

**JOOX MUSIC APPLICATION AS A DIGITAL MEDIA IN LEARNING  
VOCABULARY**

**PROPOSAL**

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SKRIPSI

JOOX MUSIC APPLICATION AS A DIGITAL  
MEDIA IN LEARNING VOCABULARY

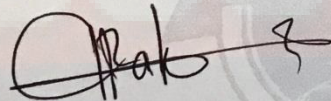
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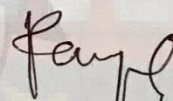
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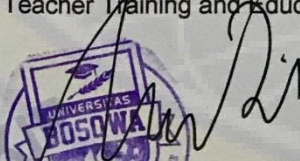


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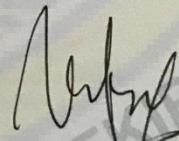
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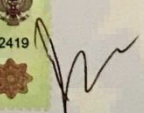
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## ABSTRACT

**Dibyو Wicaksana. 2020. *JOOX Music Application as a Digital Media in Learning Vocabulary. (Supervised by Ramli and Rampeng)***

The objective of this research was to find out whether or not JOOX Application can improve students vocabulary at the 8<sup>th</sup> grade students of SMPN 8 Makassar, in academic year 2019/2020 which consist of 30 students.

This research used pre-experimental design with pre-test, post-test, and data analysis. The result of the research showed that JOOX Music application were able to increase students' vocabulary at the 8<sup>th</sup> grade students of SMPN 8 Makassar. They were taken by analysis of the data from vocabulary ability test from pre-test and post-test. The result of the research shows that JOOX Music Application significantly increased students' vocabulary ability after did treatment. The mean score improved from 58 in pre-test to 90.2 in post-test. It means that JOOX Music Application could enhance the students' vocabulary ability in learning English at SMPN 8 Makassar.

Key Word: Digital Media, JOOX Music Application, Vocabulary.



**BOSOWA**

## ABSTRACT

**Dibyو Wicaksana. 2020. *JOOX Music Application as a Digital Media in Learning Vocabulary. (Supervised by Ramli and Rampeng)***

Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik dubbing dalam film animasi pendek dapat meningkatkan kemampuan berbicara siswa pada siswa kelas dua SMPN 8 Makassar, pada tahun akademik 2019/2020 yang terdiri dari 30 siswa.

Penelitian ini menggunakan desain pre-eksperimen dengan pre-test, post-test, dan analisis data. Hasil penelitian menunjukkan bahwa aplikasi musik JOOX mampu meningkatkan kemampuan kosakata siswa pada siswa kelas dua SMPN 8 Makassar. Mereka diambil dengan analisis data dari ketepatan, kelancaran dan pemahaman. Hasil penelitian memperlihatkan aplikasi musik JOOX secara signifikan meningkatkan kemampuan kosakata siswa setelah melakukan treatment. Skor mean meningkat dari 58 pada pre-test dan 90.2 pada post-test. Artinya, aplikasi musik JOOX dapat meningkatkan kemampuan kosakata siswa dalam belajar bahasa Inggris di SMPN 8 Makassar.

**Kata Kunci: Media Digital, Aplikasi Musik JOOX, Kemampuan Kosakata**

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Diby Wicaksana



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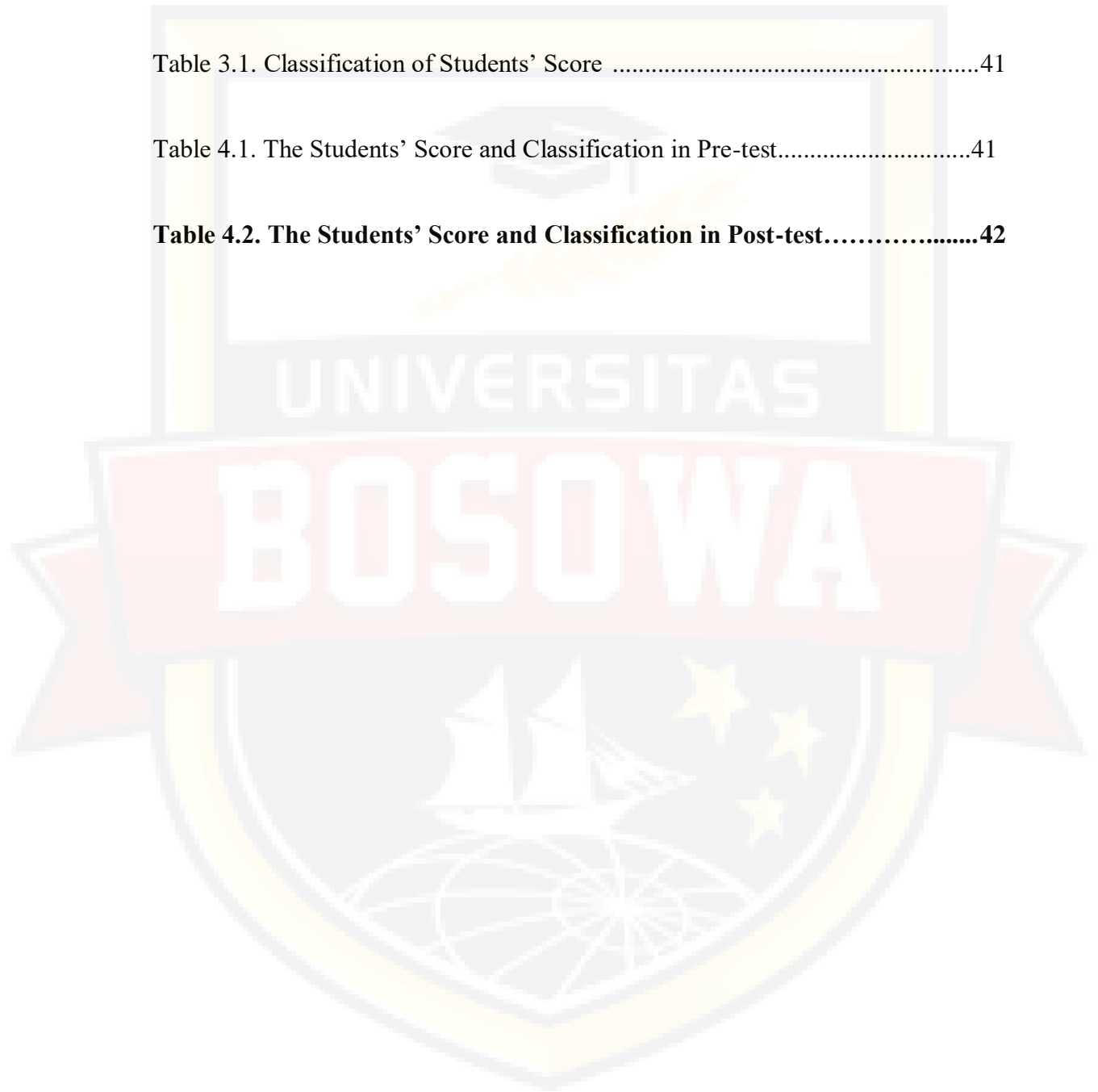
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# CHAPTER I

## BACKGROUND

This chapter presents background, problem statement, objective of the research, significance of the research and delimitation of the research.

### A. Research Background

Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary, anyone get trouble in speaking, reading, listening, and writing. In other words, the first aspect to mastery for language learner is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must mastery English vocabulary and its grammatical rules to communicate with other people. Problem in learning and teaching English still exist at school because English is completely different from Indonesian language in the aspect of structure, pronunciation, and vocabulary. For teachers creating English teaching effectively and efficiently is not an easy job.

Therefore, English teacher must be able to organize their teaching learning activities. They have to present materials by using appropriate suitable teaching technique. Good learning media can increase students' motivation to learn, and play an active role in learning (Nugrahani, 2017). Like other lessons, teaching language also needs a suitable techniques and methods. In reality, learning English especially memorizing vocabulary is boring for some students.

Vocabulary is needed to improve four language skills, namely listening,

speaking, reading, and writing. Without grammar and the vocabulary nothing can be conveyed. Moreover, learning grammar without vocabulary, we also cannot express anything. It shows that English has a special place in teaching EFL at school, especially junior high school.

Teaching English in our country has been developed extensively because English is an international language in the world. In teaching English vocabulary as a language element is considered as the most important factor in increase the mastery if the students still have a lack of vocabulary. Vocabulary is a part of language learning that needs continuing growth and development by both native and non-native speakers long after grammar and pronunciation from elementary school until senior high School. In language teaching preparation program in Indonesia, more attention are giving to improve some technique for teaching vocabulary.

Learning vocabulary as a foreign language seems easy but some students feel fear. The teacher of English should find out solution by creating efficient and effective technique of teaching English vocabulary. Besides that, the teachers should establish condition which makes teaching vocabulary possible. The learning will occur within reasonable period. Realizing how important the vocabulary and how difficult students to build up the teachers should provide students with rich exciting exercises which are expected to help students improve vocabulary.

The development of technology also leads advancement in another field, include education. By utilizing the new technologies, teachers are able to reach

larger way of teaching media and environment. One of the tools commonly used is multimedia technology. According to Nusir et al. (2012), multimedia has the potential to create high quality learning environments, with the capability of creating a more realistic learning context through its different media. The combination of computer, audio, video, and text become a teaching media with enormous potential. For instance, text does not simply allow students to get the teacher's explanation; yet animated video or catching graphics would give illustration to the materials explained.

By applying multimedia into teaching, the communication of the information becomes an effective instructional medium for delivering information. Mishra and Sharma (2005) stated that interactive learning multimedia could give good effects on cognitive load on teaching, training, and learning. Students can gain much information at once from the multimedia. The innovative media such as pictures or videos can relieve students from screens of text and stimulates the eye, even if the images have little pedagogical value. Despite having some advantages, there also some difficulties in applying multimedia into teaching. Such as problems related to preparation of the multimedia and utilizing the multimedia itself. This has to be a consideration in choosing and managing multimedia usage. Implementing a multimedia component into classroom involves a completely different set of skills than that of usual classroom teaching.

Traditional teaching system were developed and adjusted into the current multimedia technology progress. This is in line with Wang (2008), teachers should adjust their teaching to meet the need of society and be equipped with knowledge



and skills of the computer technology. Nowadays teachers are facing the coming of generation and significant change of current language teaching and learning environment, and should be accustomed to it. Teachers should not ignore the potential media for students' learning because technology has been owned by students in lives (Ramli, 2018). Vocabulary helps students become conscious of their emotions, thoughts, and behaviors. Vocabulary learning is an essential part of acquiring a second language as words. By teaching vocabulary first, the students are easily able to read, understand, and memorize words more quickly because this is a very effective way. The use of media in teaching and learning will give positive effect to teaching and learning itself (Arsyad, 2007; Hidayat, 2018). The use of media in the classroom enables students to see concepts and new examples when they are watching television or movies and listening to music.

Emerging technologies have brought about major changes in the teaching and learning processes (Pavlik, 2015). Mobile phones, one of these technologies, have led to a proliferation of studies that explore their use in education. Language teaching studies and practices have also been affected from this tide of change, as well (Stockwell, 2010). By providing flexible, practical, and personalized opportunities of use in and outside the classroom, mobile learning challenges the conventional ways of teaching remarkably (Kukulka-Hulme & Traxler, 2005). According to Heinich (1993), using good teaching media can stimulate and trigger the students' interest and encourage students' participation in learning practice. Music is one of the media that can interest students' participation. Some of them believe that by listening music they can improve the motivation in learning

English. The common music streaming application used by students is JOOX music streaming application. Therefore, in this study, the writer was discussed the students' perception about the use of JOOX application. The students' perception about how the JOOX music streaming can affect them on their vocabulary and listening skill.

Undoubtedly technology has impacted and influenced the lives of everyone more or less. In recent years, advancement and ease of using technology has made everyone wonder how technology can improve the way we do things. Applying technology to learning and teaching a second or foreign language is an important educational issue (Kruidenier, 2002). Some mobile applications can be considered as an interesting tool for teaching second language especially teaching vocabulary. A lot of researchers already used some digital application as a media teaching which is WhatsApp, WeChat, YouTube, Instagram, etc. Media becomes a good tool in delivering materials in the classroom. JOOX Music one of applications used as media in teaching learning English. It provides facilities that can be used to improve students' English such English songs with lyrics, social circle, offline play & timer. Based on the above problems, the research interest to implement JOOX to strengthen students' vocabulary and will make the teaching and learning application process more enjoyable. According to the previous statement, the topic discussed by the author is JOOX Music Application as Digital Media in Learning Vocabulary.

JOOX Music Application is one of the music streaming application that released on January 2015 owned by Tencent. Perez (2016) says that JOOX itself

is the biggest music streaming application in some country Asian markets such as Hongkong, 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 the music can use the digital music feature. This platform is completed with many local and inter-local songs included the lyric. Therefore, the users are allowed to read the lyric while they are listening to the music. Relating to the use of the JOOX application, it can be implemented to the learners who find the difficulty to remember some vocabulary. As the result, the researcher decided to use JOOX as the media to enhance the learners' vocabulary and listening skill.

## **B. Research Identifications**

Based on the background of the research, the research identification was focused on using JOOX to increase students' vocabulary and created fun classroom activities.

## **C. Scope of Research**

This research was applied in middle school 8<sup>th</sup> grade of SMPN 8 Makassar. The research focused on applied JOOX Music Application as digital media to enhance students' vocabulary by read vocabularies that they have never heard before and finding the meanings of words. By engaging the media, students more fun in learning vocabulary.

## **D. Research Questions**

Based on the background of this study, the research problem has formulated as

a research question ‘Does learning vocabulary using JOOX Music Application increase the 8<sup>th</sup> grade students’ vocabulary?’

### **E. Research Objectives**

The objective to find out whether or not listening music and reading lyrics through JOOX Music Application as digital media is the effective method to increase students’ vocabulary.

### **F. Significance of the Research**

The findings were supposed to be useful. This method was a good experience of vocabulary learning for students, also enriched their vocabulary knowledge in an easy and fun way. By English teachers, this way can be adopted in teaching vocabulary as one of the alternative strategies and new experience in teaching vocabulary by using JOOX Music Application as digital media.

This study is an interested to get information about vocabulary learning and JOOX Music Application. For the readers who learn English, JOOX Music Application one of digital media to improve English vocabulary and can be used as additional material of regular exercises such as listening, speaking, reading, and writing. The reason why the writer used JOOX Music Application as a digital media to teaching vocabulary it’s easier for students’ to use, and used the lyrics on from the application that’s different from previous research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discussed about the theoretical review, previous study findings, and conceptual framework.

#### A. Theoretical Review

##### 1. Vocabulary

##### a.) Teaching and Learning Vocabulary

According to Neuman and Dwyer (2009), vocabulary can be defined as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).” While according to Linse (2006), “vocabulary is the collection of words that an individual knows.” Learning vocabulary is important as a part of learning English or other foreign languages since learners learn vocabulary first before they master more complex structure.

Richard and Renandya (2002) states that “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.” In teaching vocabulary, a teacher needs to use proper technique in order to help his students have good understanding on new words being learned. Nation (1990) lists some basic techniques by which teachers can explain the meanings of new words. They are by using demonstration or pictures (using object, a cut-out figure, gesture, performing an action, photographs, drawings or diagrams on the board, and pictures from books) and by using verbal

explanation (using analytical definition, putting the new word in a defining context, and translating into another language).

#### b.) Types Vocabulary

There are two types of vocabulary, they are active and passive vocabulary (John, 2000). While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory, and recall it when speaking or writing. Thus, two main groups of person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) used in speech or writing and is made up of words which come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but it is not widely used by a person. People understand it when it is heard or read. The group of passive vocabulary is usually larger than the one of active vocabulary (Kamil, 2005). Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, However, the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skills; speaking, writing, reading, and listening.

Different from John, Wiji (2013) divides vocabulary into four groups as follows: the first is function words. These words, although some of them may also have full-words meaning contents. Number of these groups are auxiliaries, preposition, conjunction, depending on where they are placed. Second is substitute words. Those words do not represent as individual things or specific

actions, but function as substitutes for whole for classes of words. It means that is a link among words. The third, type of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rara speaks English well and Fany does too. *Too* means that Anton also can speak English well although the sentences do not show immediately that Anton can speak English well. The large body of content words constitutes the fourth group of vocabulary items and chief materials considered when the vocabulary items and chief materials are discussed.

#### c.) The Importance of Vocabulary

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without word knowledge, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary. Thornbury (2002) states that vocabulary means a large collection of items. Learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, Cameron (2001) believes that building useful vocabulary is the central to learning of a foreign language at primary level. Building vocabulary means both understandings the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building. To show how important vocabulary is, Bromley (2004)

states that vocabulary holds some important roles in teaching learning process.

They are as follows:

1.) Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2.) Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3.) Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.

4.) Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting. In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach keywords in all subjects.



This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning.

Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, he or she will be able to promote fluency, boost comprehension, improve achievement, and enhance thinking and communication.

#### d.) Definition JOOX Music Application

An application, or application program, is a software program that runs on your computer. Web browsers, e-mail programs, word processors, games, and utilities are all applications. Based on Jogiyanto (2004), application is a system designed and arranged to produce integrated information by using computer facilities as its supporting. JOOX is a legal streaming music service over the internet with a personal touch launched by Tencent Holdings Ltd from Shenzhen, China which is the company behind the instant messaging WeChat. According to Handi (2015), the application is available in the form of mobile apps and websites, users can listen to darker of two million songs and playlists of a local and international choice for free, download them for offline listening.

JOOX lets the user discover diverse and complete collections of music than other streaming music apps. The user can find all their favorite artists, tracks, and genres. In JOOX, there are many features can use and very useful for music lover because they will find more and more songs around the world. The important thing

of JOOX is the lyrics included in this application. The general function for the user, lyrics are useful for people who love karaoke and sometimes forgets the lyric of a song they are listening to. However, in this present study the researcher hopes using the lyrics of this application the students' can get new vocabularies from a song. Then, the way lyrics work is by highlighting every phrase. It is very useful for students' when they are listening. They will not feel hard to remember the lyrics of song. Moreover, if the songs are new, automatically the lyrics also new, so the students' does not worry about the lyrics. The lyrics are available on their screen and enjoy the song. In addition, when the students' often listen the songs, the new words from the song will be easier to remember. By using this application, while the students' enjoy listening music, they also can read the lyrics. Therefore, it can help them to add their vocabulary.

#### e.) JOOX Music Application as Media for Teaching Vocabulary

Teaching media is important in teaching and learning process not only determined by teacher and students competence, but also with appropriate media. Song is very effective especially when one needs to memorize. Often, when music is used for learning a certain concept lesson is more easily understood by the students. In Indonesia, most of English students' have difficulties in learning English, they have less motivation in studying English because they believe that English is a challenging subject. In that case, an English teacher needs to respond the students' condition, the teacher should make students' enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown (2001) states that teaching helps someone to learn how to do

something, giving instruction, guiding in study of something, providing knowledge, and causing knowing or understand. Hence, 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 select song which has appropriate vocabulary to be taught. By using songs from JOOX, it is easier to raise the students' motivation in learning vocabulary.

### **A. Previous Study Findings**

The previous study was written by the student of IAIN Surakarta, entitled "Improving Student Vocabulary Mastery Using Song Lyric of the seventh grade of MTs Muhammadiyah 2 Karanganyar in the academic year 2016/2017 by Ihsani (2017), He was using listening English song to improve students' vocabulary mastery. The population of his study was seventh grade of MTs Muhammadiyah 2 Karanganyar in the academic year 2016/2017. He chose one class to be result and used qualitative data to conduct the final project, but still used classroom action research to conduct the observation. The researcher conducted the pre-test and post-test in his research. There were several improvements reached by the students, not only on their academic score, but also on their behavior to the lesson. The students' score was improved after the research was conducted using English song.

As a discrepancy at this present study will be in specification on the media used. In this research, some songs from JOOX are included in smartphone. While, in

this previous research the researcher only used speaker active or sound that was available in classroom or school. Besides that, this research was conducted with Classroom Action Research which used 2 cycles and my research was conducted using Quantitative Approach. In addition, this research was conducted with seventh grade of MTs Muhammadiyah 2 Karanganyar 2016/2017 and the researcher collected the data from eighth grade of MTs Darul Falah in the academic year of 2017/2018.

In addition, the research was conducted by Agustina (2016), English Education of Hasyim Asy'ari University of Tebuireng Jombang 2016. The title was mastering English vocabulary skill by using song to the second semester students' of Accountancy Department in Hasyim Asy'ari University of Tebuireng Jombang in the Academic Year 2015/2016. She was using listening English song to improve students' vocabulary mastery. The population of her study was the second year of Accountancy Department in Hasyim Asy'ari University of Tebuireng in the academic year 2015/2016.

She chose Classroom Action Research to conduct this research. In this research, the result showed there was improvement from Cycle I to Cycle II in the students' participation in introduction, discussion and practice. In the students' achievement Cycle I, 11 students got 51-74, 10 students got 75-84 and no students got score 85-100 while in Cycle II, there was only 1 student got 51-74, 15 students got 75-84 and 5 students got 85-100. In conclusion, the hypothesis was accepted because there was a significant improvement of students' mastery English vocabulary using song to the second semester students' accountancy department

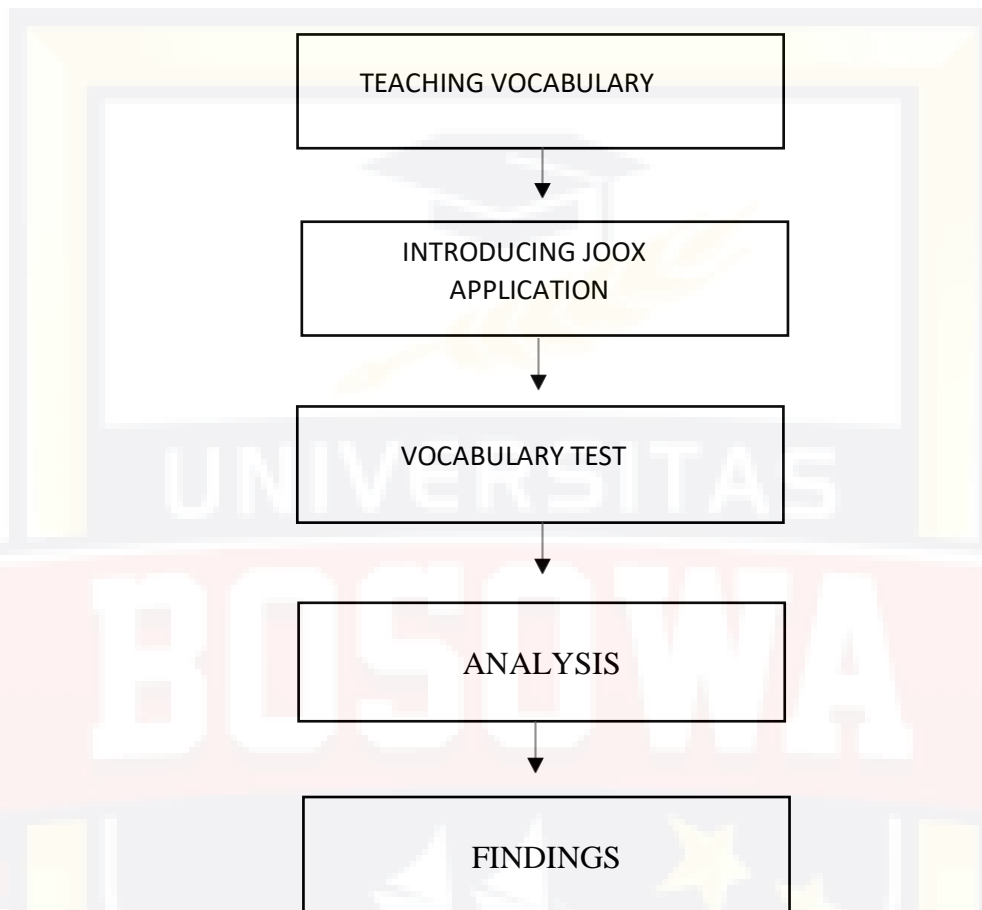
in Hasyim Asy'ari University of Tebuireng. Moreover, the treatment of this research is almost the same with my research because it used lyrics song to master vocabulary. However, in my research I used a different media and materials.

Furthermore, a research conducted by Dewi (2010), English Education of IKIP PGRI Semarang 2009. The title was Improving Students' Vocabulary Mastery through Listening English Song of the Eighth Year Students of SMPN 25 Semarang 2009/ 2010. She was using listening English song to improve students' vocabulary mastery. The population was the eighth year students of SMPN 25 Semarang 2009/ 2010. She chooses two classes to be samples. One class was control class and class as experimental class. For the experimental class, she used listening English song for students, and in another class she did not use game. The result was significant. There was significant differences in score of vocabulary test achieved by the students after they have been taught using Listening English Song.

In this study song could motivate the students to learn more about vocabulary. The differences between this research and my research will be in specification of the vocabulary, she did the research to know the vocabulary mastery of students and to find out whether listening to English song can improve their vocabulary mastery. Whereas, the current study will do the research to know whether song from JOOX Application is effective to improve students' Vocabulary mastery. Besides that, the previous research was conducted with eighth grade of SMPN 25 Semarang 2009/2010 while this study will be conducted in the second grade of MTs. Darul Falah in the academic year of 2019/2020.

## B. Conceptual Framework

The theoretical framework underlying in this research is given in the following:



Based on the theories above, the researcher assumed that vocabulary is one of the important parts in English Communication. Therefore, the teacher should have appropriate media in teaching vocabulary and make students easier to understand more about vocabulary.

## CHAPTER III

### RESEACRH METHODOLOGY

This chapter presents research design, the location and time of the research, method of the research, variable and operational definition, population and sample, procedure of collecting data, instrument of the research, and technique of collecting data.

#### A. Research Design

This research was used pre-experimental design. Before giving treatment the students are given pre-test (vocabulary test) to know their prior knowledge ( $O_1$ ), then teaching vocabulary using JOOX Music Application (X), and finally the students are given post-test to examine the students' vocabulary improvement ( $O_2$ ). The comparison between the pre-test and post-test determined the success of the treatment. On the treatment the writer using JOOX Music Application as a digital media to teach vocabulary.

The formula is present as follows:

Pre-test	Treatment	Post-test
$O_1$	X	$O_2$

Gay, et al. (2006)

## **A. The Location and Time of the Research**

This research has conducted in the 8<sup>th</sup> grade students of SMPN 8 Makassar, which is located at Jl. Batua Raya No.1, Batua, Manggala, Batua, Manggala, Kota Makassar, Sulawesi Selatan 90233. The research has been taken in March 2020.

## **B. Population and Sample**

### **1. Population**

The population of this research was the 8<sup>th</sup> grade students of SMPN 8 Makassar in academic year 2019/2020 consisting of 415 students divided into twelve classes which each class consist of approximately 30 students.

### **2. Sample**

The researcher took one class using cluster random sampling technique. This technique was selected because the sample is a group of students without receiving the intervention from the researcher. It means that the researcher use the selected class that had been form at the school. This sampling technique is a way of taking classes randomly which exists as a population. By random sampling, the researcher has been taken one class on 8<sup>th</sup> grade which consist of 30 students.

## **C. Research Variables and Operational Definition**

The variables in this research are independent and dependent variable. There are two variables in this research, which independent variable and dependent variable. Independent variable is the use of JOOX Music application as a media, and the dependent variable is students' vocabulary. Operational Definition of the Key Terms follows:



- a. JOOX is a music application that is very useful for people; who want to listen music because there are lots of songs can be searched. By using JOOX the researcher expected that can be a teaching media for students to improve their vocabulary.
- b. Vocabulary is one of the essential language components in studying English. The first element to master for learner in learning English language is vocabulary.

#### **D. Research Instrument**

The instrument of this research was vocabulary test. The vocabulary test has been administrated in pre-test and post-test. The instruments was vocabulary test to collect the data. The test consist of the song lyrics which are specified by the researcher. Both pre-test and post-test basically are same. The students are given a chance to answer the questions for about 20 minutes in vocabulary tests (translate, find the antonym & synonym, and incomplete text task).

#### **E. Procedure of Data Collection**

To collect the data, some procedures are applies as follows;

1. Pre-Test

Before treatment, the researcher was gave pre-test which this test has been conducted in the first meeting. In pretest the researcher was give a test about vocabulary, there are 3 types of vocabulary test it composed of translate, find the antonym & synonym, and incomplete text.

## 2. Treatment

After give pre-test, the researcher has gaven the treatment. The treatment was held in 2nd, 3th, 4th, and 5th day. Which the researcher prepared 4 songs for this section. In the treatment, the researcher was explained materials related to the treatment first. Next are explained the application and show the students how it works. And then, the researcher has been given time for question and answer section. After that, the students did the test and the researcher played the song 3 times repeat to answer the test. Last, the researcher let the students finish the test before they hands their paper test. The researcher conducted the treatment on next meeting.

## 3. Post Test

The post test are same as the test on pre test, this test aim to determine whether there is an improvement for students after the treatment.

## F. Technique of Research

The researcher used the following formula in scoring the students' tests.

$$\bar{X} = \frac{\sum x}{n}$$

Where:

$\bar{X}$  = average score (mean)

$\sum x$  = total score of students

$n$  = total of students

(Arikunto, 1997)

The data was analyzed using SPSS with the analysis of Repeated Measures T-Test in order to know the significance level of the treatment effect.

The last classified the score of the students' into the following measurement scale: Table 3.1 Classification of Students' Score

Score	Classification
81 – 100	very good
61 – 80	Good
41 – 60	Fair
21 – 40	Poor
0 – 20	very poor

(Puskur, 2006)

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter deals with the research findings obtained through the instruments used during the research. Then the research findings taken into discussion to answer the research problems. In this case, the writer discusses the result of the research by JOOX Music Application.

#### A. Findings

The test were done twice namely pre-test and post-test, the writer give the students' vocabulary test before and after the treatment. To know the students' vocabulary ability the writer conducted pre-test and post-test. As mentioned before the writer used JOOX Music Application as instrument in collecting the data. It was given to the 8<sup>th</sup> grade students of SMPN 8 Makassar. Pre-test and post-test were done to get vocabulary score of the students. The students' scores in pre-test are presented in the following table.

After analyzing the data derived from pre-test and pot-test below is the result of data analysis. The result of students' speaking score in pre-test and post-test could be seen in the table below:

**Table 4.1. The Students' Score and Classification in Pre-test**

No	Students Initial	Students Score	Classification
1	AR	45	Fair

2	ANZ	78	Good
3	AAA	43	Fair
4	ARS	50	Fair
5	ADS	75	Good
6	APS	80	Good
7	AF	68	Good
8	ACF	51	Fair
9	ANF	68	Good
10	AZ	78	Good
11	AST	68	Good
12	JTA	78	Good
13	DNP	43	Fair
14	DMZ	81	Very Good
15	FSJ	45	Fair
16	GAP	68	Good
17	HND	66	Good
18	MRR	38	Poor
19	MSZ	78	Good
20	MLS	65	Good
21	MAM	33	Poor
22	MFR	50	Fair
23	NA	76	Good
24	NQ	70	Good
25	NWM	65	Good

26	NRS	65	Good
27	NM	70	Good
28	PTR	70	Good
29	SF	63	Good
30	STF	58	Fair
<b>Total</b>		1740	
<b>Mean Score</b>		58	

**Table 4.2. The Students' Score and Classification in Post-test**

No	Students Initial	Students Score	Classification
1	AR	80	Good
2	ANZ	95	Very Good
3	AAA	91	Very Good
4	ARS	88	Very Good
5	ADS	85	Very Good
6	APS	95	Very Good
7	AF	86	Very Good
8	ACF	86	Very Good
9	ANF	91	Very Good
10	AZ	95	Very Good
11	AST	90	Very Good
12	JTA	95	Very Good
13	DNP	88	Very Good

14	DMZ	88	Very Good
15	FSJ	91	Very Good
16	GAP	91	Very Good
17	HND	93	Very Good
18	MRR	91	Very Good
19	MSZ	90	Very Good
20	MLS	93	Very Good
21	MAM	88	Very Good
22	MFR	85	Very Good
23	NA	93	Very Good
24	NQ	91	Very Good
25	NWM	86	Very Good
26	NRS	95	Very Good
27	NM	88	Very Good
28	PTR	90	Very Good
29	SF	93	Very Good
30	STF	95	Very Good
<b>Total</b>		2706	
<b>Mean Score</b>		90.2	

In the table 4.1 and table 4.2 showed the students' results. Based on the table above, there were 30 students as the sample of the research. The test was conducted by the writer before and after treatments using JOOX Application. The test focused on vocabulary test. For the pre-test, the writer gave explanation for all

students in the class about the test. The test intended to know the students' vocabulary ability before students were given the treatment. Instrument, the writer played the song and it repeated 3 times then students answer the blank lyrics. After finish the test, the writer played the song and told the students' to mark, underline, or circle the new words that the students' just heard/found. The test intended to know the students speaking ability before students were given the treatment. For the post-test, the writer will gave the same explanation about the test same as the pre-test. The test intended to know the students' vocabulary ability after students were given the treatment.

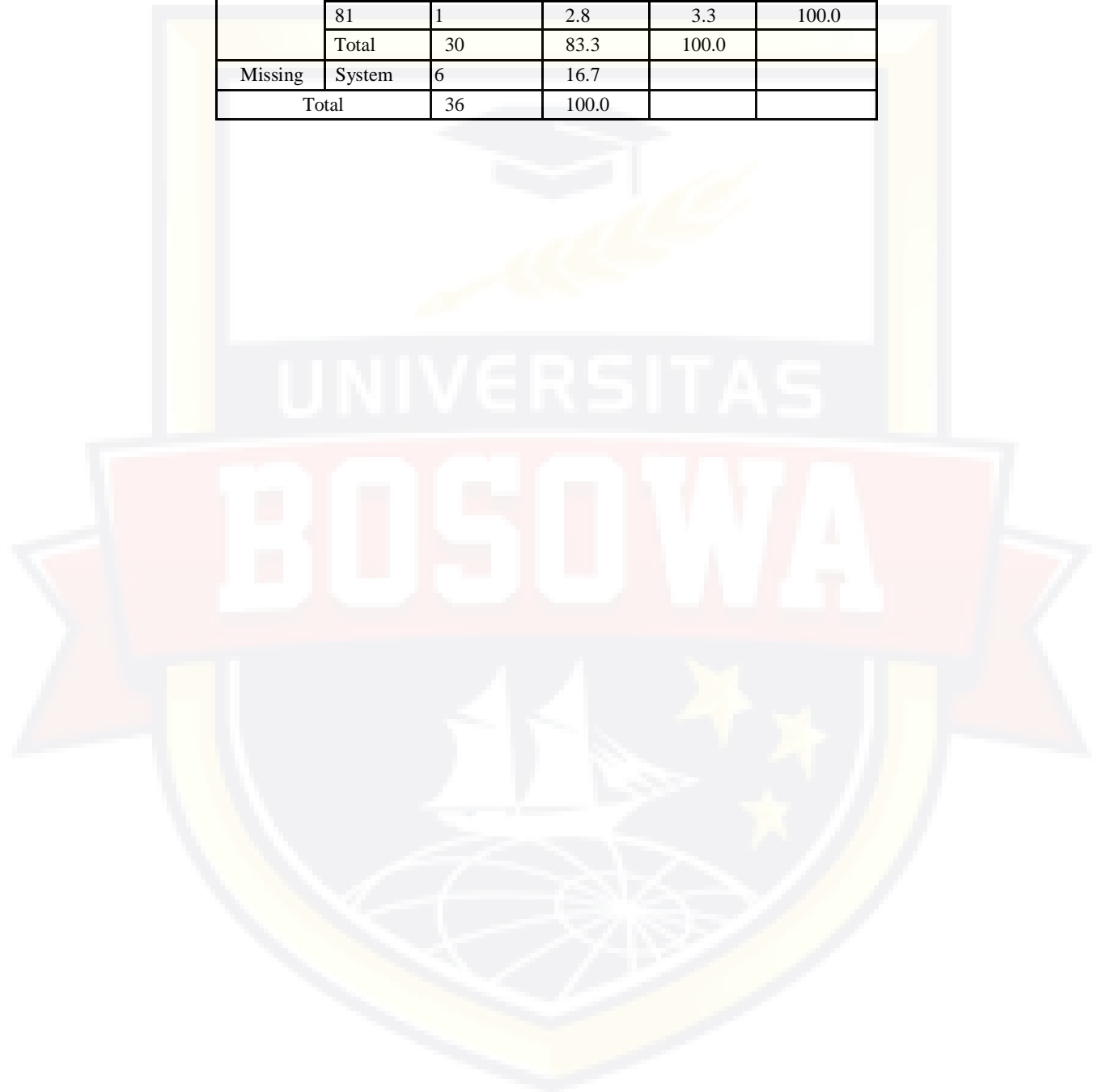
Table 4.1 shows the result of pre-test and table 4.2 shows the result of post-test. Based on the tables, the students' vocabulary ability was good after doing instrument by JOOX Music Application. It means that the students score in vocabulary showed different of raising score from the pre-test into the post-test. Based on the data, almost all students got "very good" score.

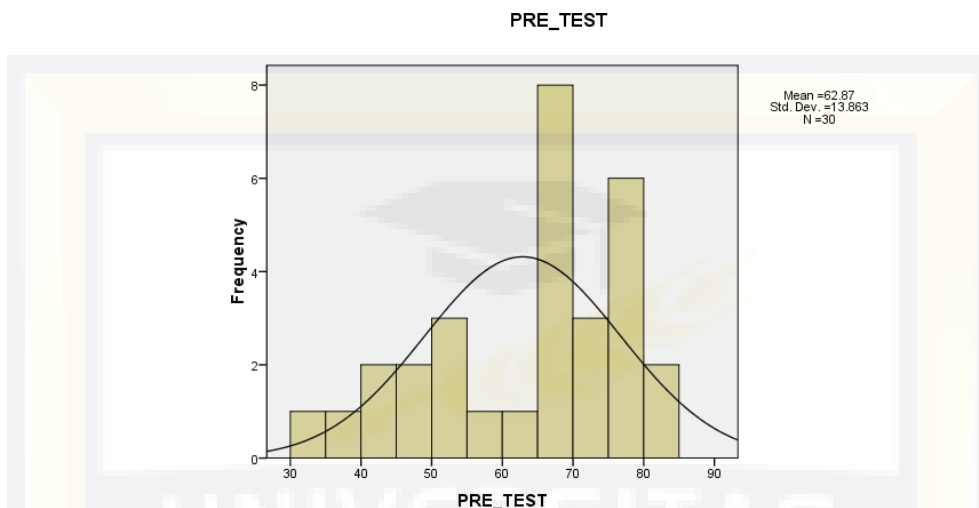
**Table 4.3 SPSS of Students' Score in pre-test**

PRE TEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	2.8	3.3	3.3
	38	1	2.8	3.3	6.7
	43	2	5.6	6.7	13.3
	45	2	5.6	6.7	20.0
	50	2	5.6	6.7	26.7
	51	1	2.8	3.3	30.0
	58	1	2.8	3.3	33.3
	63	1	2.8	3.3	36.7
	65	3	8.3	10.0	46.7
	66	1	2.8	3.3	50.0
	68	4	11.1	13.3	63.3
70	3	8.3	10.0	73.3	



	75	1	2.8	3.3	76.7
	76	1	2.8	3.3	80.0
	78	4	11.1	13.3	93.3
	80	1	2.8	3.3	96.7
	81	1	2.8	3.3	100.0
	Total	30	83.3	100.0	
Missing	System	6	16.7		
	Total	36	100.0		



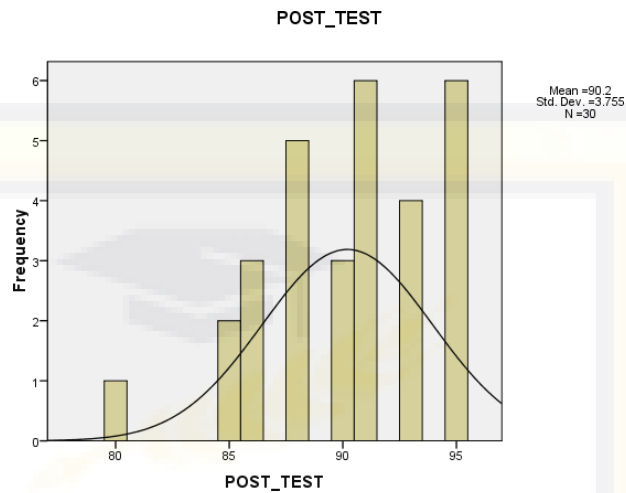


The curve shows the score of students' in pre-test, 1 student got very good classification (2,8%), 19 students got good classification (52,8%), 8 students got fair classification (22,4%), and 2 students got poor classification (6,7%).

**Table 4.4 SPSS of Students' Score in post-test**

**POST TEST**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	1	2.8	3.3	3.3
	85	2	5.6	6.7	10.0
	86	3	8.3	10.0	20.0
	88	5	13.9	16.7	36.7
	90	3	8.3	10.0	46.7
	91	6	16.7	20.0	66.7
	93	4	11.1	13.3	80.0
	95	6	16.7	20.0	100.0
	Total	30	83.3	100.0	
Missing	System	6	16.7		
Total		36	100.0		



The curve shows the score of students in post-test, none of students got poor and fair classification, 1 student got good classification (2,8%), and 29 students got very good classification (80,6%).

## B. Discussion

This section presented the discussion of the result of the data analysis; this result research was conducted in three steps. The first step was given pretest to students. Pre-test was given to know the students' vocabulary ability score before being taught by JOOX Music Application. The second step was given treatment and applied JOOX Music Application to the students. The third step was given post-test to the students to know the students' vocabulary ability score after being taught by using JOOX Music Application.

Previously the writer determined to take one class as the sample. But after undergoing the test it turns out that not all students could take the test until

finished. Because of the other pairs data were incomplete due to absence. Therefore, the total 34 students but the writer only took data 30 students as the samples.

For the pre-test, the writer gave explanation for all students in the class about the test. The test intended to know the students' vocabulary ability before students were given the treatment, the students seems didn't understood about the test and active in asking question to the writer. The result on pre-test shows that the students has lack vocabulary ability. Instrument, the writer played the song and it repeated 3 times then students answer the blank lyrics. After finish the test, the writer played the song and told the students' to mark, underline, or circle the new words that the students' just heard/found. The test intended to know the students speaking ability before students were given the treatment. The students were enjoy did the activity especially use songs and most of them found more than two new words which they never heard before. For the post-test, the students were given the same explanation about the test same as the pre-test. The test intended to know the students' vocabulary ability after students were given the treatment, the students more silent and faster did the test.

Based on the students' score and classification in pre-test and post-test there were very significant differences. From the finding, this research was succeeded, it was known from the mean score in pre-test was 58 improve to post-test with 90.2. It showed that there was different vocabulary ability score of the 8<sup>th</sup> grade students of SMPN 8 Makassar before and after being given by using JOOX Music Application for vocabulary ability. The result of the vocabulary test showed the

students' score after using JOOX Music Application was higher than before. In short, the average score of pre-test is 58 while the average score of post-test is 90.2. It means that the result in post-test was better than pre-test.

It can be seen, it was concluded that the students got good achievement in vocabulary ability after using JOOX Music Application. Referring to the description above, it was concluded that in this research, JOOX Music Application as a digital media in learning vocabulary teaching was effective. Practically the theory was accepted and it stimulated the students to improve students' vocabulary ability at the 8<sup>th</sup> grade students of SMPN 8 Makassar in the academic year 2019/2020.

Based on MTs Muhammadiyah 2 Karanganyar in the academic year 2016/2017 by Ihsani (2017), there were several improvement reached by the students, not only their academic score, but also their behavior to the lesson. The students' score was improved after the research was conducted using English song. According to Asnawir and Usman (2002) teaching media classified in three kinds, they were visual aids, audio aids, and audio visual aids. The JOOX Music Application are included in audio aids which served there are many kinds genre of music especially English song.

The students could get new vocabularies from the JOOX Music Application, its complete with lyrics to made students listening English song while read the lyrics. Futhermore, Kustiana (2009) in her study also proved that song gave contribution in teaching vocabulary, song could motivates the students to learn more about vocabulary. The students' were able to increase their vocabulary.

In inference to the findings and previous study above, the use song and digital media especially JOOX Music Application was succeed to increased students' vocabulary ability. Song provides opportunities for students' to improving their vocabulary. Therefore, using JOOX Music Application are effectived, the English teacher are suggested to be used one of alternative media.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first deals with the conclusion of the findings, and the second one deal with suggestion.

#### **A. Conclusion**

Based on the result of data analysis and the discussion of the result in the previous chapter, the writer concluded that using JOOX Music Application as a digital media are fun way in learning vocabulary could stimulate the students to improve vocabulary ability. Most of the students have low vocabulary before JOOX Music Application applied, the students' could enhance their vocabulary and actives while doing the activities. The result may inspire other researchers to do similar research. It may also become the reference in teaching English especially in vocabulary ability.

#### **B. Suggestion**

Based on the conclusions above, the writer put forwards some suggestions and recommendation as follow that the teacher sometimes learning English seem boring but by combining lessons with thing that students enjoy or technology can bring the learning to be more attractive to students, they tend to prefer practice directly rather than just adhering to the textbook. The teachers could try applying JOOX Music Application or another digital media in learning vocabulary in their English class especially for vocabulary ability. Also, the students should be more

interested in learning English, they have to change their mindset for English. English is not always that boring things even less something difficult to understand, but it's unique and fun. Beside that, we need English because it is very useful for us in communicating internationally and good for our future. At last, the future researchers should improve this kind of research and find another digital media are easier and more fun for students to learning English. The writer found that the difficult method or boring technique could makes students' lazy to learning new things.





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UNIVERSITAS

# APPENDICES

## Appendix 1: Research Instrument

### PRETEST AND POST-TEST

“JOOX MUSIC APPLICATION AS A DIGITAL MEDIA IN LEARNING  
VOCABULARY”

Directions :

1. The researcher will explain the topic for all students in the class.
2. Students will be given time 10 minutes to finish the vocabulary test.
3. In pre-test, the researcher will give the students vocabulary test.
4. In post-test, the students will complete vocabulary test to measure their vocabulary knowledge.

#### A. Task activity in Pre-test & Post-test

- Complete the vocabulary test

## Appendix 2 : Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Nama Sekolah : SMP Negeri 8 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/I (Ganjil)

Materi pokok/Tema : Mendengarkan lagu berbahasa Inggris dengan membaca lirik dapat menambah kosakata.

Alokasi Waktu : 6 x 40 menit JP

#### A. Kompetensi Inti

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya  
 KI-2 : Menghargai perilaku (jujur, disiplin, tanggungjawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
 KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.  
 KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Tujuan Pembelajaran

KD		Tujuan Pembelajaran
	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	<ol style="list-style-type: none"> <li>1. Siswa diharapkan mampu memahami pengertian dan jenis-jenis kosakata (vocabulary).</li> <li>2. Memahami kosakata yang didengarkan dalam sebuah lagu.</li> <li>3. Mengetahui banyak kosakata dan terjemahannya.</li> </ol>
	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	<ol style="list-style-type: none"> <li>4. Mampu memanfaatkan digital media yang telah ada untuk belajar bahasa Inggris.</li> <li>5. Memperoleh kosakata baru yang didengar dalam sebuah lagu.</li> </ol>
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
3.4	Memahami pengertian dan jenis-jenis kosakata (vocabulary)	

### Fokus penguasaan karakter:

**Spiritual** : Berdoa sebelum dan sesudah melakukan kegiatan

**Sosial** : Pemanfaatan digital media.

### C. Model dan Metode Pembelajaran

Model Pembelajaran : Observe Practice-Questioning-Experimenting

Metode Pembelajaran : Collaborative Learning and Inquiry/Experencial Learning.

### D. Media dan Alat:

1. Media : JOOX Music Application dan Power Point Presentation
2. Alat : Handphone, Laptop, LCD, dan Speaker Active

### E. Sumber Pembelajaran

1. Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, buku Guru dan Buku Siswa SMP Kelas VIII
2. Beberapa lagu telah dipilih yang terdapat dalam aplikasi JOOX.

### F. Langkah-Langkah Kegiatan Pembelajaran:

#### 1. Pertemuan pertama: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.	10 Menit



	<p>2) Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari</p> <p>3) Pendidik menyampaikan tujuan pembelajaran.</p> <p>4) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri</p>	
Kegiatan Inti	<p>1) Pendidik menjelaskan materi tentang kosakata (vocabulary) dan memberikan contoh.</p> <p>2) Peserta didik membaca teks deskripsi yang terdapat dalam buku teks tentang kosakata (vocabulary).</p> <p>3) Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.</p> <p>4) Peserta didik akan diperdengarkan lagu yang berhubungan dengan pretest.</p> <p>5) Peserta didik diberikan waktu untuk menyelesaikan tes kosakata (vocabulary test) yang sudah disiapkan oleh pendidik.</p>	60 menit
Penutup	<p>1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</p> <p>3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</p> <p>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya,</p>	10 Menit

	5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM	
	6) Peserta didik mengucapkan salam perpisahan	

## 2. Pertemuan kedua: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	<ol style="list-style-type: none"> <li>1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</li> <li>2) Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</li> <li>3) Pendidik menyampaikan tujuan pembelajaran.</li> <li>4) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri</li> </ol>	10 Menit

Kegiatan Inti	<ol style="list-style-type: none"> <li>1) Pendidik menjelaskan materi tentang kosakata (vocabulary) dan memberikan contoh.</li> <li>2) Peserta didik membaca teks deskripsi yang terdapat dalam buku teks tentang kosakata (vocabulary).</li> <li>3) Pendidik memperkenalkan aplikasi JOOX dan memperlihatkan contoh aplikasi tersebut.</li> <li>4) Peserta didik diminta untuk mengamati contoh lagu</li> </ol>	60 menit
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	<p>yang diputar dari aplikasi JOOX. (Flashlight – Jessie J)</p> <p>5) Peserta didik diberikan waktu untuk sesi tanya jawab.</p> <p>6) Pendidik akan membagikan lembaran tes yang berisikan lirik lagu.</p> <p>7) Pendidik akan memperdengarkan lagu yang sudah ditentukan dengan menggunakan aplikasi JOOX, lagu akan diputar sebanyak 3x.</p> <p>8) Para peserta didik akan diberikan waktu untuk menyelesaikan tes tersebut.</p> <p>9) Peserta didik mengumpulkan hasil kerja mereka.</p>	
Penutup	<p>1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</p> <p>3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</p> <p>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM</p> <p>6) Peserta didik mengucapkan salam perpisahan</p>	10 Menit

### 3. Pertemuan Ketiga: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
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Pendahuluan	<ol style="list-style-type: none"> <li>1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</li> <li>2) Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</li> <li>3) Pendidik menyampaikan tujuan pembelajaran.</li> <li>4) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri.</li> </ol>	10 Menit
Kegiatan Inti	<ol style="list-style-type: none"> <li>1) Pendidik menjelaskan materi tentang kosakata (vocabulary) dan memberikan contoh.</li> <li>2) Peserta didik membaca teks deskripsi yang terdapat dalam buku teks tentang kosakata (vocabulary).</li> <li>3) Pendidik memperkenalkan aplikasi JOOX dan memperlihatkan contoh aplikasi tersebut.</li> <li>4) Peserta didik diminta untuk mengamati contoh lagu yang diputar dari aplikasi JOOX. (Comethru – Jeremy Zucker)</li> <li>5) Peserta didik diberikan waktu untuk sesi tanya jawab.</li> <li>6) Pendidik akan membagikan lembaran tes yang berisikan lirik lagu.</li> <li>7) Pendidik akan memperdengarkan lagu yang sudah ditentukan dengan menggunakan aplikasi JOOX,</li> </ol>	60 menit

	<p>lagu akan diputar sebanyak 3x.</p> <p>8) Para peserta didik akan diberikan waktu untuk menyelesaikan tes tersebut.</p> <p>9) Peserta didik mengumpulkan hasil kerja mereka.</p>	
Penutup	<p>1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</p> <p>3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</p> <p>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM</p> <p>6) Peserta didik mengucapkan salam perpisahan</p>	10 Menit

#### 4. Pertemuan keempat: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	<p>1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2) Pendidik mengajukan pertanyaan yang bertujuan</p>	10 Menit

	<p>untuk menuntun peserta didik ke materi yang akan dipelajari</p> <ol style="list-style-type: none"> <li>3) Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</li> <li>4) Pendidik memberikan pertanyaan tentang materi sebelumnya sebagai refleksi kegiatan</li> <li>5) Pendidik menyampaikan tujuan pembelajaran.</li> <li>6) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri</li> </ol>	
Kegiatan Inti	<ol style="list-style-type: none"> <li>1) Pendidik menjelaskan materi tentang kosakata (vocabulary) dan memberikan contoh.</li> <li>2) Peserta didik membaca teks deskripsi yang terdapat dalam buku teks tentang kosakata (vocabulary).</li> <li>3) Pendidik memperkenalkan aplikasi JOOX dan memperlihatkan contoh aplikasi tersebut.</li> <li>4) Peserta didik diminta untuk mengamati contoh lagu yang diputar dari aplikasi JOOX. (Lose You To Love Me – Selena Gomez)</li> <li>5) Peserta didik diberikan waktu untuk sesi tanya jawab.</li> <li>6) Pendidik akan membagikan lembaran tes yang berisikan lirik lagu.</li> <li>7) Pendidik akan memperdengarkan lagu yang sudah ditentukan dengan menggunakan aplikasi JOOX, lagu akan diputar sebanyak 3x.</li> <li>8) Para peserta didik akan diberikan waktu untuk menyelesaikan tes tersebut.</li> <li>9) Peserta didik mengumpulkan hasil kerja mereka.</li> </ol>	60 menit

nutup	<ol style="list-style-type: none"> <li>1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</li> <li>2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</li> <li>3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</li> <li>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM</li> <li>6) Peserta didik mengucapkan salam perpisahan</li> </ol>	2 Menit
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#### 5. Pertemuan kelima: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	<ol style="list-style-type: none"> <li>1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</li> <li>2) Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari</li> <li>3) Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</li> </ol>	10 Menit

	<ol style="list-style-type: none"> <li>4) Pendidik memberikan pertanyaan tentang materi sebelumnya sebagai refleksi kegiatan</li> <li>5) Pendidik menyampaikan tujuan pembelajaran.</li> <li>6) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri</li> </ol>	
Kegiatan Inti	<ol style="list-style-type: none"> <li>1) Pendidik menjelaskan materi tentang kosakata (vocabulary) dan memberikan contoh.</li> <li>2) Peserta didik membaca teks deskripsi yang terdapat dalam buku teks tentang kosakata (vocabulary).</li> <li>3) Pendidik memperkenalkan aplikasi JOOX dan memperlihatkan contoh aplikasi tersebut. (I See The Light – Mandy Moore, Zachary Levi)</li> <li>4) Peserta didik diminta untuk mengamati contoh lagu yang diputar dari aplikasi JOOX.</li> <li>5) Peserta didik diberikan waktu untuk sesi tanya jawab.</li> <li>6) Pendidik akan membagikan lembaran tes yang berisikan lirik lagu.</li> <li>7) Pendidik akan memperdengarkan lagu yang sudah ditentukan dengan menggunakan aplikasi JOOX, lagu akan diputar sebanyak 3x.</li> <li>8) Para peserta didik akan diberikan waktu untuk menyelesaikan tes tersebut.</li> <li>9) Peserta didik mengumpulkan hasil kerja mereka.</li> </ol>	60 menit
Penutup	<ol style="list-style-type: none"> <li>1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</li> <li>2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru</li> </ol>	10 Menit



	<p>saj dipelajari</p> <ol style="list-style-type: none"><li>3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</li><li>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li><li>5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM</li><li>6) Peserta didik mengucapkan salam perpisahan</li></ol>	
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### 6. Pertemuan keenam: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	<ol style="list-style-type: none"> <li>1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</li> <li>2) Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari</li> <li>3) Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</li> <li>4) Pendidik memberikan pertanyaan tentang materi sebelumnya sebagai refleksi kegiatan</li> <li>5) Pendidik menyampaikan tujuan pembelajaran.</li> <li>6) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri</li> </ol>	10 Menit
Kegiatan Inti	<ol style="list-style-type: none"> <li>1) Pendidik menjelaskan kembali tentang hal-hal yang sudah diberikan selama beberapa pertemuan.</li> <li>2) Peserta didik diberikan waktu untuk menanyakan kembali hal yang kurang dipahami selama beberapa pertemuan.</li> <li>3) Peserta didik akan diperdengarkan lagu yang berhubungan dengan postest.</li> <li>4) Peserta didik diberikan waktu untuk</li> </ol>	60 menit

	menyelesaikan tes kosakata (vocabulary test) yang sudah disiapkan oleh pendidik.	
Penutup	<ol style="list-style-type: none"> <li>1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</li> <li>2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</li> <li>3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</li> <li>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM</li> <li>6) Peserta didik mengucapkan salam perpisahan</li> </ol>	10 Menit

### G. Evaluasi

Teknik : Kosakata (Vocabulary)

Instrument : Mendengarkan lagu dan membaca teks lirik dapat menemukan kosakata baru.

**H. Pedoman penilaian**

Score	Classification	Remark
91 – 100	Very good	A
76 – 90	Good	B
61 – 75	Fair	C
51 – 60	Poor	D
Less than 50	Very poor	E

Makassar, Februari 2019

Mengetahui,

Guru Mata Pelajaran

Peneliti Mata Pelajaran

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Nip:Diby Wicaksana

4515101012

### Appendix 3: PRE TEST, POST TEST, AND TREATMENT

#### 1. Pertemuan Pertama (PRE TEST)

##### VOCABULARY TEST

##### A. Translate the words below.

- |  |                                   |
|--|-----------------------------------|
| 1. Shine: <i>bersinar</i>                | 11. Glad: <i>bangga</i>           |
| 2. Watching: <i>menonton/menyaksikan</i> | 12. Replaced: <i>menggantikan</i> |
| 3. Hometown: <i>kampung halaman</i>      | 13. Sign: <i>tanda</i>            |
| 4. Warm: <i>hangat</i>                   | 14. Afraid: <i>takut</i>          |
| 5. Come: <i>datang</i>                   | 15. Fog: <i>kabut</i>             |
| 6. Standing: <i>berdiri</i>              | 16. Different: <i>berbeda</i>     |
| 7. Flashlight: <i>senter</i>             | 17. Forest: <i>hutan</i>          |
| 8. Road: <i>jalan/jalanan</i>            | 18. Window: <i>jendela</i>        |
| 9. Sky: <i>langit</i>                    | 19. Lose: <i>kalah/kehilangan</i> |
| 10. Beneath: <i>di bawah</i>             | 20. Imagination: <i>imajinasi</i> |

##### B. Find the antonym of the following words below:

- |                                 |                            |
|---------------------------------|----------------------------|
| 21. Long : <i>short</i>         | 26. Now: <i>later</i>      |
| 22. Outside: <i>inside</i>      | 27. Never: <i>always</i>   |
| 23. Tomorrow : <i>yesterday</i> | 28. Thick: <i>thin</i>     |
| 24. Lose: <i>found</i>          | 29. Old : <i>new/young</i> |

25. Easy: *difficult*

30. Last: *first*



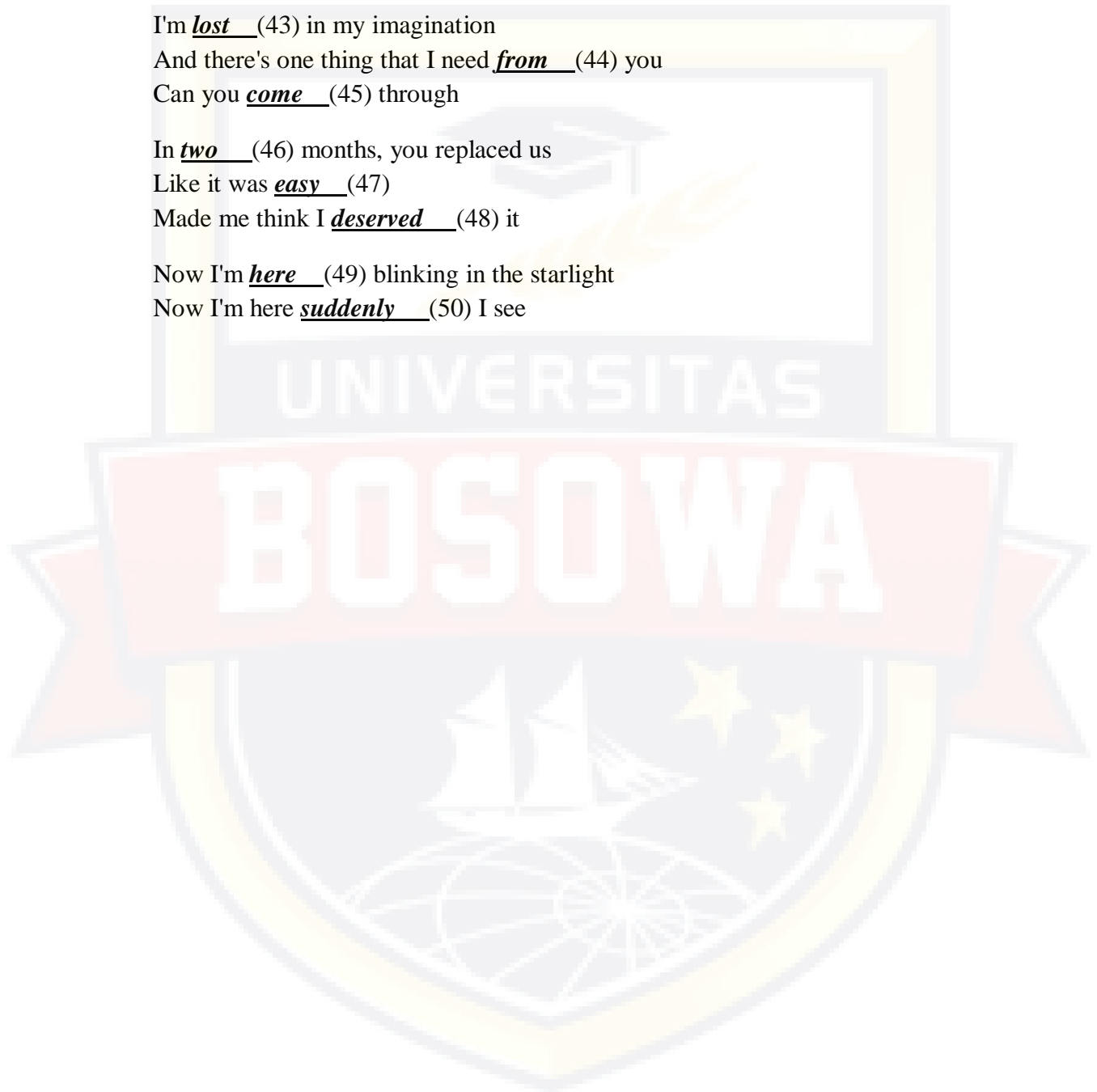


We'd always (40) go into it blindly  
I needed to lose you to find (41) me  
This dance, it was killing (42) me softly

I'm lost (43) in my imagination  
And there's one thing that I need from (44) you  
Can you come (45) through

In two (46) months, you replaced us  
Like it was easy (47)  
Made me think I deserved (48) it

Now I'm here (49) blinking in the starlight  
Now I'm here suddenly (50) I see





## 2. Pertemuan Kedua (TREATMENT)

Fill the blank lyrics below: FLASHLIGHT – JESSIE J

When (1)tomorrow comes

I'll be on my own Feeling frightened of

The things that I don't know

When tomorrow comes Tomorrow comes Tomorrow comes

And though the (2)road is long

I look (3)up to the sky

And in the dark I found,

I lost (4)hope that I won't fly And I sing along,

I sing along And I sing along

I got all I need when I (5)got you and I

I look around me, and see a (6)sweet life

I'm (7)stuck in the (8)dark but you're my flashlight You're getting me, getting me through the night

Kick start my heart when you shine it in my eyes

Can't (9)lie, it's a sweet life

I'm stuck in the dark but you're my (10)flashlight

You're getting me, getting me through the night

'Cause you're my flashlight (flashlight)

You're my flashlight (flashlight) You're my flashlight

I see the (11)shadows long beneath the mountain top

I'm not afraid when the rain won't (12)stop 'Cause you light the way

You light the way, you light the way

I got all I (13)need when I got you and I

I look around me, and see a sweet life

I'm stuck in the dark but you're my flashlight

You're getting me, getting me (14)through the night Kick

Can't (15)stop my heart when you shine it in my eyes

I can't lie, it's a sweet life

I'm stuck in the dark but you're my flashlight You're getting me, getting me  
through the night (Light light light you're my flashlight, light, light) Light light  
you're my flashlight

Light light light light light, oh

(Light light light you're my flashlight, light, light) You're my flash, oh

### 3. Pertemuan Ketiga (TREATMENT)

*Fill the blank lyrics below: COMETHRU – JEREMY ZUCKER*

I might lose my mind

Waking (1)when the sun's down

Riding all these highs

(2)waiting for the comedown

Walk these (3)streets with me

I'm doing decently

Just glad that I (4)can breathe, yeah

I'm trying to realize

It's alright to not be (5)fine on your own

Now I'm shaking, drinking all this (6)coffee  
These (7)last few weeks have been exhausting  
I'm lost in my (8)imagination  
And there's one thing that I (9)need from you  
Can you (10)come through, through  
Through, yeah  
And there's one thing that I need from you  
Can you come through?  
  
Ain't got much to do  
Too (11)old for my hometown  
Went to bed at noon  
Couldn't put my (12)phone down  
Scrolling patiently  
It's all the same to me  
Just faces on a screen, yeah  
  
I'm (13)trying to realize  
It's alright to not be fine on your own  
  
Now I'm shaking, drinking all this coffee  
These last few weeks have been exhausting  
I'm (14)lost in my imagination  
And there's one thing that I need from you  
(15)can you come through, through  
Through, yeah  
And there's one thing that I need from you  
Can you come through, through  
Through, yeah  
And there's one thing that I need from you  
Can you come through?

#### 4. Pertemuan Keempat (TREATMENT)

Fill the blank lyrics below: *LOSE YOU TO LOVE ME – SELENA GOMEZ*

You promised the world and I fell for it

I put you (1)first and you adored it

Set fires to my forest

And you let it (2)burn

Sang off-key in my chorus

'Cause it wasn't (3)yours

I saw the signs and I ignored it

Rose-colored glasses all distorted

Set (4)fire to my purpose

And I let it burn

You got off on the hurtin'

When it wasn't yours, yeah

We (5)always go into it blindly

I needed to lose you to (6)find me

This dance, it was killing me softly

I needed to (7)lose you to love me, yeah

To love, love, yeah

To love, love, yeah

To love, yeah

I needed to lose you to love me, yeah

To love, love, yeah

To love, love, yeah

To love, yeah

I needed to lose you to love me

I gave my all and they all know it  
 Then (8)you tore me down and now it's showing  
 In two months, you replaced (9)us  
 Like it was (10)easy  
 Made me think I deserved it  
 In the (11)thick of healing, yeah  
 We always (12)always into it blindly  
 I needed to lose you to (13)find me  
 This (14)dance, it was killing me softly  
 I needed to hate you to (15)love me, yeah  
 To love, love, yeah  
 To love, love, yeah  
 To love, yeah  
 I needed to lose you to love me, yeah  
 To love, love, yeah  
 To love, love, yeah  
 To love, yeah  
 I needed to lose you to love me

### 5. Pertemuan Kelima (TREATMENT)

*Fill the blank lyrics below: I SEE THE LIGHT – MANDY MOORE & ZACHARY LEVI*

All those days watching from the (1)windows  
 All those years outside looking in  
 All that (2)time never even knowing  
 Just how (3)blind I've been  
 Now I'm here blinking in the (4)starlight  
 Now I'm (5)here suddenly I see

Standing here it's all so clear

I'm (6)where I'm meant to be

And at last I (7)see the light

And it's like the fog has lifted

And at last I see the light

And it's like the (8)sky is new

And it's warm and real and (9)bright

And the world has somehow shifted

All at once (10)everything looks different

Now that I see you

All those days chasing down a daydream

All those years living in a blur

All that time (11)never truly seeing

Things, the way they were

Now she's here (12)shining in the starlight

Now she's here suddenly I (13)see

If she's here it's crystal clear

I'm where I'm meant to go

And at last I see the light

And it's like the fog has lifted

And at last I see the light

And it's like the sky is new

And it's (14)warm and real and bright

And the world has somehow shifted

All at once everything is (15)different

Now that I see you

## 5. Pertemuan Keenam (POST TEST)

### VOCABULARY TEST

#### E. Translate the words below.

- |   |                                   |
|---|-----------------------------------|
| 11. Shine: <i>bersinar</i>                | 11. Glad: <i>bangga</i>           |
| 12. Watching: <i>menonton/menyaksikan</i> | 12. Replaced: <i>menggantikan</i> |
| 13. Hometown: <i>kampung halaman</i>      | 13. Sign: <i>tanda</i>            |
| 14. Warm: <i>hangat</i>                   | 14. Afraid: <i>takut</i>          |
| 15. Come: <i>datang</i>                   | 15. Fog: <i>kabut</i>             |
| 16. Standing: <i>berdiri</i>              | 16. Different: <i>berbeda</i>     |
| 17. Flashlight: <i>senter</i>             | 17. Forest: <i>hutan</i>          |
| 18. Road: <i>jalan/jalanan</i>            | 18. Window: <i>jendela</i>        |
| 19. Sky: <i>langit</i>                    | 19. Lose: <i>kalah/kehilangan</i> |
| 20. Beneath: <i>di bawah</i>              | 20. Imagination: <i>imajinasi</i> |

#### F. Find the antonym of the following words below:

- |                                 |                            |
|---------------------------------|----------------------------|
| 21. Long : <i>short</i>         | 26. Now: <i>later</i>      |
| 22. Outside: <i>inside</i>      | 27. Never: <i>always</i>   |
| 23. Tomorrow : <i>yesterday</i> | 28. Thick: <i>thin</i>     |
| 24. Lose: <i>found</i>          | 29. Old : <i>new/young</i> |
| 25. Easy: <i>difficult</i>      | 30. Last: <i>first</i>     |





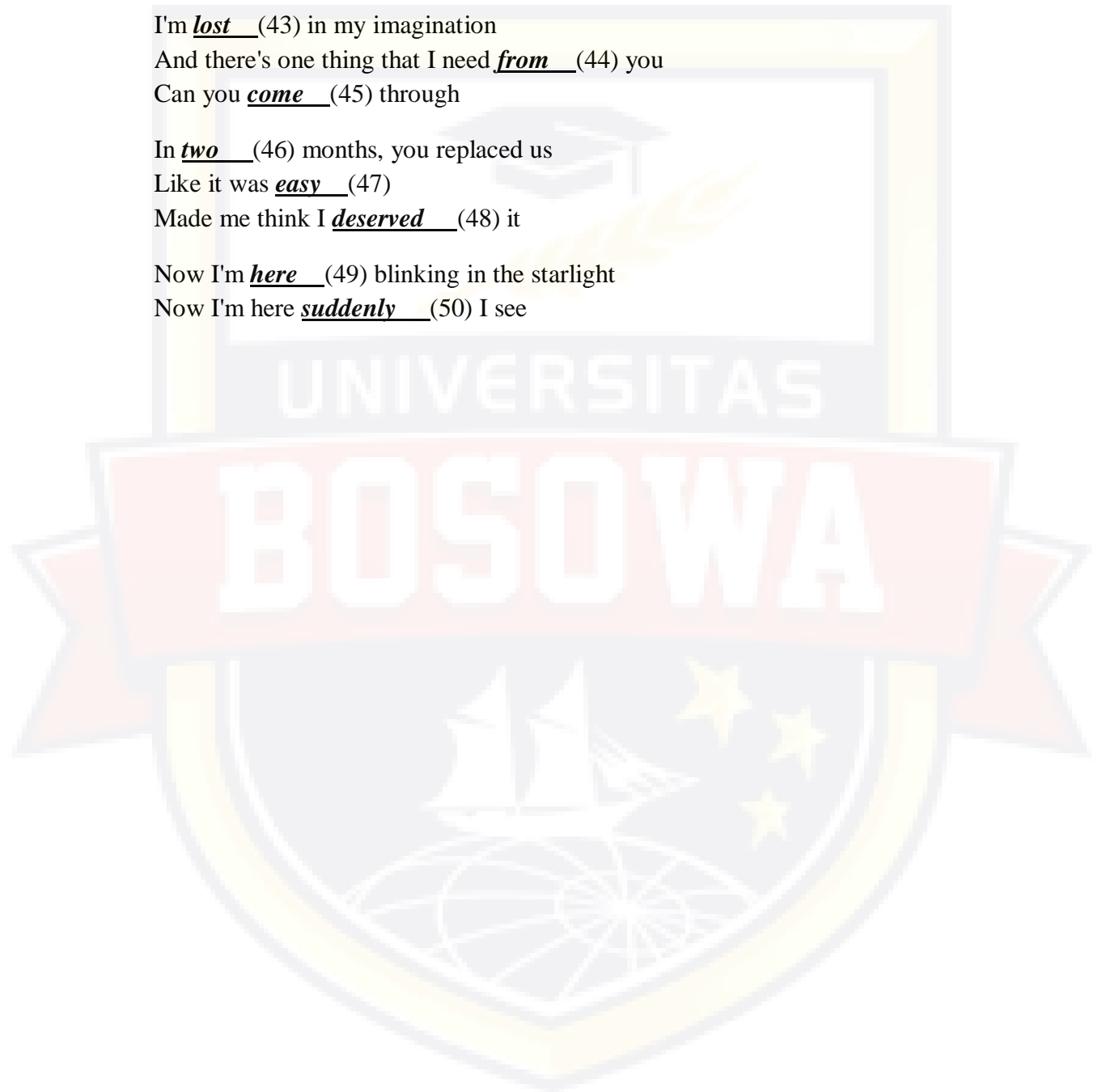


We'd always (40) go into it blindly  
I needed to lose you to find (41) me  
This dance, it was killing (42) me softly

I'm lost (43) in my imagination  
And there's one thing that I need from (44) you  
Can you come (45) through

In two (46) months, you replaced us  
Like it was easy (47)  
Made me think I deserved (48) it

Now I'm here (49) blinking in the starlight  
Now I'm here suddenly (50) I see



**Appendix 4: Students score in pre-test**

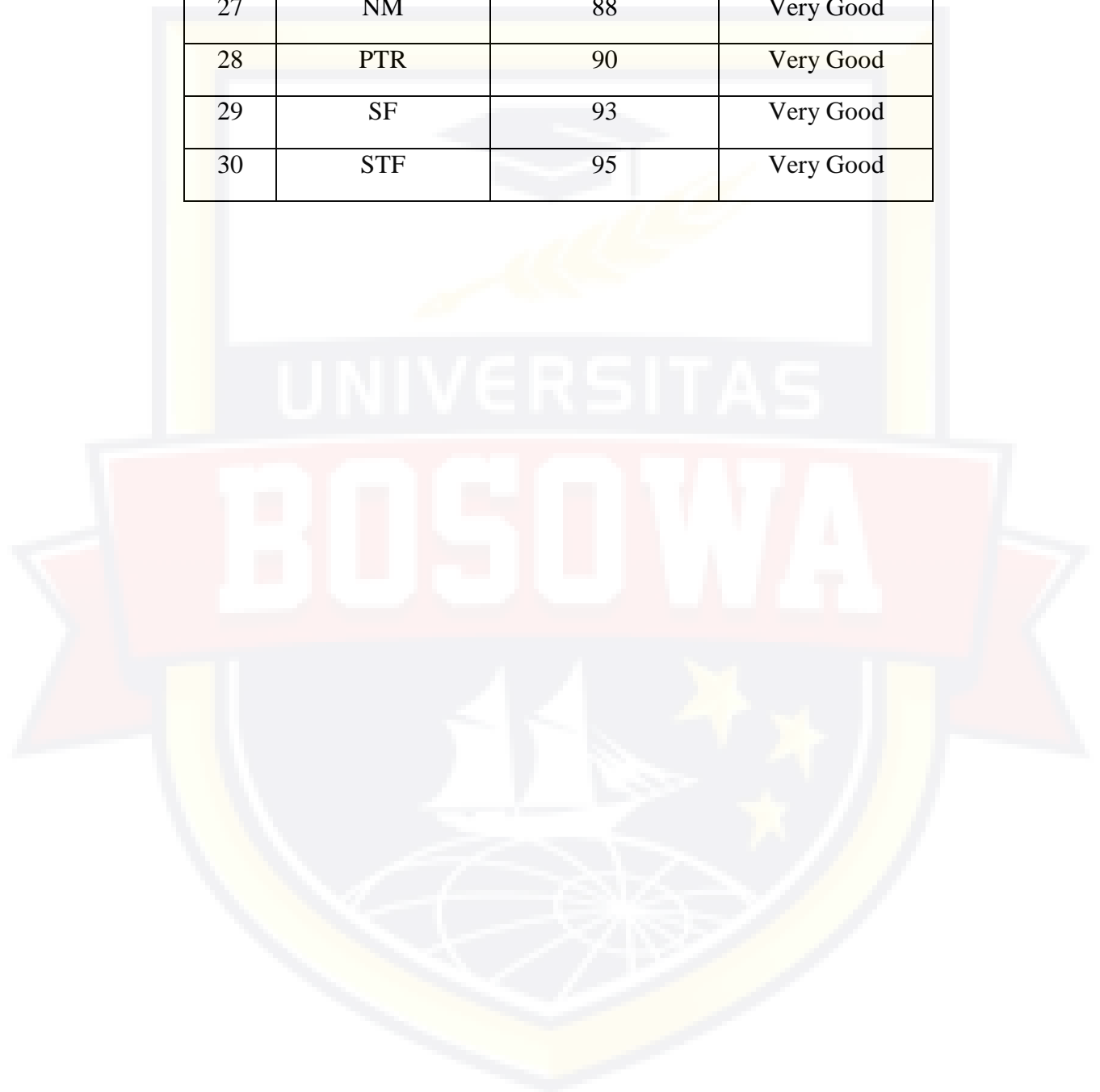
<b>No</b>	<b>Students Initial</b>	<b>Students Score</b>	<b>Classification</b>
1	AR	45	Fair
2	ANZ	78	Good
3	AAA	43	Fair
4	ARS	50	Fair
5	ADS	75	Good
6	APS	80	Good
7	AF	68	Good
8	ACF	51	Fair
9	ANF	68	Good
10	AZ	78	Good
11	AST	68	Good
12	JTA	78	Good
13	DNP	43	Fair
14	DMZ	81	Very Good
15	FSJ	45	Fair
16	GAP	68	Good
17	HND	66	Good
18	MRR	38	Poor

19	MSZ	78	Good
20	MLS	65	Good
21	MAM	33	Poor
22	MFR	50	Fair
23	NA	76	Good
24	NQ	70	Good
25	NWM	65	Good
26	NRS	65	Good
27	NM	70	Good
28	PTR	70	Good
29	SF	63	Good
30	STF	58	Fair

**Appendix 5: Students score in post-test**

<b>No</b>	<b>Students Initial</b>	<b>Students Score</b>	<b>Classification</b>
1	AR	80	Good
2	ANZ	95	Very Good
3	AAA	91	Very Good
4	ARS	88	Very Good
5	ADS	85	Very Good
6	APS	95	Very Good
7	AF	86	Very Good
8	ACF	86	Very Good
9	ANF	91	Very Good
10	AZ	95	Very Good
11	AST	90	Very Good
12	JTA	95	Very Good
13	DNP	88	Very Good
14	DMZ	88	Very Good
15	FSJ	91	Very Good
16	GAP	91	Very Good
17	HND	93	Very Good
18	MRR	91	Very Good
19	MSZ	90	Very Good
20	MLS	93	Very Good
21	MAM	88	Very Good
22	MFR	85	Very Good
23	NA	93	Very Good
24	NQ	91	Very Good

25	NWM	86	Very Good
26	NRS	95	Very Good
27	NM	88	Very Good
28	PTR	90	Very Good
29	SF	93	Very Good
30	STF	95	Very Good



**Appendix 6: Mean Score of the Students in Pre-test and Post-test****a. Mean score of the students' pre-test :**

$$X_1 = 1.740$$

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1.740}{30}$$

$$\bar{X} = 58$$

**b. Mean score of the students' post-test :**

$$X_2 = 2.706$$

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{2.706}{30}$$

$$\bar{X} = 90.2$$

### Appendix 7: SPSS

**Statistics**

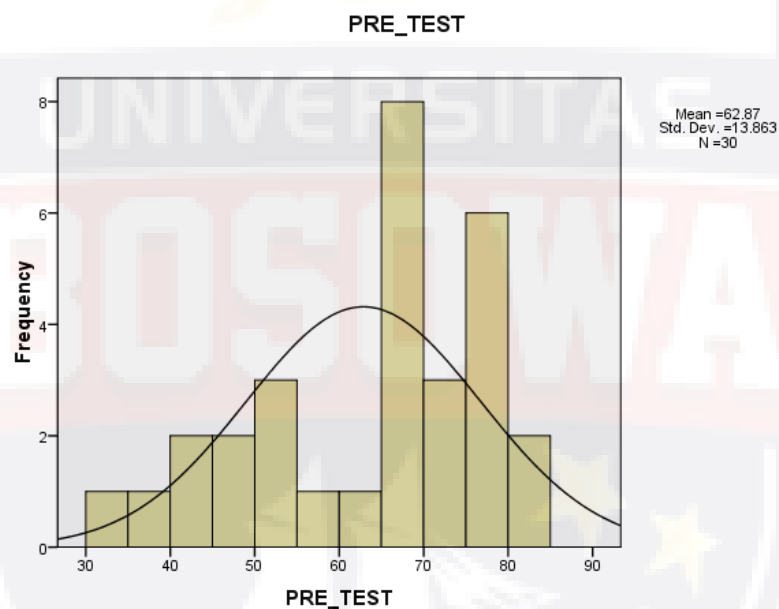
		PRE TEST	POST TEST
N	Valid	30	30
	Missing	6	6
Mean		62.87	90.20
Median		67.00	91.00
Mode		68 <sup>a</sup>	91 <sup>a</sup>
Std. Deviation		13.863	3.755
Range		48	15
Minimum		33	80
Maximum		81	95
Sum		1886	2706

**PRE TEST**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	2.8	3.3	3.3
	38	1	2.8	3.3	6.7
	43	2	5.6	6.7	13.3
	45	2	5.6	6.7	20.0
	50	2	5.6	6.7	26.7
	51	1	2.8	3.3	30.0
	58	1	2.8	3.3	33.3
	63	1	2.8	3.3	36.7
	65	3	8.3	10.0	46.7
	66	1	2.8	3.3	50.0
	68	4	11.1	13.3	63.3
	70	3	8.3	10.0	73.3
	75	1	2.8	3.3	76.7



	76	1	2.8	3.3	80.0
	78	4	11.1	13.3	93.3
	80	1	2.8	3.3	96.7
	81	1	2.8	3.3	100.0
	Total	30	83.3	100.0	
Missing	System	6	16.7		
Total		36	100.0		

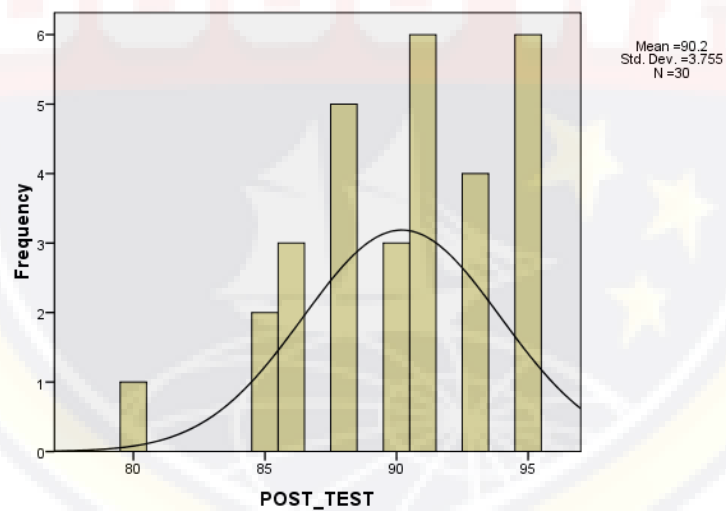


The curve shows the score of students' in pre-test, 1 student got very good classification (2,8%), 19 students got good classification (52,8%), 8 students got fair classification (22,4%), and 2 students got poor classification (6,7%).

**POST TEST**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	1	2.8	3.3	3.3
	85	2	5.6	6.7	10.0
	86	3	8.3	10.0	20.0
	88	5	13.9	16.7	36.7
	90	3	8.3	10.0	46.7
	91	6	16.7	20.0	66.7
	93	4	11.1	13.3	80.0
	95	6	16.7	20.0	100.0
	Total	30	83.3	100.0	
Missing	System	6	16.7		
Total		36	100.0		

**POST\_TEST**



The curve shows the score of students in post-test, none of students got poor and fair classification, 1 student got good classification (2,8%), and 29 students got very good classification (80,6%).

**T-test result**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	62.87	30	13.863	2.531
	POST_TEST	90.20	30	3.755	.685

#### Paired Samples Correlations

#### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE_TEST - POST_TEST	-27.333	12.882	2.352	-32.144	-22.523	-11.621	29	.000

## Appendix 8: Sheet of Students Score in Pre Test

### a. Example sheet 1

Nama: Muk Aldeansyah Malleza  
Kelas: D.9

VOCABULARY TEST

33

**A. Translate the words below.**

1. Shine: Bercahay <input checked="" type="checkbox"/>	11. Glad: Senang <input checked="" type="checkbox"/>
2. Watching: menonton <input checked="" type="checkbox"/>	12. Replaced: diganti <input checked="" type="checkbox"/>
3. Hometown: kampung halaman <input checked="" type="checkbox"/>	13. Sign: petunjuk <input checked="" type="checkbox"/>
4. Warm: hangat <input checked="" type="checkbox"/>	14. Afraid: takut <input checked="" type="checkbox"/>
5. Come: datang <input checked="" type="checkbox"/>	15. Fog: kabut <input checked="" type="checkbox"/>
6. Standing: tegak <input checked="" type="checkbox"/>	16. Different: berbeda <input checked="" type="checkbox"/>
7. Flashlight: senter <input checked="" type="checkbox"/>	17. Forest: Hutan <input checked="" type="checkbox"/>
8. Road: Jalanan <input checked="" type="checkbox"/>	18. Window: Jendela <input checked="" type="checkbox"/>
9. Sky: Langit <input checked="" type="checkbox"/>	19. Lose: kalah <input checked="" type="checkbox"/>
10. Beneath: di bawah <input checked="" type="checkbox"/>	20. Imagination: Imajinasi <input checked="" type="checkbox"/>

**B. Find the antonym of the following words below:**

21. Long :short <input checked="" type="checkbox"/>	26. Now: just now <input checked="" type="checkbox"/>
22. Outside: in the <input checked="" type="checkbox"/>	27. Never: <input checked="" type="checkbox"/>
23. Tomorrow : Yesterday <input checked="" type="checkbox"/>	28. Thick: <del>thick</del> thin <input checked="" type="checkbox"/>
24. Lose: Win <input checked="" type="checkbox"/>	29. Old : New <input checked="" type="checkbox"/>
25. Easy: Hard <input checked="" type="checkbox"/>	30. Last: Beginning <input checked="" type="checkbox"/>



In \_\_\_\_\_ (46) months, you replaced us  
Like it was \_\_\_\_\_ (47)  
Made me think I \_\_\_\_\_ (48) it  
Now I'm \_\_\_\_\_ (49) blinking in the starlight  
Now I'm here \_\_\_\_\_ (50) I see

\*good luck\*

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## b. Example sheet 2

NAMA = MUH. FAJRI. R

KLAS = VIII, 9

no urut = 25

## VOCABULARY TEST

50

## A. Translate the words below.

- |                         |                              |
|-------------------------|------------------------------|
| 1. Shine: Terang ✓      | 11. Glad: Senang ✓           |
| 2. Watching: menonton ✓ | 12. Replaced: Diganti ✓      |
| 3. Hometown: kampung ✓  | 13. Sign: masuk ✓            |
| 4. Warm: Hangat ✓       | 14. Afraid: takut ✓          |
| 5. Come: Datang ✓       | 15. Fog: kabut ✓             |
| 6. Standing: Berdiri ✓  | 16. Different: perbedaan ✓   |
| 7. Flashlight: cahaya ✓ | 17. Forest: Hutan ✓          |
| 8. Road: Jalan ✓        | 18. Window: Jendela ✓        |
| 9. Sky: awan ✓          | 19. Lose: kalah ✓            |
| 10. Beneath: dibawah ✓  | 20. Imagination: Imajinasi ✓ |

## B. Find the antonym of the following words below:

- |                           |                   |
|---------------------------|-------------------|
| 21. Long: Short ✓         | 26. Now: then ✓   |
| 22. Outside: Inside ✓     | 27. Never: Ever ✓ |
| 23. Tomorrow: yesterday ✓ | 28. Thick: thin ✓ |
| 24. Lose: win ✓           | 29. Old: young ✓  |
| 25. Easy: hard ✓          | 30. Last: First ✓ |

## C. Find the synonym of the following words below:

31. Light: shine ✓  
 32. Down: under ×  
 33. Time: day ✓  
 34. Blind: not seen ×  
 35. Real: original ✓  
 36. New: up to date ×  
 37. Heal: treat ×  
 38. Get: have ✓  
 39. Burn: on fire ×  
 40. See: look ✓

## D. Fill the blanks with suitable words.

Choose the correct words in the box below.

See	Sky	Sweet	Light	Deserved
Down	Two	Fog	Lost	From
Always	Lose	Suddenly	Need	Killing
Come	Dark	Find	Here	Easy

I might lose (31) my mind ✓  
 Waking when the sun's down (32) ✓  
 And at last I see the fog (33) ×  
 And it's like the sky (34) has lifted ×  
 And at last I find (35) the light ×  
 And it's like the see (36) is new ×  
 I got all I two (37) when I got you and I ×  
 I look around me, and see a find (38) life ×  
 I'm stuck in the dark (39) but you're my flashlight ✓  
 We'd sweet (40) go into it blindly ×  
 I needed to lose you to easy (41) me ×  
 This dance, it was killing (42) me softly ✓  
 I'm fog (43) in my imagination ×  
 And there's one thing that I need lost (44) you ×  
 Can you here (45) through ×



In \_\_\_\_\_ (46) months, you replaced us <  
Like it was \_\_\_\_\_ (47) >  
Made me think I \_\_\_\_\_ (48) it <  
Now I'm \_\_\_\_\_ (49) blinking in the starlight <  
Now I'm here \_\_\_\_\_ (50) I see >

\*good luck\*

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## c. Example sheet 3

Nama : Aliyah Putri

Kelas : U1J - 9

No. urut : 06

VOCABULARY TEST

A. Translate the words below.

80

- |                                |                              |
|--------------------------------|------------------------------|
| 1. Shine: berinar ✓            | 11. Glad: senang ✓           |
| 2. Watching: menonton ✓        | 12. Replaced: diganti ✓      |
| 3. Hometown: kampung halaman ✓ | 13. Sign: tanda ✓            |
| 4. Warm: hangat ✓              | 14. Afraid: takut ✓          |
| 5. Come: datang ✓              | 15. Fog: kabut ✓             |
| 6. Standing: berdiri ✓         | 16. Different: berbeda ✓     |
| 7. Flashlight: senter ✓        | 17. Forest: hutan ✓          |
| 8. Road: jalan ✓               | 18. Window: jendela ✓        |
| 9. Sky: langit ✓               | 19. Lose: kehilangan ✓       |
| 10. Beneath: di bawah ✓        | 20. Imagination: imajinasi ✓ |

B. Find the antonym of the following words below:

- |                            |                   |
|----------------------------|-------------------|
| 21. Long : short ✓         | 26. Now: past ✓   |
| 22. Outside: inside ✓      | 27. Never: ever ✓ |
| 23. Tomorrow : yesterday ✓ | 28. Thick: thin ✓ |
| 24. Lose: got ✓            | 29. Old : young ✓ |
| 25. Easy: difficult ✓      | 30. Last: first ✓ |

C. Find the synonym of the following words below:

31. Light: lamp ✓  
 32. Down: under ×  
 33. Time: hours ✓  
 34. Blind: not see ×  
 35. Real: seen ✓
36. New: now ×  
 37. Heal: healthy ×  
 38. Get: have ✓  
 39. Burn: hot, fire ✓  
 40. See: look ✓

D. Fill the blanks with suitable words.

Choose the correct words in the box below.

See	Sky	Sweet	Light	Deserved
Down	Two	Fog	Lost	From
Always	Lose	Suddenly	Need	Killing
Come	Dark	Find	Here	Easy

- I might lose (31) my mind ✓  
 Waking when the sun's down (32) ✓  
 And at last I see the fog (33) ×  
 And it's like the sky (34) has lifted ×  
 And at last I see (35) the light ✓  
 And it's like the sky (36) is new ✓  
 I got all I need (37) when I got you and I ✓  
 I look around me, and see a sweet (38) life ✓  
 I'm stuck in the dark (39) but you're my flashlight ✓  
 We'd always (40) go into it blindly ✓  
 I needed to lose you to find (41) me ✓  
 This dance, it was killing (42) me softly ✓  
 I'm here (43) in my imagination ×  
 And there's one thing that I need from (44) you ✓  
 Can you come (45) through ✓

In two (46) months, you replaced us ✓  
Like it was easy (47) ✓  
Made me think I deserved (48) it ✓  
Now I'm light (49) blinking in the starlight ✕  
Now I'm here suddenly (50) I see ✓

\*good luck\*

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## Appendix 9: Sheet of Students Score in Post Test

### a. The difference score from "Example sheet 1"

Nama: Muh Aldeansyah Malisa  
Kelas: 8.9

• PRE TEST, POST TEST, AND TREATMENT

1. Pertemuan Pertama (PRE TEST)  
VOCABULARY TEST

A. Translate the words below.

1. Shine: berkilau ✓	11. Glad: senang ✓
2. Watching: menonton ✓	12. Replaced: diganti ✓
3. Hometown: kampung halaman ✓	13. Sign: tanda ✓
4. Warm: banyak ✗	14. Afraid: takut ✓
5. Come: datang ✓	15. Fog: kabut ✓
6. Standing: kedudukan ✗	16. Different: berbeda ✓
7. Flashlight: senter ✓	17. Forest: hutan ✓
8. Road: jalan ✓	18. Window: jendela ✓
9. Sky: langit ✓	19. Lose: kalah ✓
10. Beneath: di bawah ✓	20. Imagination: imajinasi ✓

B. Find the antonym of the following words below:

21. Long: short ✓	26. Now: then ✗
22. Outside: inside ✓	27. Never: always ✓
23. Tomorrow: yesterday ✓	28. Thick: thin ✓
24. Lose: win ✓	29. Old: young ✓
25. Easy: hard ✗	30. Last: first ✓

C. Find the synonym of the following words below:

31. Light: bright ✓  
 32. Down: falling ✓  
 33. Time: day ✓  
 34. Blind: dark ✓  
 35. Real: true ✓  
 36. New: current ✓  
 37. Heal: rebuild ✓  
 38. Get: bring ✓  
 39. Burn: ugh ✓  
 40. See: look ✓

D. Fill the blanks with suitable words.

Choose the correct words in the box below.

See	Sky	Sweet	Light	Deserved
Down	Two	Fog	Lost	From
Always	Lose	Suddenly	Need	Killing
Come	Dark	Find	Here	Easy

I might ~~lose~~ <sup>lose</sup> (31) my mind ✓  
 Waking when the sun's down (32) ✓  
 And at last I see the light (33) ✓  
 And it's like the from (34) has lifted ✓  
 And at last I see (35) the light ✓  
 And it's like the sky (36) is new ✓  
 I got all I need (37) when I got you and I ✓  
 I look around me, and see a sweet (38) life ✓  
 I'm stuck in the dark (39) but you're my flashlight ✓  
 We'd always (40) go into it blindly ✓  
 I needed to lose you to find (41) me ✓  
 This dance, it was killing (42) me softly ✓  
 I'm lost (43) in my imagination ✓  
 And there's one thing that I need from (44) you ✓  
 Can you come (45) through ✓

In two (46) months, you replaced us  
Like it was easy (47)  
Made me think I deserved (48) it  
Now I'm here (49) blinking in the starlight  
Now I'm here fog (50) I see

\*good luck\*

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b. The difference score in 'Example sheet 2'

~~###~~  
NAMA = MUH. FAJRI R

DS

• PRE TEST, POST TEST, AND TREATMENT

1. Pertemuan Pertama (PRE TEST)

VOCABULARY TEST

A. Translate the words below.

1. Shine: bersinar ✓	11. Glad: gembira ✗
2. Watching: menonton ✓	12. Replaced: diganti ✓
3. Hometown: kampung halaman ✓	13. Sign: tanda ✓
4. Warm: hangat ✓	14. Afraid: takut ✓
5. Come: datang ✓	15. Fog: kabut ✓
6. Standing: kedudukan ✗	16. Different: berbeda ✓
7. Flashlight: senter ✓	17. Forest: hutan ✓
8. Road: Jalan ✓	18. Window: Jendela ✓
9. Sky: langit ✓	19. Lose: kalah ✓
10. Beneath: dibawah ✓	20. Imagination: imajinasi ✓

B. Find the antonym of the following words below:

21. Long: singkat ✗	26. Now: then ✗
22. Outside: inside ✓	27. Never: always ✓
23. Tomorrow: yesterday ✗	28. Thick: thin ✓
24. Lose: win ✓	29. Old: young ✓
25. Easy: hard ✗	30. Last: <del>the</del> first ✓



C. Find the synonym of the following words below:

31. Light: Bright ✓  
 32. Down: Fall ✓  
 33. Time: day ✓  
 34. Blind: dark ✓  
 35. Real: true ✓  
 36. New: current ✓  
 37. Heal: rebuild, fix ✓  
 38. Get: bring ✓  
 39. Burn: light ✓  
 40. See: look ✓

D. Fill the blanks with suitable words.

Choose the correct words in the box below.

See	Sky	Sweet	Light	Deserved
Down	Two	Fog	Lost	From
Always	Lose	Suddenly	Need	Killing
Come	Dark	Find	Here	Easy

I might lost (31) my mind ✓  
 Waking when the sun's down (32) ✓  
 And at last I see the light (33) ✓  
 And it's like the from (34) has lifted ✓  
 And at last I see (35) the light ✓  
 And it's like the sky (36) is new ✓  
 I got all I need (37) when I got you and I ✓  
 I look around me, and see a sweet (38) life ✓  
 I'm stuck in the dark (39) but you're my flashlight ✓  
 We'd always (40) go into it blindly ✓  
 I needed to lose you to find (41) me ✓  
 This dance, it was killing (42) me softly ✓  
 I'm lost (43) in my imagination ✓  
 And there's one thing that I need from (44) you ✓  
 Can you come (45) through ✓

In two (46) months, you replaced us  
Like it was easy (47)  
Made me think I observed (48) it  
Now I'm here (49) blinking in the starlight  
Now I'm here eisy (50) I see

\*good luck\*

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c. The difference score from "Example sheet 3"

Nama : Aliyah Putri

Kelas : UIJ.9

No.urut : 06

• PRE TEST, POST TEST, AND TREATMENT

1. Pertemuan Pertama (PRE TEST)

VOCABULARY TEST

A. Translate the words below.

- |                                 |                              |
|---------------------------------|------------------------------|
| ✓ 1. Shine: berkilau            | 11. Glad: senang ✓           |
| ✓ 2. Watching: menonton         | 12. Replaced: diganti ✓      |
| ✓ 3. Hometown: kampung halaman  | 13. Sign: tanda ✓            |
| ✓ 4. Warm: hangat               | 14. Afraid: takut ✓          |
| ✓ 5. Come: datang               | 15. Fog: kabut ✓             |
| ✓ 6. Standing: berdiri          | 16. Different: berbeda ✓     |
| ✓ 7. Flashlight: senter, cahaya | 17. Forest: hutan ✓          |
| ✓ 8. Road: jalan                | 18. Window: jendela ✓        |
| ✓ 9. Sky: langit                | 19. Lose: kalah ✓            |
| ✓ 10. Beneath: di bawah         | 20. Imagination: imajinasi ✓ |

B. Find the antonym of the following words below:

- |                            |                   |
|----------------------------|-------------------|
| ✓ 21. Long : short         | 26. Now: past ✓   |
| ✓ 22. Outside: inside      | 27. Never: ever ✓ |
| ✓ 23. Tomorrow : yesterday | 28. Thick: thin ✓ |
| ✓ 24. Lose: winner         | 29. Old : young ✓ |
| ✓ 25. Easy: difficult      | 30. Last: first ✓ |

C. Find the synonym of the following words below:

- ✓ 31. Light: bright ✓  
 ✓ 32. Down: falling ✓  
 ✓ 33. Time: hours, day ✓  
 ✓ 34. Blind: dark ✓  
 ✓ 35. Real: honest ✓
36. New: current ✓  
 37. Heal: fix ✓  
 38. Get: have ✓  
 39. Burn: light ✓  
 40. See: look ✓

D. Fill the blanks with suitable words.

Choose the correct words in the box below.

See	Sky	Sweet	Light	Deserved
Down	Two	Fog	Lost	From
Always	Lose	Suddenly	Need	Killing
Come	Dark	Find	Here	Easy

- I might lose (31) my mind ✓  
 Waking when the sun's down (32) ✓  
 And at last I see the light (33) ✓  
 And it's like the fog (34) has lifted ✓  
 And at last I see (35) the light ✓  
 And it's like the sky (36) is new ✓  
 I got all I need (37) when I got you and I ✓  
 I look around me, and see a sweet (38) life ✓  
 I'm stuck in the dark (39) but you're my flashlight ✓  
 We'd always (40) go into it blindly ✓  
 I needed to lose you to find (41) me ✓  
 This dance, it was killing (42) me softly ✓  
 I'm lost (43) in my imagination ✓  
 And there's one thing that I need from (44) you ✓  
 Can you come (45) through ✓

In two (46) months, you replaced us ✓  
Like it was easy (47) ✓  
Made me think I deserved (48) it ✓  
Now I'm here (49) blinking in the starlight ✓  
Now I'm here suddenly (50) I see ✓

\*good luck\*

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## Appendix 10: License




1 2 0 2 0 1 9 3 0 0 0 8 1 5

**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN**

---

Nomor : 896/S.01/PTSP/2020  
 Lampiran :  
 Perihal : **Izin Penelitian**

KepadaYth.  
 Walikota Makassar

di-  
 Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.227/FKIP/UNIBOS/II/2020 tanggal 11 Februari 2020 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **DIBYO WICAKSANA**  
 Nomor Pokok : 4515101012  
 Program Studi : Pend. Bahasa Inggris  
 Pekerjaan/Lembaga : Mahasiswa(S1)  
 Alamat : Jl. Urip Sumoharjo Km. 04, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

**" JOOX MUSIC APPLICATION AS A DIGITAL MEDIA IN LEARNING VOCABULARY "**

Yang akan dilaksanakan dari : Tgl. **17 Februari s/d 17 Maret 2020**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
 Pada tanggal : 12 Februari 2020

**A.n. GUBERNUR SULAWESI SELATAN**  
**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU**  
**PINTU PROVINSI SULAWESI SELATAN**  
 Selaku Administrator Pelayanan Perizinan Terpadu



**A. M. YAMIN, SE., MS.**  
 Pangkat : Pembina Utama Madya  
 Nip : 19610513 199002 1 002

Tembusan Yth  
 1. Dekan FKIP Univ. Bosowa Makassar di Makassar,  
 2. Pastinggal

SIMAP PTSP 12-02-2020



Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
 Website : <http://simap.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
 Makassar 90231





PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH PERTAMA NEGERI 8  
Jalan Batua Raya No. 1 Tlp. (0411) 493722 Fex: (0411) 493722 Makassar



Diterima	Tanggal : 40/031/MP/8/11/2020	Penting	
Agenda	Nomor : 15 - Feb - 2020	Rahasia	
	Dari : Univ. Gowa (Drs Pendidikan)	Segera	
Pengirim	No.Surat : 070 /004/DP/1/2020	Biasa	
	Tgl.Surat : 17 - Feb - 2020		
Isi Surat /Ringkasan : 1 bkn Pendidikan.			
Ditujukan Kepada Yang terhormat		Isi Desposisi	
Wakilank Ferihah		Dibekukhysis Pmsi <u>atun</u>	

1. Mohon tidak memisahkan surat ini dari lembar desposisi
2. Setelah Penanganan surat ini dikembalikan dibaijan persuratan

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## PEMERINTAH KOTA MAKASSAR DINAS PENDIDIKAN



Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222  
Website: [http://www.dikbud\\_makassar.info](http://www.dikbud_makassar.info) : e-mail: [dikbud.makassar@yahoo.com](mailto:dikbud.makassar@yahoo.com)

### IZIN PENELITIAN NOMOR : 070/0064/DP/I/2020

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar  
Nomor : 070/321-II/BPKB/I/2020 Tanggal 17 Februari 2020  
Maka Kepala Dinas Pendidikan Kota Makassar :

### MEN G I Z I N K A N

Kepada

Nama	: DIBYO WICAKSANA
NIM / Jurusan	: 4515101012/ Pend. Bahasa Inggris
Pekerjaan	: Mahasiswa (S1)
Alamat	: Jl. Urip Sumoharjo Km. 04, Makassar

Untuk : Mengadakan *Penelitian* di *SMPN 8 Kota Makassar* dalam rangka  
*Penyusunan Skripsi di Univ. Bosowa* dengan judul penelitian:

**"JOOX MUSIX APPLICATION AS A DIGITAL MEDIA IN  
LEARNING VOCABULARY"**

Dengan ketentuan sebagai berikut :

1. Harus melapor pada Kepala Sekolah yang bersangkutan
2. Tidak mengganggu proses kegiatan belajar mengajar di Sekolah
3. Harus mematuhi tata tertib dan peraturan di Sekolah yang berlaku
4. Hasil penelitian 1 ( satu ) exampilar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

Dikeluarkan di : Makassar  
Pada Tanggal : 17 Februari 2020

An. KEPALA DINAS  
Sekretaris  
ub  
KASUBAG UMUM DAN KEPEGAWAIAN



**A. SITI DJUMHARIJAH, SE**

Pangkat : Penata Tk.I

N I P : 19700109 199403 2 004





**PEMERINTAH KOTA MAKASSAR  
BADAN KESATUAN BANGSA DAN POLITIK**

Jalan Ahmad Yani No 2 Makassar 90111  
Telp +62411 – 3615867 Fax +62411 – 3615867  
Email : [Kesbang@makassar.go.id](mailto:Kesbang@makassar.go.id) Home page : <http://www.makassar.go.id>

Makassar, 17 Februari 2020

**K e p a d a**

Nomor : 070 / 321 -II/BKBP/II/2020  
Sifat :  
Perihal : **Izin Penelitian**

Yth. **KEPALA DINAS PENDIDIKAN  
KOTA MAKASSAR**

Di -  
**MAKASSAR**

Dengan Hormat,

Menunjuk Surat dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan Nomor : 896/S.01/PTSP/2020 Tanggal 12 Februari 2020, Perihal tersebut di atas, maka bersama ini disampaikan kepada Bapak bahwa :

Nama : **DIBYO WICAKSANA**  
NIM / Jurusan : 4515101012 / Pend. Bahasa Inggris  
Pekerjaan : Mahasiswa (S1) / Univ. Bosowa  
Alamat : Jl. Urip Sumoharjo Km. 04, Makassar  
Judul : **"JOOX MUSIC APPLICATION AS A DIGITAL MEDIA IN LEARNING VOCABULARY"**

Bermaksud mengadakan **Penelitian** pada Instansi / Wilayah Bapak, dalam rangka **Penyusunan Skripsi** sesuai dengan judul di atas, yang akan dilaksanakan mulai tanggal **17 Februari s/d 17 Maret 2020**.

Sehubungan dengan hal tersebut, pada prinsipnya kami dapat **menyetujui dengan memberikan surat rekomendasi izin penelitian ini**.

Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Badan Kesatuan Bangsa dan Politik.

A.n. WALIKOTA MAKASSAR  
KEPALA BADAN

**Ir. H. JAMAING, M.Sc**  
 Pangkat : Pembina Utama Muda  
 NIP : 19601231 198003 1 064

**Tembusan :**

1. Kepala Badan Kesatuan Bangsa dan Politik Prov. Sul – Sel. di Makassar;
2. Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prov. Sul Sel di Makassar;
3. Dekan FKIP Univ. Bosowa Makassar di Makassar;
4. Mahasiswa yang bersangkutan;
5. Arsip.



# UNIVERSITAS BOSOWA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568

<http://www.universitaspbosowa.ac.id>

Nomor : A.27/FKIP/UNIBOS/II/2020

Lampiran : -

Perihal : Permohonan Izin Penelitian

Kepada Yth,  
Kepala Dinas Penanaman Modal dan Pelayanan  
Terpadu Satu Pintu Propinsi Sulawesi Selatan  
di –  
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Dibyo Wicaksana  
NIM : 4515101012  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
Universitas Bosowa

Judul Penelitian :

JOOX MUSIC APPLICATION AS A DIGITAL MEDIA IN LEARNING  
VOCABULARY

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 11 Februari 2020

Dekan  
UNIVERSITAS  
BOSOWA  
Drs. Asdar, S.Pd., M.Pd.  
NIDN : 0922097001

Tembusan:

1. Rektor Universitas Bosowa
2. Arsip.

**Appendix 11: Pictures**

Picture 1: The writer was explain about the pre-test



Picture 2: The students were doing the treatment



Picture 3: The writer was check how many new vocabulary the students got



Picture 4: The writer was explain JOOX Music Application

## BIOGRAPHY



**Dibyو Wicaksana** was born in Ujungpandang, on April 16th, 1997. His father is Joni Doa and his mother is Satria Lolopayung. His first education at TK Bhayangkari, Makassar in 2002 and finished in 2003. Then, he continued his study to SD Panaikang I, Makassar in 2003 and finished in 2009

After that, he continued his study to SMP Negeri 35 Makassar in 2009 and graduated in 2012, then at the same year, he continued his study at SMA Negeri 21 Makassar and graduated in 2015. After graduating from senior high school, he went to Bosowa University and choose English Education Department in 2015. He participated as a member in UKM Persatuan Mahasiswa Kristen Oekumene (PMKO) and UKM English Meeting, then joined Badan Eksekutif Mahasiswa (BEM FKIP) and Himpunan Mahasiswa Bahasa Inggris (HIMAPBING). He went to grandfinalis Duta Wisata Gowa 2017. He graduated in 2020.