



MUSIC STREAMING APP: AN INFLUENTIAL LEARNING TOOL TO LEVEL UP STUDENTS' VOCABULARY

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Abstract

This research aimed to find out if there is a significant effect on students' vocabulary after using a music streaming application JOOX. It was conducted in the tenth grade of SMA Swadhipa Natar. Using a quasi-experimental study, a test consisting of 30 questions was administered. A t-test was used to analyze the effectiveness of JOOX on students' vocabulary mastery. The result shows the sig. value (2-tailed) is $0.00 < 0.05$. It means that the alternative hypothesis (H_a) is accepted. Therefore, this result concluded that the implementation of JOOX in learning English had a significant effect in boosting students' vocabulary mastery.

Keywords: JOOX, Music Streaming, Teaching Media, Vocabulary Mastery

INTRODUCTION

The role of vocabulary in learning English is very crucial. Understanding vocabulary means understanding both the meaning and usage of the words. Without a proportional amount of vocabulary, anyone will have difficulty in acquiring English skills (Iradiana, 2021). According to Huyen and Nga (2003) vocabulary plays an important part in the four skills in learning language; those are listening, reading, speaking, and writing. Cahyono and Widiati (2011) added that good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading), and productive (speaking and writing). That is, learning vocabulary is very essential. However, there are several factors can cause students have difficulties in learning English vocabulary. According to Zuhdi & Budianto (2018), difficulties in learning English occur because English is not used in everyday life, so students feel that English is difficult. Besides that, there are also the internal factors, such as students' learning attitudes, intelligence or learning motivation, and the external factors, such as variations in teaching and learning activities, learning media, or even learning facilities that affect



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to students' understanding.

Realizing how important vocabulary is and how difficult it is for students to build vocabulary; teachers should provide students with interesting tools that are expected to help students enhance vocabulary. One of the problems found in SMA Swadhipa Natar, Lampung was that students' low vocabulary mastery in learning English was caused by student' lack of interest in memorizing English vocabulary and is also supported by unattractive teaching media in learning vocabulary. Good learning media can boost students' learning motivation, and play an active role in learning (Nugrahani, 2017). For teachers, creating effective and efficient English teaching is not an easy job. Therefore, English teachers must be able to organize their teaching and learning activities. They must present the material using appropriate teaching tools.

Nowadays, the role of technological developments has brought a significant progress in education too. The application of multimedia technology for example, has lots of benefits for the advancement of education itself, especially in the process of teaching and learning. Nusir et al., (2012) mentioned that multimedia has the potential to create a high-quality learning environment, with the ability to create a more realistic learning context through different media. The implementation of various kinds of media in teaching learning process in the classroom nowadays is a common thing. However, choosing the best media to teach is still quite challenging for some teachers. Teachers need to be aware of the impacts of its implementation to their students and the process of transferring knowledge in the classroom.

One of the media that can be an alternative teaching media, especially to elevate students' vocabulary mastery is music. Besides giving an amusement, music can also be a tool of learning. Moreover, some types of music are students' favorites. This will also enable students to be attracted to listen to it and want to learn from it. Therefore, teachers need to be always up to date with the development of music and the students' preferences to support learning process. However, listening to only music, especially English music to help students learn vocabulary would also bring some obstacles for the students since the students will not understand all words they listen from the songs. Thus, providing a music streaming app which provides song lyrics will enable the students to learn and explore more.

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There are various kinds of a music streaming app. One of them is JOOX. It is a legal music streaming service via the internet with a personal touch launched by Tencent Holdings Ltd from Shenzhen, China which is the company behind the instant messaging WeChat (Nirmala et al., 2021). This application is available in the form of a mobile application and website, users can listen to darker than two million songs and selected local and international playlists for free, and download them for offline listening (Khidayah & Ampa, 2021). Perez (2016) explained that JOOX itself is the biggest music streaming application in some country Asian markets such as Hong Kong, Indonesia, Malaysia, Myanmar, and Thailand. JOOX Application offers the user features such as Digital music, podcast, and video.

In relation to vocabulary mastery, JOOX can be a tool for students to learn English vocabulary because one of the features of JOOX is providing lyrics of the song that is currently listened to. In the process of learning English vocabulary, students do not have to worry about the lyrics. Lyrics will be available on their screen and students can still enjoy the song and learn vocabulary from the lyrics. This feature then will enable the students to be easier to learn English vocabulary. In addition, when students often listen to the song, the new words that come from the song will be easier to remember. Besides that, there are hundreds different English songs in JOOX, so students can learn vocabulary by listening to the songs the love. Through the JOOX Music Application, users can search for all their favorite tracks, artists and genres (Fikroh, 2020).

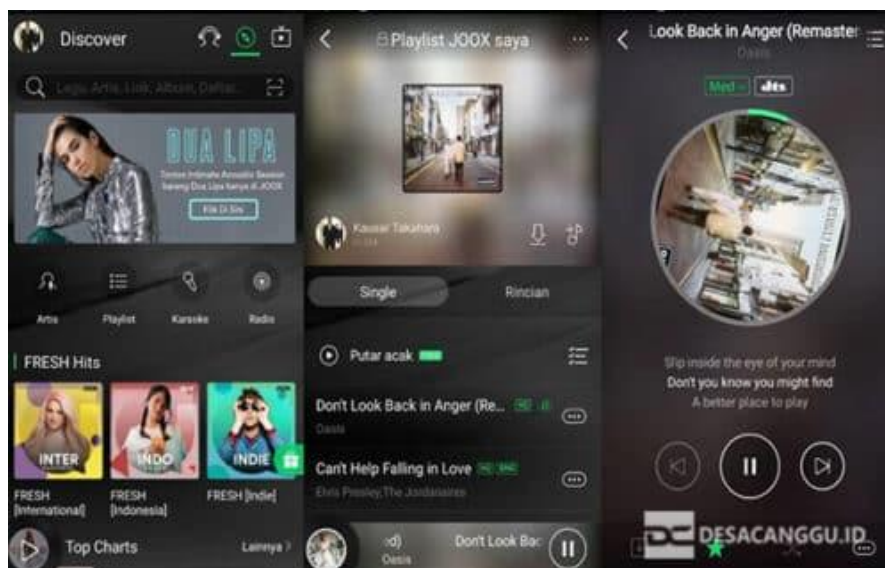


Figure 1. JOOX's features and interface

Since one of the problems faced by students in SMA Swadhipa Natar, Lampung is due to low interest in memorizing English vocabulary and the external factor comes from the monotonous method of teaching, the use of JOOX application is recommended to be implemented. Besides it has lot of beneficial features to support English learning, a lot of previous research related to the use of JOOX has shown the positive results. Robiatussolikah (2019) found that the English songs in JOOX music application give a significant effect in improving students' vocabulary mastery compared to those who were taught by using conventional method. The implementation of JOOX application also brought to the enhancement of students' English score (Khidayah & Ampa, 2021). Therefore, this research intended to see the effectiveness of this music streaming application if it is implemented in SMA Swadhipa Natar especially for the tenth-grade students there.

RESEARCH METHOD

This study was conducted in SMA Swadhipa Natar, Lampung and used a quantitative approach to find the effectiveness of JOOX implementation in boosting students' vocabulary mastery. The quantitative method is a method for testing objective theories by examining the relationship between measurable variables, especially instruments, so that data in the form of numbers can be analyzed using statistical procedures (Creswell, 2014). A quasi-experimental design was administered which consisted of two classes, experimental and control class. It was using purposive sampling to determine the sample. Class X IPA 2 was as the experimental class and X IPA 5 was as control class. Both classes consisted of 30 students.

A vocabulary test was administered to see the improvement of students' vocabulary mastery. The test was in a form of multiple choices with 30 questions and consisted of three aspects of vocabulary mastery, such as word meaning, form, and usage (Brewster in Nurhalimah et al., 2020). Pronunciation as one of vocabulary aspects was not tested since it could not be administered in a form of written test. The aspects of word meaning consisted of synonym, antonym, and literal meaning. Then the aspect of form dealt with part of speech (noun, verb, adjective and adverb). The last, usage aspect was about the application of words in a sentence in a form of jumbled ones. The result of the data then was then analyzed by using normality and homogeneity test. In the end,

to check the hypotheses, t-test was done to know whether the null hypothesis or alternative hypothesis is accepted.

FINDINGS AND DISCUSSION

Test was the main instrument of this research. Both classes in experimental and control groups were asked to answer questions related to three aspects of vocabulary. Those are word meaning, form, and usage. Pre-test was conducted to find out the students' initial understanding. After that, the researchers conducted the treatment, which is teaching vocabulary by using English songs through JOOX application in experimental class, whereas the control class was taught in a conventional way. In the last part, post-test was administered to see the improvement of students' vocabulary mastery. Below is the comparison of pre-test and post-test score in control class.

Table 1. Descriptive Statistic of Pre-test & Post-test Scores of Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control Class	30	23	70	50.20	13.087
Post-Test Control Class	30	73	80	76.33	2.916
Valid N (listwise)	30				

The table shows that the results of the pretest scores of 30 students with a minimum score of 23, a maximum of 70 which has a mean of 50.20 with a standard deviation of 13.087. While the posttest score with the same number of students is 30, has a minimum score of 80 and a maximum of 73 with an average value of 76.33 and a standard deviation of 2.916. With the results of the data above, it can be concluded that there was a change in student scores before and after being given treatment. The experimental class on the other hand is shown below.

Table 2. Descriptive Statistic of Pre-test & Post test Scores of Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	30	43	70	55.23	6.699
Post-Test Experimental Class	30	86	93	89.57	2.849
Valid N (listwise)	30				

From the data above, it can be seen the results of the pretest scores of 30 students with a minimum score of 43, a maximum of 70 which has a mean of 55.23 with a

standard deviation of 6.699. While the posttest score with the same number of students is 30, has a minimum score of 80 and a maximum of 93 with an average score of 89.57 and a standard deviation of 2.849. With the results of the data above, it can be concluded that there was a change in student scores before and after being given treatment.

After getting the result of the final data, the normality and homogeneity were done as the requirements to proceed the t-test. First, normality test was done to determine whether the distribution of the two classes (experimental and control) was normal or not. This study also followed Shapiro-Wilk to perform a normality test with a significant level of = 0.05. The data can be said to be normally distributed if the result is more than 0.05. On the other hand, if the result is less than 0.05, it can be said that the data is not normally distributed.

Table 3. Normality Test Result

	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Student Learning Outcomes	Pre-test Experimental Class	.971	30	.580
	Post-test Experimental Class	.797	30	.525
	Pre-test Control Class	.885	30	.575
	Post-test Control Class	.790	30	.550

According to Table 3, the normality of both classes is greater than 0.05 which means that both data are normally distributed. The sig for the IPA 2 pretest was 0.580 and the posttest was 0.525 which was higher than 0.05 while the IPA 5 pretest was 0.575 and the posttest was 0.550 which was also higher than 0.05. So, it can be concluded that the data for the class experimental and control are normally distributed.

While the homogeneity test was done by implementing Levene Statistics on IBM Statistics SPSS 22 was applied in this study with a degree of significance or alpha ($\alpha=0.05$).

Table 4. Homogeneity Result

		Levene			
		Statistic	df1	df2	Sig.
Student learning outcomes	Based on Mean	.029	1	58	.865
	Based on Median	.049	1	58	.826
	Based on Median and with adjusted df	.049	1	57.96	.826
	Based on trimmed mean	.026	1	58	.873

The data is said to be homogeneous if the results are more than 0.05. Conversely, if the result is less than 0.05, it can be said that the data is not homogeneous. Based on the table on homogeneity above, it can be seen that the significance of pre-test 1 and pre-test 2 is 0.865. Therefore, it is concluded that the distribution of pre-test 1, pre-test 2 data have a significance value of $0.865 > 0.05$, meaning that the resulting data is homogeneous.

The comparison of two classes in the post-test result show that students in experimental class got higher mean score compared to control class. It means, the use of JOOX application gives positive effect to students' vocabulary mastery.

Table 5. Mean score comparison

	Learning Model	N	Mean	Std. Deviation	Std. Error Mean
Student learning outcomes	Experimental Class	30	89.57	2.849	.520
	Control Class	30	76.33	2.916	.532

Since the data are normal and homogenous, a t-test was conducted to determine the significance of the increase in students' vocabulary mastery.

Table 6. Independent t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student learning outcomes	Equal variances assumed	.029	.865	17.77	58	.000	13.233	.744	11.743	14.723
	Equal variances not assumed			17.77	57.96	.000	13.233	.744	11.743	14.723

The hypotheses were:

H₀: There is no significant improvement on students' vocabulary mastery after being taught by using JOOX Application.

H_1 : There is significant improvement on students' vocabulary mastery after being taught by using JOOX Application.

From the data above the test is used to find out the effectiveness of JOOX Application in improving students' vocabulary mastery. It can be seen that the significance value (2-tailed) is $0.000 < 0.05$ so it can be concluded that H_0 is rejected and H_1 is accepted. It means that, JOOX application has a significant effect on students' vocabulary mastery at SMA Swadhipa Natar.

The data results show an increase after treatment using songs from the JOOX music streaming application. The results of the research above show that in the experimental group, the average score of the students' post-test was above their pre-test score. This means that there is an increase in students' vocabulary mastery when they were learning through song lyrics from JOOX application.

There were variations in student scores in the post-test and pre-test in both the experimental and control class. Particularly in the experimental class, the pre-test scores were between 43 and 70 which each student earned. Meanwhile, the students obtained higher scores from their pre-test after treatment. As presented in Table. 2, the maximum score is 93 and the minimum is 86 with an average score of 89.57. In other words, there was a relatively significant increase in students' vocabulary mastery after being given treatment by listening to songs from the JOOX application. This shows that the use of the JOOX application to train students' vocabulary mastery can be used as a medium that can be used in the vocabulary learning process. Wicaksana (2020) stated that JOOX application has a role as a digital media to support students in learning English vocabulary in an interactive way.

Based on the increase that occurred in students' scores on the posttest after treatment, this supports that the use of this media provides benefits for students, especially in vocabulary mastery. Songs from the JOOX application can be good learning materials to increase students' vocabulary because it can provide an easier understanding of vocabulary and by listening to English songs and understanding the lyrics. By that, students can get a lot of new vocabulary. It is in line with Tarwiyah (2008) who states that one of the learning media that can be used to teach vocabulary is song, which makes students more relaxed in learning foreign languages. Songs are very useful and beneficial because the class can be fun and more colorful if they are chosen

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correctly. As a medium of learning, songs can help teachers create livelier classes and increase students' creativity in teaching vocabulary. Besides that, students can also explore the words with songs. Students not only know the meaning of the words from the context of songs, but also know how to pronounce them (Pratiwi & Education, 2022; Yanti & Putri, 2023). By using JOOX, students will find it more practical to use and enjoy songs students can use their own smartphone to open the application. It means that students can also practice their vocabulary anywhere and anytime (Ananda et al., 2021).

Meanwhile in the control class, there was also an increase in scores in the post-test. The highest score as presented in Table 1. reaches 80 and the lowest is 73 with an average student getting a score of 50-76. This shows that the use of conventional methods can also increase students' vocabulary. However, the increase in the score is not as big as the experimental score. In addition, during the process of teaching, students still experienced some difficulties such as translating words and making sentences. This is because students feel bored with learning that is only fixated on books without using good learning media, such as songs can make sentences more contextual. Nadera (2015) stated that songs contribute to teaching vocabulary, motivate students to learn more about vocabulary without getting bored. In this study, the use of songs from the JOOX application has an impact on good vocabulary mastery. It is proven that the scores of students in the post-experimental group are higher than the scores of students in the control group. That the participants who were treated to playing songs from the JOOX application had a tendency and enjoyed themselves during the teaching and learning process. This is based on observations during the treatment, it appears that students feel enthusiastic and enjoy the songs from the JOOX application. In addition, the students also paid more attention and were involved during treatment using songs from the JOOX application. Fikroh (2020) mentioned that the use of lyrics in songs succeeded in developing students' vocabulary mastery. Moreover, the relevant and relatable lyrics can give such different atmosphere in the process of teaching vocabulary to the students in the class. Students find them more contextual and can also share their own experiences related to the lyrics displayed on the screen.

Melisa et al., (2022) also stated that listening to English songs can increase students' vocabulary not only in their academic grades but also in their behavior towards

lessons. With English songs, students can get a lot of new vocabulary from the application. This is because this application is equipped with lyrics so that students can listen while reading the lyrics. By using this music streaming application as tool of learning, students will find it easier to learn English, especially vocabulary.

CONCLUSION

Based on the explanation above, the researchers found that using the JOOX application again had an impact on students' vocabulary mastery and made students happy during the learning process. Apart from being a fun learning medium, this media also helps students to memorize the vocabulary used in song lyrics. While listening to the song, the students also read the lyrics given. This process allows students to recognize words, spelling and translation. This helps them to become more familiar with the language. As in this research, the topic used is the structure of song. Through songs from the JOOX application, students can see the lyrics of the song being played so students can more easily understand vocabulary. In conclusion, the use of the JOOX application can significantly improve the vocabulary mastery of class X SMA Swadhipa Natar. It is suggested for the teachers to apply this app in their teaching process as one of teaching media to support teaching English vocabulary and enhance the students' interest. Students may also use this application since it is free and can be used anywhere and anytime. Apart from that, since the scope of this research is only focusing on the effect on students' vocabulary mastery, further researchers can also add more instruments to see students' responses and conduct in different context.

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