THE USE OF JOOX MUSIC APPLICATION TO IMPROVE STUDENTS' ENGLISH SKILL

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Abstract

From some researches about teaching and learning English as a second and foreign language, especially in listening skill, there are some obstacles faced by students and teachers. The obstacles are such as using unsuitable methods by the teachers and lack of motivation from the students. Problem existing in students' poor mastery of English Inspired listening skill is most of they have very short attention span and lack of motivation (Tee and Fah, 2005: 1). The teachers have to find the suitable methods to motivate the students in order to make them interest in learning English. So, the goal of teaching listening is hoped can be reached.

A well-prepared abstract should be informative and completely self-explanatory which enables the reader to identify the basic content of a document quickly and accurately, to determine its relevance to their interests, and thus to decide whether to read the document in its entirety. The abstract should be written in the past tense and one paragraph and should be 150-250 words in lenght. Times New Roman, font size 9 pt, single spacing. The abstract should provide the clear statement about the importance of the topic, purpose of study, method, major findings, and conclusion. Abbreviations should be avoided. No literature should be cited.

Key words: Joox, Music, English Skill, Teaching Media

INTRODUCTION

As a foreign language, English has four skills (reading, listening, writing, and speaking) that have to be mastered by the students. From these skills, listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material) (Heri Kuswoyo & Wahyudin, 2017; F. M. Sari et al., 2013). It can be said that listening is not a passive skill; the process of listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine (Berlinda, 2015; Dian Puspita & Amelia, 2020).

There are some reasons why listening felt difficult to be mastered by the students. First, the students begin to learn English by the way of reading, instead of listening. In fact, reading is different from listening, like writing is different from speech. The biggest difference is that speech consists of sounds (Mandasari, 2016; Dian Puspita, 2021). Listeners must know the sound system; otherwise, they cannot understand speech. Moreover, writing uses different language. Written English consists of neat, correct sentences, while speech does not.

Second, the materials on the tape are usually read by English speaking people. There are different accents, difficult idioms and unfamiliar language chunks in their speaking (Apriyanti & Ayu, 2020; Oktaviani & Desiarti, 2019). This is another difficulty. For the students, their English teachers are usually local people. So the students may not be used to the accents of the foreign people. It is hard for them to understand native speakers (Muhammad Yuseano Kardiansyah & Qodriani, 2018; Sinaga & Oktaviani, 2020).

Third, when English-speaking people speak English, they usually speak at a normal speed. It is too fast for the students to follow. When listening, the students cannot choose a comfortable listening speed; they have to keep pace with the speaker's thinking process. So sometimes they have not even got the meaning of the first sentence, before the second sentence has already passed (Kuswoyo, 2013; SARI, 2013). Their results show that they have missed the whole passage.

Fourth, the contents of the tape are not always familiar with the students. Some of them are not relevant to the students (Agustin & Ayu, 2021; Tsauri, 2021). According to Sinaga & Oktaviani (2020); Skill, n.d.; Utami et al. (2020) the students may lack the background knowledge about foreign countries and cultures. So sometimes they cannot understand the material or they may misunderstand the meaning of it.

Based on the researcher's small observation at Madrasah Aliyah (MA) Pancasila, the researcher has also found that it is very difficult for the students to understand English through listening. The problems are most students are from different minority areas. In some junior high schools, there are no language labs to train their listening skills. Listening activities are not common for the students. When they come to senior high school, they cannot adjust their study habits very quickly. They still rely on their eyes instead of their ears to learn English.

LITERATURE REVIEW

Usually, in the lab, the students feel at a loss when they listen to some new text. Over 50% of the students could not understand the meaning of the material after playing the tape for the first time. Expecting them to understand the material, the teacher often gives them some instructions and to play the tape again, at least three times (Mandasari, n.d.; Muliyah et al., 2020; Oktaviani et al., 2020). Still, at least 20% of students might not understand it. Then, the teacher sometimes has to stop the tape to explain the difficult or unfamiliar words and occasionally explain material sentence by sentence through the whole text. So,

this is a serious problem because some students cannot understand the whole text after listening to it three times in class. Furthermore, the students might gradually lose their self-confidence. They are afraid to go to the lab to listen to English again. When they are face to face with listening material, they have little confidence in their listening comprehension abilities (Kuswoyo & Wahyudin, 2017; D Puspita, 2004; Sasalia & Sari, 2020). Therefore, they may not understand them because they have to battle the psychological suggestion that they could not understand spoken English (Pranoto & Suprayogi, 2020).

Beside of that, the teachers are difficult to find the suitable method or technique to stimulate students in learning listening. If a teacher always uses the same teaching methodology, they may become predictable and, perhaps, less interesting for their students (Ahdan et al., 2020; Oktaviani, 2012; F. M. Sari, n.d.-b). The students have poor mastery of English listening skill because they have lack of motivation. The motivation is much needed in learning listening, because sometimes students have to hear the fast sounds or words more than one to be understood. Without high motivation, they will be bored and can stop learning, and the goal of education cannot be reached. It will be dangerous if there is no effort to reduce the problem (F. M. Sari & Wahyudin, 2019; Yudiawan et al., 2021).

In order to overcome those problems, it is better to look for good method in teaching listening. We can use some activities that can stimulate the students to improve their listening skill (M Yuseano Kardiansyah & Salam, 2020). The activities such as watching a film, listen to news report, and listen to English songs. In watching a film, we can cover the subtitle with a piece of paper for a few minutes and try to predict what is going to happen. In listen to news report, we can choose the topic that interests us such as about sport, fashion, or education (Ayu, 2019; F. M. Sari, n.d.-a; Yuliansyah & Ayu, 2021). When listening, we can write the vocabularies that appear on the particular topic. In listening English songs, we can listen to the pronunciation of words and sing along with the songs.

Listen to English song is felt more interesting from the other activities. English songs are a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes (Aminatun & Oktaviani, 2019; F. M. Sari, n.d.-a; Simamora & Oktaviani, 2020). According to Rahmania & Mandasari (2021); S. N. Sari & Aminatun (2021); Yunara & Kardiansyah (2017) Songs can also provide a relaxed lesson on a hot boring day. It can also form the basis for many lessons. It can be used for a wide

variety of English for foreign language learning and teaching activities. It can start discussions on a topic or even become the centre of debate (Ayu & Indrawati, 2019; F. M. Sari & Oktaviani, 2021; Wahyudin, 2018). Using songs in the classroom is a great way to live up listening activities. It can be added a couple of steps that have been used with success to the process though to make the listening activities more effective.

Therefore, the researcher tries to reduce the problems of the students' listening comprehension and intends to find out what can be done to help them improve their listening skill using JOOX application.

METHOD

Based on the background above, there were some problems in teaching and learning listening. The problems were: Listening activities are not common for the students because most students are from different junior high schools which there are no language labs to train their listening skills. The students have little confidence in their listening comprehension abilities when they are face to face with listening material. The students may not understand listening material because they have to battle the psychological suggestion that they could not understand spoken English. The students have lack of motivation in learning listening. The teachers are difficult to find the suitable method to stimulate students in learning listening.

RESULTS AND DISCUSSION

In Indonesia, English as a foreign language has been learned at school, from elementary school until senior high school. It has four skills that have to be mastered by students. These skills are reading, listening, writing, and speaking. From these skills, listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material).

From the verse above, it can be concluded that hearing carefully (listening) is a process to start mind. Equally, by listening we can learn and understand many lessons.

Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is

essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words. As mentioned in D Puspita (2004), listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

CONCLUSION

So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Furthermore, it will consider another way teachers can help ease the difficulty of listening by training students in different types of listening.

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