressed by Shen (2009) that one way to make learning English fun and effective is by using songs. However, it needs an interesting way, for example by using an application in a smartphone that students like, so that the use of this song can be a variety of audio media for learning English. Moreover, Chotimah and Astiyandha (2020) state, "Songs serve as a perfect medium for achieving motivation."

The use of songs can increase students' desire and focus to learn, and make learning more interesting and fun. In addition, students can do it outside of lessons, and the habit of listening to English songs can be an exercise for students in listening skills. When listening to English songs becomes their habit, they will feel used to the new words they hear because they may have heard the words in the song. When students listen to songs, they tend to follow the lyrics and rhythm. It helps students to grasp English words easily.

These benefits can reduce students' difficulties in learning the vocabulary that has been previously mentioned. The words sung in the song can help students understand and remember the pronunciation of a word. In listening to this song, students can use the lyrics as an aid, which is also to recognize the correct spelling of words. In addition, students can also try to guess the meaning of a word through a song. Therefore, the use of English songs and their lyrics is expected to help students in mastering English vocabulary. One way to listen to a song while reading the lyrics is to use the Joox application, one of the most widely used applications.

An application is a software programmed to carry out a function for those who use it. According to Jogiyanto (2005), "Application is a system designed and structured in such a way as to produce integrated information by using a computer as a means of support." Based on the definition of application, an online music player application can be defined as a program that functions as a tool that has the ability to play music online. Online music player applications can be classified under media and entertainment software (applications). There are 2 types of online music player applications that are most in demand by teenagers today, namely Joox and Spotify. This study focuses more on the use of Joox as a vocabulary learning medium.

Joox is a legal streaming music service over the internet with a personal touch launched by Tencent Holdings Ltd from Shenzhen, China. Available in the form of a mobile app (Android and iOS) and a website, users can listen to more than two million songs and playlists selected locally and internationally for free, as well as download them for offline listening.

Joox provides a variety of music collections than other music applications. Joox users can find songs according to the singer, tracks, and genre they want. Joox also provides song lyrics that make it easier for listeners to know the contents of a song. This study makes use of the lyrics feature to help students find new vocabulary so that it is hoped that students will enjoy listening to songs while learning. Furthermore, this study aims to answer the following research questions:

1. What are the steps for learning vocabulary using Joox for members of the English Club SMA N 14 Tangerang Regency?
2. How do members of the English Club SMA N 14 Tangerang Regency respond to the implementation of learning vocabulary using Joox?

METHOD

The research was done through descriptive qualitative research. According to Sugiyono (2012), it is a method used to describe or analyse research findings, but the conclusion cannot be generalized. The research includes data collection, data analysis, data interpretation, and finally conclusion based on data analysis. This research attempts to describe steps of teaching vocabulary by using Joox and students' response towards the implementation of the teaching model.

The research was done in Mei 2020. Because of Covid-19 pandemic, the data collection was administered online. The implementation of the teaching process was done through Skype by utilizing the chat and video conference features. The subject of the research is the tenth-grade students having interest in learning English. They are the members of *English Club SMA N 14 Kabupaten Tangerang*.

The data was collected through observation and questionnaire, so the instrument used are observation guideline and questionnaire.

1. Observation

Observations were made to collect data about how the implementation of learning using the Joox application. The results of observation can also provide an overview of the situation and conditions when learning takes place.

2. Questionnaire

Questionnaires are used to determine student responses to learning using the Joox application. The types of questions in the questionnaire are closed and open-ended. Closed questionnaires were prepared with a choice of answers using the Likert scale using the words strongly agree, agree, doubt, disagree, and strongly disagree. In addition, to deepen the answers, open-ended questions were also given.

Then the data collected is analysed as follow:

1. Observation Data Analysis

Observation data consisted of quantitative and qualitative data. The quantitative data collected is an observer's assessment of the activities observed. This quantitative data is in the form of a Likert scale with very poor (1), poor (2), adequate (3), good (4), and very good (5) details. Meanwhile, the qualitative data were in the form of words written by the observer about the implementation of learning.

2. Questionnaire Data Analysis

The questionnaire data was processed to determine student responses to the use of JOOX in learning. The questionnaire data was processed using the percentage formula as follows:

$$\% = \frac{\sum \text{obtained scores}}{\sum \text{maximum total scores}} \times 100\%$$

After that, the data percentage was categorized based on the criteria in table 1.

80 % – 100 %	very good
70 % – 79 %	good
60 % – 69 %	adequate
≤ 59 %	poor

FINDINGS AND DISCUSSION

Due to the Covid-19 outbreak, the implementation of the vocabulary learning model using Joox was carried out online. Even in the midst of a pandemic, English Club activities are still active. They have used Skype as an online learning medium, so this research follows what has been done. The implementation activities in this study were carried out by utilizing the video call and text message features in a group that had been formed previously. The learning implementation was carried out twice, on Saturday, 2 May 2020 and 9 May 2020. However, not all members can participate in this activity. Of the 51 active members, only 16 students can join.

1. How to Teach Vocabulary Using Joox?

The purpose of this study is to help students learn vocabulary, so that at the end of the lesson students are able to recognize English vocabulary that is almost the same pronunciation, and are able to find the right words in the song lyrics after listening to the song through the Joox application. Because the learning media used is Joox, before starting learning the teacher needs to prepare what songs to use. To minimize technical problems, especially connections, teachers can download the selected song files, although the songs can also be played online. The teacher also needs to prepare student worksheets. The worksheets prepared in this study are in the form of short answer questions where students need to complete the missing lyrics.

Learning activities are carried out with steps like learning in general, starting with preliminary activities such as greeting, praying, greeting students by asking about the news, and also a few ice breaking activities related to the material to be taught. In this activity, students are asked to guess several words that have almost the same spelling and pronunciation. In this activity the students seemed enthusiastic to guess what the teacher was asking.

Entering the core activity, students began to listen to songs through Joox. However, due to technical problems on the first day of implementation, the teacher was unable to play the song directly. When a song is played through screen sharing on Skype, the sound of the song is not clear enough. Finally, the teacher only sends the link to the song in question. However, on the second day these obstacles can be minimized. After learning the song and the lyrics through Joox, students are given practice through listening to the song and completing the empty song lyrics. Students try to find vocabulary that sounds the same in the song. In general, learning activities are quite motivating for students, it's just that because they are carried out online, there are several technical obstacles that are quite annoying.

a. Results of Observation 1

The first observation was carried out on Saturday, 2 May 2020. Students seemed to be listening enough to information about the learning activities to be carried out. At this first meeting, after the introductory session, the teacher explained the material about homophones. Homophones are words that have similar sounds, and this is one of the obstacles that is often confusing for students in learning vocabulary, and it is related to aspects of pronunciation. When the delivery of material took place, many students experienced connection problems, causing the speaker to lose focus a little in delivering the material.

Regarding the use of Joox, the speaker has not been able to use Joox in

delivering the songs that have been prepared, because when the song is played via screen sharing on Skype, the sound of the song is less clear. So that the speaker only shares song files with students. After that, the students tried to do the practice questions, namely completing the song lyrics from the previously given file.

In this learning activity, students seemed quite active in asking questions related to the material given. They are even very active in answering the questions given. Students also do not hesitate to ask questions about the obstacles they face while working on practice questions. This shows that students are not afraid or depressed during lessons. However, student interactions with other students have not been seen, students seem to focus on the obstacles they experience, so there is not much interaction between students. From the results of the first observation, researchers have not seen the impact of using Joox. In this first implementation there are still many shortcomings due to technical problems. Therefore, the researchers carried out the next implementation.

b. Results of Observation 2

The second observation was carried out on Saturday, 9 May 2020. This second implementation was also carried out via Skype. In this activity, students listen to information about learning activities that will be carried out well. The teacher opened the meeting with a prayer, then asked the students to mention the English Club jargon and explain what will be done at this meeting. Student response is very good at this introductory stage. Students also look excited about learning to use Joox.

In this activity students were very active and eager to answer the teacher's questions. When asked to do practice questions, all students who took part in the video call or group discussion had high enthusiasm for doing it. There are even times when students ask about the answer sheet that the speaker has not yet distributed. This shows the enthusiasm of students to carry out the requested activity.

After implementing and observing this second vocabulary learning activity, the researcher concluded that Joox can be used to learn vocabulary for students, especially in learning aspects of vocabulary in the form of pronunciation. However, due to a pandemic that requires the implementation of this research to be carried out online, there are not many things that can be explored yet. Observations show that Joox can foster student motivation in learning, and it is hoped that students will continue to use it independently to improve English vocabulary. The followings are steps for vocabulary learning activities using Joox recommended from this study: (1) Prepare songs and student exercise related to the selected song, (2) Brainstorm the vocabulary to be learned in the song, (3) Listening to songs through Joox while listening to the lyrics, (4) Say difficult words in the song, (5) Do exercise in the form of missing song lyrics that have been played, but without seeing the lyrics, and (6) Discuss the answers of exercise by singing songs together and reading lyrics.

2. Students' Responses towards the Implementation of Teaching Vocabulary Using Joox

After the implementation of learning activities using Joox, students are asked to fill out a questionnaire to find out their response to the activity. Based on the data of questionnaire, in general, the use of Joox in learning vocabulary is considered good by students of the English Club members of SMA N 14

Kabupaten Tangerang. Before learning to use Joox, students were familiar with this application and most of them had used it. Some of them also mentioned that they still use Joox until now.

According to most students, Joox is classified as easy to use. The questionnaire data shows that in terms of practicality, Joox is good. This was reinforced by several students' answers to open-ended questionnaire questions "Is the JOOX application easy to use?"

"Iya sangat mudah, karena kita bisa menemukan kosakata baru." (S3: 2020)

"Yes, very easy, because we can find new vocabulary." (S3: 2020)

"Iya mudah, karena JOOX bisa diputar lewat menu 'baru diputar' dan adanya penggalan lirik yang membantu." (S4: 2020)

"Yes, it's easy, because JOOX can be played via the 'recently played' menu and there are pieces of helpful lyrics." (S4: 2020)

"Karena VIP nya nggak usah bayar." (S6: 2020)

"Because the VIP doesn't have to pay." (S6: 2020)

"Mudah, karena cara mencari lagu yg ingin di dengar itu sangat mudah dan jg mudah untuk menemukan nya." (S7: 2020)

"Easy, because the way to find a song you want to hear is very easy and it's also easy to find it." (S7: 2020)

"Iya, karena tinggal mengetik judul sebuah lagu kita langsung bisa mendengarkannya dan ada liriknya, kalau pun tidak online lagu yang pernah kita dengar dan jika liriknya sudah kita lihat maka kita bisa mengulanginya lagi tanpa harus online, setau saya seperti itu." (S9: 2020)

"Yes, because we only need to type the title of a song, we can immediately listen to it and have the lyrics, even if the song we have heard is not online and if we have seen the lyrics, we can repeat it again without having to go online, as long as I am like that." (S9: 2020)

"Sangat mudah untuk di download dan terdapat lirik dari lagu tersebut yang tentunya juga berguna bagi saya." (S12: 2020)

"It's easy to download and there are lyrics to the song which is of course useful for me too." (S12: 2020)

"Iya, karena terdapat lirik yang disediakan sembari mendengarkan." (S15: 2020)

"Yes, because there are lyrics provided while listening." (S15: 2020)

In addition, some students have also become accustomed to using songs as a medium for learning vocabulary. They enjoy listening to songs and seeing the lyrics. Joox has the appropriate features to support this habit, namely being able to play songs and their lyrics. However, in understanding the meaning of words, students still use other tools such as dictionaries. In learning activities that have been carried out in this study, student responses are classified as good in terms of the effect of the learning model using Joox on student motivation. Students like

learning vocabulary using Joox, besides the use of Joox is considered good in fostering enthusiasm in learning vocabulary. According to S7 (2020), "... learning to use JOOX is more fun and also being able to learn while listening to songs and it is much easier." S12 (2020) added, "... in that application, I can see and listen to the pronunciation of the song directly." From Joox we can also find any song (S14: 2020).

In terms of the effect of the model, the use of JOOX helps students increase their English vocabulary by a percentage of 80%, and it is regarded as very good category. In detail according to the aspects of vocabulary, namely pronunciation, spelling, word meaning, and grammar, Joox has a good effect too. According to students, Joox helps to know how to pronounce English words well. In addition, Joox helps understand the meaning of words / phrases / sentences in English and also Grammar which is one aspect of understanding vocabulary. In fact, according to students the song lyrics in Joox help to remember the spelling of English words very well. This is supported by the Joox feature which can play the song as well as the lyrics as according to S4 (2020) which considers that, "Joox is easy to use, and the lyrics display is good, so it's easy to read and learn." To make it easier to see the results of the questionnaire on the effect based on the vocabulary aspects, the data is depicted in figure 1. In addition to the benefits of Joox, based on the questionnaire, Joox can be used easily to learn vocabulary independently whenever and wherever.

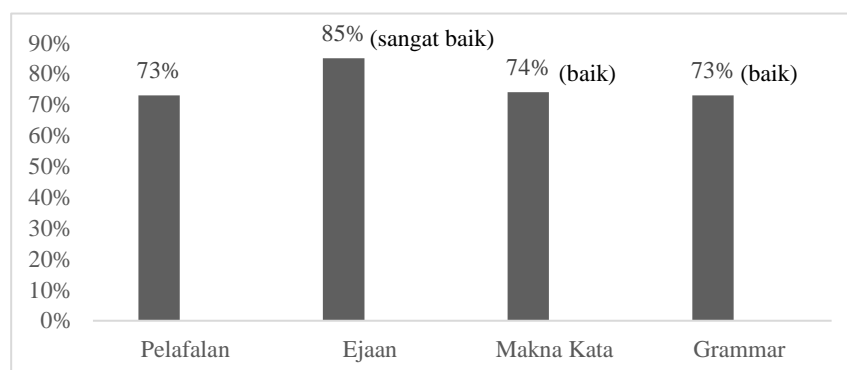


Figure 1. The Effect of Joox based on the vocabulary aspects

The finding on this research is supported by some previous researches. Adawiyah (2017) reported that there is a positive effect of using popular song in improving students' listening skill. In addition, a research by Prasetya (2017) showed that the use of media song is effective to increase students' listening ability. Both of them said that it helps students recognizing vocabulary. Furthermore, Suciati and Zarkasih (2021) stated that English songs have a role in the vocabulary learning of students. Listening to English songs not only makes them relax and enjoy but also enrich their vocabulary and tell them how to pronounce a word in English.

CONCLUSION

Based on the research that has been conducted at SMA Negeri 14 Kabupaten Tangerang, it can be concluded that JOOX can be used in learning vocabulary. The conclusions that can be drawn in accordance with the research questions of this study are as follows:

1. Learning vocabulary using JOOX can be done in the following steps:

- a. Prepare songs and student exercise related to the selected song.
 - b. Brainstorm the vocabulary to be learned in the song.
 - c. Listening to songs through JOOX while listening to the lyrics.
 - d. Say difficult words in the song.
 - e. Do exercise in the form of missing song lyrics that have been played, but without seeing the lyrics.
 - f. Discuss the answers of exercise by singing songs together and reading lyrics.
2. In general, students have shown good responses to the implementation of vocabulary learning using JOOX. JOOX is considered to help students motivated in vocabulary learning activities. In addition, JOOX helps students understand aspects of vocabulary; pronunciation, meaning, grammar, and spelling. This is supported by the JOOX feature which can play songs and their lyrics synchronously. JOOX can also help students develop interest to use it as a medium for learning vocabulary independently.

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