TEACHING LISTENING ABILITY BY USING JOOX APPLICATION TO THE ELEVENTH GRADE STUDENTS OF SMK PGRI 2 SIDOARJO

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Abstract

Listening is the skill that felt difficult to be master by the students. Because it needs more attention and high concentration to comprehend the sounds. Considering that problems, the study to describe how Joox application is oriented towards the following purpose they are is To describe Joox Application help students' Listening Ability and To describe what kinds of difficulties the students face in listening class using Joox application. This thesis using questionare and checklist as research method. Here, the researcher described how English teacher teach listening by using Joox aplication and what kinds of difficulties do the students find out in listening class using JOOX aplication to the Eleventh Grade Students of SMK PGRI 2 Sidoarjo. The eleventh grade actually can learn something easilly if they are interested in the materials, and it is the researcher duty to make hold their interest. The researcher in here, suggest using JOOX application as the media in teaching listening.

Key words : Listening, JOOX Application.

Introduction

Every person learns his language since he was a child until adult, especially his mother tongue. The process started naturally with a view to communicate in society environment. Language has four skills to master. They are listening, speaking, reading, and writing that have to mastered by students of senior high school. From these skills, listening is the skill that felt difficult to be master by the students , because it needs more attention and high concentration to comprehend the sounds (Rismawati : 2013:1). There are many causes why the students difficult in the listening skills. First, when the native singer is singing an English song, they usually sing with the high speed. It is too fast for the students to follow the rythm. When they are listening this song, the students can not choose a comfortable listening speed. They have to keep pace with the speaker's thinking process.

Second, the materials on the song are usually sounded by native speaker. There are different accents, difficult idioms and unfamiliar language chunks in their speaking. So, the students may not be used to the accents of the foreign people. It is hard for them to understand what the native speakers sound.

Nowadays, English are used by everyone, everywhere, and whenever. In learning English sometimes the students are bored with certain teaching atmosphere and less motivated. There are

various techniques used for teaching language skills: Listening, Writing, reading, and speaking. There are any various medias used for teaching English and improve their Listening skill which could make the students feel interest to learning process and enjoy it (Faisol: 2013:3)

The teachers should be creative when they are teaching English. In general, many teachers still teach by using traditional method and media. The students need an interesting media and technique that can make them feel enjoy and easily to get the point of the lesson. One of media that can be used in teaching listening is the popular application in android cell phone. It is JooxApplication. This application provides teachers with excellent resources for improving language skills, such as listening.

Many students just mastery the reading and writing skill. It is supported by the high technology, for example is android cell phone. There is an application that can support the learning activities like "JooxApplication". The students can study about listening and reading skill in one time. Most of students have this application in their smartphone. It means the students like to study English using technology.

Joox Application is more interesting from the other media. English songs can find in this application with these lyrics. After hear the songs, the students can think what the singer says and write down in their book then they are also can check the lyrics in this application. It can be a great way to live up listening activities and be an interesting activities and more effective.

Findings and Discussion

Here, the researcher described how English teacher teach listening by using Joox aplication and what kinds of difficulties do the students find out in listening class using JOOX aplication to the Eleventh Grade Students of SMK PGRI 2 Sidoarjo.

4.1.1 The implementation of JOOX application in teaching listening

In order to answer the first research question the researcher used observation checklist. This observation checklist, as show in table 4.1 observed the teacher, material, and student, during the implementation of teaching listening ability by using JOOX application.

The first observation conducted in October 27^{th}2018, in the first obsevation only described and implemented teaching listening by using Joox Application.

In the beginning of the class, The teacher greeted the students in classroom and showed the lesson plan the day while telling to the students that they would learn about listening by using Joox Application. Almost students knew and had ever listened song by Joox application. Students looked like it because usually they only did doing listening lesson by using common audio.

Then, teacher gave some intruction to students and how to learn by using JOOX application. Teacher also asked students who ever listened by using Joox application, and almost all of them answered 'ever and often', they said that there was many latest and popular song in Joox Application.

The teacher asked them to listen the song by Joox aplication, the students did it well. After they listened, they discussed with friend and teacher observed it and also gave them some questions about the listened. In this case, teacher looked anthusiastic and interested.

Table 4.1

Observation checklist

EXPLANATION	Yes	No
A.Teacher		
Teacher Follow the lesson plan or teaching using JOOX	√	
Teacher gives clear instructions on how to learn using JOOX application	√	
Teacher has done interactive communication with the students during the lesson	√	
Teacher facilitate students questions	√	
B.Material		

The material using JOOX application isn't boring (because the lyric and West Pop is teens's favorite.)		√
The material is easy to understand the lyric (easy and using common english)	√	
The material is interesting for student (interesting lyric)	√	
The material using JOOX application is new for student	√	
C.STUDENTS		
The student feel enjoy in listening lesson	√	
Students do discussion after using JOOX application	√	
Student is eager during the listening lesson	√	
Student participate actively in lesson	√	

4.1.2 Kinds of difficulties the students find out in listening class using JOOX application.

In order to answer the second research question the researcher used the answer from the questionnaire item from the questionnaire in table JOOX application in teaching listening ability.

Table 4.2

Questionare

Explanation	Yes		No	
Using JOOX application , students find difficulties in understanding the meaning of the song	7	35%	13	65%
Using JOOX application , students find difficulties to extend the vocabulary capacity	9	45%	11	55%
Using JOOX application make students difficult to deal with the speed of the songs	10	50%	10	50%
Using JOOX application , students have difficulties in guessing the unknown words or phrases	11	55%	9	45%
After using JOOX application students have difficulties in giving their own opinion about the content of the song	8	40%	12	60%
The quality of JOOX application make student difficult to develop their listening skills	9	45%	11	55%
Using JOOX application encourage student motivation to learn English	12	60%	8	40%
Using JOOX application is interesting and help to improve students English skill especially listening and speaking skills	12	60%	8	40%

4.2 Discussion

4.2.1 The implementation of JOOX application in teaching listening

Discussion on The implementation of JOOX application in teaching listening based on the finding of table 4.1. in order to answer the first research question about "How does an English teacher teach listening by using JOOX application". This past will the findings based on the result of observation checklist.

The first, the researcher explained the implementation of song in teaching listening using JOOX application in the eleventh grade student. The student here are11 MM 1 class in SMK PGRI 2 SIDOARJO there were 20 student in the class. The English lesson was taught for 20 minutes each meeting. The observation was held in 27th October 2018 and 28th October 2018. The observation is held during two meetings because based on the lesson plan, there are two meetings in listening material.

The first meeting was on 27th October 2018. When teacher came into the class, the teacher greeted the student and asked the student to pray together and checked their attendance after that, the teacher introduced to the student, they were going to listen the song and asked to listen a song carefully.

The teacher asked them to sit in the booth which was appropriate to their register number, and asked the student to prepare pencil and ballpoint. The teacher explained and introduced about English language culture in the song. The teacher did it because most of the student were not accustom about it yet before giving the blank paper sheets about song. The researcher played the song once, so that the students became familiar with the song. After that the song ended and the teacher would play the song twice and asked the researcher to play the song three times. But the teacher disagreed about them then they agreed and started to play the song and the student could discuss only with friend seat. The song played was entitled "Love Yourself" by JustinBieber. During the first listening, all of the student focused and concentrated on their paper sheet and tried to fill in the blanks the song wasn't completed some lyric last the student have to

completed. When the song ended, they asked the researcher to play the song again. Then the researcher, played the song one more time. In the second listening, some students started to make noise. They tried to look at their friends answer. The researcher warned them to be honest in doing the task. After getting the song for student. The student understand the researcher tried to sing song for student. The student became calm again but still there at the end of the song, most student asked the teacher to play the song once again to check their answer. But no more chance again to played song became rule song just played only twice.

The researcher asked the student to exchange their paper sheet to their friends. At the moment each student got their friend paper sheet. Then, the researcher started the discussion.

After student finished their answer, the researcher gave the correct answer (key) to their. They had to correct their friend answer and crossed out the wrong answer. After that, the researcher asked there to give the paper back to their friend. Then the teacher led the class to the discussion. The discussion was started by the teacher explanation.

By looking at the student answer, it was known that most students had tittle understanding in the material. They made some mistakes. They could catch just tittle the meaning and knew about the content of song. And the last observation to the student. The researcher gave fifteen minutes for answer the checklist and questionare observation. Before going went back to the class the researcher invited the student to sing a song together.

4.2.2 Discussion on difficulties that student perceived

Based on the result for the Questionaire in table 4.2 , the difficulties that student perceived after the implementation of JOOX application in teaching listening can be categorized as follows :

A. Difficulties Comprehending the Materials

By looking at the questioner for the students the most of Students feel the meaning of the songs is too difficult to understands, and the song is the cause for the students to develops their listening skills.

B. Difficulties of Unfamiliar Vocabulary

By looking at the questioner for the students the most of Students feel the Vocabulary is too difficult to understands, especially the unfamiliar Vocabulary.

C. Difficulties of the Length and Speed on the songs

By looking at the questioner for the students the most of students feel the length

Of songs that they try to listen is too long, and the speeds of the songs is too fast.

D. Difficulties of Cultural Differences

By looking at the questioner for the students the most of students feel interested to

Study for the language and especially for the deifferences of cultural about Indonesia and American Cultural, (By the Song).

Conclusion

The researcher used JOOX aplication as media to teaching listening with some steps and difficulties.

The steps of using JOOX application as media to teaching listening first researcher follow the lesson plan or teaching using JOOX application, researcher gives clear instructions on how to learn using JOOX application, researcher has done interactive communication with the students during the lesson, researcher facilitate students questions

5.1.2 The difficulties of using Joox application as media to teaching listening in this research are

difficulties comprehending the materials by looking at the questioner for the students the most of Students feel the meaning of the songs is too difficult to understands, and the song is the cause for the students to develops their listening skills. Difficulties of unfamiliar vocabulary by looking at the questioner for the students the most of Students feel the Vocabulary is too difficult to understands, especially the unfamiliar vocabulary. difficulties of the Length and Speed on the songs By looking at the questioner for the students the most of students feel the length of songs that they try to listen is too long, and the speeds of the songs is too fast. Difficulties of cultural differences by looking at the questioner for the students the most of students feel interested to study for the language and especially for the deifferences of cultural about Indonesia and American Cultural, (By the Song).

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