

**JOOX APPLICATION EFFECT ON STUDENTS'
PRONUNCIATION ABILITY AT ENGLISH DEPARTEMENT
OF IAIN PALOPO**

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for
Undergraduate Degree in English Education*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

STATEMENT OF AUTHENTICITY

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Palopo,
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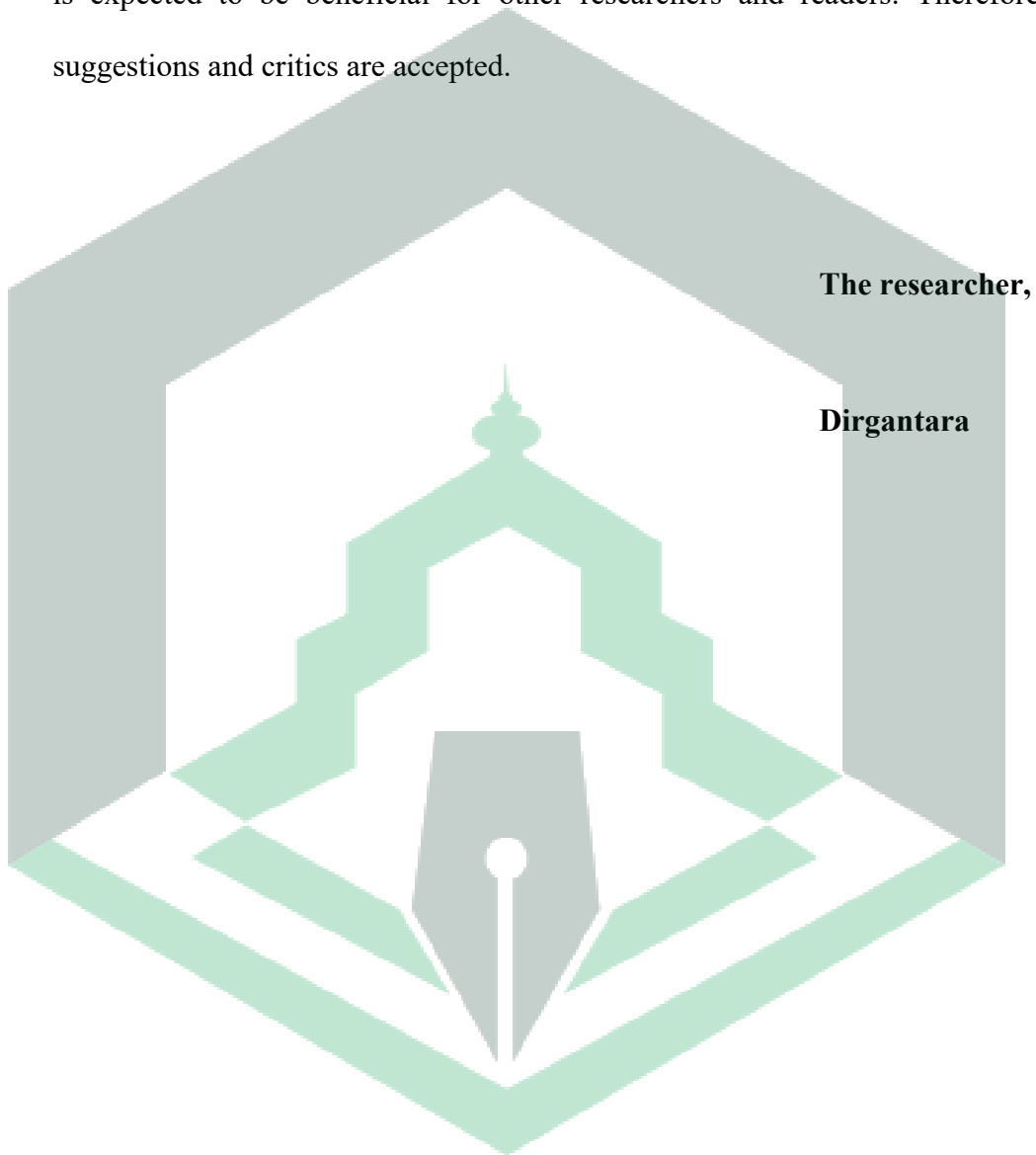


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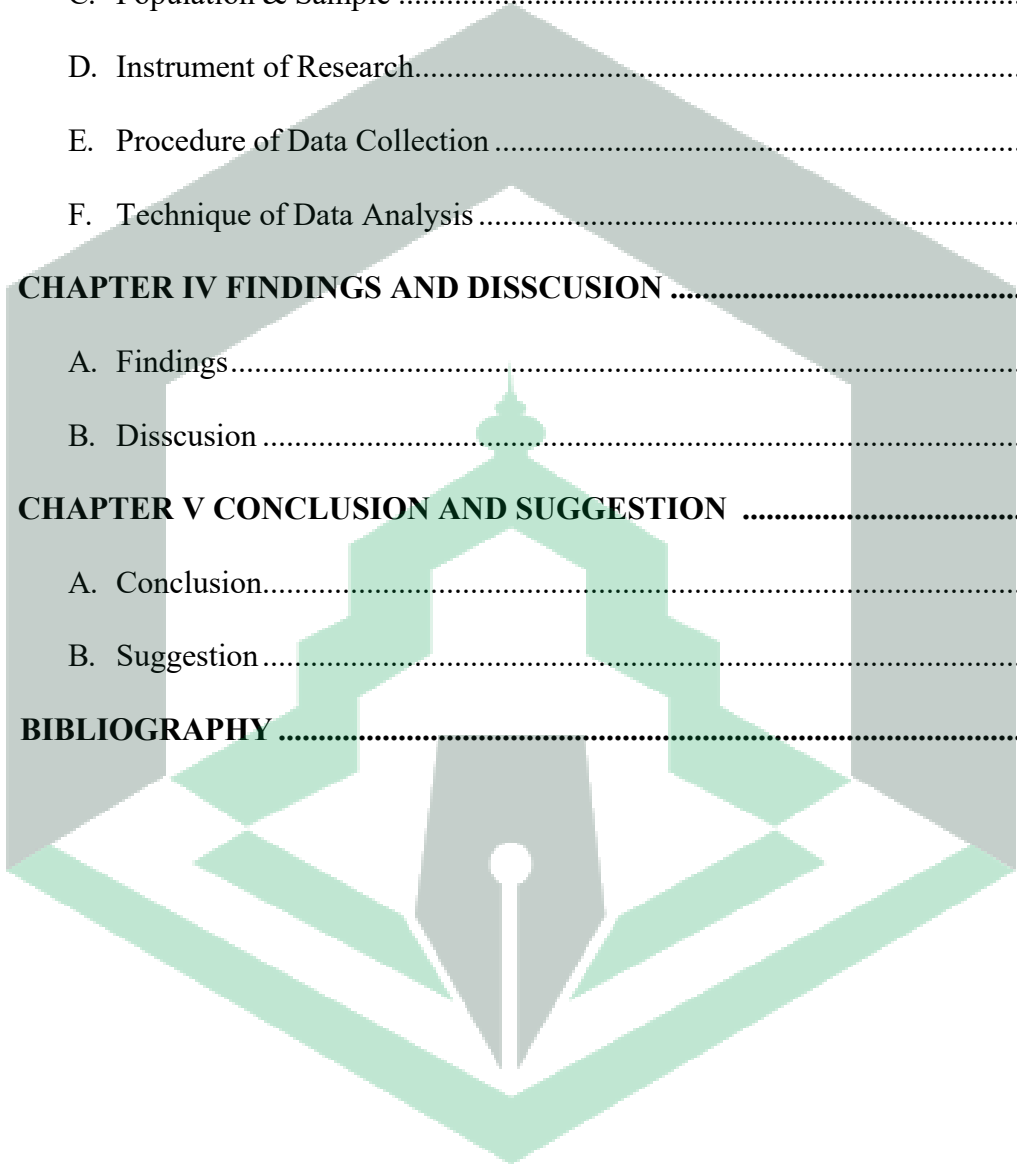
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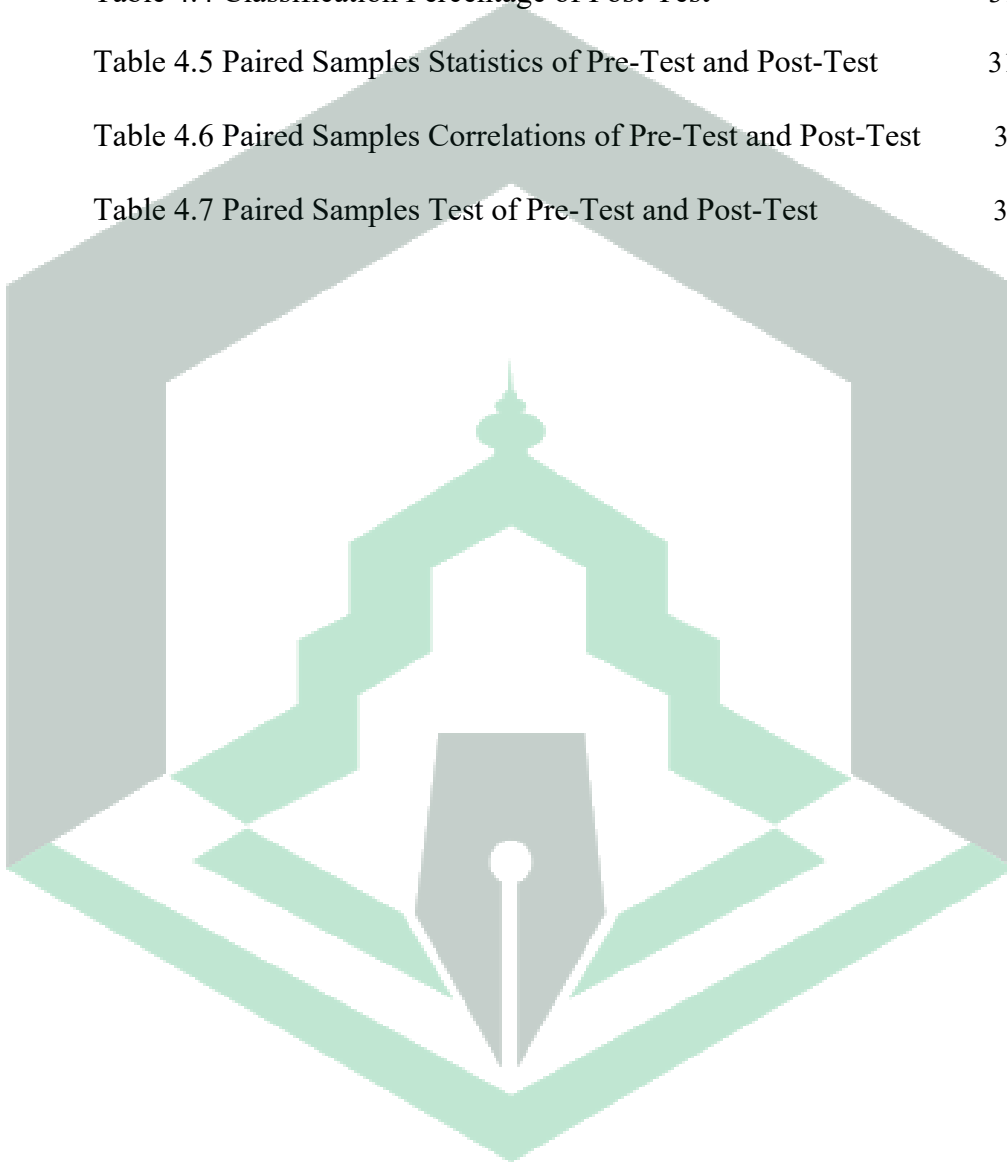


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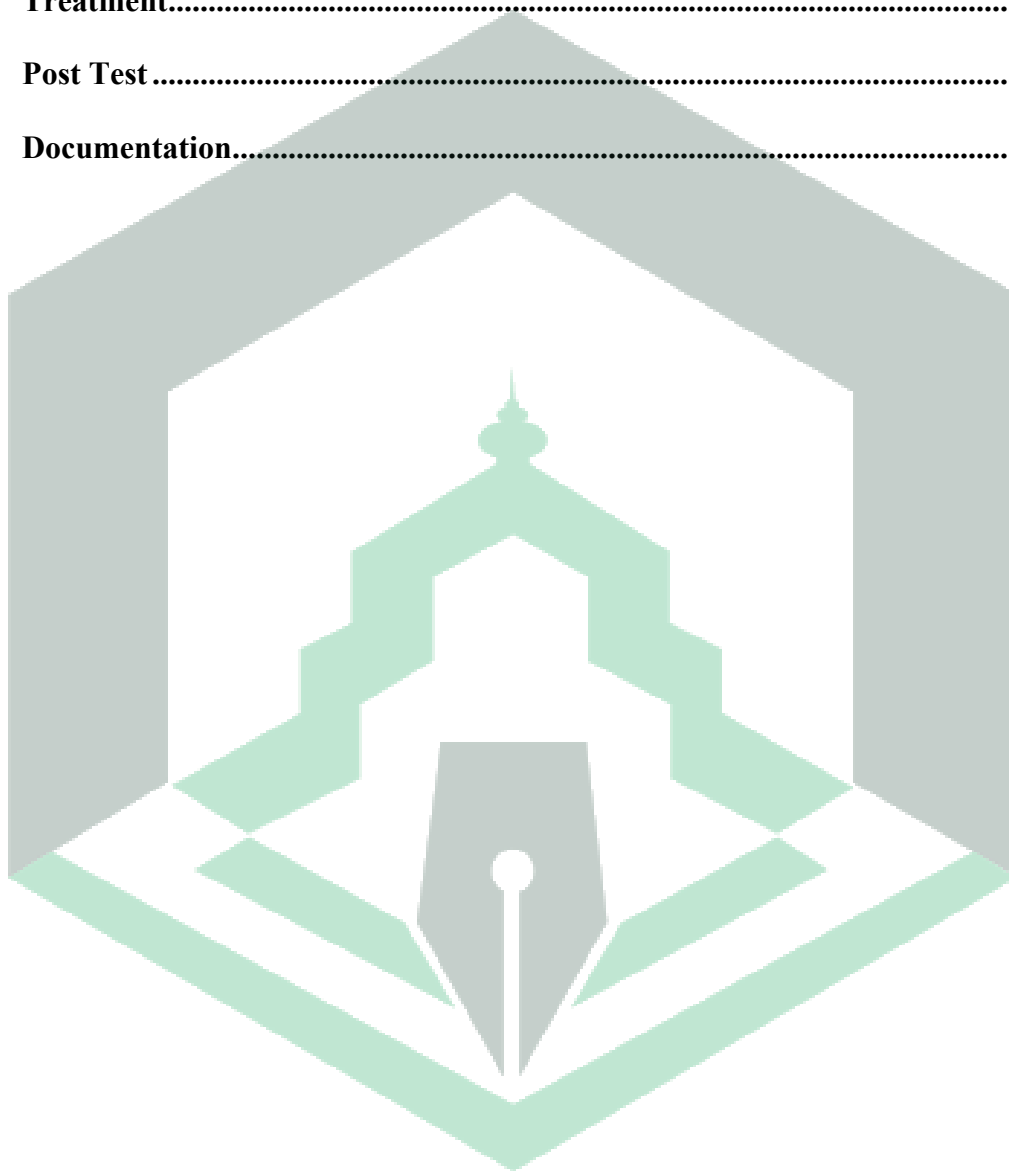
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ABSTRACT

Dirgantara, 2023, “Joox application Effect On Students Pronunciation Ability At English Department Of IAIN PALOPO”. Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Dr.Jufriadi, S.S., M.P.d. and Husnaini S.Sp.I, M.Pd.

This study aims to improve students' pronunciation abilities by using the JOOX application in the English learning method at the English Department of IAIN Palopo. To find out whether the Joox application is effective or not, researchers used a pre-experimental design methodology with a population of 48 students. Researchers used a purposive technique which determined 10 students as a sample. The instruments used in this study were observation and tests. The results of the study showed that there were significant differences in the pronunciation abilities of students who were taught using the JOOX application. The average score of the students' post-test (52,00) was higher than the pre-test (81,00). A paired sample test shows that to (the t-count) is 7.846 with a df (degrees of freedom) of 9, while tt (the t-table) is 2.262 for a standard significance level of 0.05 (5%) at $df = 29$. This means that the t-count value is higher than the t-table value. This is also evidenced by observations, which show that students always enjoy, are active, enthusiastic, and interactive in class by using Joox application. The students said that they really enjoyed this new way of improving their pronunciation skills. Thus the hypothesis H_0 is rejected and H_1 is accepted. It can be concluded that the Joox application is effective in learning English and improving the pronunciation skills of students majoring in English at IAIN Palopo.

Keywords: Joox, Pronunciation Ability, Teaching.

CHAPTER I

INTRODUCTION

A. Background

If you want to communicate with people from different countries, English is the language to use. Every student in the country of Indonesia is required to learn English. When learning a language, the ability to pronounce it correctly in its native tongue is the goal, hence pronunciation is a crucial skill. It's crucial to pronounce words well when speaking in English. Additionally, while speaking with a native speaker, it's important to make sure that your pronunciation is both justified and sounds natural. Due to the fact that incorrect word pronunciation can leave other individuals perplexed.¹

There are ways to learn English, particularly pronunciation skills, particularly in this technological era, in which, in addition to applications that are especially made for English lessons, there are also applications that, incidentally, are not offered for learning but have the potential to be used as a learning medium in English, such as the TikTok application. The application's ease of use and simplicity have been shown in studies to boost students' interest in studying. Studying the TikTok app demonstrates how its user-attractiveness might help pupils develop their skills and abilities.²

Technical learning, which is typically imparted in relation to meaningful material games, and the use of songs refers to the propensity of people to learn

¹ Efallas "The Importance of Pronunciation When Communicating in English" EnglishCenter, Mei 7, 2001, <https://www.ef.co.id/englishfirst/adults/blog/gaya-hidup/pentingnya-pronunciation-saat-berkomunikasi-bahasa-inggris/>

² ALmaidah Bahri, Cella Maira, Yosephine Helena Sirait, Fitri Alfarisy "TikTok Application as a Media for Learning English in Indonesia "Journal of IndonesiaSocialScience. Vol.3 No.1 (2022) , <https://doi.org/10.36418/jiss.v3i1.525>

through enjoyable activities, and by using the rhythms of favorite songs, the learners may have significantly improved pronunciation; that is, they would find learning a new language enjoyable and simpler to remember. [1] Determining a method to teach pronunciation utilizing the JOOX program is what the researcher is after. This study is also closely related to how many people enjoy singing English songs but mispronounce the words. Most of the time, people simply pronounce "matchlogies" as if it were pronounced correctly yet incorrectly. The JOOX application was selected by the researcher as the research medium because it is.

Based on interviews and observations with the teacher and several first-semester students of class A (IAIN PALOPO), the researcher found that the pronunciation ability of the students in this class was relatively low; therefore, this research will be conducted in class A, majoring in English. IAIN Palopo semester I is being offered with the hope of increasing interest in learning pronunciation skills for new students through the JOOX application, which is one of the most popular media for millennials to listen to music and is equipped with various interesting features.

Based on the description above, the researcher wants to do a study entitled "JOOX APPLICATION EFFECT ON STUDENTS PRONUNCIATION ABILITY AT ENGLISH DEPARTEMENT OF IAIN PALOPO".

B. Problem statement

From The Background, the research question: Can the JOOX application improve the pronunciation ability of new English students at IAIN Palopo?

C. Objective of the research

The main objective of this research is to find out whether or not the JOOX application can improve the pronunciation ability of English department students at IAIN PALOPO.

D. Significances of the Research

The benefits of research to be achieved by researchers are:

1. Theoretically

This research can be a source of information and also a reference for teaching using fun applications. This research can also be used as a basis when you want to learn about applications that are used every day.

2. Practically

a. For Teacher

For teachers, this research becomes a reference for teaching instruments that are fun and easy to apply because the medium used is a medium that is easy to use but has features that support the development of student abilities..

b. For Students

For students, this research is a new learning medium because this media is typically used to play music but can also be used to learn something new and will undoubtedly increase interest in learning because listening to music can also improve their ability.

c. For The Next Researchers

Providing the benefits of this research can be useful as reference material for further researchers, both for the benefit of program development and scientific interests. From the results of this study, further researchers will be able to

determine the direction of research to be taken by considering the results of this study.

E. Scope of the Research

The scope of this research is to examine the application of JOOX in improving the mastery of English pronunciation skills at the English Department of IAIN Palopo through music from the Joox application by providing a level for each song and further clarifying the different types of sounds produced from each song that are focused on diagraph sounds and R-controlled vowel sounds.

F. Definition of Terms

a. Application

Applications are programs that are provided to make it easier for users to do something. The application is also the main instrument used in this study to see the effect of the pronunciation sample.

b. Joox Application

Joox is an application that allows users to easily listen to music online and is equipped with various features that support this application as a research instrument.

c. Pronunciation

Pronunciation is one of the English abilities in speaking, and especially for non-native speakers, it will hinder communication.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There is some previous research that is relevant to this research, here as follows:

Anggun Rahmadania, Berlinda Mandasari, and Anggun Hervi (2021). Students' Attitudes Toward Using the Joox App to Enhance Pronunciation

Renita Rizky Anggraini and Maulida Arum Fauzi conducted this investigation (2019) Researchers used the Joox application to ascertain student perceptions of the use of the Joox application when employed as a medium for learning pronunciation abilities in "Students Perceptions: The Use of Joox to Enchant Vocabulary and Listening Skills." The researchers used sixth semester students as their research subjects, collecting data through questionnaires and interviews before analyzing the findings. The researchers used the descriptive qualitative research method. Twenty English Education Batch 17 students from Universitas Teknokrat Indonesia are the study's participants. An interview and a questionnaire were used to gather the data. after gathering.³

Renita Rizky Anggraini, Maulida Arum Fauzi (2019). "Students Perceptions : The use Of Joox To Enchane Vocabulary And Listening Skill" The study was try to do learning research using things that liked by young people, namely music using the joox application as a instrument. This study aims to improve students vocabulary and listening skills using qualitative methods by

³ Anggun Hervi, Rahmadania, Berlinda Mandasari "Students Perception Toward The Use Of Joox Application To Improve Students Pronunciation." Journal Of English Language teaching and learning. 2.1 (2021): 39-44.

providing 9 questions to students of english departement from second semester until sixth semester about the impack of the joox application in improving vocabulary and listening using a likert scale. This study uses qualitative approach by giving 9 statements to them. The statements that given are about the impact of using Joox to their vocabulary and listening skill using likert scale. The result of questionnaire revealed that students have positive perception toward the use of Joox in enhancing their vocabulary and listening skill.⁴

Rini Dwi Septiyani, Siti Himah, and Akhmad Baihaqi (2019), "The Influence of English and Joox Application Toward Students' Pronunciation: A True Experimental Study At The Eight Grade Of SMPN 6 Kota Serang," Researchers wanted to know the effect of English songs and the Joox application on students' pronunciation in this study, so they used a qualitative method with a true experimental design on 8th grade junior high school students. The results of this study show that all students get scores above the standard, which means the Joox effect is very good for learning media.⁵

Adisti Nur Pratiwi (2020), "The Use of English Song to Improve Students' Pronunciation at SMP Negeri and Gatak Subroto" This study aims to determine the role of listening to English songs that are becoming a trend today in an effort to improve the pronunciation of seventh grade students at SMP 2 Gatak, Sukoharjo. This research uses descriptive qualitative research. The data sources for this study were teachers and students, with data collection techniques through

⁴ Renita Rezky Anggraini, Maulida Arum fauzi "Students Perception : The use Of Joox To Enchane Vocabulary And Listening Skill". CELL. (2019) : 1.

⁵ Septiyana, Rini Dwi, Siti Hikmah, And Akhmad Baihaqi. "The Influence Of English Song And Joox Application Toward Students Pronunciation (A True Experimental Study At The Eighth Grade Of SMPN Kota Semarang." Annual Internasional Seminar On English Language Teaching. Vol.3. No.3. (2019) : 1.

observation and documentation. The validity of this research data is determined using source triangulation and technique triangulation. The data were analyzed interactively, which consisted of data collection, data reduction, data presentation, conclusion drawing, and verification. Based on the data collected, then described and analyzed The author can draw the conclusion that: 1) listening to music alone can have a good effect on improving student pronunciation at SMP Negeri 2 Gatak, Sukoharjo; 2) school barriers to improving correct English pronunciation for students at SMP Negeri 2 Gatak, Sukoharjo; and 3) school efforts to improve English pronunciation properly and correctly.

There are similarities and differences between our research, with the first study using qualitative methods and a sample of ninth-semester students, and the second study using qualitative methods and a sample of third- to sixth-semester students. The location of the similarities between the four studies above is the type of application used and focuses on the effects of the Joox application.

B. Some Pertinent Ideas

1. Joox Application

a. Definition of Joox Application

Joox is a popular music application in Asia, This application allows us to listen to international, national, and even local music because the songs in this application are almost complete, besides this application is equipped with a lyric feature that allows us to understand the meaning of the song being sung, and then you can download all of the songs in this app, and we can share our favorite songs with other people and many other features.⁶

b. The Procedure of Joox Application

To get started on using Joox App, students and teachers have to download the application and register as follows:

- First, visit Google Playstore.
- click on the “Download” and it will automatically start downloading the program installer and click accept
- After installing the app, we need to create a new account or login with your facebook. We can use any email accounts that are supported in joox.
- After that, we will choose the language.
- After that, we can open joox and start to search and listen our song⁷

⁶ Shawn Lim, “Emerging platform : What is joox and why it is more than just a music streaming app.” 2020, <http://www.thedrum.com/news/2020/04/12/emerging-platforms-what-joox-and-why-it-more-just-music-streaming-app>

⁷ Listi Ajeng Pusvathi “How To use Joox App easier in android.” CariSinyal.com, <http://carisinyal.com/cara-menggunakan-aplikasi-joox/>

c. Advantages and Disadvantages of Joox Application

Joox has many advantages for it is every audience's favorite communication platform, here as follows:

- Free. Can get free vip.
- Various Themes available.
- Can karaoke
- Timer sleep music
- And can set streaming quality

Discord also has disadvantages as followed:

Disadvantage of this application is that there are some features that are limited by the VIP paid mode, which is being able to download songs at will through the Joox application.⁸

2. Media In Teaching

a. Defenition Of Media In Teaching

Gagne and Briggs (1975) in Arsyad (2013:4) explicitly say that learning media includes tools used to add learning materials. From these two understandings, the media is a tool used to deliver learning materials..⁹

b. Kinds Media In Teaching

- Visual Media

Visual media is media that relies on the sense of sight. usually take advantage of props or projectors as. The message will be conveyed in a visual form. There are two types of visual media, namely silent visual media and motion

⁸ Arik Adnyana "Advantages and disadvantages of the joox music player application", 2018, <http://www.arikdnyana.com/2018/02/kelebihan-dan-kekurangan-joox.html?m=1>

⁹ Puri Pintek, "Definition of Learning Media, Examples and Benefits for Schools", June 17, 2021, <https://pintek.id/blog/media-pembelajaran/>

visual media. Both can be combined or used of them. In addition, the function of visual media is also useful for attracting attention, clarifying the material presented, and describing facts that may be easily understood and remembered in visual form.

- **Audio Media**

Audio media can be used to stream audio messages from the message source to the message recipient. Audio media is closely related to hearing. Judging from the nature of the message received, audio media can convey verbal messages (spoken language or words) and non-verbal (sounds and vocalizations). Examples of audio media include radio, tape recorders, telephones, language laboratories, and others.¹⁰

- **Joox Application as a Teaching Media Platform**

No mistake using a certain platform or application in teaching can help the learning process. Many multimedia for teaching have been created throughout time, as of today students are much more interested in digital media. This includes Joox which can be used as digital media for improving English skills.

Tira Nur Fitria (2021) After investigating many applications related to english learning platforms, especially in the listening and pronunciation sections, Tradis Nur Fitria placed Joox in the first position as a suitable learning medium for learning english, especially in listening and pronunciation¹¹. This was also viewed by M Yusril Mahendra (2020) because he found that JOOX is an application that is in great demand by young people, there by increasing interest

¹⁰ Farel Ardhan, "Definition, Types, and Functions of Media", 03 December 2021 <https://mediaindonesia.com/humaniora/451206/pengertian-jenis-jenis-serta-fungsi-media>

¹¹ Tira Nur Fitria, "Investigating the emergence of digital platform for listening learning skills," *Al-Lisan: Jurnal bahasa (E journal)*. Vol.6 No.2 (2021) : 209-224

in learning, especially because of the hobby of listening to music¹². Ryzky Dwi Putry Ananda, Saiful Saiful, and Muh Arief Muhsin (2021) also argue that the JOOX application can be used as a good learning medium because from their research they found that this application can improve student's listening learning achievement.¹³

3. Pronunciation

a. Phonetics

Phonetics is a branch of linguistics that studies how humans produce and perceive sounds, or in the case of sign languages, the equivalent aspects of sign.[1] Phoneticians—linguists who specialize in studying Phonetics the physical properties of speech. The field of phonetics is traditionally divided into three sub-disciplines based on the research questions involved such as how humans plan and execute movements to produce speech (articulatory phonetics), how various movements affect the properties of the resulting sound (acoustic phonetics), or how humans convert sound waves to linguistic information (auditory phonetics). Traditionally, the minimal linguistic unit of phonetics is the phone—a speech sound in a language which differs from the phonological unit of phoneme; the phoneme is an abstract categorization of phones.¹⁴

b. Kinds Of Sounds In Pronunciation

In learning the sounds of the English language, remember to choose words that demonstrate all 44 word sounds or phonemes. There are :

¹² Mahendra, M. Yusril. “*The Students perception on use joox app in listening skill at IAIN Palangka Raya*”. Diss. IAIN Palangka Raya, (2020):1.

¹³ Ryzky Dwi Putry Ananda, Saiful Saiful, Muh Arief muhsin. “*A comparison Study Using Netflix and Joox in listening comprehension for senior high students*”. Ethical Lingua: Journal of language Teaching and Literature. Vol.8 No.2 (2021): 526-535.

¹⁴ Wikipedia “Phonetics”.WikipediaTheEncyclopedia. 17 sep 2022. <https://en.wikipedia.org/wiki/Phonetics>

- The 5 Short Vowel Sounds (The five short vowel sounds in English are a, e, i, o, and u.) example sounds : *And, Pen, It, Top* and *Under*.
- The 6 Long Vowel Sounds (The six long vowel sounds in English are a, e, i, o, u, and oo). Example sounds: *Make, Beet, Feet, Tie, Coat, Music, Goo*.
- The R-Controlled Vowel Sounds (An r-controlled vowel is a vowel whose sound is influenced by the r that comes before it. The three r-controlled vowel sounds are ar, er, and or.) Example : *Dark, Her, Fork*.
It is important that students pay close attention to the er sound in words because it can be created by an r-controlled e, i, or u. These vowels are all transformed into the same sound when an r is attached to the end of them. More examples of this include better, first, and turn.
- The 18 Consonant Sounds (The letters c, q, and x are not denoted by unique phonemes because they are found in other sounds. The c sound is covered by k sounds in words like crust, crunch, and create and by s sounds in words like cereal, city, and cent (the c is found in the spelling of these words only but does not have its own phoneme). The q sound is found in kw words like backward and Kwanza. The x sound is found in ks words like kicks.) Example: *Bad, Job, Love, take*.
- The Blends (Blends are formed when two or three letters combine to create a distinct consonant-sound, often at the beginning of a word. In a blend, the sounds from each original letter are still heard, they are just blended quickly and smoothly together. The following are

common examples of blends.) Example : Blue,Clap,Fry,Tree,Skate.

- The 7 Digraph Sounds (A digraph is formed when two consonants come together to create an entirely new sound that is distinctly different from the sounds of the letters independently. These can be found anywhere in a word but most often the beginning or end. These can be found anywhere in a word but most often the beginning or end. Some examples of common digraphs are listed below.

ch: chin and ouch, sh:ship and push, th: thing th: this, wh: when, ng: ring, nk: rink

- Diphthongs and Other Special Sounds (A diphthong is essentially a digraph with vowels—it is formed when two vowels come together to create a new sound in a single syllable as the sound of the first vowel glides into the second.) Example : oil, owl, rain . and special sounds : Pull, raw, Vision.¹⁵

c. General Description About Pronunciation

Pronunciation is the act or result of producing speech sounds, including articulation, stress, and intonation, often concerning some standard of correctness or acceptance. Pronunciation is the act or result of speech sounds, including articulation, emphasis, and intonation, often concerning some standard of truth or acceptance. In essence, pronunciation is pronunciation in English which includes articulation, emphasis, and intonation. English pronunciation is very important, especially for non-native speakers. Because if the pronunciation is wrong it can

¹⁵ SueWatson “The 44 Sounds in the English Language”. ThoughtCo. 15 October 2019. <https://www.thoughtco.com/sounds-in-english-language-3111166#:~:text=English%20contains%2019%20vowel%20sounds,sounds%E2%80%94and%205%20consonant%20sounds.>

hinder communication.¹⁶

d. Joox Application in Pronunciation Class

Teaching media is essential in learning sessions, as it helps teachers to achieve the best result in the process. Today, digital application teaching media has been created to follow the evolution of technology.

Taking the Joox Application as a part of the evolution of new technology to become a learning medium can be difficult but it can lead to breakthroughs toward more efficient and advanced learning. It is also agreed by the researchers that Joox is part of a multimedia tool that can create skilled learners in pronunciation skills.¹⁷

e. Importance of Pronunciation Towards ELT

English has become the world's international language, used for international communication mostly among non-native speakers of other languages and 80 percent of all the English teachers around the world are nonnative English-speaking (NNES) teachers (Canagarajah, 1999). Therefore, there is a growing need to investigate the EIL (English as an International Language) movement from non-native pre-service or in-service teachers' point of view.¹⁸

f. Challenges and Strategies for Pronunciation Class

Learning a new language is a challenging process. It requires learners to devote time and effort to communicate effectively in the target language. One of

¹⁶ Risky Ruswindary and Arum Sutrisni "Get To Know Pronunciation" Kompas.com, October 13, 2020, <https://www.kompas.com/skola/read/2020/10/13/080000269/mengenal-pronunciation?page=all>

¹⁷ Anggun Fauziah, Alvi Raihan Utami. "the use of joox application in improving students pronunciation". *Pustaka.id* . Vol.2 No.1 (2022): 1.

¹⁸ Coskun, Abdullah. "Future English Teachers' attitudes Towards EIL Pronunciation" *Journal of English as a Internasional Language*. Vol.6. No2 (2011) : 46-68.

the main issues in teaching English is not having enough exposure to the language as it is spoken in the real world. That is a major reason why teaching English in a non-English speaking environment can be challenging. Students need to be exposed to native-like resources to develop their language skills. One of the most significant skills to develop is pronunciation. Learning a new language is a challenging process. It requires learners to devote time and effort to communicate effectively with learners' self-involvement and learner strategy training. In other words, students should become active partners in their own learning, who have developed the skills to monitor the target language. One of the main issues in teaching English is not having enough exposure to the language as it is spoken in the real world. That is a major reason why teaching English in a non-English speaking environment can be challenging. Students need to be exposed to native-like resources to develop their language skills. One of the most significant skills to develop is pronunciation.¹⁹

g. Essential Principles To Teach Pronunciation

1. Speak in Pause units

We speak in short bursts of speech – in intonation units or pause units (not sentences!). For teachers to develop an understanding, learn how to transcribe speech as pause units: Syllables in CAPITAL letters indicate stressed syllables. Underlined syllables indicate prominence. A slash (/) indicates boundaries of the unit, the pauses between bursts of speech. Help students speak as: burst + pause, burst + pause. Pauses can be relatively long.

¹⁹ Waheeb.S.Albiladi, "Teaching English Pronunciation Revisited: The challenges of teaching EFL in non-English speaking countries," European journal of foreign language teaching, No.4. No. 3 (2019): 1

2. Give one word prominence in each pause unit.

The focal point of the pause unit – the main word, the “new information.” The prominent word (or main syllable in that word) is louder, longer, and stronger.

3. Exaggerate Tones

here are three basic tone directions in English. To transcribe: Arrows indicate the pitch direction: r = rising (or ‘referring’), l = level, f = falling.

4. Use Paratactics

The speaker consciously makes decisions about: Timing, pitch span, tempo, loudness, looseness/tightness of articulatory setting, precision of articulatory position, lip setting. All of these affect intended mood, such as importance-relevance, formality-informality, excitement mood, relaxedness-nervousness, warmth-coldness, frivolousness-thoughtfulness.

5. Project, project, project

Projecting your voice is an essential concept. It’s not about loudness: it’s about breathing from the diaphragm, lifting your lungs and chest and face, and “aiming” your voice at a target. Confidence can build from using this physical action!.²⁰

Morley (1994) underlies that the prevalent focus in pronunciation teaching nowadays should be on designing “new-wave instruction programs” (P.70). moreover, she stresses that these new instructional designs should take into account not only language forms and functions but also issues of and modify their

²⁰ Mochicha “5 Essential Principles To Teach Pronunciation” LateralCommunications, 2023, <https://latcomm.com/5-essential-concepts-to-teach-pronunciation/>

speech patterns if necessary.²¹

Pronunciation is difficult to teach for several reasons. Teachers are often left without clear guidelines and are confronted with contradictory practices for pronunciation instruction. To date, there is no agreed-upon system of deciding what to teach, and when and how to do it. Another challenge is the lack of immediate visible results or a lack of carry-over: very often, students who practice a given pronunciation feature in class do well, but the minute they turn their attention to the message content, the practice effect vanishes. As a result of these difficulties, teaching pronunciation is often secondary, and teachers don't feel comfortable doing it. Yet researchers and teachers alike agree that pronunciation instruction is important and efficient in improving intelligibility and comprehensibility.²²

²¹ Gergana Vitanova and Ann Miller, "Reflective Practice In Pronunciation Learning." The Internet TESL Journal Vol.8 No.1 (2002)

²² Isabelle Darcy, Doreen Ewert and Ryan Lidster, "Bringing Pronunciation Instruction Back Into The Classroom: An ESL Teacher's Pronunciation "Toolbox," IUScholarWorks, (2012) :

C. Conceptual Framework

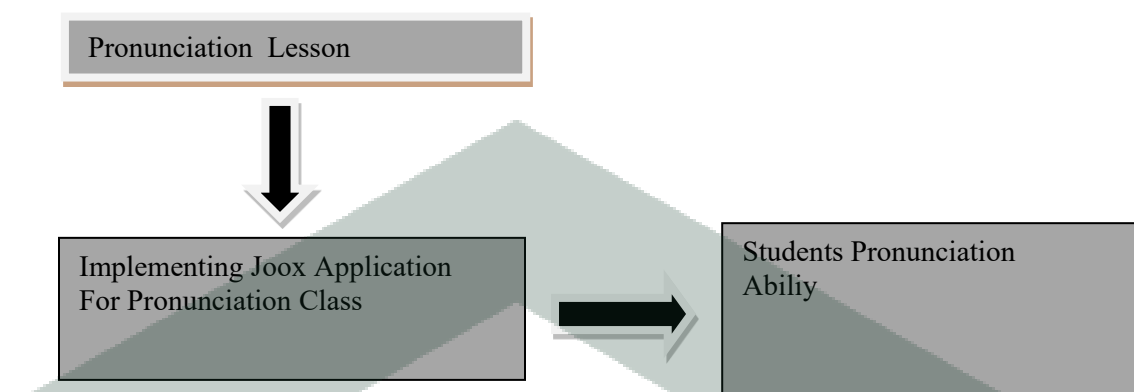


Chart 2.1 Conceptual Framework

Explanation :

The thing that will be done at the beginning is giving a Pre-Test to find out how far the ability of the sample is, then the next stage is giving treatment and treatment, after doing the treatment a Post-test will be carried out as a comparison of the final results.

D. Hypothesis

This research has concluded two hypotheses which are as followed:

1. H1 = Joox Application can improve students pronunciation ability at English department state Islamic institute of palopo
2. H0 = Joox Application can not improve students pronunciation ability at English department state Islamic institute of palopo

CHAPTER III

METHOD OF RESEARCH

A. Research Method

This research using the experimental research method. Experiment research is one of the simple forms of research design. Experiments are used as a method of gathering data to achieve facts. Experiment research is a type of research method that discusses whether there are the results of any trial in the subject of research through controlled investigation. The experimental group used pre-test, treatment, and post-test..

B. Research Design

The teacher applied the one-group pre-test post-test design. This is the most effective way to achieve whether Joox can be used effectively in Pronunciation lessons or not, by using:

$O_1 X O_2$

Information :

X = treatment given (independent variable)

O1 = pretest experimental group

O2 = posttest experimental group (after being given treatment)

The effect of treatment on this design is $(O_2 - O_1)$ (Sugiyono, 2011: 75). The thing being tested is the difference between O2 and O1. If there is a difference where O2 is greater than O1 then study has a positive effect on increasing children's creativity, and if O2 is smaller than O1 then it has a negative effect.

C. Population & Sample

a. Population

The population in this study were students in semester 1 of the Department of English at IAIN Palopo, totaling 48 students. Sample The researcher chose ten samples from class A in the first semester using a purposive technique which was considered appropriate to the problems and research objectives based on the results of observations made and considering the situation of the lectures conducted by the samples (Nursalam: 2008).²³

D. Instrument of the Research

There are three instruments that this research used, here as follow:

1. Observation

The observation used in this research is participatory observation. Observation is used as the main data collection. Researchers are involved active in the activity being observed as a source of research data. Researchers make observations, record the preparation process, and evaluation of research activities.

2. Test

The test focused on two types of sound and for each type of sound ten words chosen to represent the type of sound being studied with a total of twenty which used the number of test questions that appear in the song used in the Treatment, namely ten words Diagraph sound and ten words on the sound of R Controlled Vocals, then the sample tested to see the initial ability of the sample, then after being given treatment the sample will be tested again using the same questions in the Pre-test but with questions that have been randomized to see a comparison of results.

²³rezekibarokah “Purposive Sampling”. RezkyBarokah, 24 August 2022, <https://rezekibarokah.com/purposive-sampling-adalah/#:~:text=Purposive%20sampling%20adalah%20salah%20satu%20teknik%20pengambilan%20sampel,Cara%20pengambilan%20sampel%20ini%20termasuk%20dalam%20non-random%20sampling.>

E. Procedure of Data Collection

To achieve the result of this research, the collected in the procedure as followed:

The sample group taken in this study used purposive sampling and did not take the entire population from the sample. For this study, the songs that used in the research process to determine the songs used in this study have a level of difficulty measured by the clarity and speed of uttering the lyrics, and in this study focused on two types of sounds, namely Diagraph Sounds and The R controlled vowel Sounds which then be included in every song used starting from the pre-test, Treatment and also Post-test. for the research follow the steps of this research:

1. Pre-test

In the pre-test, the researcher provided introductory material about the importance of pronunciation skills for learning, after that the researcher start giving a test that has provided twenty words representing the two types of songs studied as an initial measure of the sample's ability, the researcher gived twenty questions. which later be used for the student's pronunciation test to get the initial ability value of the sample.

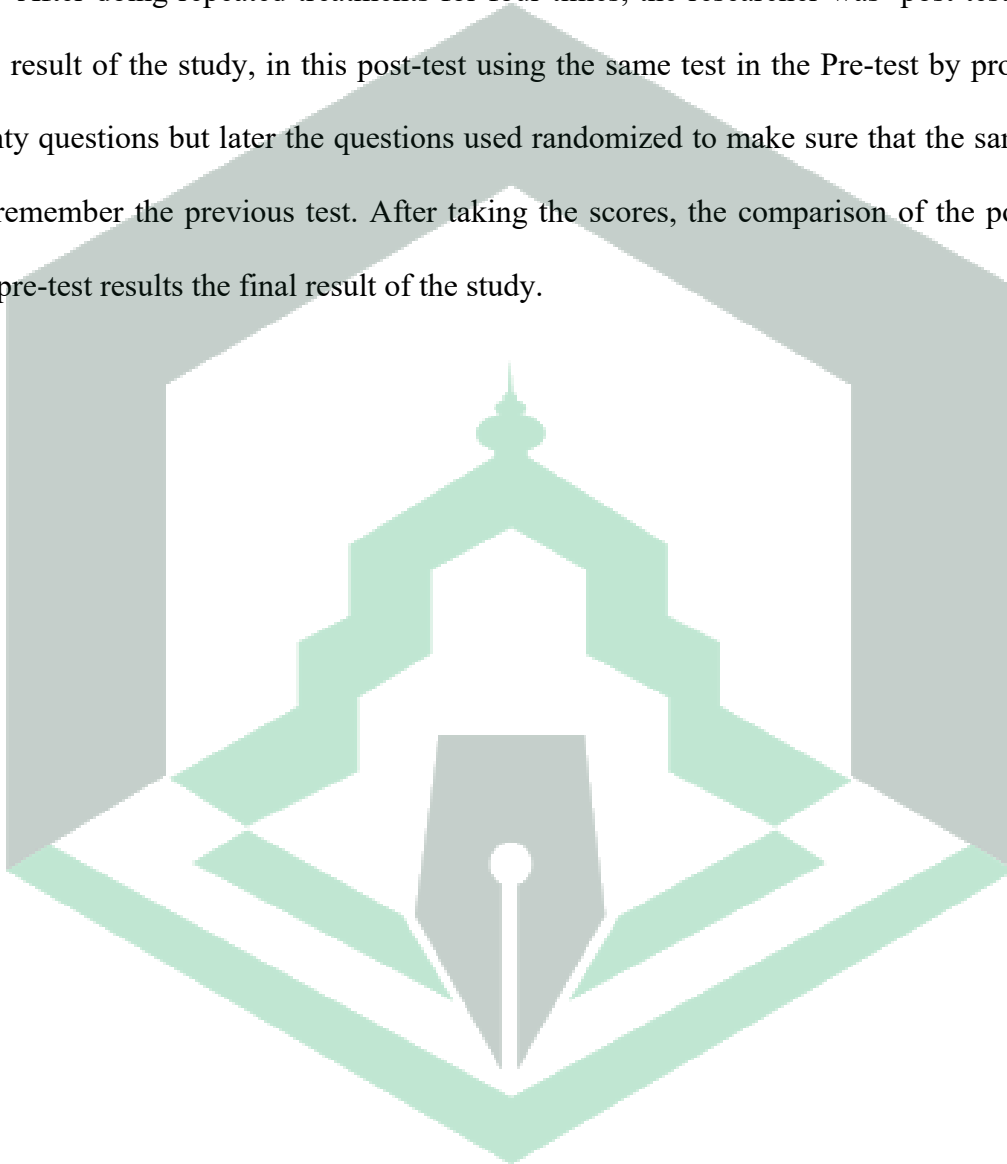
2. Treatment

In Treatment the researcher handles six meetings, one day pre-test, one day post-test and four days of treatment, each meeting focused on teaching the types of sounds that are learned using Joox media and Draft Lyrics, at the first meeting using Stephen Sanchez's song – Until I Found You, easy level with a focus on teaching R vocals Controlled, 2nd meeting using the song M2M- The day you left, normal level with a focus on teaching R controlling vocals, 3rd meeting using Maher zein song - Large family normal level with a focus on teaching voices Digraph, and the last meeting using the skinny fabs song - Happy, a hard level with a focus on teaching Digraph's voice. The treatment procedure is to direct the sample to listen to a predetermined song by paying

attention to the lyrical features, using the karaoke feature, and repeat after one verse of the lyrics, and this treatment continued to be repeated by the sample at least five times during the house.

3. Post-Test

After doing repeated treatments for four times, the researcher was post-test as the final result of the study, in this post-test using the same test in the Pre-test by providing twenty questions but later the questions used randomized to make sure that the sample is not remember the previous test. After taking the scores, the comparison of the post-test and pre-test results the final result of the study.



F. Technique of Data Analysis

1) Score the Students' Pronunciation On Pre-Test and Post-Test

The first is to analyze the raw data of the pronunciation test assessment, each correct answer of the pronunciation test awarded 10 points and the wrong answer get 0 . The raw data converted into a set of 100 scores. Because the assessment of this research is measured by how many correct pronunciations of the sample, the score used for the assessment is the number of students' correct answers plus the correct answers divided by the number of questions then multiplied by 100 to produce the final score.

2) Classification The Score of Students' Answer

The converted score turned into values. Test or score will be classified as followed:

No	Score	Level
1	81-100	Very Good
2	61-80	Good
3	41-60	Fair
4	21-40	Poor
5	1-20	Very Poor

Finally, the mean score, standard deviation, frequency table, and tests between listening achievements by using the SPSS Statistics program to evaluate the score.²⁴

²⁴ Sahid Raharjo "Cara Uji Paired Sample T-Test dan Interpretasi dengan SPSS". SpssIndonesia, February 19, 2021, <http://www.spssindonesia.com/2016/08/cara-uji-paired-sample-t-test-dan.html>

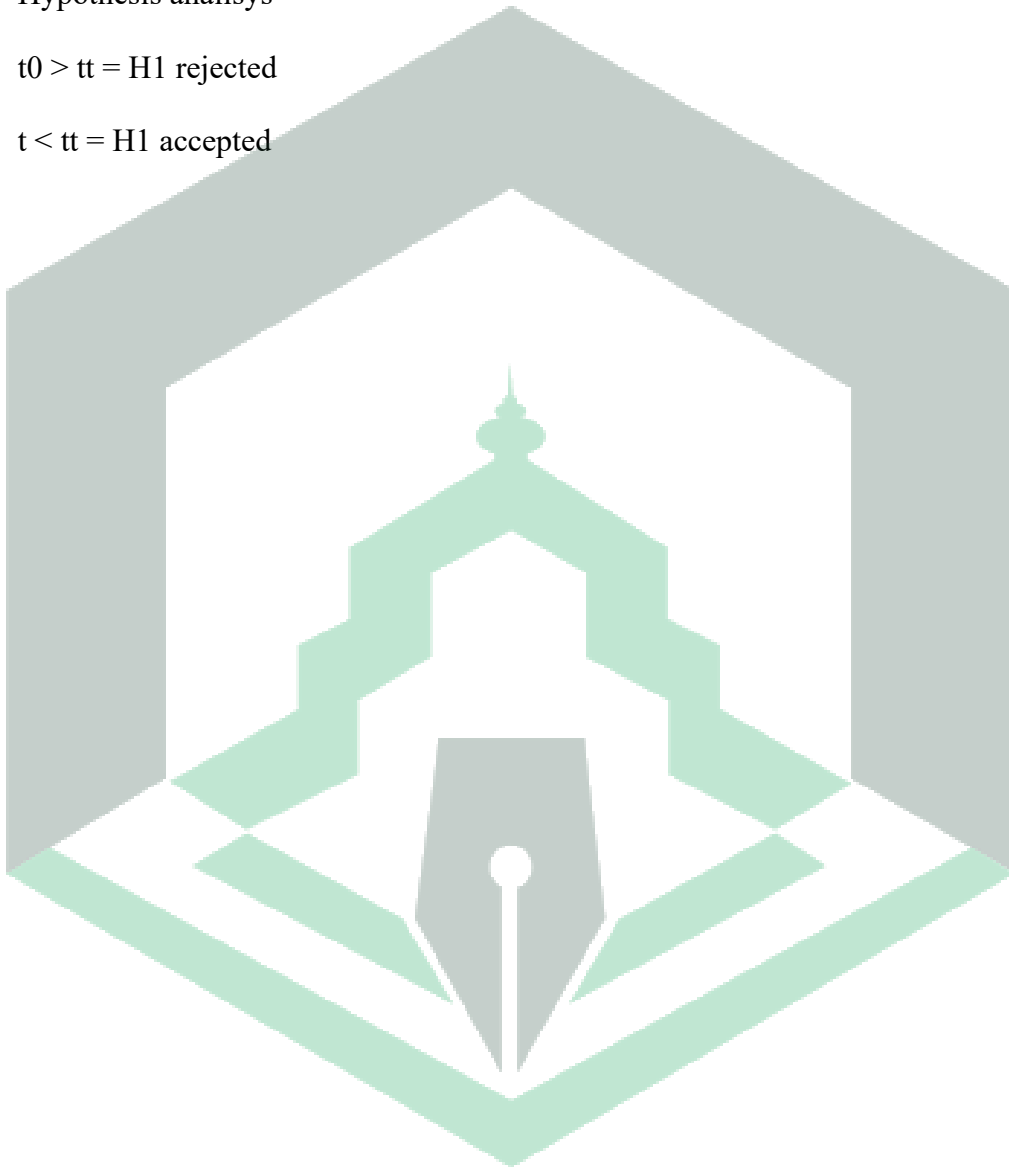
3) Calculating the mean score of students' answer

To find out the mean score, standard deviation and the t-test value between the pre-test dan post-test of both experimental and control group, researcher use packge for social sciences (SPSS) program version 25.

4) Hypothesis analisys

$t_0 > t_t = H_1$ rejected

$t < t_t = H_1$ accepted



CHAPTER IV
FINDINGS AND DISCUSSION

This chapter is specifically explaining the result of this research, which includes findings during research, data collection result, and the discussion of the research.

A. Research Finding

The reaserch findings are in the part of data analysis from the students result from pre-test and post test.

1) Analysis of students Score In Test

a) Pre-Test

The pre-test score was given by how accurate the answer that is related to the test that was given, the mean score was later determined by using SPSS.

Table 4.1 Students scores in pre-test

No	Respondens	Score	Clasissification
1	DF	40	Poor
2	MFM	55	Fair
3	MF	50	Fair
4	MTA	65	Good
5	FF	55	Fair
6	ZTS	45	Fair
7	RY	55	Fair
8	WY	25	Poor
9	AZF	30	Poor
10	NW	50	Fair
Average Score		52,00	

Table 4.1 above indicates the score of each student from their pre-test. It also included the everange score of students results of their pre-test.

The next table is showing the percentage of classification that was achieved during the pre-test.

Table 4.2 Classification percentage of pre-test

No	Classification	Count	Percent
1	Very Good	0	0
2	Good	1	10
3	Fair	6	60
4	Poor	3	30
5	Very Poor	0	0
	Total	10	100%

From Table 4.2, the percentage classification of the ten students There were 0 students (0%) who achieved Very Good, Good achieved by 1 student (10%), Fair scores achieved by 6 students (60%) which is the most data, and Poor scores achieved. as many as 3 students (30%), and no students (0%) had very poor achievement. In short, the students only achieved an average mark for their Pronunciation ability during the pre-test..

b) Post-Test

This part is describing the result of the post-test. Same as the pretest, the score was given by how accurate the answer to given test. The mean score will also be calculated using SPSS25.

Table 4.3 Students' Scores in Post-Test

NO	Responden	Score	Classification
1	DF	85	Very Good

2	MFM	75	Good
3	MF	70	Good
4	MTA	90	Very Good
5	FF	80	Very Good
6	ZTS	75	Good
7	RY	80	Good
8	WY	80	Good
9	AZF	85	Very Good
10	NW	90	Very Good
Average score		81,00	

Table 4.3 indicates the total score for every student during the posttest. It also included the average score of students' results of their posttest.

Table 4.4 Classification Percentage of Pre-Test

No	Classification	Count	Percent
1	Very Good	5	50
2	Good	5	50
3	Fair	0	0
4	Poor	0	0
5	Very Poor	0	0
Total		10	100%

As seen from Table 4.4, the classification percentage from students' post-test scores for Fair, Poor, and Very Poor was achieved by no student (0%). There were 5 students (50%) that achieved a Good score and 5 students (50%) achieved very Good score. To sum up, the students improved their pronunciation ability by achieving a total score above average during the post-test.

c) Mean Score and Standard Derivation of Pre-Test and Post-Test

Table 4.5 Paired Samples Statistics of Pre-Test and Post-Test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	47.00	10	12.293	3.887
	Post_Test	81.00	10	6.583	2.082

The results of the paired sample statistic test score are shown in the data in the above table. According to the data obtained, N equals 10, representing the total number of students. The pre-test standard deviation is 12.293 points, whereas the mean score on the exam is 47.00. In addition, the post-test standard deviation is 6.583, and the post-test mean score is 81.00.

Table 4.6 Paired Samples Correlations of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pre_Test & Post_Test	10	.041	.910

Table 4.6 displays the results of the correlation analysis between the pre-test and post-test. The correlation between the two variables is 0.041, and the degree of significance is 0.910. These results reveal a correlation between students' pronunciation before and after treatment.

Table 4.7 Paired Samples Test of Pre-Test and Post-Test

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre_Test	-34.000	13.703	4.333	-43.803	-24.197	-7.846	9	.000
	Post_Test								

The researcher discovered that in table 4.7, the paired sample test illustrates the

value of t_o (t -count) is 7.846 with the df (degree of freedom) value 9 while the t_t (t -table) for the standard of significant level 0,05 (5%) on $df = 29$ is 2.262. It means the value of the t -count is higher than the value of the t -table.

Furthermore, the table above shows the significant (2-tailed) value = 0,000, which means smaller than 0,05 (the value for the standard of significant level). Therefore, the weight in table 4.7 proves that the research H_a (alternative hypothesis) is accepted, and the H_0 (null hypothesis) is rejected. The result confirms that the joox application effectively improved the pronunciation for students of the English Language Education Study Program IAIN Palopo.

B. Discussion

This research aimed to determine the effectiveness of the joox application in improving students' pronunciation of the English Language Education Study Program IAIN Palopo. In this research, the researcher applied a pre-experimental class. The experimental class was designed to evaluate students' pronunciation through joox application and found that students' test results after the treatment stage were significantly different. It was clear that the average score on the pre-test was only 47.00, which was categorized as a "fair" score, but after taking the post-test, it rose to 81.00, which was classified as a "very good" score. The improvement in students' pronunciation could be seen from the results of the post-test. However, the researcher found implementing the joox application suitable for students needing to improve pronunciation.

During the treatment, the researcher encountered several problems in class. First, there was too much talking time for the researcher during the learning process which made students lose their interest to study, so the researcher reduced talking time during the treatment. Second, the students found difficulties in playing

the music because of the bad connection, so the researcher provided the good connection for the students.

The researcher conducted several results. First, students' mispronunciation decreased significantly by listening to the music on joox application while pronouncing the lyrics. It is in line with Sanerita, who stated that it is useful to employ songs to increase students' pronunciation fluency. The students practiced pronouncing the songs while listening to them. This is done to reduce mispronunciations. Their pronunciation improves from fairly good to excellent. More practice is required since we know that English pronunciation differs from Indonesian pronunciation.²⁵ Also, Burhanuddin, Dwiyanto, and Putri found that there are several advantages to learning via music. The song offers study material for increasing pronunciation and self-confidence in the context of learning English.²⁶

Second, the students were more interested in learning pronunciation by listening to the music in joox application. Because they got something new and enjoyable during their study. They did not feel nervous and bored. It is consistent with Devi Mulatsih, who found that students were more engaged in learning English pronunciation via songs. They obtained something fresh and pleasurable throughout their education as a result. They did not experience anxiety or boredom.²⁷ Also, Anggun and Alvi stated that the majority of students commonly

²⁵ Sanerita Tresnawaty Ollii, *The Use of Songs as Teaching Media to Improve Students' Pronunciation Fluency*, n.d.

²⁶ Burhanudin Rais, Dwiyanto Djoko Pranowo, and Rr. Putri Intan Permata Sari, "The Use of Song in Teaching English Pronunciation" 461, no. Iclae 2019 (2020): 133–37, <https://doi.org/10.2991/assehr.k.200804.025>.

²⁷ Devi Mulatsih, "Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon," *Academic Journal Perspective: Education, Language, and Literature* 2, no. 2 (2018): 294, <https://doi.org/10.33603/perspective.v2i2.1665>.

use JOOX to play music because they believe listening to music is fun.²⁸ In addition, Rini, Siti, and Akhmad stated that using English songs and the Joox application as a strategy and medium for teaching pronunciation enables students to effortlessly retain word pronunciations and enjoy the process of learning.²⁹

Third, students are more motivated to get native pronunciation by copying the pronunciation of the singer. Anggun and Berlinda supported this result by stating that students attempted to replicate the singer's pronunciation in order to improve their own.³⁰

Last, the students could learn pronunciation in any place by using joox application, because most of the students often play music by using joox application. It is supported by Anggun and Berlinda, who found that 60% of students often use the JOOX Application to stream music. Additionally, students used the JOOX application's lyric functions while performing a song. It indicates that the lyric characteristics were valuable for them since they were able to correctly pronounce the term by reading and listening to the music.³¹

According to the above statements, JOOX Application is an effective learning medium for pronunciation classes. It was obvious in students' post-test reactions. In the post-test, students were not confused when pronouncing the words. Also, students' pronunciation was clearer. The joox application made students more easy learning pronunciation everywhere, so this application

²⁸ Anggun Hervi and Alvi Raihan Utami, "The Use of Joox Application in Improving Students' Pronunciation," *Pustakailmu.Id* 2, no. 1 (2022): 1–8, <http://pustakailmu.id/index.php/pustakailmu/article/view/71/66>.

²⁹ Rini Dwi Septiani, Siti Hikmah, and Akhmad Baihaqi, "The Influence of English Song and Joox Application toward Students' Pronunciation (A True Experimental Study at the Eighth Grade of SMPN 6 Kota Serang)," *Annual International Seminar on English Language Teaching*, (2019).

³⁰ Anggun Hervi Rahmania and Berlinda Mandasari, "Students' Perception Towards the Use of JOOX Application to Improve Students' Pronunciation," *Journal of English Language Teaching and Learning (JELTL)* 2, no. 1 (2021): 39–44, <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.

³¹ Ibid.

increased students' pronunciation.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The The JOOX application can help students improve their pronunciation. The results showed that students' test scores increased after they were presented with the JOOX Application. The JOOX application has many positive impacts on students; namely: reducing students' pronunciation mistakes, the application makes students not nervous when studying, and the application expands student pronunciation everywhere. As a result, the students' post-test scores were higher than their pre-test scores, indicating that the treatment phase was successful in helping students improve their pronunciation. In addition, because of the efficiency of the JOOX Application in improving students' pronunciation, its use can be accepted as an appropriate medium to improve pronunciation. proved to be true, shown by the results of the average score of the students' post-test (52,00) was higher than the pre-test (81,00). paired sample test illustrates that the value of t (t-count) is 7.846 with a value of df (degrees of freedom) 9 while t_t (t-table) for a standard significance level of 0.05 (5%) at $df = 29$ is 2,262. This means that the t -count value is higher than the t -table value. So that the results of the study as a whole show that the H1 hypothesis: The Joox application can improve the pronunciation skills of students of the English Department of the Palopo State Islamic Institute.

B. Suggestions

Some suggestions are made to participants who are intimately involved in this research. The recommendations are based on the research findings. Here is a list of some of them:

1. For the teacher

Based on this research, the author suggests that as a teacher, you should create a fun teaching and learning process. JOOX Application can be a reference media in learning. Furthermore, the song content should be appropriate for the student's level of English proficiency. The content topics should be tailored to their interests and prior knowledge to motivate them to learn.

2. For the students

Students should pay attention to the materials and be less noisy in the classroom. Students should be more active than teachers in the teaching-learning process. In addition, students are expected to practice pronunciation as much as possible in their spare time. Students are expected to practice pronunciation, as much as they can in their free time by using JOOX Application.

3. For the further researcher

The researcher hopes that readers or other researchers can use this research as a reference for alternative and interesting ways to teach and learn English, pronunciation. Researchers also hope that this research can be replicated by other researchers using different research objects and methods. In addition, the researcher suggests that other researchers creatively explore this application in other skills such as listening, reading, writing and speaking, and it is hoped that future researchers can further maximize the number of research samples because that is one of the shortcomings of this study.

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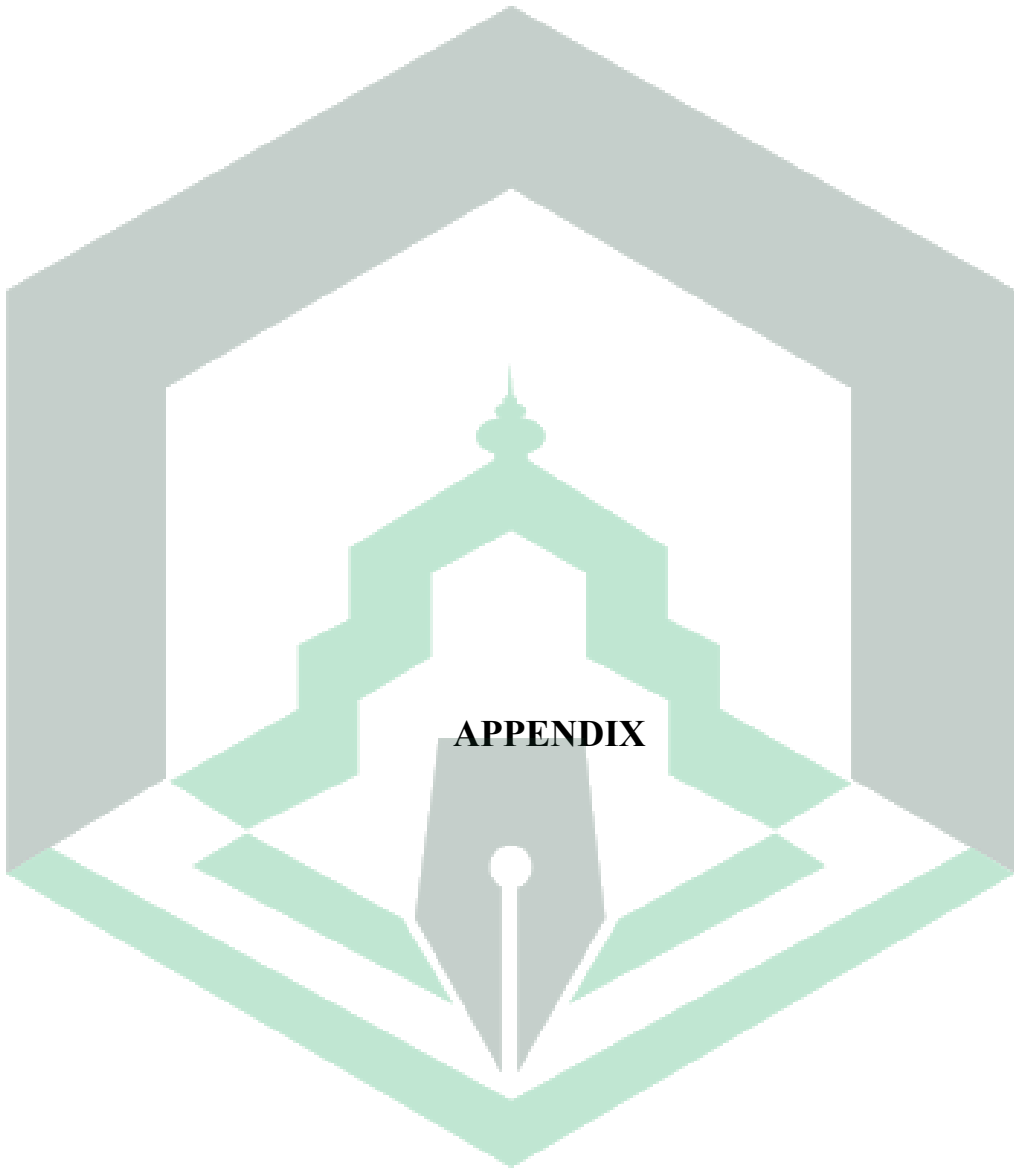
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PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. R.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 1368/MP/DPMP/PTSP/21/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja.
3. Peraturan Mendagri Nomor 3 Tahun 2016 tentang Penerbitan Surat Keterangan Penelitian.
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo.
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Penetapan Kewenangan Penyelenggaraan Perizinan dan Nonperizinan yang Menjadi Urusan Pemerintah yang Diberikan Pemeliharaan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: DIRGANTARA
Jenis Kelamin	: Laki-Laki
Alamat	: Jl. Lorong Somel Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 18 0202 0125

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

JOOX APPLICATION EFFECT ON STUDENTS PRONUNCIATION ABILITY AT ENGLISH DEPARTEMENT OF IAIN PALOPO

Lokasi Penelitian	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
Lamanya Penelitian	: 18 November 2022 s.d. 18 Desember 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaatinya semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

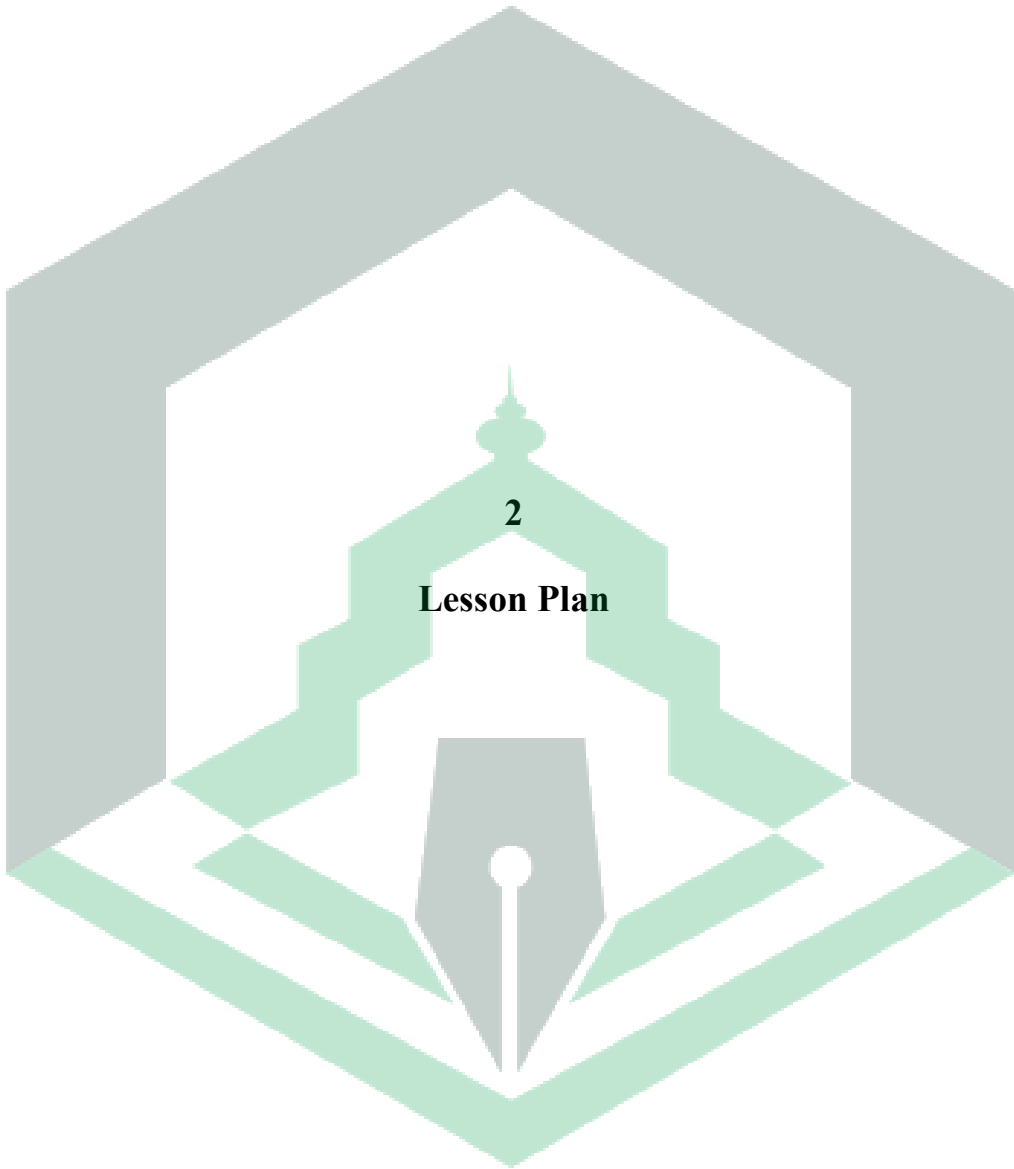
Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 21 November 2022
 Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
 Pangkat : Penata Tk.1
 NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel.
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



2

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Kampus : IAIN PALOPO
Mata pelajaran : Pronunciation
Materi : Kinds Of Sounds

Kelas / Semester : BIG A (1)
Pertemuan Ke- : 1
Alokasi Waktu : 30 Menit

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi pemahaman siswa terhadap penggunaan aplikasi joox
- Mengajarkan cara penggunaan aplikasi joox dalam pengajaran pronunciation
- Mengidentifikasi pemahaman mahasiswa tentang Pronunciation serta Kinds of sounds
- Menjelaskan tentang Pronunciation serta kinds of sounds yang ada di pronunciation
- Menganalisis dan mengevaluasi sampai sejauh mana pemahaman mahasiswa tentang pronunciation dan kinds of sounds

B. LANGKAH-LANGKAH PEMBELAJARAN

Media	Alat/Bahan	Sumber Belajar
• <i>Joox Application</i>	• Speaker and Handpone	• Bahan ajar dari internet serta referensi dari penggunaan via online

Kegiatan Pendahuluan (5 menit)

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran mahasiswa mengisi daftar.
- *Peneliti* menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari pronunciation ability menggunakan media joox dalam kehidupan sehari-hari
- *Peneliti* menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh

Kegiatan Inti (20 menit)

<i>Stimulus</i>	mahasiswa diberi motivasi dan panduan untuk melihat, mengamati, dan membaca dan mendengarkan Mereka diberi pembelajaran terkait materi: Pronunciation and kinds of sounds
<i>Identifikasi masalah</i>	peneliti memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi: Pronunciation and kinds of sounds
<i>Pengumpulan data</i>	Mahasiswa, mengumpulkan informasi, kemudian mahasiswa mempresentasikan ulang, mengenai: Pronunciation dan kinds of sounds Kemudian setelah mahasiswa akan diputarkan music melalui aplikasi music biasa dan kemudian akan di berikan test dalam penyebutan pronunciation.
<i>Pembuktian</i>	mahasiswa melakukan test yang telah diberikan oleh peneliti satu persatu
<i>Menarik kesimpulan</i>	Peneliti membuat kesimpulan tentang hal-hal yang telah dipelajari terkait: Pronunciation and kinds of sounds Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang

belum dipahami
Refleksi dan Konfirmasi (5menit)
<ul style="list-style-type: none"> • Refleksi pencapaian mahasiswa, dan refleksi peneliti untuk mengetahui ketercapaian proses pembelajaran dan perbaikan. • Peneliti menyampaikan rencana pembelajaran pada pertemuan berikutnya • Peneliti memberikan pesan dan motivasi untuk tetap semangat belajar dan diakhiri dengan berdoa.

C. PENILAIAN PEMBELAJARAN (ASESMEN)

No	Aspek yang dinilai	Metode Penilaian	Instrumen Penilaian	Waktu Penilaian
	Pengetahuan	Observasi l	Observasi sikap	15 menit



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Kampus : IAIN Palopo

Kelas / Semester : BIG A (1)

Mata pelajaran : Pronunciation

Pertemuan Ke- : 2&3

**Materi : Kinds Of sounds : The R
Controlled Vowel Sounds**

Alokasi Waktu : 30 menit

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi pemahaman siswa terhadap kinds of sounds The R Controlled vowel sounds
- Menjelaskan data dari berbagai sumber tentang Kinds of sounds the R controlled vowel sounds
- Menganalisis dan mengevaluasi kemampuan mahasiswa terhadap kinds of sounds the R controlled vowel sounds melalui penggunaan aplikasi joox
- Memberikan treatment pengajaran dalam penggunaan aplikasi joox dalam pembelajaran pronunciation

B. LANGKAH-LANGKAH PEMBELAJARAN

Media	Alat/Bahan	Sumber Belajar
• <i>Joox Application</i>	• Speaker and handpone	• Bahan ajar dari internet serta referensi dari penggunaan via internet
Kegiatan Pendahuluan (5Menit)		
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dan siswa mengisi daftar hadir • Peneliti menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: Kinds of sounds the R controlled vowel sounds • Peneliti menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh 		
Kegiatan Inti (20 Menit)		
<i>Stimulus</i>	Mahasiswa diberi panduan untuk melihat, mengamati, membaca dan mendengarkan materi yang disampaikan oleh peneliti tentang The R Controlled vowel sounds kemudian Mereka diberi pemutaran music melalui aplikasi joox berdasarkan arahan dari peneliti dengan music yang berkaitan dengan bahan ajar yaitu The Rcontrolled vowel sounds menggunakan aplikasi joox dan speaker serta memberikan treatment sesuai arahan peneliti yaitu memperhatikan mode lirik, repeat after the bait dan juga menggunakan mode karaoke	
<i>Identifikasi masalah</i>	peneliti memberikan kesempatan untuk mengidentifikasi hal-hal yang didapatkan dari pemutaran musik serta melakukan treatment yang diberikan oleh peneliti secara berulang	
<i>Pengumpulan data</i>	Mahasiswa melakukan treatment berulang selama proses inti berlangsung serta akan melakukan treatment jga ketika berada dirumahnya masing-masing	
<i>Menarik kesimpulan</i>	Peneliti membuat kesimpulan tentang hal-hal yang telah dipelajari terkait: <i>Penggunaan aplikasi joox dalam pengajaran pronunciation</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami	
Refleksi dan Konfirmasi (5Menit)		
<ul style="list-style-type: none"> • Refleksi pencapaian mahasiswa, dan refleksi pengajar untuk mengetahui ketercapaian proses pembelajaran dan perbaikan. 		

- peneliti menyampaikan rencana pembelajaran pada pertemuan berikutnya
- peneliti memberikan pesan dan motivasi untuk tetap semangat belajar dan diakhiri dengan berdoa.

C. PENILAIAN PEMBELAJARAN (*ASESMEN*)

No	Aspek yang dinilai	Tujuan Penilaian	Instrumen Penilaian	Waktu Penilaian
1	Keterampilan	Observasi	Pengamatan sikap	10 menit KBM



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Kampus : IAIN Palopo

Kelas / Semester : BIG A (1)

Mata pelajaran : Pronunciation

Pertemuan Ke- : 4&5

Materi : Kinds Of sounds : Digraph sounds

Alokasi Waktu : 30 menit

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi pemahaman siswa terhadap kinds of sounds Digraph Sounds
- Menjelaskan data dari berbagai sumber tentang Kinds of sounds Digraph sounds
- Menganalisis dan mengevaluasi kemampuan mahasiswa terhadap kinds of Digraph sounds melalui penggunaan aplikasi joox
- Memberikan treatment pengajaran dalam penggunaan aplikasi joox dalam pembelajaran pronunciation

B. LANGKAH-LANGKAH PEMBELAJARAN

Media	Alat/Bahan	Sumber Belajar
<ul style="list-style-type: none"> • <i>Joox Application</i> 	<ul style="list-style-type: none"> • Speaker and handpone 	<ul style="list-style-type: none"> • Bahan ajar dari internet serta referensi dari penggunaan via internet
Kegiatan Pendahuluan (5Menit)		
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dan siswa mengisi daftar hadir • Peneliti menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: Kinds of sounds the R controlled vowel sounds • Peneliti menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh 		
Kegiatan Inti (20 Menit)		
<i>Stimulus</i>	Mahasiswa diberi panduan untuk melihat, mengamati, membaca dan mendengarkan materi yang diberikan oleh peneliti sekaitan dengan Digraph sounds kemudian Mereka diberi pemutaran music melalui aplikasi joox berdasarkan arahan dari peneliti dengan music yang berkaitan dengan bahan ajar yaitu Digraph sounds menggunakan aplikasi joox dan speaker serta memberikan treatment sesuai arahan peneliti yaitu memperhatikan mode lirik, repeat after the bait dan juga menggunakan mode karaoke	
<i>Identifikasi masalah</i>	peneliti memberikan kesempatan untuk mengidentifikasi hal-hal yang didapatkan dari pemutaran musik serta melakukan treatment yang diberikan oleh peneliti secara berulang	
<i>Pengumpulan data</i>	Mahasiswa melakukan treatment berulang selama proses inti berlangsung serta akan melakukan treatment jga ketika berada dirumahnya masing-masing	
<i>Menarik kesimpulan</i>	Peneliti membuat kesimpulan tentang hal-hal yang telah dipelajari terkait: <i>Pengunaan aplikasi joox dalam pengajaran pronunciation</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami	
Refleksi dan Konfirmasi (5Menit)		
<ul style="list-style-type: none"> • Refleksi pencapaian mahasiswa, dan refleksi pengajar untuk mengetahui ketercapaian proses pembelajaran dan perbaikan. • peneliti menyampaikan rencana pembelajaran pada pertemuan berikutnya • peneliti memberikan pesan dan motivasi untuk tetap semangat belajar dan diakhiri dengan berdoa. 		

C. PENILAIAN PEMBELAJARAN (*ASESMEN*)

No	Materi yang dinilai	Metode Penilaian	Instrumen Penilaian	Waktu Penilaian
1	Keterampilan	Observasi	Pengamatan sikap	10 menit KBM



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Kampus : IAIN PALOPO

Kelas / Semester : BIG A (1)

Mata pelajaran : Pronunciation

Pertemuan Ke- : 6

Materi : Kinds Of Sounds

Alokasi Waktu : 30 Menit

A. TUJUAN PEMBELAJARAN

- Mengidentifikasi pemahaman siswa terhadap penggunaan aplikasi joox
- Mengajarkan cara penggunaan aplikasi joox dalam pengajaran pronunciation
- Mengidentifikasi pemahaman mahasiswa tentang Pronunciation serta Kinds of sounds
- Menjelaskan tentang Pronunciation serta kinds of sounds yang ada di pronunciation
- Menganalisis dan mengevaluasi sampai sejauh mana pemahaman mahasiswa tentang pronunciation dan kinds of sounds

B. LANGKAH-LANGKAH PEMBELAJARAN

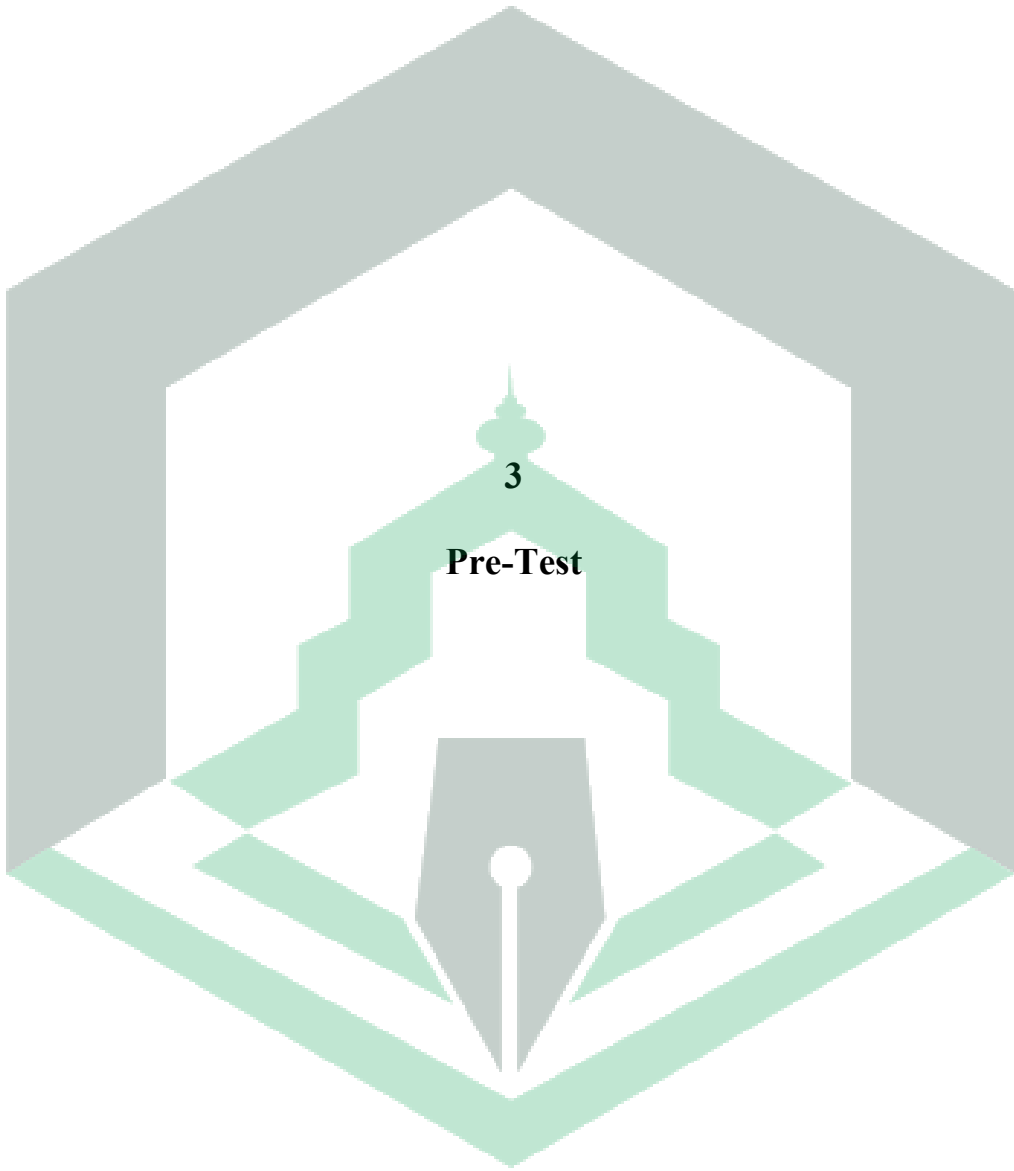
Media	Alat/Bahan	Sumber Belajar
• <i>Joox Application</i>	• Speaker and Handpone	• Bahan ajar dari internet serta referensi dari penggunaan via internet
Kegiatan Pendahuluan (5 menit)		
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran mahasiswa mengisi daftar. • <i>Peneliti</i> menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari pronunciation ability menggunakan media joox dalam kehidupan sehari-hari • <i>Peneliti</i> menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh • Mengevaluasi secara singkat hasil dari treatment pembelajaran menggunakan aplikasi joox di rumah 		
Kegiatan Inti (20 menit)		
<i>Stimulus</i>	Peneliti memberikan beberapa pertanyaan sekaitan dengan perkembangan pengajaran selama proses didalam maupun penerapan treatment di rumah masing-masing	
<i>Identifikasi masalah</i>	peneliti memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi: Pronunciation and kinds of sounds Controlled R Vowel Sounds dan juga Digraph sounds	
<i>Pengumpulan data</i>	Mahasiswa, mengumpulkan informasi, kemudian mahasiswa mempresentasikan ulang, mengenai: Pronunciation dan kinds of sounds Kemudian setelah mahasiswa akan diputarkan music menggunakan treatment yang telah diajarkan kemudian setelah itu mahasiswa akan diberi test akhir	
<i>Pembuktian</i>	mahasiswa melakukan test yang telah diberikan oleh peneliti satu persatu	
<i>Menarik kesimpulan</i>	Peneliti membuat kesimpulan tentang hal-hal yang telah dipelajari terkait: Pronunciation and kinds of sounds Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami	
Refleksi dan Konfirmasi (5menit)		
<ul style="list-style-type: none"> • Refleksi pencapaian mahasiswa, dan refleksi peneliti untuk mengetahui ketercapaian proses pembelajaran dan perbaikan. 		

- Peneliti menyampaikan menyampaikan rencana pembelajaran pada pertemuan berikutnya
- Peneliti memberikan pesan dan motivasi untuk tetap semangat belajar dan diakhiri dengan berdoa.

C. PENILAIAN PEMBELAJARAN (*ASESMEN*)

Aspek yang dinilai	Metode Penilaian	Instrumen Penilaian	Waktu Penilaian
Pengetahuan	Uji l	Observasi sikap	Setelah KBM





1. Longer
2. Those
3. Doorway
4. Better
5. Mounth
6. Wonder
7. Each
8. Darkness
9. Asuming
10. Breathe
11. After
12. Arms
13. Shut
14. Though
15. Suffering
16. Think
17. Were
18. Change
19. Moving
20. Never

Note :

Blue = R Controlled Vowel Sounds

Brown = Diagraph Sounds

← Video Anda

Video Shorts Live

Pre-Test (Dandi Febrin) (DF) 01
Belum ditonton •
🌐 👍 0 💬

Pre-Test Muh.Firmansyah Musbah (MFM) 02
Belum ditonton •
🌐 👍 0 💬

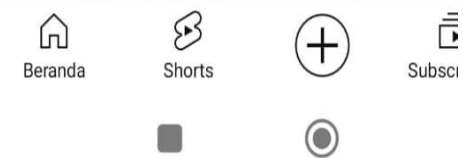
Pre-Test Muh.Farhan (MF) 03
Belum ditonton •
🌐 👍 0 💬

Pre-Test Muh.Taufik Al Gazaly (MFA) 04
Belum ditonton •
🌐 👍 0 💬

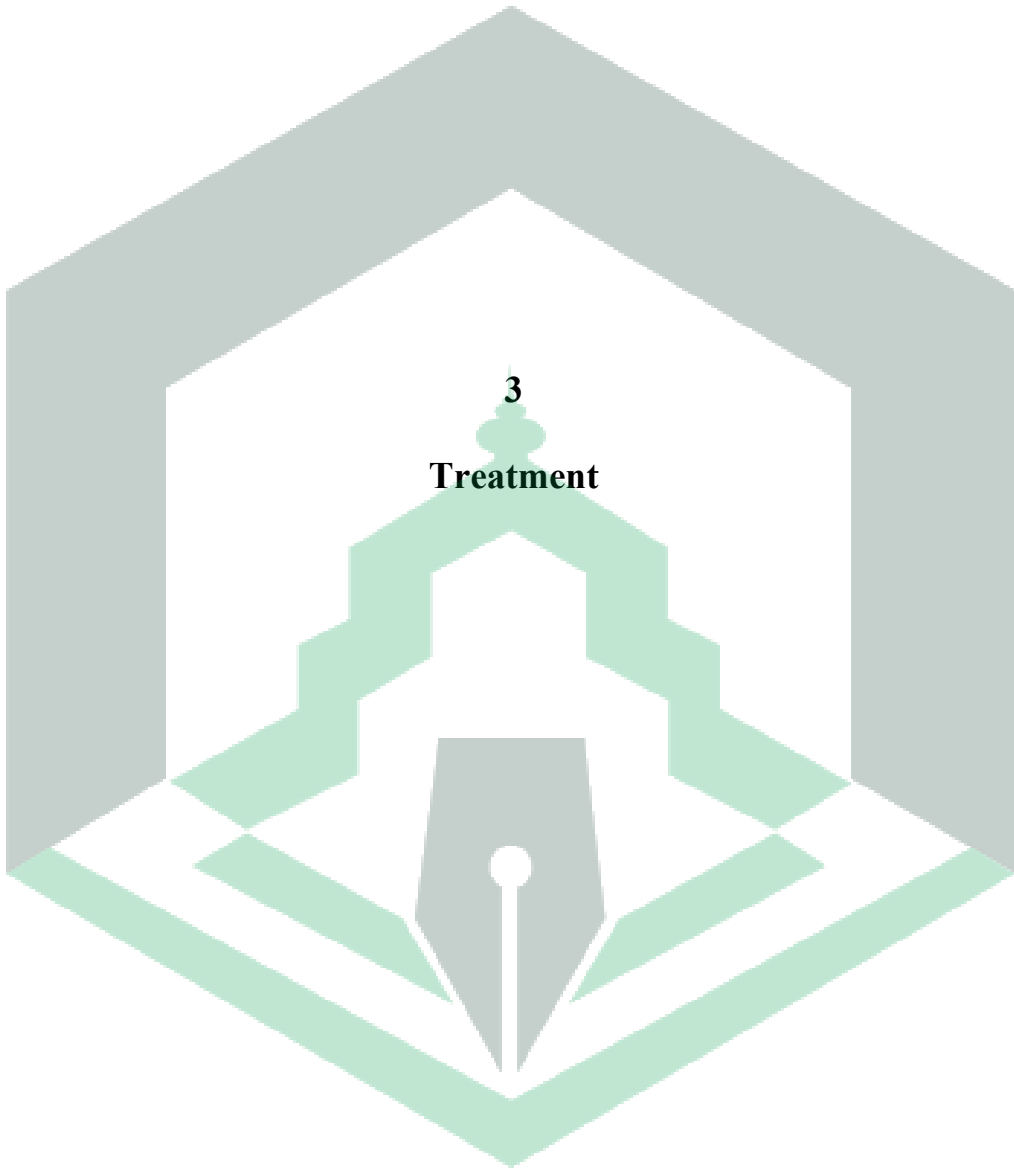
Pre-Test 05
Belum ditonton •
🌐 👍 0 💬

Pre-Test Zahrah Tendri Sengeng (ZTS) 06
Belum ditonton •
🌐 👍 0 💬

Pre-Test Rizky Yulandad
Pre-Test 07



Source : <https://m.youtube.com/@dirgantaradirgantara7444>



First Meeting The R Controlled Vowel Sounds

Until I Found You

Lagu Stephen Sanchez

Georgia, wrap me up in all your-
I want you in my arms
Oh, let me hold you
I'll never let you go again like I did
Oh, I used to say

"I would never fall in love again until I found her"
I said, "I would never fall unless it's you I fall into"
I was lost within the darkness, but then I found her
I found you

Georgia, pulled me in
I asked to love her once again
You fell, I caught you
I'll never let you go again like I did
Oh, I used to say

"I would never fall in love again until I found her"
I said, "I would never fall unless it's you I fall into"
I was lost within the darkness, but then I found her
I found you

I would never fall in love again until I found her
I said, "I would never fall unless it's you I fall into"
I was lost within the darkness, but then I found her
I found you

Second Meeting The R Controlled Vowel Sounds

The Day You Went Away (Normal Level)

Lagu M2M

Well, I **wonder**, could it be
When I was dreaming 'bout you baby, you **were** dreaming of me
Call me crazy
Call me blind
To still be **suffering** is stupid **after** all of this time

Did I lose my love to someone **better**
And does she love you like I do, I do
You know I really, really do

Well, hey, so much I need to say
Been lonely since the day
The day you went away
So sad but true, for me **there's** only you
Been crying since the day
The day you went away

Oh-oh
Yeah
Oh-oh-oh

I **remember** date and time
September 22nd, Sunday, 25 **after** nine
In the **doorway** with your case
No **longer** shouting at each **other**, **there were** tears on our faces

And we **were** letting go of something special
Something we'll **never** have again
I know, I guess I really, really know

Well hey, so much I need to say
Been lonely since the day
The day you went away
So sad but true for me **there's** only you
Been crying since the day
The day you went away

The day you went away
The day you went away

Third Meeting (Diagraph Sounds)

One Big Family (Normal Level)

Lagu Maher Zain

I wonder why you and me fight each other
Don't you see the similarities between us?
Take a minute and see yourself in the mirror
You look like me, those eyes, lips, you can't deny
Have you thought about why we look the same?
Why we feel the same?
Don't tell me it's by chance
Oh, you're my brother, you're my sister
We're one big family
Oh, you're my brother, you're my sister
Just one big family
It doesn't matter if you live far away from me
You feel I feel, you bleed I bleed, you cry and I cry
We sleep and dream
Sometimes we're sad sometimes we're happy
You breathe I breathe
We love, walk, talk and we smile
Have you thought about why we look the same?
Why we feel the same?
Don't tell me it's by chance
Oh, you're my brother, you're my sister
We're one big family
Oh, you're my brother, you're my sister
Just one big family, family
I care about you and i wish you could realize
There's no difference between us two
We're part of one family
No matter how far you are are
And even if we don't know each other
Oh, you and me, me and you, we are one
Oh, you're my brother, you're my sister
We're one big family
Oh, you're my brother, you're my sister

Fourth Meeting (Diagraph Sounds)

Happy (Hard Level)

Lagu Skinnyfabs

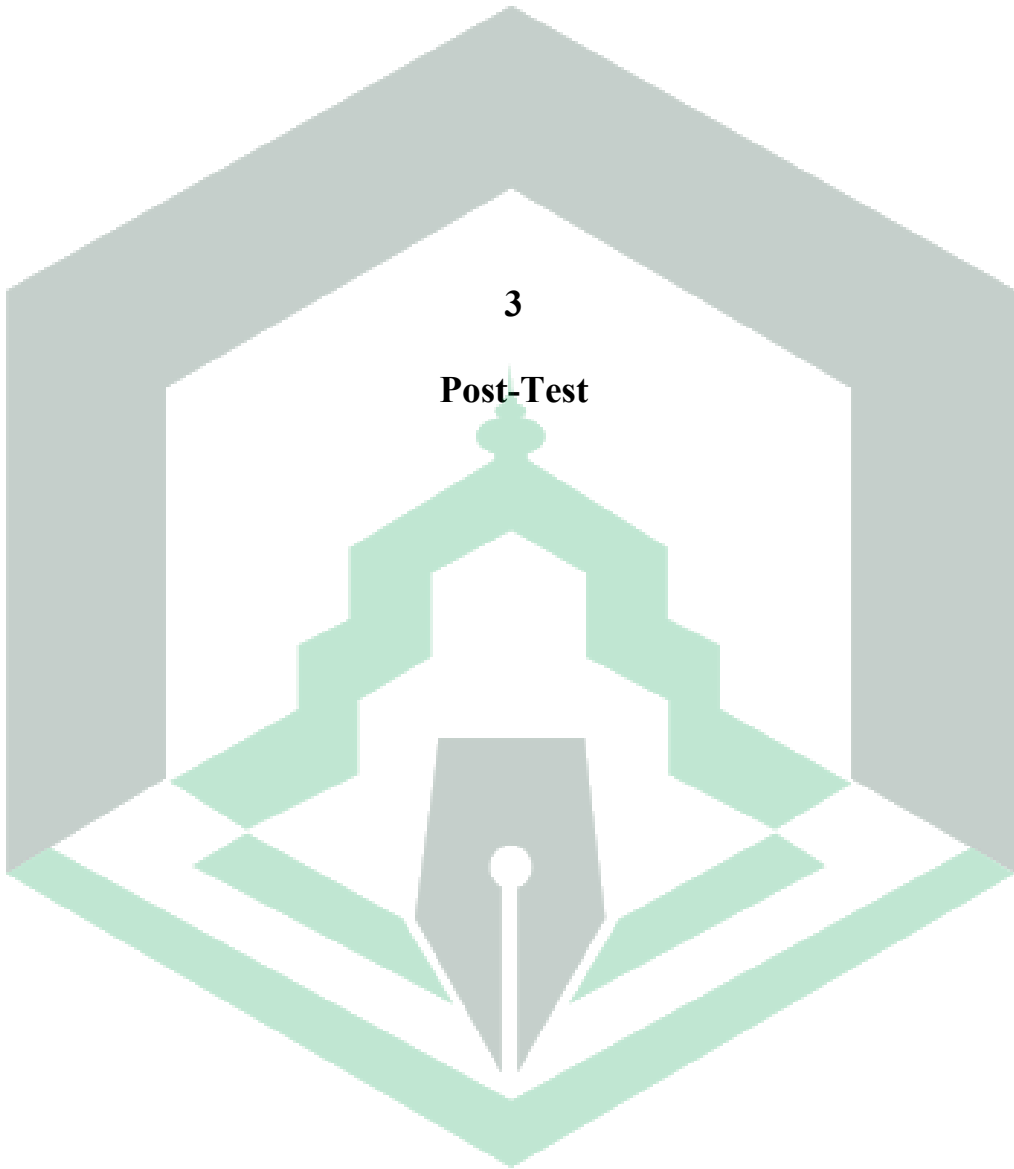
Living all alone kinda forgot it's been that long
Since someone's gone
I've been trying to be a little bit strong
And it is not that easy to be exactly who I was
My shit is done
Now it's time for me to moving on

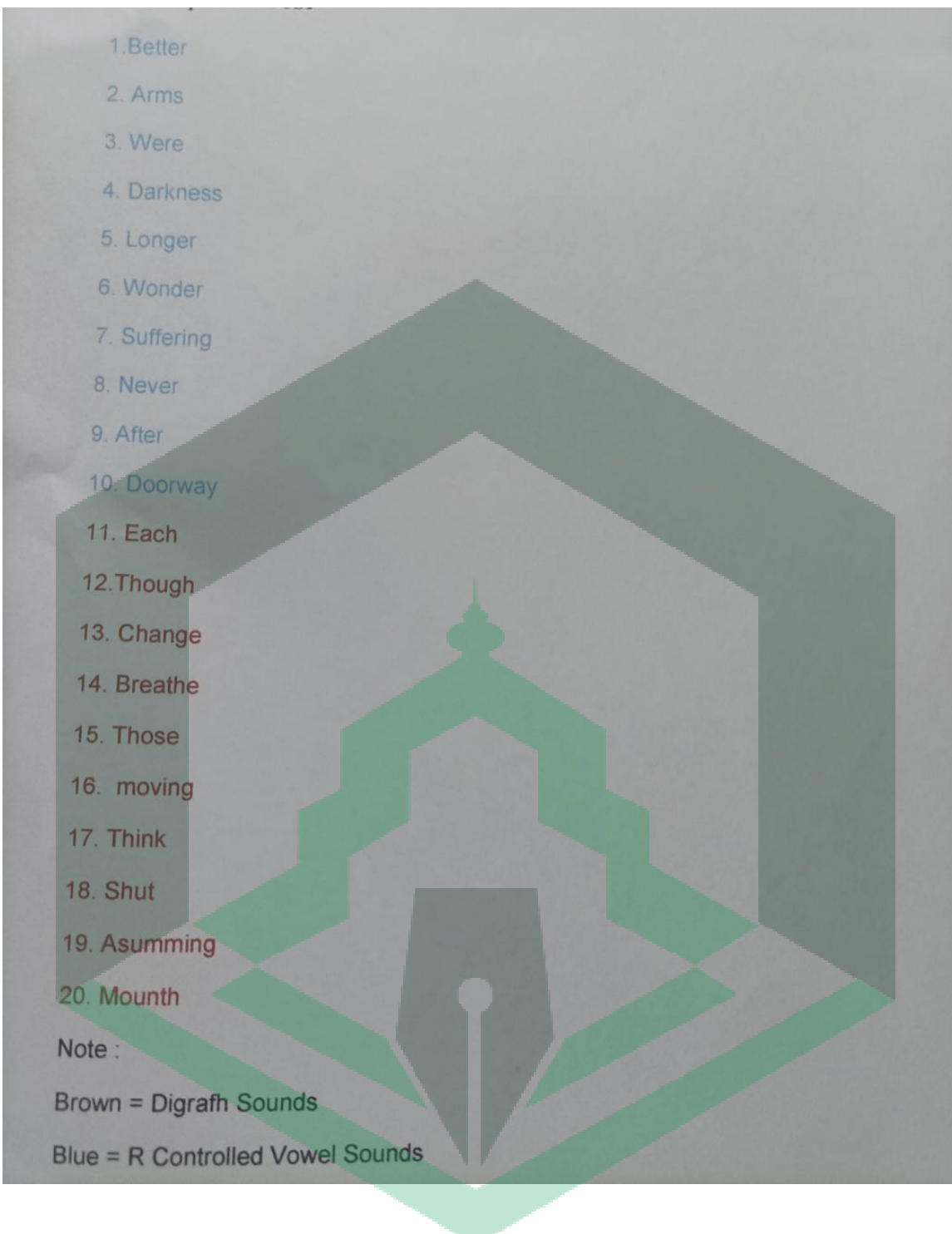
'Cause if you think I'm such a happy person, no
You are wrong by saying my laughter is
Louder than yours, shut your freaking mouth
No one knows what I feel and what I suffer
No they don't know, so keep your thoughts
And stop assuming that, someone is always fine

I keep thinking why my friends left me
I can go insane
Mom was right about that and now I can't trust again
But I think I don't really need no
Friends I'm alone and it's not that bad
Then again it hurts me so bad and people just don't know that
Maybe this time, I'ma take back what is mine
All the smiles, all the joys are still mine (are still mine)
There will be no more crying
There will be no more trying
These places I never belong
'Cause this guy now is gone

If you think I'm such a happy person, no
You are wrong by saying my laughter is
Louder than yours, shut your freaking mouth
No one knows what I feel and what I suffer
No they don't know, so keep your thoughts
And stop assuming that, someone is always fine

If you think I'm such a happy person, no
You are wrong by saying my laughter is
Louder than yours, shut your freaking mouth
No one knows what I feel and what I suffer
No they don't know
So keep your thoughts and stop assuming that, someone is always fine



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1. Better
 2. Arms
 3. Were
 4. Darkness
 5. Longer
 6. Wonder
 7. Suffering
 8. Never
 9. After
 10. Doorway
 11. Each
 12. Though
 13. Change
 14. Breathe
 15. Those
 16. moving
 17. Think
 18. Shut
 19. Assuming
 20. Mouth

Note :

Brown = Digraph Sounds

Blue = R Controlled Vowel Sounds

← Video Anda

Video Shorts Live

post test
Belum ditor
0

Post-Test
Alifa Zahra Fadhila
(AZF)
09
Belum ditor
0

Post-Test
Wahyuni
(Wy)
08
Belum ditor
0

Post-Test
Rezky Yulandari
(RY)
07
Belum ditor
0

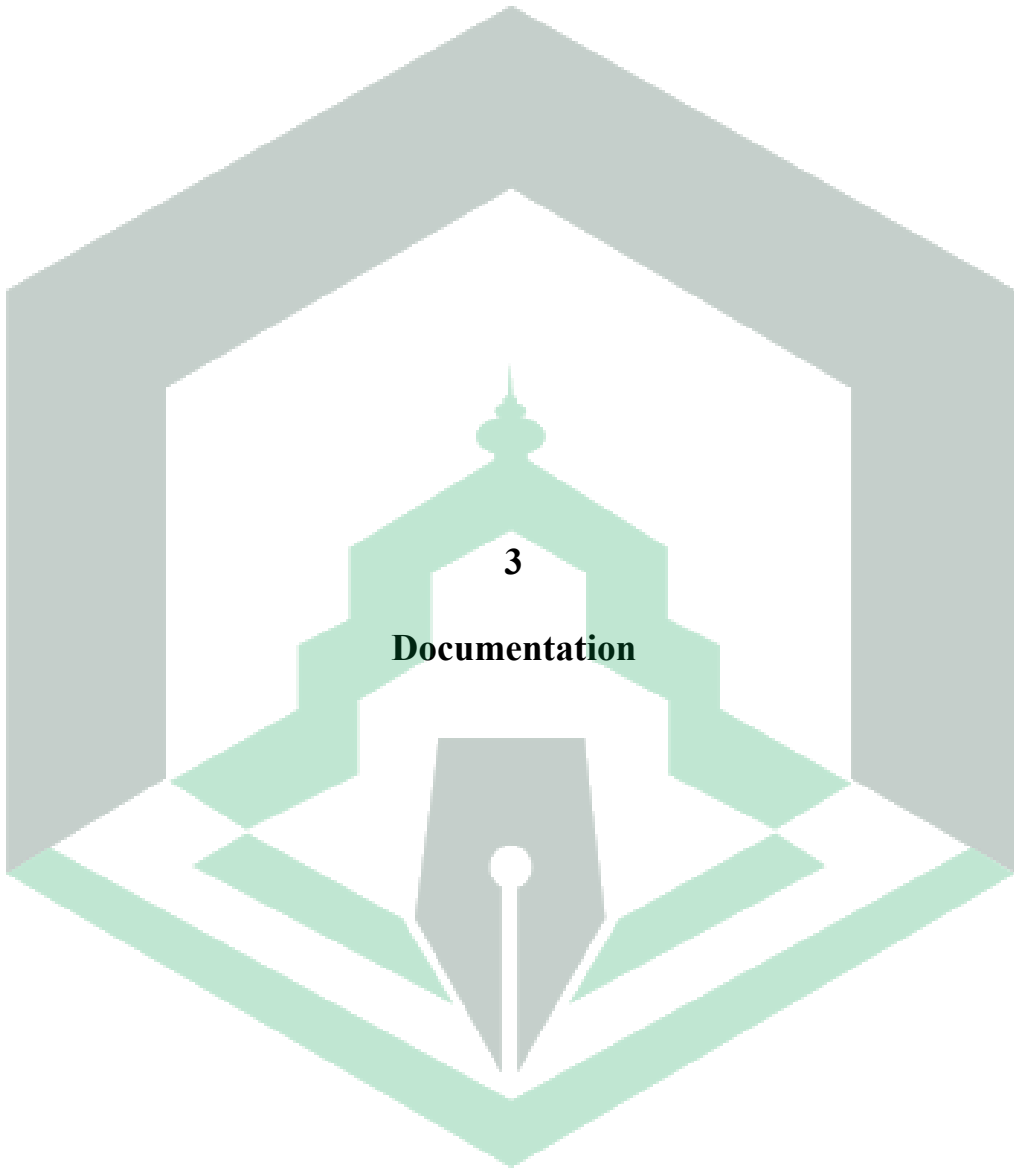
Post-Test
Zahrah Tendri Senggeng
(ZTS)
06
Belum ditor
0

Post-Test
Farah Fathia
(FF)
05
Belum ditor
0

Post Test

Beranda Shorts +

Source : <https://m.youtube.com/@dirgantaradirgantara7444>





Students Learn about Pronunciation and Kinds Of Sounds



Giving Test for students



Training using Joox Application and given Treatment



Giving Test for students