

# **THE STUDENTS' PERCEPTION ON USE JOOX APP IN LISTENING SKILL AT IAIN PALANGKARAYA**

**THESIS**



**BY :**

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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
THE LANGUAGE EDUCATION DEPARTMENT  
THE STUDY PROGRAM OF ENGLISH EDUCATION  
1442H/2020 M**

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MOTIVATING LISTENING SKILL AT IAIN  
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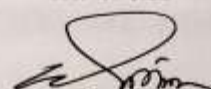
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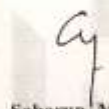
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*Assalamu'alaikum Wr. Wb.*

By reading and analyzing of the thesis, we think in the name of :

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Can be examined in partial fulfilment of the degree of Sarjana Pendidikan in  
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Thank You for your attention

*Wassalamu'alaikum Wr. Wb.*

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Sudah dapat diajukan untuk memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya.

Demikian atas perhatiannya, diucapkan terima kasih.

*Wassalamu 'alaikum Wr. Wb.*

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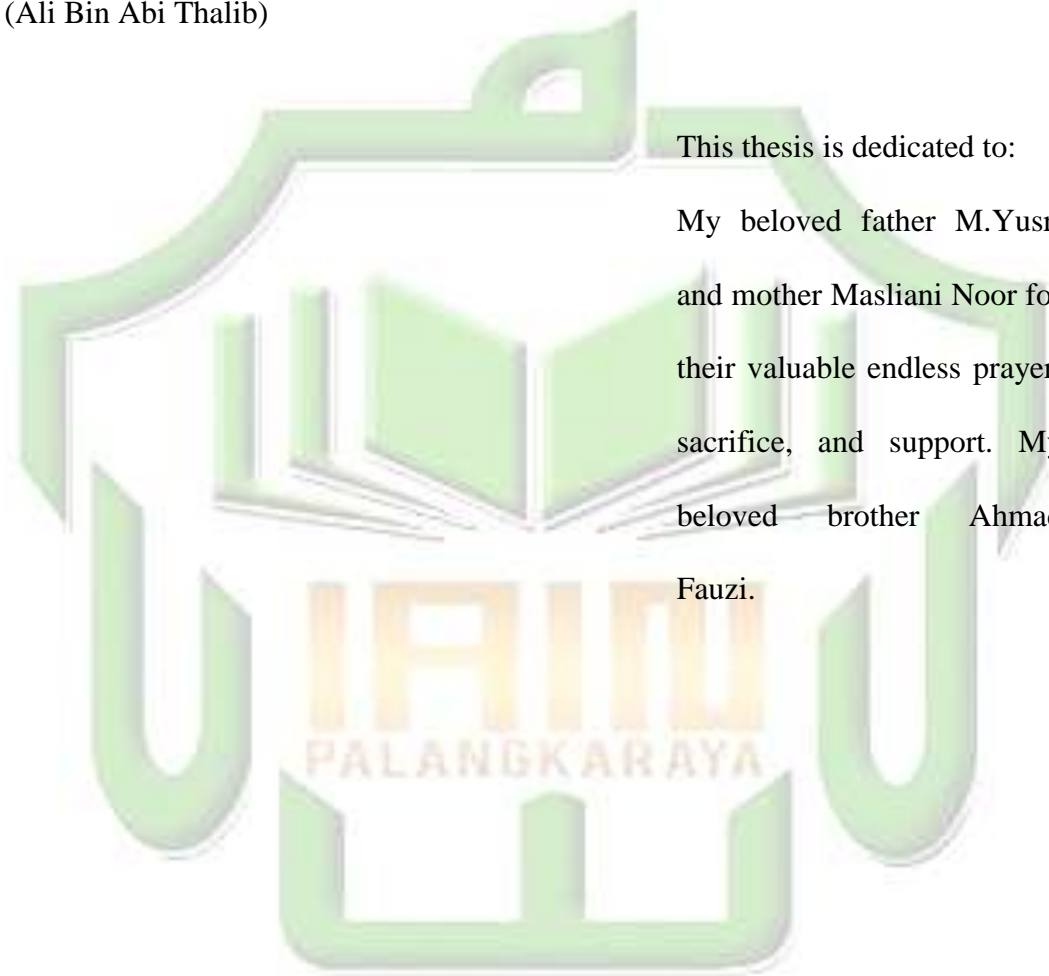
## **MOTTO AND DEDICATION**

“Be assured, there is something waiting for you after a lot of patience you have lived. That will stun you until you forget how painful the pain.

(Ali Bin Abi Thalib)

This thesis is dedicated to:

My beloved father M.Yusri and mother Masliani Noor for their valuable endless prayer, sacrifice, and support. My beloved brother Ahmad Fauzi.





#### DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 19 October 2020

Your Faithfully,



M. Yusril Mahendra  
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## ABSTRACT

Yusril Mahendra, M. 2020. Students' Perceptions on use Joox app in Listening Skill AT IAIN Palangka Raya. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.

Advisors: (I) Sabarun M.Pd. (II) Aris Sugianto M.Pd.

**Keywords:** *Perception, Joox, Listening Skill.*

Nowadays, listening to music is an activity favored by young people. There is lots of music streaming applications that can help them listen to music anywhere. Joox is a music streaming application used by young people to listen to music. Some of them use Joox to listen to inter-local music. Not only providing audio, Joox also provides the lyrics for the song. These services can be an interesting way to improve vocabulary and listening skills. Some learners find it difficult to capture vocabulary when they are listening to audio.

The purpose of this study was to determine student perceptions regarding the use of Joox as a learning method that is used in addition to outside of classroom in increasing self-motivation towards learning English, especially in listening. The statements that given are about the impact of using Joox to their vocabulary and listening skill using likert scale. The result of questionnaire revealed that students have positive perception toward the use of Joox in enhancing their vocabulary and listening.

This research used quantitative and qualitative methods in data collection with a purposive sampling technique. Data were analyzed with SPSS 20 to get standard deviations, averages, and medians. The population of this research was the 2017 English language students at IAIN Palangka Raya. 40 students as samples to answered questionnaire questions to complete the research objectives. 5 students as the main speakers in the interview to explain more deeply about the student perception about Joox in listening skill. To collect data, researchers used questionnaires and interviews.

This research will explain more about how effective the use of Joox outside the classroom is using the Joox application. The main research findings show that: (1) Students was motivated to learn English when used Joox app because Joox provider lyric, student can listen song meanwhile listen song. (2) Students had positive perception on using Joox because they think used Joox not only improve their listening skill but also practice their pronunciation. (3) Student feel their listening skill engaged after used Joox app and enrich their vocabulary through listen song. effects in using Joox as a learning tool that can motivate listening skills.

## ABSTRAK

Yusril Mahendra, M. 2020. Persepsi Mahasiswa terhadap prngunaan aplikasi joox dalam skil mendengarkan di Iain Palangka Raya.Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya.  
Pembimbing: (I) Sabarun M.Pd (II) Aris Sugianto M.Pd.

**Keywords:** *Persepsi, Joox, Listening Skill*

Saat ini, mendengarkan musik menjadi kegiatan yang disukai oleh anak muda. Ada Banyak sekali aplikasi music streaming yang bisa membantu mereka mendengarkan musik dimana saja. Joox menjadi aplikasi streaming musik yang biasa digunakan anak muda untuk mendengarkan musik. Beberapa dari mereka menggunakan Joox untuk mendengarkan musik antar-lokal. Tidak hanya menyediakan audio, Joox juga menyediakan lirik lagunya. Layanan tersebut bisa menjadi cara yang menarik meningkatkan kosa kata dan keterampilan mendengarkan. Beberapa pelajar menemukan cara yang sulit untuk menangkap kosakata saat mereka mendengarkan audio.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa tentang penggunaan joox sebagai metode pembelajaran yang digunakan selain di luar kelas dalam meningkatkan motivasi diri terhadap pembelajaran bahasa inggris khususnya dalam mendengarkan. Pernyataan yang diberikan adalah tentang dampak menggunakan joox untuk kosakata dan keterampilan mendengarkan mereka menggunakan skala likert. Hasil angket menunjukkan bahwa siswa memiliki persepsi yang positif terhadap penggunaan joox dalam meningkatkan kosa kata dan mendengarkan.

Penelitian ini menggunakan metode kuantitatif dan kualitatif dalam pengumpulan datanya dengan teknik purposive sampling. Data dianalisis dengan SPSS 20 untuk mendapatkan standar deviasi, rata-rata, dan median. Populasi penelitian ini adalah mahasiswa Bahasa Inggris angkatan 2017 di IAIN Palangka Raya. 40 siswa sebagai sampel untuk menjawab pertanyaan kuesioner guna melengkapi tujuan penelitian. 5 siswa sebagai pembicara utama dalam wawancara untuk menjelaskan lebih dalam tentang persepsi siswa tentang Joox dalam keterampilan menyimak. Untuk mengumpulkan data, peneliti menggunakan kuesioner dan wawancara.

Terdiri mahasiswa sebagai narasumber utama dalam wawancara untuk menjelaskan lebih dalam tentang seberapa efektif pengunaan joox di luar kelas menggunakan aplikasi joox. Temuan penelitian menunjukkan: (1)Siswa termotivasi untuk belajar bahasa Inggris saat menggunakan aplikasi joox karena joox penyedia lirik, siswa dapat mendengarkan lagu sambil mendengarkan lagu. (2) Siswa memiliki persepsi positif tentang penggunaan joox karena menurut mereka penggunaan joox tidak hanya meningkatkan keterampilan mendengarkan juga melatih pengucapannya. (3) Siswa merasakan ketrampilan mendengarkan setelah menggunakan aplikasi joox dan memperkaya kosa kata mereka melalui lagu. menggunakan Joox sebagai sarana pembelajaran yang dapat memotivasi keterampilan mendengarkan.

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The Researcher,

M Yusril Mahendra

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## **LIST OF ABBREVIATION**

LM : Lisma

LS : Lusy

YT: Yoga Tirta

MH : Muhammad Hasir

WT : Wahyu Tami Dewi

SD : Strongly Degree

D : Disagree

N : Neutral

A : Agree

SA : Strongly Agree



## **LIST OF APPENDICES**

1. Questioner
2. Interview
3. Curriculum vitae



# CHAPTER 1

## INTRODUCTION

### A. Background of Study

According with Rizky Anggraini R, et al. (2019) Regarding to the result of students' responses analysis from questionnaire given, the students' responses toward the use of Joox in listening practice are positive. They agree that listening through Joox can enhance their vocabulary also. It was proved by the result that 68% of the students agree that Joox can enhance their vocabulary. 60% of the students agree that they feel their listening skill improve by using Joox. Based on the findings obtained most of the learners get a motivation of using Joox in the learning process evidenced by the questionnaire. From the result of the study, also Joox application is recommended to be used in teaching listening in a proper way. Listening is a communicative behavior, in which listeners try to construct a reasonable interpretation of a text for some communicative purposes..

Hidayat. N (2019) mentions the use of Joox in teaching pronunciation is able to improve students' achievement. It also motivates the students to learn pronunciation and help them memorize and comprehend the words especially in pronunciation class.

Additionally, Pratama Yudha. A (2018), mention 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 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 ).

According Rizky Rachman (2019) that the application of Joox in learning is very good, because by using music we can make our students enjoy learning, and by using Joox we can practice the students' listening and vocabulary skills. Their results show that motivation is the most important part in learning English, and motivated students will be better at learning English through songs on Joox app, because motivation is a positive encouragement in students themselves to learn English.

JOOX is one of the music streaming application that released in January 2015 owned by Tencent. Bien Perez (2016, p. 1-2) 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. The users who like to listen to music can use the digital music feature. This platform is completed with many local and inter-local songs included the lyric. Therefore, users are allowed to read the lyrics while they are listening to music. Relating to the use of the JOOX application, it can be implemented to the learners who find the difficulty to remember some vocabulary.

Motivation is an influential factor in the teaching-learning process. The success of learning depends on the high or low motivation of students. It can drive learners in reaching learning goals. Therefore, motivation is the key to success in the learning-teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in the teaching- learning process so they will be pushed to study English well.

This research to find out how streaming English song via JOOX application improve student motivation and listening skill. Nowadays, listening to music becomes an activity which is liked by young people. There are so many kinds of music streaming applications that can help them listen to music everywhere. JOOX becomes the music streaming application which commonly used by young people to listen to music. Some of them use JOOX to listen to inter-local music. Not only provides the audio but, JOOX also provides the lyrics of the song.

The researcher conducts this research because the study here aims to investigate the use of JOOX music streaming application in enhancing the learners' Vocabulary and listening skills based on the students' perceptions in IAIN PALANGKARAYA.

## **B. Research Question**

Based on the background above in this research, the writer tries to conduct research about The Implementation of the JOOX app in Motivating Listening skills from English students' perception. So, the main problem of the study are:

1. How is the students' perception of using JOOX app?

## **C. Objectives of the study**

The Objective of the study is:

1. To explain the students' perception of using the JOOX app.

## **D. Significance of the study**

The significance of this study to give information as a consideration of policymaking in the field of education. This is for the English lecturers at IAIN Palangkaraya who teach English.

1. Theoretical significant
  - a. The result of this study can be used to other teachers as a new reference for teaching media to teach English so that the student can be interested in learning English.
2. The writer expects the findings of this study is expedient among others:
  - a. Practical significant



For students' on the use of JOOX application can improve their motivation in learning and have a new way of expanding their vocabulary through song lyrics while deepening their listening skills and can know the different connect words between vowels and consonants in song English.

b. For lecturers

It can be an important thing for them is teach use a fun way to motivate their students' in listening use of JOOX application in English classroom and will be easier to understand for students to learn English in the classroom use song lyric.

c. For the next researcher,

This research hopefully can be able to use as a reference for the next research.

### **E. Scope and Limitation**

Based on the problem above, to limit the scope of this study, the writer discusses students' perception on JOOX app in motivating listening skill and this study focus on their perception toward Joox an English song lyric, where it will take place at IAIN Palangkaraya

### **F. Definition of key terms**

Some important terms are needed to define to avoid misunderstanding. The definition of the key terms which to be used in the study presented as the following:

## **JOOX**

JOOX is a new-fashioned app that provides free music services. On JOOX, you can listen to any radio on demand, search top charts quickly, shuffle any recommended songs, add favorite songs, and enjoy other stellar services. (JOOX FAQ) JOOX is a good start for your music journey! If you play JOOX on non-Wi-Fi networks, you may be charged for data consumption by your provider. And JOOX is one of the music streaming application that released in January 2015 owned by Tencent. This platform is completed with many local and interlocal songs included the lyric.

Bien 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 in my opinion, JOOX can help students in improving their motivation and extend their vocabulary through song lyrics and deepen their listening in the classroom.

## **Perception**

Perception is the organization, identification, and interpretation of the sensor to represent and understand the presented information or the environment. The act or faculty of perceiving, or apprehending by means of the senses or of the mind, cognition, understanding. Perception is a process introducing or identification about something using the five senses. Impression on each individual depending on the experience. Experience gained from the thinking and learning process, also it has influenced by the

internal factor (Herwinda, 2010, p. 14-15) states that it means that perception is a process that involves the senses in responding to something or someone.

### **Motivation**

Motivation is an important factor that encourages a person to give their best performance and help in reaching enterprise goals. Broussard and Garrison (2004, p 106.) explains that define motivation as the attribute that moves us to do or not do something. Motivation for learning activities helps the students' to concentrate on what he is doing, thereby gaining satisfaction. Continuous motivation is needed to help learners concentrate on the lesson to be learned.

### **Listening Skill**

Listening Skill is Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated (Yildiz and Albay, 2015, p. 21) states that listening skill requires the student to have a piece of wide knowledge about language and content knowledge. Then, therefore when students receive the information with the amount of knowledge, it will be easier to comprehend the information. Because listening is one of the important core competence in English, so students

need to deepen their listening for avoiding misunderstanding in communication.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This part presents a review of the literature. It covers the major section. They are the previous study, the definition of JOOX, Perception, Motivation, and also listening skills.

#### **A. Related Studies**

There are relevant studies related to the topic. First, Dadang and Prita (2014) assumes on “Improving students’ Listening skill by using English song. The finding show that, the students used English song to improve their listening skill as one of their meaningful strategies to overcome their problem in listening skill. English songs can make the students become active in the class, they are interesting, and so they can do a listening task well. In conclusion, the improvement of students’ listening skills by using English songs was different after they got the treatment, it was seen from students’ scores in the pre-test to the post-test that analyzed by paired tests. Treatment of English is effective to improve students’ listening skills in the eighth grade of junior high school.

Second, Rizky and Maulida (2019) argue on Students’ Perceptions: The Use of Joox to Enhance Vocabulary and Listening Skill. This study reported the use of Joox music streaming application in enhancing the learners’ vocabulary and listening skill based on the students’ perceptions. Some of the learners find the hard way to catch the vocabulary when they listen to the

audio. The result of the finding revealed that Joox has significant effect on students' vocabulary and listening skill. The students can fill the blank space of



the lyric as the test. It proves that Joox is a media to improve students' listening skill. They can read the lyric after they fill all the blank lyric to check their correction to their test. Moreover, they can find new vocabulary while they were listening to the music through Joox. It indicates that they also can improve their vocabulary. Students have a positive perception of the use of JOOX in enhancing their vocabulary and listening skills.

Third, Apin. H (2013) claims on whether or not the use of songs significantly improves students' listening skills. The result of the study, the null hypothesis of this research was rejected the use of songs is likely to improve the students' listening comprehension skill.

Fourth, Mellasari (2015) declares on The Use of Song Lyrics in Teaching Listening. This study aim to find out students' response toward the use of song lyrics during the teaching of listening, and the challenges faced by the teacher and students in using song lyrics in listening class. The result the students' responded positively and enthusiastically to the lesson, and engaged easily in the whole learning process. However, using song lyrics in the classroom is not an easy way to do. Teacher and students commonly find some difficulties in using song lyrics in the students' learning activities.

Fifth, Muryani et al. (2018) this study investigate on Using English Songs in Improving Listening Skill. English song as a technique in teaching listening. The result of this research showed that English songs improved students' listening skills by Filling in the blank song lyrics. The students' individual scores in listening also improved in the teaching-learning process.



From this result, it can be concluded that students' listening taught by English songs had improved. In another word, this media can help students in listening.

Six, Arevalo et al. (2010) mention on listening performance of students throughout the development of six workshops based on the songs: Englishman in New York, Imagine, Mercedes Benz, Cats in the cradle, Zombie, and where is the love and the result of this study Findings indicate that this type of material can foster listening skills and engage students in discussion about cultural and social issues. The results of the information gathered, it is possible to say that songs are the most suitable type of authentic material to develop listening comprehension. This is because students feel motivated when working with this kind of material; furthermore, learners' ages and social contexts really fit with the kind of music we select to work in class.

Seven, Woottipong (2014) observes on listening skills of university students studying English with the use of video materials and to evaluate students' attitudes towards the use of video materials in teaching listening skills. The result of this study revealed that the use of video materials to develop listening comprehension of first-year English major students seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score.

Eight, Sahin. M (2016) explains on students' perception of "English" through the impressions and images and the effect of these perceptions on their motivation in learning English. The result of this study is students' positive or negative perceptions of English have a great influence over their motivation

and willing participation in English class: Successful students who face no problem with understanding and using English and generally have positive perceptions about English show a great interest and motivation in classes.

Nine, Hamdan. H (2015) claims on the problem of listening comprehension concerning Al-Mam University students through video integration in listening classrooms, and to explore students' perceptions whether they support the introduction of the listening material through video clips or through the traditional use of audio scripts. The result of this study students could learn the listening skill better with video utilization. Based on the subjects' perception of the effectiveness of videos in listening classrooms, the researcher recommends the English teachers to integrate videos in teaching listening.

Ten, Liando et al. (2018) argues on English major students' perceptions towards watching English movies to develop listening skill and speaking skill. This study was conducted at one university in North Sulawesi, specifically on the students who took Listening and Speaking class. The result of this study is most of them very highly believe that they can improve their speaking skill better than other media that are normally used in class.

Most of them has similarities and differences with my research. Similarity are the research students' motivation to learn English in class. However, there is a difference between those researches they are investigate the problem of students' learning and listening. Meanwhile my study focus on looking for solution for students' how students' perception toward using app as

a media to improve their motivation in listening through Joox app music. Research design used by them is a Mix method. And the object of this research in other schools, while the object of my research in Universities IAIN Palangkaraya, Central of Kalimantan, Indonesia.

## **B. The Nature of Listening Skill**

The teaching of listening skills has long been an accepted classroom activity in the General English classroom. Language teaching in the Faculty, however, has tended to lag behind in this respect and to concentrate on reading and writing skills at the expense of aural skills. We would argue, however, that listening skills, in these days of University exchange programmes requiring students to cope with English as a medium of instruction during their University career and with a European, as opposed to a national, job market, should form an integral part of any University English programed.

Listening is the process of identifying the component of sounds and sound sequences, whereby known words are recognizable. The process by which the continuous flow of words is translated into meaning is regarded as adding. Cognizing deals with the various aspects of knowing which are characterized by different conceptualizing experiences of which comparison is made, inferences drawn and categorized and sensory images formed (Harvey & Goudvis, 2000).

According to Goffman (1967), two interaction strategies are necessary for listening. First, is when the speakers have to scale down their expressions and the second, is when the listeners have to scale up their interests, each in the

light of the other's capacities and demands. This creates a channel enabling effective communication between persons of different backgrounds. The following types of listening have therefore, been identified:

1. Active Listening: Active listeners learn better and faster. They make sound judgments about what is heard. Perhaps, active listeners write down important ideas in complete sentences. They listen for ideas more than details. Of equal importance is their ability to listen for overall meaning.
2. Partial Listening: They are those who listen with a rebellious ear. They are those who are thinking of their next reply rather than listening to what is taking place.
3. Intermittent Listening: This applies to those who listen with a deaf ear. They close their ears to unpleasantness. They are those who compulsively nod and shake their heads in agreement when they are not listening at all. Since attitudes affect our perception of information, the more we allow our emotion to intrude into the listening process, the more distorted will be our recollection of what has been said.
4. Appreciate Listening: A good listener virtually absorbs all the speaker's meaning by being sensitive to tone of voice, facial expression, and bodily action as well as to the words themselves. Sincerity, depth of conviction, confidence, true understanding and many subtle implications may well be revealed, regardless of the words used (Sharifian, 2009).

### **C. Listening Skill**

Listening is a vital component of oral, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and nonverbal component.

When listening instruction does occur, it is mostly a top-down approach. Thorn (2009, p. 3) explains again points out that the focus is on schema building, gist, and guessing, not the words and sounds that make listening challenging.

Listening is an essential part of the communication process. Students spent the majority of each school day listening and much of what students know is acquired through listening. It is a term daily used without giving it much thought. Yet, listening is a vital mental capacity one of the principal ways through which we understand and take part in the world around us.

Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary, and grasping his meaning. Those subcomponents of listening are well as draws a particular list of components to master when dealing with this skill:

1. Discriminating between sounds.
2. Recognizing words.
3. Identifying stressed words and grouping of words.
4. Identifying functions (such as apologizing) in conversations

5. Connecting linguistic cues to paralinguistic cues (intonation and stress) and tonot.
6. Linguistic cues (gestures and relevant objects in the situation) to Construct Meaning.
7. Using background knowledge and context to predict and then to confirm meaning.
8. Recalling important words, topics, and ideas.
9. Giving appropriate feedback to the speaker.
10. Reformulate what the speaker has said

So, listening skills should be a major area of concern to teachers and students of a second or foreign language, this is the concern of this chapter which tends to summarize what is essential to be known about the listening process as it relates to foreign language learning.

According to Hidayat (2013, p. 21) listening is considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others. It means that listening is the ability to understand the messages being expressed by the speaker through the sound.

Ocak (2012, p. 333) states that songs are important teaching tools in teaching EFL (English Foreign Language) because as most teachers find out, students love listening to music in the language classroom. Students often hold strong views about music and students who are usually quiet can become very talkative when discussing it. So, the students should have a great motivation to



increase their listening ability. In this case, the teacher has many options, one of those is by using English songs.

According to Nor. H. (2014, p.45) listening is essential for language because the vocabulary that students get from listening can produce language such as writing and speaking. It is quite sure, practice listening can affect other language skills because students cannot understand what people speak or write without listening to it first.

Listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words. The listener tries to understand the intended message of the oral text to respond effectively to oral communication.

Listening and hearing are considered different processes. While hearing is considered as a physical, passive, and natural process, listening is a physical & mental, active, and learned process and is defined as a skill.

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. Listening is the active process because listening is not just a matter of hearing, listening includes many processes. Listening is determining the meaning and the message of the sound.

#### **D. Assessing of Listening Skill**

Listening is special too because spoken language, especially when it is formal, has a number of unique features including the use of incomplete



utterances. Experience of informal spoken English together with an appreciation of other spoken factors, the tone of the voice, the intonation of the speakers use, rhythm, and background noise, will help students to tease meaning out of such speech phenomena.

Because it is special characteristics, teachers need to ensure students are well prepared for listening and that they are clearly able to hear what they listen to.

One of the main reasons for getting students to listen to spoken English in to let them hear different varieties and accents. In today's world they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English.

There are number of ways in which listening activities differ from other classroom exercises: Firstly, Tapes go at the same speed for everybody. Unlike language study or speaking practice or even reading, where individual students can read (to some extent) at their own pace the tape continues even if individual students are lost. Unlike reading listeners to a tape cannot flick back to a previous paragraph, re – read the headline, stop to look at the picture and think for a bit before continuing. On the contrary, they have to go with the speed of the voice (s). They are listening to. Of course, they can stop tapes and rewind them but essentially, the speed of the speaker (s) dominates the interaction not that of listener.

It is perhaps this relentlessness of taped material which accounts for the feeling of panic which many students experience during listening activities. If they fail to recognize a word or phrase they have not understood. And if, therefore, they stop to think about it, they often miss the next part of the tape and are soon falling behind in terms of comprehension.

Assessment is an integral aspect of the pedagogical process of designing lessons, implementing them, and evaluating their success. Without an assessment component in every listening activities and every course, we couldn't determine the attainment of objectives and goals.

To assessing listening we have to consider to what levels and what assessment methods appropriate to our students. We have also consider too the micro and macro skills of listening, from processing tiny bits and pieces of language to strategic, interactive, and complex skills of extended discourse.

#### **E. Understanding the Terms Assessment and Test**

Before specifically consider in the topic of assessing listening in particular, a word is in order about two commonly used terms. It is tempting at times to simply think that assessment and test are synonymous, appearing in free variation depending on the whim of the speaker or writer.

A glance at some teacher reference books of 10 or more years ago could bear out such an assumption. However, in recent years, the profession seems to have come to an appropriate consensus that the two terms are, in fact, not synonymous.

Tests are a subset of assessment. Assessment is an ongoing pedagogical process that includes a number of evaluative acts on the part of the teacher.<sup>7</sup> When a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an evaluating of the student's performance. A student's written work, from notes or short answers to essays, is judged by the teacher in reading and listening activities, student's responses are implicitly evaluated.

All that is assessment. Technically it is referred to as informal assessment, because it is usually unplanned and spontaneous and without specific scoring or grading formats, as opposed to formal assessment, which is more deliberate and usually has conventionalized feedback. Tests fall into the latter category. They are planned sets of tasks or exercises, with designated time frames, often announced in advance, prepared for (and sometime feared) by students, and characteristically offering specific scoring or grading formats.

In considering classroom assessment, then, be prepared to entertain a range of possible pedagogical procedures. One of the first observations that needs to be made in considering assessment is that listening is unobservable. We cannot directly see or measure or otherwise observe either the process or the product of aural comprehension.

We can pinpoint exactly what we want to assess, the more reliably will we draw our conclusions, what assessment method (tasks, item formats) are commonly used at the various level? Consider the following list of sample tasks:

### 1. Intensive listening tasks

#### a. Distinguishing phonemic pairs

Ex. Grass – glass; leave – live

#### b. Distinguishing morphological pairs

Ex. Miss – missed;

#### c. Distinguishing stress patterns

Ex. I can go; I can't go

### 2. Paraphrase recognition

Ex. I come from Taiwan; I'm Taiwanese

### 3. Responsive listening tasks

#### a. Question

Ex. What time is it? – Multiple choice responses

#### b. Question

Ex. What time is it? – open ended response

#### c. Simple discourse sequences

Ex. Hello, nice weather. Tough test

### 4. Selective listening tasks

#### a. Listening cloze

(Students fill in the blanks)

#### b. Verbal information transfer

(Students give MC verbal response)

#### c. Picture cued information transfer

(Students choose a picture)

d. Chart completion

(Students fill in a grid)

5. Extensive listening tasks

a. Dictation

(Students listen (usually 3 times) and write a paragraph)

b. Dialogue

(Students hear dialogue – MC comprehension questions)

c. Dialogue

(Students hear dialogue – open –ended response)

d. Lecture

(Students take notes, summarize, list main points, etc)

e. Interpretive tasks

(Students hear a poem – interpret meaning)

f. Stories, narrative

(Students retell a story)

## **F. The Difference Between Hearing and Listening**

As a suitable starting point for dealing with the listening skill in foreign language teaching is to consider the following question: How is “Hearing” different from listening? The two terms “hearing and listening are often used interchangeably, but there is an important difference between them.

The average person spends 45-75% of their waking time listening rather than talking. Since we do listen more than we talk, it is important for our success as communicators to focus as much on the listening process as it does

the verbal or nonverbal processes of communication. First, it is important to realize that listening and hearing are two different things.

Hearing is the physical process that your body goes through as sound hits our eardrums. It is a passive activity where we don't have to actively engage our brains to do that activity. Listening, on the other hand, is an active process that requires effort on our part – we have to consciously think to listen.

Listening is defined as the learned skill, in which we can receive sounds through ears, and transform them into meaningful messages. Put simply, it is the process of diligently hearing and interpreting the meaning of words and sentences spoken by the speaker, during the conversation.

Hamilton said, "Hearing is through ears, but listening is through the mind." The two activities of hearing and listening involve the use of ears, but they are different. Hearing is when you experience the sound waves and noise by ears, but listening is when you receive the sound waves and understand it by paying full attention to the words and sentences of the speaker. For many people, these two activities are one, but the truth is, the difference between hearing and listening is vital. So have a glance at this article to understand the terms completely.

Active listening is the key element; that makes the communication process effective. Further, it encompasses making sounds that show the listener's attentiveness and providing feedback. It had a greater influence on our lives and used to gain information, learn and understand things, and so on.



## **G. Types of Listening**

Different situations require different types of listening. In the classroom situation, students can improve their listening abilities and gain valuable input by being engaged in the listening process through a combination of extensive and intensive listening.

Most researchers like to make the difference between "extensive and intensive" listening. The two types are described by Harmer to have special importance. They provide students with the perfect opportunity to listen to other speakers than their teachers.

### **1. Extensive Listening**

One way of providing a large amount of comprehensible input is through extensive listening, defined here to mean "all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input (Renandya & Farrel, 2010, p. 5).

It usually takes place outside the classroom and done for its own sake, this doesn't mean that the teacher is not interested in this type at all, but he has attributed the general guidance in the process.

Extensive listening materials differ, they can be found from different resources such as recordings of stories, passages taken from books, television, and radio. All the mentioned sources tend to treat spontaneous conversations, dialogues, interviews.

From what is clearly stated before, taped authentic materials can be considered as a good tool for learners when dealing with extensive listening.



Foreign language teachers can enrich their classes with effective input carrying out extensive listening through well-chosen and appropriate tapes in different levels, genres, and topics. Creative teachers can recommend certain tapes and ask students' talk about the ones they have enjoyed the most.

For the reason of encouraging this type of listening, students can be asked to perform a list of tasks such as:

- a. To record their responses to what they have heard.
- b. To assess the level of difficulty.
- c. To summarize the content of the used material such as a tape.
- d. To ask students to write their comments in a special comments' boxes to them and try to meet all the needs of the learners.

All these tasks aim "To give students more and more reasons to listen, if they can share their information with colleagues, they will feel they have contributed to the progress of the whole group.

Consequently, extensive listening is an appropriate way for learners to be provided by extra chances for the reason for constructing their linguistic bank

## 2. Intensive Listening

The other type of listening is the intensive one. It is practiced in everyday situations the, ability to listen intensively is considered to be an essential part of listening proficiency.

Intensive Listening, it is an activity that more emphasize and control in language component perspective Arono (2014, p, 78) argues that It allows students to hear a variety of different voices that provide many kinds of conversation types.

As far as intensive listening is concerned, it invites the learners to meet different characters especially when real people are talking in real-life situations, interact with speakers, interrupt them and why not asking for clarification this is what is named " live listening". "Live listening" is among the good ways to carry out intensive listening. It can take many forms; such as the teacher's reading aloud to a classroom. Students dealing with this task listen to a natural spoken language of a written passage. Consequently, intensive and extensive listening are two important ways to ensure the realization of listening in general and they have to be used appropriately.

## **H. Motivation**

According to Schunk (2013, p. 25) motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions. It means that someone will get a goal if they do activities. And their activities need strong motivation to reach it. And there are Simple Ideas to Improve Student Motivation: Allow students to work together, encourage self-reflection., be excited, Connect student interests, Make goals high but manageable, Give feedback and offer chances to improve, Track Processes, Provide opportunities for success.

Sindkhedkar (2012, p.191) explains that commented that it is important to motivate the student by “creating awareness amongst them regarding the importance of English and then gradually helping the student to attain his goal”. In other words, teachers need to “employ various strategies aimed at enhancing student motivation” (Wong, 2013)

Motivation is more than simply arousing interest. It also involves sustaining interest and investing time and energy into putting the necessary effort to achieve certain goals (IGAWA, 2014). Motivation is the key to all learning.

In my opinion, Motivation is an encouragement that exists within a person that makes a person more eager to do something according to one's own goals. In terms of learning English, The motivation, in my opinion, is the passion or stimulant that exists in students so that students feel more eager to learn English

## **I. Motivation in Language Learning**

Motivation is a basic and essential part of learning. Gardner considers, believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target. And according to Cook, the performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior than others. The reason is that they are better motivated. Ellis considers sees

the incident of learning by means of motivation and believe that the learning process simply occurs when a person is motivated.

Motivation in language-learning plays a vital role. It is motivation that produces effective second-language communicators by planting in them the seeds of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal. Deci, Kasser & Ryan said, the relationship between students and schools is an interactive one that can synergize both positive and negative. Students influence the motivation and behavior of schools as schools affect students. But it is important to remember that part of the teaching task is to encourage students who facilitate positive cycles rather than negative cycles (IGAWA, 2014, p.383). There are six factors influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes.

#### 1. Attitudes

An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner. If the student enter to the class with fairly neutral attitudes about the language, or even positive ones, and has a personality structure which will permit him to have an openness and willingness to perceive and respond, his attitudes about language and language learning will be strongly influenced by the situation itself (Vahedi, 2011, p.997).

#### 2. Beliefs about yourself

Expectancies about one's attitudes to succeed, self-efficacy, and anxiety.

### 3. Goals

Perceived clarity and relevance of learning goals as reasons for learning.

### 4. Involvement

Extent to which the learner actively and consciously participates in the language learning process.

### 5. Environmental support

Extent of teacher and peer support, and the integration of cultural and outside-of class support into learning experience.

### 6. Personal attributes

Attitude, age, sex, and previous language learning experience

## **J. Types of Motivation**

According to As Gardne, motivation is a very complex phenomenon with many facets (Shuib et.al, 2009, p.31). Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practices. Types of Motivation:

### 1. Intrinsic Motivation

The most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in certain activities because an individual feels that they are attractive and pleasant. According to Sincero (2012, p. 12) many factors

promote intrinsic motivation. Some of these include challenge, curiosity, control, fantasy, competition, cooperation, and recognition:

- a. Challenge is a factor that means a person is more likely to be motivated if the task involves activities that include continuously intermediate or escalating levels of difficulty towards personally meaningful goals.
- b. Curiosity is a force in a person's environment that either gets his attention for new knowledge/skills or presents incongruity between his present knowledge/skills and the possible knowledge/skills that the activity may offer.
- c. Control is a factor that means it is human nature for a person to want to have some degree of control over his situation. Intrinsic motivation may emerge from a person's autonomy in his actions.
- d. Fantasy is a factor that is in the form of mental images that stimulate a person to behave to achieve fantasy. For instance, a student sees himself as a successful engineer after college.
- e. Competition is a factor that involves the comparison of a person's performance with other performance.
- f. Cooperation is a factor that involves achieving a sense of satisfaction when a person helps other people towards the fulfillment of their goals.
- g. Recognition is a factor that also includes a sense of satisfaction when others appreciate their achievements.

## 2. Extrinsic Motivation



Extrinsic motivation is usually defined as our tendency to engage in activities to gain some type of known, external reward. It is important to note that these rewards can be either tangible or psychological. Money and trophies are two common types of tangible rewards. People engage in activities that they might normally not find terribly enjoyable or rewarding to earn a wage. Athletes often engage in strenuous and difficult training sessions to be able to compete in sporting events to win trophies and awards.

Psychological forms of extrinsic motivation can include praise and public acclaim. A child might clean her room to receive positive praise from her parents. An actor might perform in a role to obtain attention and acclaim from his audience. In both of these examples, while the reward is not physical or tangible, it is a type of motivating reward that is external to the actual process of participating in the event.

It comes out clearly that the greater the value the individuals attached to the accomplishment of activity, the more highly motivated they will be to engage in it and later to put sustained effort until they achieve their goal. This distinction also tells us that both internal and external factors have an important role to play in motivating learners (Veronica, 2008, p.559). Traditionally concepts of Richards (IGAWA, 2014, p. 382) have been presented to understand the role of motivation.

**Table 2.1 Motivation**

Motivation	Description
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Intrinsic Motivation	Enjoyment of language learning itself.
Extrinsic Motivation	Driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of reward or punishment.

### **K. Benefit of Motivation**

There can be other various factors which can have significant role in creating motivation for the language learners; That is, for instance, some of the main points that concerning this matter appear to the researcher's mind are as follows:

1. The language teacher is supposed to teach and instruct according to each learner's level. In the sense that, initially, the teacher should identify and realize each student's placement. Afterwards,
2. The language learner should not be reproached or blamed, or even scorned for not doing his homework, for making mistake in pronunciation, or for hesitating to answer question(s) and so on.
3. Teacher should identify, perceive, and understand the language learners' social, cultural, economic, and sentimental features and backgrounds in order to be able to help them and so that the language learners have a clear image from themselves and respect their own characters.
4. Teachers should be kind to their language learners and loving them while being friend with them. This matter is important and essential especially in

the initial and primary levels of learning that the language learners are susceptible, vulnerable, and sensitive, and they need love and affection from their teacher.

5. Teachers should admire, respect, and value the students' differences and they should never contrast the language learners with one another.
6. Teachers need to promote students' alertness, knowledge, inquisitiveness, and curiosity in the language classes as well as trying to uphold and preserve their motivation.
7. Teachers should bear in mind that learning a second or a foreign language means that the learners should also exploit and take advantage of social proficiencies and not just learn grammar rules.

In my opinion Motivation is the essence of a language learning in which the teacher has a role in creating the motivation that exists in the learner's own language. By understanding all the aspects that exist in the student himself and afterwards determining how to create the motivation itself. So students feel comfortable and easy to learn the language.

#### **L. The Importance of Motivation in Listening Skill**

Motivation is very important to get success in learning the language. Dörnyei (2011. p, 31) states that motivation plays a more important role in the second language learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement.

Motivation from two aspects can increase the students' learning process in a foreign language. This research concerns the listening skills. Listening is the basis of communication in learning a foreign language. Particularly, learning listening comprehension is assumed a more important place in foreign language teaching and learning process, and is probably one of the most difficult tasks of language learners. Motivation is one important element directly influencing their achievement. In listening, the learning process needs motivation that can support and improve their skill. The appropriate motivation is the key to get success to be a good listener. The primary motive for learning a language is that it provides a means of communication.

There is a close relationship between motivation and interest. Motivation is something that encourages the student to achieve a certain goal and interest is the desire the student has to give attention to something. Motivation and interest are important in language learning and when students are learning listening comprehension he/she must be stimulated. We must try to avoid boring or over-theoretical subjects, using as far as possible ones we think our students may be interested in, that seem of practical relevance, that may arouse or stimulate them. Often the student is not motivated because the topic is irrelevant; the activity is not appropriate to the student's level, or the content of the class is not related to student's reality. When any of these constraints occurs the student may not feel interested, i.e., he/she may not pay attention to the class and consequently, he/she will not participate in class.

Hence a teacher who wants the student to be motivated and interested in a listening class should select attractive active, give him/her a purpose for listening, and pick up topics according to the student's school level and reality. All of this is interesting to the student and positive to the teacher too. Using interesting passages and doing the right sort of exercises in a coherent sequence is essential to an effective lesson.

#### **M. Definition of JOOX**

A music app is an application that lets you stream and download songs on your cell phone or tablet, JOOX is a new-fashioned app that provides free music services. People can download it for free on the App Store. On JOOX, people can listen to any radio on demand, search top charts quickly, shuffle any recommended songs, add favorite songs, and enjoy other stellar services (JOOX, 2015, p. 1-2).

According to Kompas.com through this application, users could search for the desired song by title, singer, to the genre. The advantages of this application, all the music in the library have been licensed. Therefore, users could listen to music legally. For karaoke or sing-along fans, lyric's feature on every song will be a fun singing companion. A Collection view or library could be customized with various colors or graphics that could be selected from Theme Gallery. Most of these features are available for free. Even so, some songs could not be enjoyed or played. To be able to listen to certain music, users are required to subscribe or become VIP in this service.

There are several benefits to be gained when subscribing, like enjoying all the music according to JOOX's claim, there are three million songs in the library, listening to music offline, better sound quality, and no ads. But the weakness of JOOX is quality audio is low than any other app music, and the amount of music less than 5 million.

The paid features of JOOX VIP are for true music lovers where JOOX users can enjoy extra services like Play On-demand, download songs to listen offline, best streaming quality, unlimited songs, and free ads. JOOX VIP also provides the Auto-Download feature, where JOOX will automatically download music added to the playlist automatically when connected Wi-Fi connection. The last is the advantage of JOOX is presenting local music choices directly and thoroughly by the curator of JOOX based on the observation of the latest trends. Although it offers a lot of international hits, JOOX still wants to build connections and the local community, wrongly by prioritizing local songs to keep the air in the middle of the competition of international songs.

#### **N. Advantages of JOOX**

JOOX is a great music app, made for you who want to listen to music every time. Now we are talking about the 10 Advantages of JOOX app. You will need to make a Joox account before you can use this App. Another way, you can connect Joox with your Facebook account, or line, WhatsApp, etc to get a fast login to Joox App.

##### **1. Complete Music Collection**

JOOX has a complete vocabulary song than any other music application. JOOX features the Top Charts and New Release which allows you to keep up-to-date on the development of music throughout the world. There is no need to worry to get the newest songs or popular song, Joox will help you to find the songs that you liked.

## 2. Get Free Radio

JOOX also got a free radio feature that allows you to be able to listen to the songs of a professional editor's choice in music that can accompany you to wait for the queue, exercise, and other activities. You will not only get popular songs, but you will also get a free radio list to listen to Joox. By using the Radio feature on Joox, you will get the top list of popular songs. You can also download the songs from Radio (Joox) if you want to play it offline. But, you will need a fast internet connection to get a great result to enjoy the Radio on Joox.

## 3. Licensed Unlimited Music

JOOX provides unlimited access to enjoy the collection of licensed music (Unlimited Licensed Music) so that you can appreciate the works of your favorite artist in a legal way. This is a great way to appreciate the song's maker, Joox has worked together with the musician to get some feedback of their works.

## 4. Get-Lyrics

Enjoy your favorite songs and sing along with the lyrics provided JOOX. Seriously, this is the best part of this music app! You will not only



get the songs, but you will get also the lyrics of your songs from Joox. Then, while you enjoy the songs, you can also sing the songs because you have the lyrics on Joox.

#### 5. Offline Play

If you are not always connected to the Internet, you can download your favorite songs to be played when you're not connected to the internet. But, you will only get this feature for free for about 3 months. After that, you need to be a VIP user to get play offline features on Joox.

#### 6. Timer as Your Time to Listen to Music

Often fall asleep while listening to a song? You can set the timer feature that allows JOOX to stop playing the song at a time when you have set. This feature will be very useful for you, especially when you need to enjoy songs before getting sleep. The timer feature will help you to stop the songs after you have a dream (after sleep).

#### 7. Music Stream Quality Settings

You do not have to worry about the number of data packets would you spend to use JOOX. You can find the settings in the General settings to determine the Internet data that will be used to listen to each song, as well as the quality of the songs you want to download.

### **O. JOOX Music Application as Media for Teach Vocabulary**

Teaching media is important in teaching learning process not only determined by teacher and students competence but also with in appropriate media. Song is very effective especially when one needs to memorize



something. Often, when music is used learning a certain concept or lesson is more easily to be understood by the students.

In Indonesia, most of English students' have difficulties in learning English, they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students' enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So, teacher as facilitator in learning process should keep looking for way to make learning vocabulary easier and more pleasant.

There are many kinds of teaching media to teach English, one of them is song. Song could be used to teach vocabulary because of its lyrics, teacher could choose song which has appropriate vocabulary that would be taught. And by using the song from JOOX, it easier to interest motivation students for learn.

#### **P. Perception**

Perception is a process of using information and your understanding of the world so that sensation becomes a meaningful experience. Perception is more than a passive process of absorbing and decoding incoming sensations. Perception is so quick and familiar that it is difficult to appreciate the process that allows you to turn sensory signals into our personal experience of reality.

On the other hand, perception is the sorting out, interpretation, analysis, integration of stimuli carried out by the sense organ and brain. Perception occurs when we integrate, organize, and intercept sensory information in a way that is meaningful (Hockenbury & Sandra, 2013, p. 88).

So every single person has a perception of everything in this world. But besides that, individuals perceive something in a different way. Based on the definitions above, it can be concluded that perception is a process of recognizing or receiving the stimuli in form of events, objects, or others through the senses, then those stimuli are organized and interpreted, and lastly giving reaction toward them. In this study, the researcher wants to know the perceptions of the students toward the use of the JOOX app in motivating listening skills at the English education study program of IAIN Palangka Raya.

### **Q. Types of Perception**

According to Walters in Walgianto (2004, p. 14) there are five types of perception. The five types include:

#### **1. Self-Perception**

Self-perception is based on self-esteem, self-concept, and self-efficacy. It means that perception occurs based on the individual mind (intrinsic). For example, someone who has good self-esteem or good self-confidence, he/ she may have good perception too toward speaking subject that asks him/ her to talk in front of people.

#### **2. Environmental Perception**

Environmental Perception is that is form based on the context in which the information is received. Its example is the perception that is given by someone or group toward the effectiveness of using drama in developing the speaking ability. The information that is used to get the perception is based on the context where that situation applies.

### 3. Learned Perception

Learned Perception is a perception that is form around personality, culture, and habit. For instance, a student who use to learn is eastern atmosphere can give negative perception toward the learning style of the western students who mostly raise their left hand to answer the teacher's question.

### 4. Physical Perception

Physical Perception is a tangible perception. For example, how the eyes see and the brain processes it. In other words, physical perception is related to physical activity that can be measured.

### 5. Cultural Perception

Cultural Perception is the largest perception and this is different from one another city such as people's perception of the importance of English subject at the elementary level. The perception about this one can be different from one city or place to another. It depends on the culture that is embraced in that place.

Based on that explanation, it can be stated that there are five types of perception. Those types are classified based on the source of the perception coming. In other words, the types of perception can be seen from where the stimulus comes to build the perception itself.

### **R. Process of Students' Perception**

According to the stimulus-response theory of perception is part of the overall process that generates a response after the stimulus is applied to humans and the other is the introduction of psychological there are sub-processes, feeling, and reasoning (Alex Sobur, 2009, p. 447). As the statement above the perception describes one's ultimate experience of the world and typically involves further processing of sensory input. In also, the perception is a process of how people interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Therefore, the researcher decides that experience is able than feeling to produce the opinion.

There are the process of students' perception through three stages by Alex Sobur (2009, p. 449) the first is the stage of sensory stimulation, stimulus both physical and social stimulus through human sensory organs, which in this process included the introduction and collection of existing information about the stimulus. The second stage is the stimulation sensory set, it means the students arrange the stimulus that has been received in a pattern that is meaningful to them. The last stage is interpretation or evaluation, after the stimulus or set of data is received and the student will interpret the data in various ways.

From above, the researcher concludes that students will process the information by collecting the data and organizing it then produce their own opinion



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this part, the writer describes the research method the writer into answer the problem of the study, namely: research design, subject of study, research instrument, data collecting procedures, and data analysis procedures.

#### **A. Research Design**

In this research, researcher mixed method design research technique which in the form of survey research which is research in small grup. According to Creswell (2012) mixed method is research approach that combines or associates quantitative and qualitative forms. Quantitative is a process of collecting, analyzing, interpreting and writing the result of study, while qualitative research is the approach to data collection, analysis, and repost writing differing from the traditional.

In addition this research focuses on students' perceptions on the of joox app in motivating listening skill. The data collected from the students' information.

#### **B. Population and Sample**

##### **1. Population**

According Ary et.al (2010, p. 148) stated that population is defined as all members of any well-defined class of people, events, or object meanwhile the sample is a part of the population. The population of this study is all the student's English Study Program on Seven semester in State Islamic Institute of Palangka Raya.

No	Name of Class	Population
1	Seven Semester	80

**Table 3.1 Number of Population.**

## 2. Sample

The sample is a part of the population. According to Ary (2010, p. 649) "Sample is a group selected from the population for observation in a study. There are various probability sampling techniques, namely simple purposive sampling, proportionate which one the sampling use criteria that should the sampling have as sampling.

From the sampling writing above the researchers chose subjects based on purposive sampling criteria where there are many more specific and objective goals as described in Marshall and Rossman ( Ary,et.al, 2010..430 ). Use several variations on purposive sampling are used in mix method research, researchers will use Homogeneous sampling for selects a sub group that is considered homogeneous in attitudes, experiences, and so on.

Based on the above explanation, the research take 40 of the 80 students. Then the sample count 40 students. Total of 40 student determined by Purposive sample technique.

**Table 3.2 Number of Sample.**

No	Name of Class	Sample
1	Seven Semester	40



## C. Research Instrument

### 1. Research Instrument

The data is very important in this study. We need to support and prove the study itself. Sandra claims that language survey is any studies “that gather data on the characteristics and view of informants about nature language or learning language through the use of oral interview or written questionnaire”. In this research, the researcher used the questionnaire to collect the data Students’ perception on the of joox app in motivating listening skill.

For this research, the researcher used the close-ended question because Sandra (2006.p.36) claims close-ended questions allow for uniformity or responses and easy to answer, code and analyze. Likert scaling is a bipolar scaling method, measuring either positive or negative response to the statement. Likert scale is a psychometric scale commonly involved in research that employs questionnaires. In terms of the other data characteristics, the researcher used the Likert scale, the interval scale also was used for coding for the questions.

**Table 3.3 Likert scale**

<b>Strongly Agree (SS)</b>	<b>Agree (S)</b>	<b>Uncertain (N)</b>	<b>Disagree (TS)</b>	<b>Strongly Disagree (STS)</b>
5	4	3	2	1

The questionnaire is constructed in the form of a Likert scale. The questionnaire that gave English form. About twenty (9) close-ended questionnaire is an instrument in this research to gather information about The Students' perception on joox app in motivating listening skill.

This research about the Students' perception on joox app in motivating Listening Skill. The researchers' questionnaire has adopted from Rizky. R and Fauzi. M (2019). The researcher choose adopted from Rizky. R and Fauzi. M because have similarity in research.

**Table 3.4 Questionnair Source**

No	Items	Notes
1	I think vocabulary and listening skill are necessary for communication.	This is contain for motivation students learning.
2	I find a difficulty understanding what the speaker says	
3	I find difficulty catching the words when listening	
4	Using Joox enhance my motivation in learning English	
5	Joox offers feature of English music	This is the benefit of using Joox app.
6	Joox is very portable and easy to use	
7	My vocabulary enrich after listening to Joox	
8	I feel my listening skill improve after listening to Joox	
9	I recommend teacher to use Joox to use in teaching listening	

## 2. Interview

In this study, interview also became important technique to collect data because the study needs that to answer student' perception on implementation joox app in motivating listening skill. Interview may

provide information that cannot be obtain through observation, or they can be use verify observation (Ary et al, 2010 p.438).

According to Burns cited in Pratiwi (2013, p.234) states advantage of this type of interview is enabling the interview as well as the interview perceptive to inform the research agenda, and therefore give rise to an equal balance in the research relationship. Interview will be use to answer the problem of this study. The subject in the setting may not even realize they are being interview. The researcher conduct face- to- face interview with participant involved unstructured and generally open-ended question that are few in number and intend to a licit view and opinion from the participant.

Meanwhile, still, according to Esterberg in Sugiyono stated that, there are three kinds of the interview namely, structured interview, semi structure interview, and unstructured interview. In this study, the researcher used unstructured interview. According to Sugiyono defines that, “Unstructured interview is an interview that is free where researchers do not use the interview guides that have been arranged in a systematic and complete collection. Interview guides that are used only in the form outlines the issues to be asked” (Sugiyono,2007,p.320).

Lincoln and guba in sanapiah Faisal, said there are seven steps in the use of interviews to collect data in qualitative research, namely:

1. The Research make a group contain 40 students and ask them about Joox
2. Set up the problem issues that will be the talk.

3. Initiate or open the interview flow.
4. Establish the interview flow.
5. Confirm overview of the results of the interview in the note field.
6. Write down the result of the interview in the note field.
7. Identify follow-up interviews have been obtained.

The researcher classifies five types of questions that are interrelated, namely:

1. Questions relating to the experience during used joox app.
2. Questions relating to opinions during used joox app.
3. Questions that deal with feelings during used joox app.
4. Questions relating the benefit during used joox app.
5. Questions relating how implementation joox app for improve their listening skill.

There are 9 question in English while in order to make student understand well the researcher translate them into Indonesia. The interview covers the students' perception on implementation joox app in motivating listening skill at IAIN Palangkaraya.

### 3. Research Instrument Validity

Validity is defined as the extent to which an instrument measured what it claimed to measure.

#### a. Content Validity

The researcher make sure that the questionnaire is valid. There is an important role for theory in determining validity. An extensive search

of the literature on the concept of the researcher wanting to measure me to accept content validity.

#### b. Face Validity

Asking respondents whether the instrument or test looks valid to them is also important for measuring instruments the researcher use questionnaire. This is called face validity.

#### 4. Research Instrument Realibility

The reliability of measuring instruments is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement. On a theoretical level, reliability is focused on the effect of the error on the consistency of scores. In this world measurement always involves some error. There are two kinds of error: random error of measurement and a systematic error of measurement. Random error is that error as a result of pure chance.

Random errors of measurement may inflate or depress any subject's score in an unpredictable manner. Meanwhile, Systematic error inflates or depresses scores of identifying an able group predictably. In the end,

systematic error is the root of validity problems; random error is the root of reliability problems.

In designing a survey, as in all the research, it is essential for researchers to conduct reliability. Meanwhile, to assure the reliability of a survey, several measures can be used.

- a. The same survey can be given on two occasions to the same individuals.

Then the researcher can check to see how consistently the respondents gave the same response to the same item.

- b. The way of assuring reliability is to have two forms of a survey and have individuals take both forms. The consistency of response on these two forms could again be checked.

- c. The final way to achieve reliability is to check the internal consistency of responses in a survey. In the study, if a survey contains several items that similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions.

Below, is the formula to measure reliability? Here, it uses the Cronbach Alpha Technique:

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Where :

$\sum S_i$  = number of score variant each items

$S_t$  = total of variants

$K$  = number of items



#### **D. Data Collection Procedure**

In this study, the researcher collected the data from students. The data were obtained from questionnaire and interview. The questionnaire data is taken on August 25, 2020 to August 27, 2020 and interview data is taken on September 09, 2020. Here are some steps which the researcher used to collect the data: In this study, the researcher used some procedure to accumulate the data. They are:

1. The researcher choose the seven semester of listening class which is going to be analysed.
2. Then, researcher shared the questionnaire through google form.
3. After that, the researcher analyzed the questionnaire and made conclusion about the data
4. Then, the researcher made some criteria students list for interview that would be chosen by researcher.
5. Each students who were choose by researcher would interviewed to supporting data toward JOOX app in their listening, why they choose that application.
6. Last, the researcher analyze data and gave conclusion from the result.

#### **E. Data Analysis Procedure**

In this research, the researcher use interval scale and collect data by using questionnaires both of the close-ended and Likert type questions. This research about students' perception which is known as attitudinal information.

The Researcher analyzing the data used computer programs for processing questionnaire data. Numerous static software packages can be used to process quantitative questionnaire data. Personally use SPSS (Statistical Package for the Social Sciences). Which is the market leader category? For the process analysis close-ended in this survey, the researcher used SPSS 20, because the process analysis of this program makes it possible not only to provide statistic-based on the method. Besides, because it is strongly linked with the statistic modules of software data management for analysis by importing and exporting the text-based result becomes easier.

1. The researcher collected the main data
2. The researcher arrange the collect score into the distribution of the frequency of the score table.
3. The researcher calculate mean using the formula, Medium and Modus.

According to Sidebar, r (2013, p. 129).

a. Mean

$$M_x = (\sum x) / N$$

Where:

$M_x$ : Mean Value

$\sum x$  = sum of each mid-point times by its frequency

$N$  = Number of Case

b. Median

Median is defined as that point in a distribution of measure which 50 % percent of the cases lie.

c. Modus/ Mode

The mode is the value in distribution that occurs most frequently.

d. The researcher was calculated the deviation score and standard.

Deviation using the formula:

1) Deviation Score

$$x = X - \bar{X}$$

$x$  = Deviation Score

$X$  = raw score

$\bar{X}$  = Mean

2) Standard Deviation

$$S^2 = \frac{\sum x^2}{N - 1}$$

$$S = \frac{\sqrt{\sum x^2}}{N - 1}$$

$$S = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N - 1}$$

$\sum X^2$  = Sum of the squares of each score

$(\sum X)^2$  = Sum of the score squared (the score are first summed, and then this total is squared)

$N$  = number of cases

- e. The researcher made the conclusion of each item in the questioner.
- f. The researcher describe the result in form of a percentage.

#### 4. Data Display

Sandra (2006, p. 42) Coding categories are the first thing to do for the research when decide to compile survey research. The researcher assigned a numerical code to the data, the data needed to be recorded in some fashion. The best way to do this in some type of table in which the researcher identified the respondent in the left-hand column and used the rows in the table to list the participant's response to each item.

Once the information is compile table, it needs to be displayed in some ways. There are several possible alternatives.

- a. One is to simply report the frequency of each response. Hence, in the example of having students rank the importance of each skill, one could simply describe how many students ranked writing as one, and how many ranked listening as one, and so on.
- b. A second alternative is to describe the results in percentages. If researchers choose to describe the results in terms of frequency or percentages they could also display these results in a figure using graph or pie chart. Visually displaying results in this way often makes it easier to highlight the results of the survey.

**Table 3.5 Interval Scales**

No	Score	Categorized
1	80 %– 100 %	Strongly Agree
2	60 %– 79.99 %	Agree

3	40 %– 59.99%	Neutral
4	20 %– 39.99 %	Disagree
5	0 %– 19.99 %	Strongly Disagree

(Nazir M. Metode Penelitian, Ghalia Indonesia: Bogor: 2005)

Finally, with interval scales, one could describe the data in terms of central tendency. As mentioned earlier, attitude scales are often treated as interval scales so that the central tendency of Likert-scale questions is sometimes calculated. The most common types of central tendency are the mean, mode, and median. The mean or average is calculated by add in group the scores and dividing by the number of participants. The median is the number in asset of numbers that represents the point at which 50% of the items are above and 50% are below. The mode is simply the most common number.

## 5. Data Conclusion

The researcher finds a conclusion answering for formulating the problems. The researcher concludes all the data that is getting to make a clear understanding for the students.





## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter of this research, the researcher shows the research finding, and discussion.

#### A. Research Finding: Learners, Perception on Joox App in Motivating

##### Listening Skill.

#### 1. Result from Questionnaire

The percentage calculation of the questionnaire result on the Students' Perceptions on Joox App in Motivating Listening Skills. Researcher took 40 participant, because of physical distancing so questioner took when the researcher share link googles form through Whatsapp on Tuesday, Agustus, 25, 2020 at IAIN Palangka Raya. The result of questioner was described in table 4.1.

**Table 4.1 Result of Questioner**

N	Statement	Number &Percent	Scale					Total
			SD=1	D=2	N=3	A=4	SA=5	
1	I think vocabulary and listening skill are necessary for communication.	Number	0	0	1	12	27	40
		Percent	0%	0%	2,5%	30%	67,5%	100%
2	I find a difficulty understanding what the speaker says	Number	0	8	18	13	1	40

		Percent	0%	20%	45%	32,5	2,5%	100%
3	I find difficulty catching the words when listening	Number	1	5	13	17	4	40
		Percent	2,5%	12,5%	32,5%	42,5%	10%	100%
4	Using Joox enhance my motivation in learning English	Number	1	0	14	21	4	40
		Percent	2,5%	0%	35%	52,5%	10%	100%
5	Joox offers feature of English music	Number	0	0	7	28	5	40
		Percent	0%	0%	17,5%	70%	12,5%	100%
6	Joox is very portable and easy to use	Number	1	0	9	18	12	40
		Percent	2,5%	0%	22,5%	45%	30%	100%
7	My vocabulary enrich after listening to Joox	Number	0	0	14	23	3	40
		Percent	0%	0%	35%	57,5%	7,5%	100%
8	I feel my listening skill improve after listening to Joox	Number	0	0	17	19	4	40
		Percent	0%	0%	42,5%	47,5%	10%	100%
9	I recommend teacher to use Joox to use in teaching listening	Number	0	3	11	20	6	40
		Percent	0%	7,5%	27,5%	50%	15%	100%

Questioner was used by researcher to collect the main data. There were 9 items of the questionnaire as the instruments for collecting the data. The questionnaire was adopted from Rizky, R and Fauzi.M (2019).

The result of The Students' Perception on Joox App in Motivating Listening Skill Presentation was obtained by using the questionnaire as the main instrument to collect the data. The questionnaire consisted of responses, central tendency (mean, median, modus), and standard deviation. There were 40 students of English Education Academic year 2017 in the seven semesters who were chosen as purpose sampling in this research.

Note :

SA: Strongly Disagree

MN: Mean

A: Agree

MDN: Median

N: Neutral D: Disagree

MO: Modus

SD: Strongly Disagree

SD: Standard Devotion

SA: Strongly Disagree

Based on the table above. The resulting questionnaire described the mean there was highest score 4, 65 in item number 1 and minimum score 3, 18 in item 2, The median there was the highest score 40 in item 1-9. The mode there were 3, 4, 5, 6, 7, 8, 9 with score 4 and minimum score 3 in item 2 and standard deviation there was the highest score of 0,932 in item 3 and a minimum score of 0,552 in item 5. There were analyzed the result of the questionnaire consisted of 9 items questionnaire.

**Table 4.2**  
**Descriptive of Questioner**

Item	Number /percent	Scale					MN	MD N	MO	SD
		SD	D	N	A	SA				
		1	2	3	4	5				
1	Number	0	0	1	12	27	4.65	40	5	0,533
	Percent	0	0	2,5	30	67				
2	Number	0	8	18	13	1	3.18	40	3	0,781
	Percent	0	20	45	32,5	2,5				
3	Number	1	5	13	17	4	3.45	40	4	0,932
	Percent	2,5	12,5	32,5	42,5	10				
4	Number	1	0	14	21	4	3.68	40	4	0,764
	Percent	2,5	0	35	52,5	10				
5	Number	0	0	7	28	5	3.95	40	4	0,552
	Percent	0	0	17,5	70	12,5				
6	Number	1	0	9	18	12	4	40	4	0,877
	Percent	2,5	0	22,5	45	30				
7	Number	0	0	14	23	3	3.72	40	4	0,599
	Percent	0	0	35	57,5	7,5				
8	Number	0	0	17	19	4	3.68	40	4	0,656
	Percent	0	0	42,5	47,5	10				
9	Number	0	3	11	20	6	3.73	40	4	0,816
	Percent	0	7,5	27,5	50	15				

The detailed data was lustered in table 4.3 – 4.11

**Table 4.3 Result of analysis survey item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	1	2.5	2.5	2.5
	A	12	30.0	30.0	32.5
	SA	27	67.5	67.5	100.0
	Total	40	100.0	100.0	

Item Item 1, “I think vocabulary and listening skills are necessary for communication”. There was 1 student who chose option Neutral (2.5 %). 12

students chose option Agree (30 %). 27 students chose option Strongly Agree (67, 5 %). The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0.

**Table 4.4 Result of analysis survey item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	5	12.5	12.5	15.0
	N	13	32.5	32.5	47.5
	A	17	42.5	42.5	90.0
	SA	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Item 2 *"I find a difficulty understanding what the speaker says"*. 8 were students chose option Disagree (20 %) There were 18 students who chose Neutral (45 %). 13 students chose option Agree (32, 5%). There was 1 student who chose option Strongly Agree (2, 5 %). The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0.

**Table 4.5 Result of analysis item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	5	12.5	12.5	15.0
	N	13	32.5	32.5	47.5
	A	17	42.5	42.5	90.0
	SA	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Item 3, *"I find difficulty catching the words when listening"*. There was 1 student who chose option Strongly Disagree (2, 5 %). 5 students chose

the option to disagree (12.5 %). 13 students chose option Neutral (32.5 %). 17 students choose option Agree (42.5%). 4 students choose option Strongly Agree (10%). The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0.

**Table 4.6 Result of analysis survey item 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	N	14	35.0	35.0	37.5
	A	21	52.5	52.5	90.0
	SA	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Item 4, “*Using Joox enhance my motivation in learning English*”. There was 1 student who chose option Strongly Disagree (2.5 %). 14 students chose option Neutral (35.0 %). 21 students chose option Agree (52.5 %). 4 students chose option Strongly Agree (10. %). The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0.

**Table 4.7 Result of analysis survey item 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	7	17.5	17.5	17.5
	A	28	70.0	70.0	87.5
	SA	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Item 5, “*Joox offers feature of English music*”. 7 students chose option Neutral (17,5 %). 28 students chose option Agree (70%). 5 students chose



option Strongly Agree (12.5 %). The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0.

**Table 4.8 Result of analysis survey item 6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	N	9	22.5	22.5	25.0
	A	18	45.0	45.0	70.0
	SA	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Item 6, *“Joox is very portable and easy to use”*. There was 1 student who chose option Strongly Disagree (2.5 %). 9 students chose option Neutral (22.5 %). 18 students chose option Agree (45.0 %). 12 students chose option Strongly Agree (30.0 %). The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0.

**Table 4.9 Result of analysis survey item 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	14	35.0	35.0	35.0
	A	23	57.5	57.5	92.5
	SA	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Item 7, *“My vocabulary enriches after listening to Joox”*. 14 students chose option Neutral (35 %). There were students 23 who chose the option to agree (57, 5).3 students chose option Strongly Agree (7.5%). The researcher also

calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0.

**Table 4.10 Result of analysis survey item 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	17	42.5	42.5	42.5
	A	19	47.5	47.5	90.0
	SA	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Item 8, *"I feel my listening skill improve after listening to Joox"*. 17 students chose option Neutral (42, 5 %). There were students 19 who chose option Agree (47.5 %). There were students 4 who chose option Strongly Agree (10%).

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0.

**Table 4.11 Result of analysis survey item 9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	7.5	7.5	7.5
	N	11	27.5	27.5	35.0
	A	20	50.0	50.0	85.0
	SA	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Item 9, *"I recommend teacher to use Joox to use in teaching listening"*. 3 students chose option Disagree (7, 5 %). 11 students chose option Neutral (27, 5

%). 20 students chose option Agree (50. %). 6 students chose option Strongly Agree (15%). The final result of questioner was described in table 4.12.

**Table 4.12**  
**Final Result of Questioner**

NO	Score	Categorized
1	97	Strongly Agree
2	35	Disagree
3	52	Neutral
4	62	Agree
5	82	Strongly Agree
6	75	Agree
7	65	Agree
8	57	Neutral
9	65	Agree

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total Score}}{\text{Total Item}} \\
 &= \frac{590}{9} \\
 &= 65 \% (\text{Agree})
 \end{aligned}$$

Based on the questionnaire result, the students' perception on the implementation Joox app in motivating the Listening skill classroom showed the Agree perception toward the used joox app in their motivated their listening skill. The total item questionnaire consists of 9 questions with the final result was 65 % and the categorized Agree. And there are 35 % students' perception was categorized Disagree.

Based on the overall data above, it was said that there were related some factors behind the motivation to learn English. Such as they like learning English through songs in joox app, listening podcast, and also listen music while read the

lyric believe that students will be able to understand most of the texts in English if students continue to learn it, students also find learning English really interesting, and the last students motivated because students think that students do their best to learn English.

Apart from revelation of the above questionnaire researchers also used some interview questions related to the factors behind the motivation to learn English, while the transcript of the student's response. In this research, interview is conducted by the researcher using purposive sampling to 5 Student. The samples are WT, MH, LS, LM, and YT. The interview was conducted on September 09, 2020.

## **2. Result from Interview**

The interview data are to support, expose, and explain the reason for joox app in motivating listening. In this study, the researcher found that several similarities in used joox for their motivation that had been chosen in the questionnaire for 5 students as a sample who would be interviewed. All of the interview data explained dealing with the question:

### *a. Why do you interest use joox app?*

WT, MH, LS, LM, and YT stated that:

“The reason for using the Joox application is because Joox is easy to access and there are many English songs so that it helps and develops in improving listening skills”. This statement related to Joox (2015, p.1) JOOX is a new-fashioned app that provides free music services. People can download it for free on App Store. On JOOX, people can listen to any radio on demand, search top charts quickly, shuffle any recommended songs, add favorite songs, and enjoy other stellar services. This interview support the questioner number 6 (Interview was conducted on September 09, 2020 with WT,MH,LS,LM, and YT at IAIN PALANGKA RAYA)

*b. Why do you interest use joox app?*

WT, MH, LS, LM, and YT stated that :

“The reason for using the Joox application is because Joox is easy to access and there are many English songs so that it helps and develops in improving listening skills”. This statement related to Joox (2015, p.1) JOOX is a new-fashioned app that provides free music services. People can download it for free on App Store. On JOOX, people can listen to any radio on demand, search top charts quickly, shuffle any recommended songs, add favorite songs, and enjoy other stellar services. This interview support data questioner number 6 (Interview was conducted on September 09, 2020 with WT,MH,LS,LM, and YT at IAIN PALANGKA RAYA)

*c. How often to use the Joox application in daily activities?*

MH, LS, and LM have similar reasons. The stated that:

“They said that used joox is not often than other, they listen music when learning or want sleep in night”. (Interview was conducted on September 09, 2020 with WT,MH,LS,LM, and YT at IAIN PALANGKA RAYA)

*d. What are the benefits of using the joox app in English?*

WT, LS, LM, YT and MH have similar reasons. The stated that:

“They said benefit used joox app improves pronunciation and enrich their vocabulary because not just listen but they look at lyric and also when listening music they can improve their listening skill”. This interview support data questioner number 8.

(Interview was conducted on September 09, 2020 with WT,MH,LS,LM, and YT at IAIN PALANGKA RAYA)

*e. What is joox music app can improve your listening?*

WT, MH, LS, LM, and YT have a similarity answer. The stated that:

“Of course joox app can improve their listening skill and know-how to pronunciation a word because when play song their ear get used to listening English song so it's can improve their listening skill”. This statement related to Cakir (2011, p.21) explains that Music is one of good media that help the students enhance their language acquisition. The use of song in teaching learning process influences the atmosphere in the classroom, and the teacher's and students' feeling to be better. This interview support questioner data in number 8. (Interview was conducted on September 09, 2020).

Based on the research results that were described in questionnaire and interview, it can be concluded that a) Students was motivated to learn English when used joox app because joox provider lyric, student can listen song meanwhile listen song. b) Students had positive perception on using joox because they think used joox not only improve their listening skill but also practice their pronunciation. c) Student feel their listening skill engaged after used joox app and enrich their vocabulary through listen song.

## **B. Discussion**

From the result of the research on the questionnaire, and interview. The research question was “How is the students’ perception of using joox app?” To answer this question, the data were obtained by the student at IAIN Palangkaraya, the data were obtained by using questionnaire, and interview and the researcher can be concluded that:

- a) Students was motivated to learn English when used joox app because joox provider lyric, student can listen song meanwhile listen song.
- b) Students had positive perception on using joox because they think used joox not only improve their listening skill but also practice their pronunciation.
- c) Student feel their listening skill engaged after used joox app and enrich their vocabulary through listen song.

The Finding was line with Rizky Anggraini R (2019), Hidayat. N (2019,), Pratama Yudha. A (2018), Rizky Rachman (2019).

Also according with Rizky Anggraini R, et al. (2019) Regarding to the result of students’ responses analysis from questionnaire given, the students’ responses toward the use of Joox in listening practice are positive. They agree that listening



through Joox can enhance their vocabulary also. It was proved by the result that 68% of the students agree that Joox can enhance their vocabulary. 60% of the students agree that they feel their listening skill improve by using Joox. Based on the findings obtained most of the learners get a motivation of using Joox in the learning process evidenced by the questionnaire. From the result of the study, also Joox application is recommended to be used in teaching listening in a proper way. Listening is a communicative behavior, in which listeners try to construct a reasonable interpretation of a text for some communicative purposes.

Also the finding was supported by Hidayat. N (2019) mentions the use of Joox in teaching pronunciation is able to improve students' achievement. It also motivates the students to learn pronunciation and help them memorize and comprehend the words especially in pronunciation class.

Also the finding was supported by Pratama Yudha. A (2018), mention 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 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 understand, 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 differences of cultural about Indonesia and American Cultural, ( By the Song ).

According Rizky Rachman (2019) that the application of Joox in learning is very good, because by using music we can make our students enjoy learning, and by using Joox we can practice the students' listening and vocabulary skills. Their results show that motivation is the most important part in learning English, and motivated students will be better at learning English through songs on Joox app, because motivation is a positive encouragement in students themselves to learn English.

Their research has similarities and differences with this research. Similarity are the same in researching the Students' Perception on use Joox app in improve listening skill and how about their motivation in use joox app in their activity besides in classroom. However, there is a difference between those researches. Research design used by them use a quantitative research design, while this research used mix method. And the object of this research in other universities, while the object of this research in IAIN Palangkaraya, Central of Kalimantan, Indonesia.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher shows the conclusion of the data, which has been researched and followed by suggestions as consideration to the teacher, students and also the researcher in the future

#### **A. Conclusion**

The study concludes that at IAIN Palangkaraya seven semester in the academic year 2017/2018. Joox was effectively used for improved listening skill. The effectiveness of joox app is shown in the following descriptions:

- 1 Students was motivated to learn English when used joox app because joox provider lyric, student can listen song meanwhile listen song and there are students choose agree about (62%).
- 2 Students had positive perception on using joox because they think used joox not only improve their listening skill but also practice their pronunciation and there are students choose agree about (65%)..
3. Student feel their listening skill engaged after used joox app and enrich their vocabulary through listen song. there are students choose agree about (60%).

#### **B. Suggestion**

The finding of the research shows that the use of the song from joox music app was agree in improving students' motivation in listening skills. Therefore, the writer tries to give some suggestion addressed for the teachers, students', and future research, as follows:

### 1. for the Teacher

To succeed in teaching English, the teacher is supposed to stimulate and motivate students' in vocabulary while applying song from joox music application because the students usually confuse to understand English, an Sometimes they feel bored with the monotonous method in teaching vocabulary. Moreover, the teacher hoped to create a relaxed atmosphere, for the learning process will be enjoyable.

### 2. for the Students

The students' should be active in the classroom and pay attention more in motivated, understanding new and vocabulary. Because, vocabulary is the basic component of language and it can help to improve the four skills (reading, speaking, listening, and writing) in English. Also, this media can't only useful in the classroom, but they can also use it outside the classroom or at home. Because, it has been installed on their smartphone so that they can be used whenever and wherever when they want to get many new vocabularies.

### 3. for the Future Researcher

In this study, the researcher used the song from joox app to motivated students' in listening skills. As this research is not perfect yet, it is suggested for future researchers to conduct further research on a similar area, especially by using the song from joox music application in classroom to examine other aspects of skill in English such as, listening, pronunciation, and speaking at a different level.

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