

DEVELOPING STUDENTS' LISTENING SKILL THROUGH VoA (VOICE OF AMERICA) LEARNING ENGLISH VIDEO

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Abstract

The purpose of this study was to investigate whether or not the students' listening skill can be developed through VoA (Voice of America) Learning English Video. The samples of this study were 40 students from XI IIS of MAN I Bone taken from 424 students of MAN I Bone. The Pre-Experimental study was used in this research. Writing test was used to collect the data in this study. Based on the result of the data, can be stated that the students' listening skill can be developed through VoA (Voice of America) Learning English Video. The students' average score before giving treatment through VoA (Voice of America) Learning English Video was 50,05, while the students' average score after giving treatment was 77,40. Based on the result of the students' average score in Pre-Test and Post-Test showed that there was a development on students' listening skill after giving treatment through VoA (Voice of America) Learning English Video.

Keywords: listening skill, voice of America, learning English video

INTRODUCTION

Language learning is a willingness to learn another language which aims to improve communication abilities of it, either oral or written. Language learning is a conscious process: When we are learning, we know we are learning. Language learning is what we did in school; in everyday language, when we talk about "rules" and "grammar", we are talking about "learning" (Krashen, 2013).

To learn English language, there are some skills that have to be known and learned; one of them is listening skill. Listening skill is an ability to know what speakers said and understand the meaning. As Ozbay statement that quoted by Gulec & Durmus (2015), listening is the ability to fully understand a message which a speaking or a loudly reading

person desire to give. Listening is an important part of communication and education process (Gulec & Durmus, 2015).

Native speaker is the users of a language which it is as their first language or mother tongue. Cambridge Dictionary defines native speaker as someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult.

In this modern era, there are various media that can be used to practice listening to the native speaker of English, such as songs, movies or videos, applications, and any else that can be got easily through social media. But, sometimes, beginners face a difficult to listen to the native speaker, because, generally, native speakers speak quickly. So, the beginning listeners have to repeat many times to get what speaker say. In addition, as stated by Underwood, the first difficulty of listening English as a foreign language is that the listener cannot control the speed of the speaker speaks. Of course, they cannot always ask other people to speak slowly. Asking other people to repeat what they have said for many times might be considered as impolite one. But, VoA (Voice of America) learning English video is an American broadcasting program which released for English language learners which the speaker is native speaker of English and the speed of speech is slower than normal.

Considering the important of listening skill and the difficulties that is faced by the students in studying English, we were interested to help the students to solve their difficulties in listening using an educative an fun method. The method that was chose was VoA (Voice of America) Learning English Video. We chose VoA because this method has a special aspect, the speaker in VoA is a native speaker but they speak slower than other native speakers so that the students can understand what the speaker said.

Based on the explanation above, we were interested to find out whether or not the students' listening skill can be developed through VoA (Voice of America) Learning English Video.

Concept of Listening

I.S.P Nation and Jonathan Newton define listening as the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening (I.S.P & Jonathan, 2009). In other word, the firs way to acquire the language is listening. It can be observed through what babies do. They acquire their first language or mother tongue through listen to

the others around them, like their parents, brothers, sisters, and others. Before speaking, for the first, they learn new vocabularies and learn how to pronounce them through listening.

Trudy Wallace, Winifred E. Stariha and Herbert J. Walberg state on their book “Teaching speaking, listening and writing” that listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others (Trudy et al., 2006). Except important in learning, listening is also important to build an effective communication. A communication can be effective if receiver of the message is willing to listen to the sender. Because Listening is an action which need concentrating to what speaker says or another sounds. When a sound is heard without concentrate or pay attention to it, it means that hearing activity. Listening and hearing are two words that have same meaning. But, actually there is a specific different between them. Therefore, for those reason, the research draw a conclusion that listening skill is an ability to get information through aware listening which needed for build an effective communication.

Nunan states that listening has a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession.

- 1 Hearing

Hearing has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear.

- 2 Attending

Attention refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

- 3 Understanding

The third stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard.

- 4 Remembering

The next step is remembering. Remember is an important Listening process because it means that an individual, in addition to receive and interpret the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind.

5 Evaluating

The listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message.

6 Responding

We have Responding, a stage in which, according to the response, the speaker checks if the message has been received correctly (Nunan, 2001).

Babita Tyagi on her study explained Peterson divide the strategy in listening divide in to Top-Down and Bottom-Up strategy. The Top-Down strategy includes: (1) the main idea of listening, (2) predicting, (3) drawing inferences, and (4) summarizing.

While the Bottom-Up strategy includes: (1) listening for specific details, (2), recognizing cognates, (3) recognizing word-order patterns (Babita Tyagi, 2013).

Michael Rost divides types of listening into six types (Rost, 2011), they are:

1. Intensive listening refers to listening precise sounds, words, phrases, grammatical units and pragmatic units.
2. Selective listening, selective listening tasks encourage learners to approach genuine spoken texts by adopting a strategy of focusing of specific information rather than trying to understand and recall everything.
3. Interactive listening refers to listening in collaborative conversation. Collaborative conversation, in which learners interact with each other or with native speakers, is established as a vital means of language development.
4. Extensive listening refers to listening for an extended period of time, while focusing on meaning.
5. Responsive listening refers to a type of listening practice in which the listener's response is the goal of the activity.
6. Autonomous listening refers to independent listening, without the direct guidance of an instructor. The key is that the learner is in control of input selection, task completion, and assessment.

Teaching Listening

Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000).

Teaching listening is considered by many language teachers a challenging task due to the fact that learners believe that it is a difficult skill to develop during the process of learning any foreign language, as many factors such as stress, pronunciation, accents, and the cultural component which include expressions, jargon, idioms make the language more complex at the moment of understanding it.

In teaching listening, there are three general stages to be completed. Wilson states that the stages of listening consist of:

1. Pre-Listening

In pre-listening, the learners are built their background knowledge. The learners activate the schemata by asking what they know, then find out the reason why they listen and predict what they will hear.

2. While-Listening

In while-listening, the learners are given the input, start from listen for gist then listen to the detail. After that, they can check whether what they hear is what they should hear. Moreover, the learners do monitoring whether what they prediction before is right or not and whether they get success in doing the task.

3. Post-Listening

In post listening the learners check the answer of their task and discuss the difficulty they get. They get the feedback whether they can fulfill the task or not and how they can respond it (J.J Wilson, 2008).

Media in Teaching Listening

There are several media that can be used in teaching listening, they are likely:

1. Video

Harmer explains that using video can be much richer than using audio (Harmer, 2007). By using video as media in classroom it can attract students' motivation to learn listening. Not only audio but also video is provided pictures which move.

2. VoA

The Voice of America (VOA) is a dynamic international multimedia broadcaster with service in more than 40 languages. Serving an estimated weekly global audience of 141 million, VOA provides news, information, and cultural programming through the internet, mobile and social media, radio, and television. VOA is funded by U.S. Government through the broadcasting board of the Governor (Dierking, 2018).

Using VoA in teaching English has several advantages, they are:

- a. It is easily accessible on the internet at www.voanews.com/specialenglish. This saves learners much time and effort in finding appropriate English learning material.
- b. The learning English program exposes learners to a large amount of comprehensible input using high frequency words. The repeated use of these words and their collocations in different contexts makes it easier for students to learn essential vocabulary. Special English also offer instructional opportunities for extensive speaking and writing.
- c. The learning English program arouses the learners' enthusiasm for English learning with its interesting, informative, and detailed reports. It exposes learners to vocabulary used to express current issues that are widely discussed around the world and thus provides learners with what they actually need in terms of vocabulary for authentic communication, which is in stark contrast to the topics in their textbooks. Learners are highly motivated to learn from such relevant materials expressed by many words and expressions that meet their communicative needs. When the material is interesting, students are more likely to become engaged in the task and learn the content (Nan & Mingfang, 2009)

METHOD

Research Design

In this study the the pre-experimental quantitative method was used. The Pre-Test and Post-Test was given to pre-experimental group. Pre-experimental design is an experiment in which the results of the experiment are not fully influenced by the independent variables because there are still external variables that influence because there is no variable control (Sugiyono, 2011). The figure of the research design can be seen in the following figure 1:

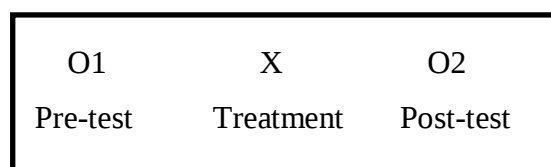


Figure 1. Research Design

Where:

O₁ : The students' pre-test

O₂ : The students' post-test

X : Treatment

Research Site, Sampling and Participants

The population in this study was all of the eleventh grade students of MAN 1 Bone. The sample was taken from one class in the eleventh grade, it was XI IIS because the students in this class need more attention to develop their listening skill.

Data Collection

The test was used to collect the data. The students were given pre-test and post-test. According to (Brown, 2004), test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test that was given to the students was writing test in multiple choice forms. The test consists of 15 numbers. The purpose of the test was to know the result in teaching listening VoA. The same test was used twice, as pre-test and post-test. The test items in the pretest were the same as those of posttest because the purpose of giving them was to know the progress of students' writing score before and after the treatment.

The pretest was the test given before giving some treatments. According to (Creswell, 2012), a pre-test provides a measure on some attributes or characteristics that is assessed for participants in pre-experiment before they receive a treatment. The test was given to the students to know the students listening skill before giving treatment. The formula that was used to calculate the students answer can be seen as follows:

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total Number of Items}} \times 100$$

Post-test was given after conducting treatment to the pre-experimental group. According to (Creswell, 2012), a post-test is a measure on some attributes or characteristics that is assessed for participants in an experiment after the treatment. The treatment was given to the pre-experimental group. The type of post-test was the same as the pre-test. The purpose of the post-test is to know whether or not the students' listening skill developed after giving treatment through VoA.

Data Analysis

In analyzing the data we used SPSS (Statistic Package for the Social Science) Statistics version 20 for calculating students' scores in pretest and posttest. There were categories in scoring assessment of students' listening skill. They were excellent, good, fair, poor and very poor. The score is excellent if the students get 81-100. The students who get 66-80, the category is good. The category is fair if the students get 56-65. The students who get 47-55, the category is poor. If the students get score below 46, the category is very poor.

RESULT AND DISCUSSION

Students' Scores in Pre-Test

In distribution of data frequency, we got the interval score, frequency, and percentage. It was found that 8 students (20%) got very poor score, 15 students (37,5%) got poor score, 12 students (30%) got fair score, 5 students (12,5%) got fairly good score, and no one student got good, very good and excellent score.

Students' scores in Post-Test

In distribution of data frequency, it was found that 1 student (2,5%) got very poor score, 1 student (2,5%) got poor score, 3 student (7,5%) got fair score, 3 students (7,5%) got fairly good score, 23 students (27,5%) got good score, 9 students (22,5%) got very good score.

In descriptive statistics it showed that the total sample was 40 students, the mean score in pre-test was 50,05 while the mean score in the post test was 77,40, the standard deviation in pre-test was 13,064 while in the post-test was 11,250, the mean error in the pre-test was 2,066 while the mean error in post-test was 1,779.

Table 1. Paired Sample Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	50,05	40	13,064	2,066
Post-test	77,40	40	11,250	1,779

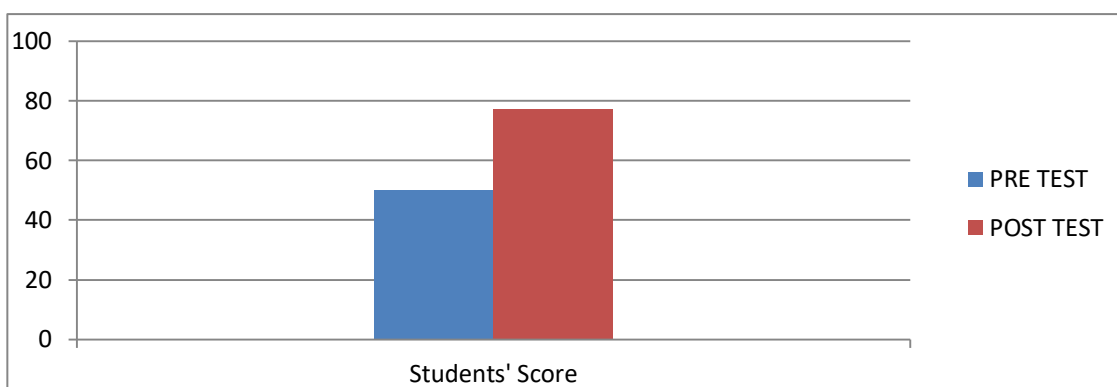


Figure 2. Students' Scores in Pre-test and post-test

Discussion

Based on the findings which had been described in the previous section, we made some interpretations as follows. First, we gave the pretest to the pre-experimental group to know the students listening skill before giving treatment. In pre test, the students were asked to listen to the audio which was played in order to listen to the questions and the answer choices. Pre test consisted of 15 multiple choices question and the students were asked to collect their answer sheets. After pre-test finished, next, the researcher gave the treatment to the students before giving post-test. The treatment consisted of six meetings and spent time 40 minutes for each meeting.

In the first meeting, the students were provided video which entitled VoA learning English video lesson 1; **welcome**. It talked about a woman who moved to the new apartment and welcomed by her new friend in there. Before video was played, firstly, the students were explained about what VoA learning English video is. Next, the students were asked to listen to the audio which was playing. The audio was played three times. In the first and second played, they were asked to take note while listen to the audio. After listening to the audio, in the third played, they were allowed to listening while watching to the video and asked to check the their note.

In the second meeting, the students were given the video which entitled VoA learning English video lesson 2; **hello**, I'm Anna. It talked about a woman who introduced herself to her neighbor in her new apartment. In this section, the students were given some questions after listening to the audio. After checking their answer, they were asked to watch to the video together.

In the third meeting, the students were given the video which entitled VoA learning English video lesson 3; **I'm here**. It talked about a woman named Anna who tried to call her friend named marsha. She wanted to ask marsha about how to found a supermarket. In this section, the students were given some questions after listening to the audio. After checking their answer, they were asked to watch to the video together.

In the fourth meeting, the students were provided the video which entitled VoA learning English video lesson 4; **what is it?**. It talked about a woman named Anna who brought many things in her bag. In this section, the students were given some questions after listening to the audio. After checking their answer, they were asked to watch to the video together.

In the fifth meeting, the students were provided the video which entitled VoA learning English video lesson 7; **what are you doing?**. It talked about someone who got a new job. In this fifth meeting, the students were given some questions after listening to the audio. After their answer had been checked, they were asked to watch to the video together.

In the sixth meeting, the students were provided the video which entitled VoA learning English video lesson 38; **she's my best friend**. It talked about a woman who shared about her roommate to her another friend. In this sixth meeting, the students were played the video but they were just allowed to listen to the audio for the first. After listening to the audio, the students were given some questions after listening to the audio. Next, their answer was checked. Before watching to the video together, some of them were pointed to retell what they got from the video.

After six meetings, the post test was conducted. In post test, the students were asked to answer the same questions as in the pre test. The post test finished after 45 minutes. Before giving the treatment, students' listening skill was low. It shows that most students got fairly good, fair, poor, and very poor score. Also there was no student who passed the minimum passing grade of the school.

After the treatment was done and post test was conducted, it was found that there was a different when before and after students were given the treatment. In post-test, the percentage of students who got very good score increased from 0% to 22,5%. Also, the percentage of students who got good score increased from 0% to 57,5%. And, the percentage of students who got fairly good score decreased from 12,5% to 7,5%. The students who got fair score decreased from 30% to 7,5%. The students who got poor score decreased from 37,5% to 2,5%. The students who got very poor score decreased from 20%

to 2,5%. Furthermore, the mean score of post-test was higher than pre-test. The mean score of pre test was 50,05 while in post test, it was 77,40.

Second, during the treatment that was conducted into six treatments, the students really enjoy the learning process. The students more focus to the lesson material and the students understand the lesson material easier. Third, the students were given post-test after the treatments were conducted. The purpose of this post-test is to know is there any development to the students' listening skill after studying listening through VoA (Voice of America) Learning English Video.

Fourth, the result of the data that was collected from the students' pre-test and post-test showed that the students' listening skill developed after doing treatment through VoA. There was significantly improvement on students' listening skill. The mean score of the student in pre-test was 50,05 while the students' mean score in post-test increased to 77,40. Fifth, based on the explanation above, it can be stated that teaching listening through VoA (Voice of America) English Learning Video was successfully interpreted in MAN 1 Bone. The result of applying this VoA to the students in MAN 1 Bone was great. The students' listening skill developed after doing treatment through VoA.

Sixth, applying VoA in teaching listening really help the students to develop their listening skill. Nan & Mingfang (2009) also stated that teaching listening through VoA really helpful the students to improve their listening skill, this is because VoA is an easy media to be access, it is also a fun media so that the students more interested to study through this media.

Based on the interpretation above it can be summary that teaching listening through VoA really beneficial to help students to develop their listening skill. This is because VoA has a fun media and also the native speaker in VoA speak slower and clear, so that the students can understand the speakers mind and the students can get the vocabulary easier.

CONCLUSION

In teaching listening skill, a teacher should be able to provide the students with some learning media to help them increase in learning comprehension. The use of VoA learning English video contributed a significant improvement in students' listening skill, especially for the eleventh grade students of XI IIS Unggulan at MAN 1 Bone. This fact can be seen through the mean score of the students' post test result which was higher than the result of

the students' pre-test. The students' score of post-test was better than pre-test. The mean score of post-test was 77,40 than pre-test was 50,05.

Furthermore, the significant different between pre-test and post-test can also be proved by the t-test which the sig. (2-tailed) was $0,000 < 0,05$. For the English teachers it suggested that the English teacher should consider the students' need and interest before designing listening materials. It is important for the teachers to use various media and activities that is appropriate to the students' needs because it can reduce the students' boredom and monotonous during teaching and learning process. It is useful for them to use VoA learning English video as one of the appropriate activities in teaching listening. also, through watching VoA learning English video, the students' can be familiar with English sounds.

Finally, we hope that the result of this study can be useful contribution for educational department and for the reader. Hopefully, the reader will have more information and valuable suggestion about the use of VoA in teaching listening.

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