IMPROVING STUDENTS' VOCABULARY BY USING JOOX APPLICATION

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Abstract

The purpose of this study is to improve students’ vocabulary by using JOOX application. In the Pre-Test result, the students who got score ≥ 13 were 21.88%, otherwise 79.12% were under achievement students. Then, the students who got score ≥ 13 in Post-Test 1 were 81.25% while 19.75% student got score < 13. Furthermore, in Post-Test 2 result all the students (100%) got score ≥ 13. The use of the JOOX application media in teaching and learning process can improve the students’ activity in the classroom, the students’ activities in cycle 1 were categorize into fair category. The students’ activities was 66% (get score 33 of the 50 maximal score). Then, in cycle 2 it could be seen that the students’ activities were categorize into good category. The students’ activities was 80% (get score 40 of the 50 maximal score). It is indicated that the students’ vocabulary mastery could improve significantly after the treatment applied in the teaching and learning process.

Keywords: JOOX Application, Song, Vocabulary.

INTRODUCTION

Everyday people must always communicate and everyone can communicate, but not always be able to communicate well. Teaching Indonesian and other languages is certainly very different, because teaching English must involve four skills, namely; listening, speaking, reading and writing. Teaching English can be found in everyday life, which provides a lot of teaching in grammar and vocabulary to develop English vocabulary skill. Indriarti (2014, p.140), states that vocabulary is the most important component that must be taught to students, vocabulary is the main aspect in understanding a language. The more vocabulary is known, the better will be in understanding what they hear or read. In addition, the more vocabulary they have, the more accurate it will be in conveying ideas or expressing their ideas verbally or in writing. However, students from the second semester of the Computer Diploma Muhammadiyah University of Metro only have a limited vocabulary. The researchers found many problems faced by students in mastering vocabulary, as follows: 1. The students have limited vocabulary, 2. The students have difficulty remembering vocabulary, 3. The students do not understand the meaning of each vocabulary, 4. The students never practice vocabulary in everyday life. This is what causes students to lack vocabulary.
The researcher found some factors that make students feel difficult in mastering vocabulary abilities. The first is internal factors, those are: students are less interested in learning English subjects, students got low scores in English subject, especially in mastering vocabulary. The External factors that make students lazy to learn English are like the school environment. Schools as formal education institutions have an important role in learning. One important component in education is the teacher. Teachers in the world of education have a very important role in the learning process, in the delivery of learning materials there is a need for variations in methods or methods of teaching. There are many ways that can be done and used by researchers in overcoming the above problems. In this research, researchers found the right media to overcome the problems faced by students by using English songs in JOOX application. Thus, the main problem of this study is students have limited vocabulary. The problem research: Can the use of JOOX application improve students’ vocabulary? And, can the use of JOOX application improve students’ activity in a classroom? So, the research can give the different ways in vocabulary learning especially it is to improve students' vocabulary.

METHODS

Classroom Action Research is one of the ways and solutions that are useful for teachers to understand what is happening to their classrooms. According to (Sukardi: 2013, p.212), in Classroom Action Research there are some procedures that must be implemented; (1) planning, (2) implementing, (3) observing, (4) reflection. The category of this research is Classroom Action Research, it use to improve students’ vocabulary. Action research is broadly defined as a process through which practitioners study their own practice in order to solve problems in their day-to-day practice Mitchell (2009, p.344-49). Hamdani (2011, p.326), action research is essentially a scientific activity that is able to reflect learning activities in the classroom through scientific research that can be accounted to the procedures and requirements, and can doing without reducing teachers’ attention in the classroom and student achievement. Furthermore, Iskandar (2012, p.64) says that action research is a research conducted by educators, and also is a type of research that aims to give teachers opportunity to resolve the problems of teaching and non-teaching in the classroom carefully, systematically by using the existed rules.

Results and Discussion

a. The result of Pre-Test

The students’ vocabulary score was taken from the Pre-Test, Post-Test 1 and Post-Test 2. The researcher arranged the frequency distribution to classify the students’ scores. The frequency distribution of the scores was classified into four categories: excellent, good, average and very poor (Coombe: 2013, p.134). To know further about the level of students’ vocabulary mastery, the researcher presents the table of classification below:
Table 4.2. The Classification of the Students’ Vocabulary score on Pre-Test

| Score     | Frequency | Percentage (%) | Decision  |
|-----------|-----------|----------------|-----------|
| 18 – 20   | 0         | 0              | Excellent |
| 14 – 17   | 5         | 15.62          | Good      |
| 10 – 13   | 15        | 46.88          | Fair      |
| 7 – 9     | 12        | 37.50          | Very poor |
| 32        | 100.00    |                |           |

*Source: Data analysis on students’ Pre-Test score*

The table above indicated that among 32 students, 5 or 15.62% students achieved good category; then there were 15 students or 46.88% who could achieve an fair category; and 12 or 37.50% student who belonged to a very poor category. In conclusion, the students’ vocabulary mastery before the treatment was classified into a fair category. The mean score was in the range of 10 – 13 which lied into an average category.

b. The result of Post-Test in Cycle 1

Having administered the treatment using JOOX application, the researcher would like to see the result of the students’ vocabulary mastery on Post-Test 1. The complete description can be seen below:

Table 4.3. The Classification of the Students’ Vocabulary Mastery Based on Post Test 1

| Score     | Frequency | Percentage (%) | Decision  |
|-----------|-----------|----------------|-----------|
| 18 – 20   | 0         | 0              | Excellent |
| 14 – 17   | 23        | 71.88          | Good      |
| 10 – 13   | 9         | 28.12          | Fair      |
| 7 – 9     | 0         | 0              | Very poor |
| 32        | 100.00    |                |           |

*Source: Data analysis on students’ Post-Test score*

The table above indicated that among 32 students most of the students could achieve a good category; there were 23 students or 71.88% who belonged to a good category in the Post-Test 1; otherwise 28.12% or 9 students got fair category. In conclusion, the students’ vocabulary mastery after the treatment in cycle 1 improved significantly because 71.88% of the students get good category. It indicates that song method in teaching English vocabulary is effective.

c. The result of Post-Test in cycle 2

Based on the result of vocabulary score in cycle 1, it was clear that the students’ score improved significantly during the treatment. Then, The
researcher presents the table of classification of students’ vocabulary score in cycle 2 below:

Table 4.4. The Classification of the Students’ Vocabulary Mastery on Post-Test 2

| Score | Frequency | Percentage (%) | Decision       |
|-------|-----------|----------------|----------------|
| 18 – 20 | 8         | 25.00          | Excellent      |
| 14 – 17 | 24        | 75.00          | Good           |
| 10 – 13 | 0         | 0              | Fair           |
| 7 – 9   | 0         | 0              | Very poor      |
|         | 32        | 100.00         |                |

Source: Data analysis on students’ Post test score

The table above indicated that among 32 students most of the students could achieve a good category; there were 24 students or 75.00% who belonged to a good category in the Post-Test 2. In addition, it can be seen that there were 8 students or 25.00% who could excellent category. In conclusion, the students’ vocabulary mastery after the treatment in cycle 1 improved significantly because no one get fair and very poor category. It indicates that JOOX application in teaching vocabulary is effective because most of the students could pass the examination of vocabulary test.

CONCLUSION

From the research result, it was clear that the result of Pre-Test in the first meeting on cycle 1 showed that the students’ vocabulary mastery still low, but after song method was applied in teaching learning process the students have improved their mastery. It could be seen at the progress of students’ score of Pre-Test to Post-Test 1 and Post-Test 1 to Post-Test 2, a JOOX application was one of the appropriate media to teach English vocabulary. The used of JOOX application can make the students’ interest so that they loved learning English. The used of songs in JOOX application was regarded to be the effective way in teaching vocabulary at the beginner level because the students would be easier in memorizing the new words.

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