

CHAPTER TWO

LITERATURE REVIEW

1.1 Previous Studies

This study focuses on media that can help students improve vocabulary mastery. In this case, previous research from previous researchers is used to determine novelty to support and compare the results of previous studies. There are several explanations about previous related research.

The first related study was conducted by Robiatussolikah (2019). The title of this study is "The Effectiveness of Songs from the JOOX Music Application on Vocabulary Mastery of Second Grade Students of Mts Darul Falah". This research was conducted at MTS Darul falah Tulung Agung. The population of this research is students of grade II MTs Darul Falah. The samples are class VIII A consisting of 28 students and class VIII B consisting of 29 students. The research instrument was in the form of tests and data analysis using the t-test. First, the researcher gave treatment to the experimental class using the JOOX application. The average score of students in the pre-test who were taught using songs from the JOOX Music application was 63.79, and the average score in the post-test was 78.10. The average score in total was 14.31. Then the researcher gave pre-test and post-test questions to the control class which was taught without using songs from the JOOX application, the average score of students in the pre-test which were taught without songs from the JOOX Music application was 49.46, and the average score on the post-test was 50.17. The average score is 0.71. From the above results the t test

results at a significance level of 0.05 indicate that the significance value (sig-2 tailed) of 0.00 is smaller than 0.05 ($0.00 < 0.05$). This result means that there is a significant difference in the vocabulary of students who are taught using songs from the JOOX Music Application and students who are taught using conventional methods.

The second research was previously conducted by Fikroh (2020). This research is entitled "The Effectiveness of Using Songs from the JOOX Music Application on Vocabulary Mastery of Class XII Students of SMKN 3 Boyolangu Tulungagung". The research was conducted at SMKN 3 Tulung Agung. This study used a quasi-experimental with a quantitative approach as its research design, the samples were class XII TEI three and class XII TEI two. The research instrument was a test. Data analysis used a t-test. First, the researcher gave pre-test and post-test questions to the experimental class. Experimental class students experienced a significant increase from an average pretest score of 55.59 and a posttest score of 85.88. The average pre-test and post-test gain was 30.29. Meanwhile, students in the control class experienced an increase but not significantly, this can be seen from the average pre-test score of 55.0 and the post-test score of 66.18. The average value of the control class between the pre-test and post-test was 11.18. Based on the values obtained between the experimental class and the control class, there is a significant difference. The value obtained from the experimental class is 30.29 and the value obtained from the control class is 11.18. It can be concluded that the value obtained by the experimental class is higher than the control class. It can be concluded that songs from the JOOX Music Application are effective and are not influenced by foreign variables.

The third research was previously conducted by Khidayah & Ampa (2021). The title of this study is "The Effectiveness of the JOOX Application in Teaching English". That this research was conducted at SMAN 1 Tapalang. This study aims to determine the effectiveness of the JOOX application in teaching English and students' responses in listening through the JOOX application. The researcher applied the pre-experimental method with one group pretest and posttest design, and collected data based on the test. The research sample was students of class XI MIPA 1 at SMAN 1 Tapalang, with a total of 26 students. The instrument used by the researcher is the pre-test and post-test. First of all, the researcher gave the students pre-test and post-test questions. Then after doing the research, there is a significant difference between the pre-test and post-test. the average score of students in the pre-test was 60.42 and the average score of students in the post-test was 85.58. So, the researchers also compared the t test and t table that df 25 and sig level 0.05. Then find the t table is 1.708. Because the t test is $54.780 > 1.708$, then H_0 is rejected and H_a is accepted. So that researchers can conclude that the JOOX application is effective in teaching English.

The fourth research was previously conducted by Wicaksana (2019). The title of this study is "JOOX Music Application as a Digital Media in Learning Vocabulary." The purpose of this research is to find out whether the JOOX application can improve students' vocabulary. The sample of this research was 30 grade 8 students of SMPN 8 Makassar. This study used a pre-experimental design. The instruments used were pre-test, post-test, and data analysis. Which is where researchers provide pre-test and post-

test questions to test whether the JOOX Music application is able to increase the vocabulary of grade 8 students of SMPN 8 Makassar. The results of the study showed that the JOOX Music application significantly improved students' vocabulary skills after doing the treatment. The mean score increased from 58 in the pre-test to 90.2 in the post-test. This means that the JOOX Music application can improve students' vocabulary skills in learning English at SMPN 8 Makassar.

The latest research was previously conducted by Luthfi'ah & Prasetyarini (2021). This research is entitled "The Use of JOOX Music in Teaching Vocabulary to Junior High School Students in SMPN 1 Bulu". This study aims to describe the application of JOOX music in vocabulary learning, especially in the material that will be given to students and the steps for learning vocabulary using JOOX music and identify the problems faced by teachers in learning using JOOX music in English vocabulary at SMPN 1 Bulu. This study uses a qualitative method. The research method used by researchers by way of interviews. The subjects of this study were 2 English teachers at SMP N 1 Bulu, namely Mrs. Mujiyem & Mrs. Miyarti and the students in class VIII A and VIII F. The interview was conducted by giving several questions to Mrs. Mujiyem and Mrs. Miyaarti. Based on the research, findings and discussion, the researcher concludes the research study. The researcher concluded that the two English teachers at SMP Negeri 1 Bulu had the same implementation for teaching English vocabulary using JOOX Music.

What distinguishes previous research and current research is that there are three things that are different from the current research and previous research. The first is in terms of

research locations which have different characteristics from previous studies. The second is the method used in previous research and current research is different where the current research uses quasi-experiments while previous research uses pre-experimental methods. The third is the experimental group in previous studies using the JOOX Application and the control class using Spotify. While the experimental group in this study will undergo treatment using the JOOX Application in the teaching and learning process, while the control class is going to be taught using conventional methods.

2.2 Theoretical Framework

2.2.1 Concept of Vocabulary

Vocabulary is one of the most essential in language learning. Many researchers agreed that vocabulary acts as a core, central to the language and one of the most important aspects of language (Nikoopour & Kazemi, 2014; Salehi, 2017; Alqahtani, 2015). It is emphasized that vocabulary acts as the vital organ and the flesh of the language. It is also stated that learning grammar is less important than the vocabulary (Aslanabadi & Rasouli, 2013). The three components of English are grammar, vocabulary, and pronunciation; and the skill of English are listening, speaking, reading, and writing. According to Cahyono and Widiati (2011), good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading), and productive (speaking and writing). It can be known that it is important to learn vocabulary for mastering language skills as well. By having sufficient vocabulary one can be able to produce language either spoken or written. Sufficient vocabulary is needed since the vocabulary is the main aspect of the language, like bricks, which we can build either houses, offices, or anything else.

Therefore, it can be concluded that without sufficient vocabulary, we cannot learn other parts of the language such as grammar.

Definitions of vocabulary, according to Cameron in Alqahtani (2015), vocabulary is one of the knowledge areas in language, plays a significant role for learners in acquiring a language (Santosa, Pratama, and Putra 2020). Vocabulary is a word that contains specific meaning related to the texts to understand the text easier and translate it, especially for Islamic elementary school that the students have low skill and lack vocabulary than the higher-level student.

Linse (2005) stated that vocabulary is the collection of words that an individual knows. Other expert, Neuman and Drawyer as cited in Bintz (2011) said that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

While according to Huyen and Nga (2003, cited in Kaosar, 2012), vocabulary plays an important role in the four skills in learning language. Moreover, Hernawati (2015) states that vocabulary is the word that people understand both their meaning and usage. Someone must have sufficient vocabulary to understand what is read and heard, to speak, and write the right words that could be understood by others.

Observing all the definitions that have been formulated by the experts above, it can be conclude that vocabulary is the meaning of words, English in a broad sense is used not only in speaking and writing, but also in reading and listening. The meaning of vocabulary

is not a separate meaning, but also a meaning according to the context. The meaning of a word that we find in the dictionary is one of the meanings that is very often attached to the word.

2.2.2 Aspects of Vocabulary

According to Brewster (2004), cited in Nurhalimah (2020), aspects of vocabulary mastery are form, pronunciation, word meaning and usage. The aspects of assessing vocabulary mastery that are emphasized in the form section include those relating to listening and repeating what is heard, listening to specific formological information, vowel and consonant sounds, number of syllables and patterns of sound pressure. Observing written forms (first and last letters), spelling collections, paying attention to grammatical information and transcribing and organizing related vocabulary. In the pronunciation section, the emphasis is on the pronunciation or pronunciation of vocabulary. A person's vocabulary mastery is said to be good if he is able to pronounce vocabulary correctly.

The next is word meaning. It is related to the meaning of vocabulary and its relationship with other vocabulary concepts. One of the things that determines a person is said to have mastered vocabulary is his ability to understand the meaning or meaning of vocabulary. Part of usage is focused on the use of related vocabulary. Usage is an indicator that complements the previous indicators. If someone is able to pronounce and mention the meaning of a vocabulary, but has not been able to arrange the vocabulary in the right way, then his vocabulary mastery is still said to be lacking, because of that usage is said to be a complementary indicator in vocabulary mastery. Based on the information above, it

can be concluded that aspects of English vocabulary mastery include, form, pronunciation, word meaning and usage which includes reading and writing vocabulary, pronouncing vocabulary, interpreting vocabulary and using vocabulary.

2.2.3 The Concept of Teaching Vocabulary

Vocabulary is crucial to be mastered by the learner in order to understand the language. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. Hornby (1995) as cited in Alqahtani (2015) defined the mastery of vocabulary as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Vocabulary mastery refers to the great skill in processing words of a language (Susanto & Fazlinda, 2016). It is an individual achievement and possession (Alqahtani, 2015). Due to that reason, the biggest responsibility in increasing the knowledge is in the individual himself.

Vocabulary teaching is aimed at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes (Cahyono and Widiati, 2008). Meanwhile, Intaraprasert (2004) emphasizes that the main goals of vocabulary learning are: to discover the meanings of a new words, to retain the knowledge of newly-learned words; and to expand the knowledge of English vocabulary. Employing effective strategies both in teaching and learning the vocabulary will have positive contribution to students' vocabulary growth which will affect their language skills.

In teaching vocabulary, the teachers should have some techniques in order to make students familiar with the vocabulary, so that they understand new word easily. The technique functions not only to help the students grasp the meaning of the words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students. According to Harmer (2001) also gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1. Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2. Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3. Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.

4. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5. Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words. Based on the

references above, it shows that teaching vocabulary is how the teachers teach a list of a word with their meanings, especially in a book for learning a foreign language to the students. This is also an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life. Not only for daily life, but vocabulary is very important in improving the students' skill in English.

2.2.4 Vocabulary Teaching Principles

To learn a foreign language including English, a certain method is needed in teaching a lesson to students. In the teaching process, especially foreign language teaching, method is an important factor, and must receive special attention and high priority to achieve teaching objectives. To create a successful vocabulary teaching, it relates to the factors that need to be considered in choosing vocabulary. So, the teacher must have a procedure or method for teaching vocabulary. Also, the teacher must decide on the proper technique needed to teach the different item types.

Wallace (1989) suggests nine principles of teaching and learning vocabulary as follows:

1. Purpose

In teaching vocabulary, we must be clear about our goals, how much vocabulary we hope that the learner can understand what we have been taught. If this point is not clear, it will be difficult to judge how successful the vocabulary learning we have taught our students has been.

2. Quantity

Having decided what is involved in learning vocabulary, we can then decide on the amount of vocabulary to be taught, the number of new words our students can learn. If we expect the words to be taught to be part of the student's active vocabulary, then we place the number of words as low as about five to seven new words. Obviously, the actual number will depend on a number of factors that vary from class to class and student to learner. When there are too many words, students may become confused, hopeless, and frustrated.

3. Need

To decide what vocabulary to teach students, teachers use textbooks or syllabus. However, the teacher in choosing the vocabulary to be taught will refer to the objectives of the subject and the objectives of the individual lesson. The teacher can also in the sense of giving responsibility for choosing the vocabulary to be taught to students. In other words, students are placed in situations where they must communicate the words they need, as they need them, by using the teacher as an informant.

4. Frequent Exposure and Repetition

In teaching and learning vocabulary, there should be a certain number of repetitions until there is evidence that students can recognize the target words. The simplest way to check that learning has taken place is to see if students can recognize the target words and identify their meanings. If words are to be part of students' productive vocabulary, they should be given the opportunity to use them as often as necessary to remember the words with the correct emphasis and pronunciation.

5. Meaningful Presentations

In presenting vocabulary lessons, students must have a clear and specific understanding of what word is denoted or referred to. This requires that the words are presented in such a way that the denotations and references are very clear and unambiguous.

6. Situation Presentation

The way of presenting the word must be in accordance with the student's situation. With good conditions, sufficient time and comfortable methods, students will automatically succeed in learning vocabulary.

7. Present in Context

Words very rarely occur separately, so it is important for students to know the collocations that are common to these words. Collocations are words that are generally associated. In this sense, through reading materials, new words or foreign words can be presented as a medium in teaching vocabulary.

8. Learn Vocabulary

Learn vocabulary in mother tongue and target language. In teaching target words, the teacher can use mother tongue words as a tool to compare the similarities and differences of these words. Wallace (1989) states that there are five steps to learning or achieving vocabulary in the mother tongue and target language as follows:

- a. There is a felt need.
- b. The learner is exposed to a large amount of language at his own pace with tremendous scope for repetition of what he learns.
- c. Learners control their own learning pace
- d. The target language is almost always found in the right situation and in the right context.

e. Because words are learned as they arise from a need felt in a given situation, they usually have a denotation.

9. Inference Procedure (Guessing) in Vocabulary Learning

Guessing is also a strategy in learning vocabulary that directs students to think about the meaning of the words being taught. The students infer the meaning of words by hearing or reading them being used in certain contexts and certain situations.

2.2.5 Teaching Vocabulary Mastery

According to Paramandita (2020) Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word “master”, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Norbert Schmitt (2000), states that vocabulary mastery is the competence to know words and meanings.

In short, vocabulary mastery can be interpreted as a number of vocabularies (words) in a language that contain information about the meaning, form, and use in the context of communication. This is basic knowledge that students must master before mastering English. As Chen and Li (2009) admit, vocabulary learning is a major problem for learning English because it comprises the basic building blocks of English sentences.

In learning the four language skills, vocabulary is one of the basic components that must be mastered. This is reasonable considering the four language skills require knowledge of words because student will get nothing without vocabulary. The more students master

the vocabulary, the better they will do their language. With a vocabulary that is too limited, students will experience difficulties in mastering reading and other skills. Thus, they will master vocabulary through simple words by listening to words spoken by others. It is known that learning English vocabulary cannot run successfully without English skills because both are very important in teaching English and the learning process.

2.2.6 Concept of JOOX Application

Applications are programs that are used to generate information and use computers to operate. According to Jogiyanto (2004), JOOX is an application is a system designed and structured to produce integrated information using computer facilities as a support.

JOOX 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. 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, Handi (2015).

JOOX allows users to find diverse and complete music collections compared to other streaming music applications. Users can find all their favorite artists, tracks and genres. Inside JOOX there are many features that can be used and are very useful for music lovers because they will find more and more songs around the world. Perez (2016) explains 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. So JOOX can help students in improving their motivation and extend their vocabulary through song lyrics and deepen their listening in the classroom.

Especially if the song is new, the lyrics are automatically new, students don't have to worry about the lyrics. Lyrics available on their screen and enjoy the song. In addition, when students often listen to the song, the new words that come from the song will be easier to remember. In accordance with the definition above, the JOOX Music Application is a system designed to listen to music online using a smartphone which is equipped with various genres of songs, especially English and others. By using this application students besides enjoying listening to music can also read the lyrics of the songs in it. So, it can help them to increase their vocabulary.

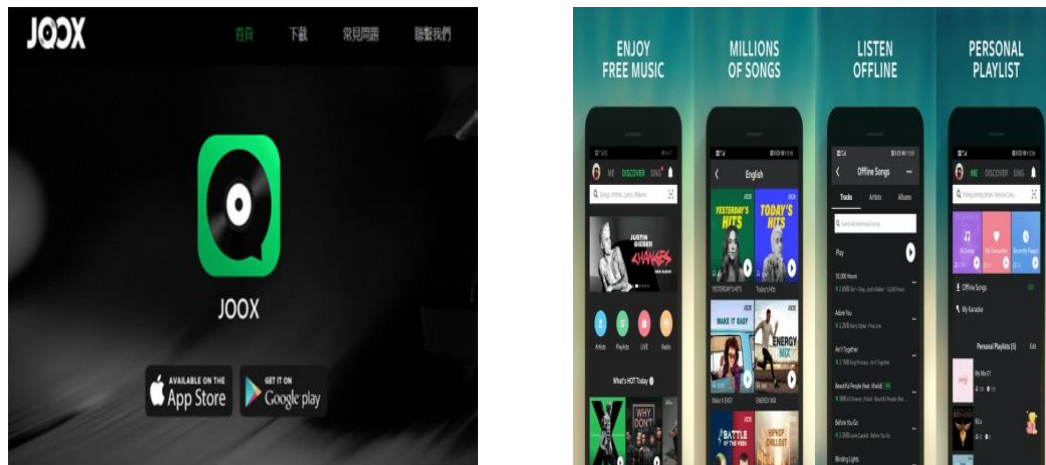


Figure 2.1 JOOX Application Interface

JOOX is a great music app, made for those of you who want to listen to music all the time. According to Fikroh (2020) Through the JOOX Music Application, users can search

for all their favorite tracks, artists and genres. The following are the advantages of using the JOOX Application as a vocabulary learning medium.

1. Students can recognize various kinds of accents. Many types of English accents are used in a song, for example; British accent, American accent, Caribbean accent, etc. Some song genres change not only the accent but also the vocabulary.
2. Students can listen to songs anytime and anywhere. This makes it easier for students to practice their vocabulary.
3. Students can search for songs according to their wishes. This makes students not bored when learning vocabulary.
4. Students can listen to the latest songs in the JOOX Application to improve their vocabulary mastery.
5. Students can see the lyrics of the song being played.

2.2.7 Teaching Vocabulary using JOOX Application

JOOX has several interesting features including providing millions of national and international songs that can be enjoyed free of charge, users can access JOOX radio which consists of several channels, provides recommended playlists for users, top chat features and paid features for VIP users. With this application the teacher can choose songs that have the appropriate vocabulary to be taught. Students can also vote and listen to their favorite songs.

How to teach vocabulary using the JOOX Application according to Pandi (2010):

1. Using songs that are familiar and contain the material to be taught.

2. The songs that teach have properties and characters that contain the achievement of learning objectives.
3. The song used must have a difficulty level that is appropriate to the student's abilities.
4. Using songs that contain messages or values appropriate to the student's age level.
5. The song lyrics used are not too long.

2.2.8 Hypothesis

This study uses two kinds of hypotheses as follows:

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

H₁: There is significant improvement on students' vocabulary mastery after being taught by using JOOX Application.