

## THE EFFECTIVENESS OF VOA NEWS VIDEO AS THE TEACHING MEDIA IN INCREASING THE LISTENING SKILL

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**Abstract:** Listening is considered as the most important skill for its role as the prerequisite to master the other skills. However, many students face difficulties to master the skill because their vocabularies are limited and students do not put attention during the learning process. To overcome the problem, this study used VOA news video to find the effect on students' listening ability. Therefore, the research objectives are 1) How is the effectiveness of using VOA news video on students' listening ability? 2) How is the students' perception on the use of VOA news video on their listening ability? This quasi experimental research populations were students of SMAN 1 Babakan 2017/2018, the samples were students of X IPA 1 consisted of 36 students and X IPA 2 consisted of 35 students. The instruments were two tests; pre-test and post-test and a questionnaire. The finding showed there was an effect from pre-test and post-test score in experimental class after listening VOA news video. The mean score of pre-test was 60.42 and the post-test was 87.14. The hypothesis test showed the significant score of regression was 0.000 because of significant score  $< 0.05$  and  $t$  count (4.168)  $>$   $t$  table (2.03452). Thus,  $H_0$  could not be accepted since there was an effect using VOA news video in students' listening ability. In addition, most students responded positively of VOA news video as the media in teaching listening. Therefore, VOA news video is recommended as a media for English teachers to teach listening skill.

**Keywords:** VOA News Video, Media, Teaching Listening Skill

### BACKGROUND

In teaching English, there are four important skills that should be taught, including listening, reading, speaking and writing. Listening is considered as the most important skill and its role is the prerequisite of the other skills because understanding the meaning of foreign language needs input. As Hamouda (2013) states that language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input, without understanding inputs at the right level, any kinds of learning simply cannot occur. In addition, listening as the

receptive skill in which people acquire knowledge, information as well as build linguistic aspects. According to Hamouda (2013) listening is a fundamental language skill, and as such it merits a critical priority among the four skill areas for language students. Thus, before students learn and develop other skills such as reading, speaking and writing, they should master in listening first.

Listening is the first course in acquiring foreign language. In other words, before someone understands and starts to speak, they have to hear sound, words, and speech first. According to Moulic (2012) listening is receiving language through the auditory system. It involves receiving of the sound waves, identifying the language (both the segmental and supra-segmental elements), processing them into appropriate understanding of the speaker's intentions and retaining the message for future use. It is also supported by Siegel (2015) who states that listening is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what have been gathered in all of the above, and interpret them within the immediate as well as the larger socio-cultural contexts of the utterance. It means that without good listening skills usually people cannot speak fluently with others, they need listening skill to help their idea in understanding what someone says.

In addition to the theories above, listening skill is also supported by Bloomfield and Wayland stating (2010) that a number of linguistic factors influence listening skill. These factors include (a) familiarity with and ability to understand the phonology of the non-native language, (b) vocabulary size, and (c) background knowledge about the topic, text, structure, schema and culture. The mental state of listeners can also have an impact on their ability to understand what has been said. Thus, listening is not merely recognition skill since listener also depends on an ability to recognize some keys aspects such as system of sound, interpret and make sense of the data they have got from speaker.

According to statement above listening is a complex process which contains some processes. Listening to and understanding speech involve a number of basic processes, some depending upon linguistic competences, some depending upon previous knowledge that is not necessarily of a purely linguistic nature, and some depending upon psychological variables that affect the mobilization of these competence and knowledge in the particular task situation.

Siegel (2015) states that recognizing is a competency in listening of which it involves both top-down and bottom-up processing, as well as cognitive operations such as activating lexical and background knowledge and taking into account the context of the listening event. These elements are crucial to our understanding of how listening occurs. As the definition above, it can be concluded that listening is an active process where people hear and focus to differentiate the sound, the words, the intonation then processing the meaning. It is also as a receptive skill that inputs information and knowledge that people needs to acquire linguistic acquisition. Besides, no communication can occur without listening because listening is the most skill that involves in listening. People needs to pay attention and focus on speaker's statement in order to receive the information that form as input to processing in mind and understand the meaning. Therefore, because of the needs to pay attention and focus, students should pay close attention in listening during the English class in order to understand the message.

However, listening is considered as the most difficult skill for foreign learners. As Hamouda (2013) states that EFL learners have serious problems in English listening comprehension due to the fact that universities pay more attention to English grammar,

reading and vocabulary. Based on an observation that was conducted by the researcher, in SMAN 1 Babakan, students had difficulties in catching the information from the speakers. The students' limited vocabulary mastery and the very noisy class could be two significant causes. As the result, the students had listening problem and most of them showed low motivation to learn listening. Even more, since listening skill affected the speaking skill, students could not follow what their teacher was talking about. They were unable to speak English fluently because they lacked of motivation in learning listening subject.

The role of teacher is to help students develop their listening which enables them to understand what the teacher's said so the students should be acquired and competed listeners in order to understand the material in listening (Palmer, 2013). Thus, the teacher should adopt appropriate ways to help the students in their listening ability. Therefore, the important thing is how teachers can help their students to get motivated, interested and focused so that student can apply their efforts in context beyond the school through some strategies of teaching listening. Furthermore, teacher should use media in order to make learners interested and they automatically pay attention to learn English. While the function of learning media is as a communicative tool, motivation, meaningfulness, equality of perception, and functioning for individuality because it has different interests and learning styles (Sanjaya, 2012).

Based on the above background, the researcher limits the problem in the use of VOA news video as a media to teach listening in order to make students pay attention in listening lesson. Then, the questions of the research are formulated in 1) how is the effectiveness of using VOA news video on students' listening ability, and 2) how is the students' perception on the use of VOA news video on students' listening ability. The aim of this research is to examine the effectiveness of using VOA video on students' listening ability and to investigate students' perception on the use of VOA students' listening ability.

The researcher prefers to choose news video to teach listening since it is believed as a good way to teach listening and to improve students' listening ability. The news video is created by VOA channel. The effectiveness of exposure to audiovisual news materials and non-news materials on improving the speaking proficiency of intermediate language learners is the focus to gain more knowledge. Moreover, through news video, students can pay attention and enthusiasm in learning than listening to audio. It was in line with Allen's statement (2017) that the use of authentic video can provide rich contexts for developing listening comprehension, an integral component of foreign language proficiency that is interrelated with speaking, reading, and writing.

A number of related studies were found. One of them was from Martinez (2010) who explored the strategies and effects of teaching listening skills through the use of videos for foreign language students conducted at the University of El Salvador. His medias were two movies and two CNN news videos that participants could choose by themselves. The strategies employed were pretest and post-test, a questionnaire. He concluded that students' listening ability was increased by using videos. Based on the research, it could be concluded that news video could improve students' listening ability.

Akufah (2012) in her research investigated the effectiveness of teaching listening on news item using video. The research was concluded that the use of video as a medium in teaching listening on news item was effective. In addition, Bahrani (2012), by using quantitative method and pre-posttest design proved that audiovisual news were pedagogical valuable sources of potential language input for intermediate or advanced levels language learners to improve their language proficiency. However, the findings of

the research were indicative to the fact that low level language learners did not benefit significantly from having exposure to news programs. Similar study found in Nuryadi (2013) who examined the effectiveness on the use of VOA special English broadcast in teaching listening comprehension. The VOA video was used as the material in teaching listening comprehension. The research was conducted at tenth grade students of SMA Muhammadiyah Ketapang in Academic year 2011/2012. The calculation was measured by formula effect size (ES) computation and the result was found that teaching listening comprehension through VOA special English broadcast was highly effective.

Besides, Woottipong (2014) focused his study on developing the listening skills of English major university students with the use of video materials and evaluating students' attitude towards the use of video materials in teaching listening skills. Meanwhile, Kirana (2016) claimed that The Audio Visual Media (AVM) could improve the students' comprehension by visually showing specific information related to the text. The research findings show that the students scored more right answers in determining the specific information from the text. They were able to get specific information from the oral text by seeing the characters, situations, and settings whilst watching it on the AVM.

Based on those previous research studies, it can be concluded that video can increase students' listening skill and comprehension. Thus, teachers can apply it in the classroom so that students can comprehend the listening. At the same time, the teachers can enrich their teaching strategies into more innovative and effective. However, the usages of video on those studies are neither to comprehend nor to increase students' listening skills. Therefore, the gap is situated on the focus of the research wherein it analyzes the effect of using news video as a media to teach listening for tenth grade students by using Voice of America (VOA) Learning English TV programme.

## **METHOD**

This research used Quantitative research. It means that the researcher conducted the research by using statistic formula including *t-test* in SPSS. Experimental method is a research method used to find out the effect of certain treatment to others in controlled condition (Sugiyono, 2016). The design of the research was Quasi-Experimental research. It is because this research was conducted to get the data of how far the influence of the use of VOA news video as a media to teach listening ability. It is supported by Sugiyono (2016) who states that quasi experimental design is the best way to get the data that contains cause and effect relationship among variables which was occurred in the research. The researcher used this method because the aim of this research was to investigate whether using news video can be effective in teaching listening or not.

Meanwhile, the population of this research was all students of X grade in SMAN 1 Babakan, Cirebon. The sample of the research was X IPA 1 as the experimental class and X IPA 2 as the control class. As for the technique of sampling, the researcher used simple random sampling. The techniques of collecting data were observation, test and questionnaire. The researcher conducted observation in order to investigate the process of teaching English in SMAN 1 Babakan. In conducting the observation, the researcher met the teacher and observed during the teaching process in the class. Test is tool or procedure that is used to know or measure something in one condition by the determined steps or rules (Arikunto, 2012). The purpose of the test is to get the data of students' effect in listening ability. Before arranging the test, the researcher designed a try-out to evaluate the instrument which was the test for the pre-test. After that, the researcher conducted the pre-test, gave the students the treatment in experimental class and executed the post-test and

spread the questionnaire. Then, the data analysis including normality test, homogeneity test and hypothesis were calculated by using SPSS version 21.

## FINDINGS

### The Effectiveness of Using VOA News Video as a Media to Teach Listening Skill and without Using VOA News Video

The result of the students' listening scores who used VOA news video as the media was compared to the students who did not use VOA news video. The researcher obtained the data of the students' score from the post-test experimental class and the post-test control class.

After relating to the assumption of normality data of experiment and control files, the researcher found out the differences between both scores of experiment and control classes by executing *Independent Sample test*. The hypothesis of the test was calculated as follows:

$H_0$ : there are no differences between experimental class and control class

$H_a$ : there are differences between experimental class and control class

Based on the result of the calculation of *Independent Sample test*, it shows the total (N) of each respondents where the class experiment was 35 students and control class was 36 students. Mean of Experimental class was 87.1429, the standard deviation was 6.99640. Meanwhile, the Mean control class was 74.4444 and the standard deviation was 7.53826. There was a significant difference between post-test in experimental class and control class scores where the mean score of experimental class was 87.1429 higher than mean of control class which was 74.4444. Therefore, there was a difference between mean score of Experimental class and Control class. It can be assumed that, teaching listening skill using VOA news video as the media is effective.

Based on the result of *independent sample test*, the result of equality variance test shows the large significant variance test among both samples, which can be seen in significant score (Sig.) is 0.359. It is higher than score significant that is 0.000, because of significant score is lower than 0.05 and t count (7.352) is higher than t table (1.99495). Thus,  $H_0$  rejected means that there is a significant difference using VOA news video as a media in teaching listening skill at tenth grade of SMAN 1 Babakan.

Forth, the significant score is (0.359) higher than (0.05) then it refers to equal variance assumed. Equal variance assumed gets t score 7.352 and the significant  $p = 0.000$  is lower than 0.05 ( $0.000 < 0.05$ ). It means that there is a difference between post-test experimental class and control class. Thus, the use of VOA news video as the media to teach listening skill is effective.

Furthermore, in the guideline of Tcount and Ttable,  $df = 69$  got from Ttable = 1.99495. Thus, Tcount (7.352) > Ttable (1.99495) means that  $H_0$  is rejected and  $H_a$  is accepted. Hence, there is a significant difference between post-test experimental class and post-test control class score which is the mean of treatment 8.1429 is higher than mean of control class 7.4444.

### The Effectiveness of Using VOA News Video in Students' Listening Skill

Experimental class consisted of 35 students of X IPA 1. The researcher gave treatment which was teaching English using VOA news video as the media in this class.

The purpose of the treatment was to analyse the achievement of students. The data was calculated by SPSS 21 version. The data was calculated by SPSS 21 version to investigate the effect or to find out the effect of the variable, wherein SPSS 21 used *Normality Test*. To calculate the result of Normality testing, it required some formulas including normality test; *r square (determination test)*, *Linearity test* and *coefficient regression*. The aim of this testing was to investigate the effect of the use of variables in the research. It is explained as point below:

### Normality Test

As for the result of normality test in table above, the use of VOA news video showed that significant score was more than 0.05. Thus, data students listening ability distribution is normal.

Normality test students' listening ability is more than 0.05. Thus, the data of the students' listening skill distribution is normal.

### R Square (Determination Test)

Based on formula of R Square Determination, there is R square 0.585 (square of coefficient correlation 0.765). R Square is called coefficient determinant in this test 58.5%. Based on that score, it means that 58.5% effect of using VOA news video in the students' listening skill while the rest is another factor. Thus, VOA news video is quite effective for students' listening skill.

### Linierity Test

The result of Anova table above shows that score F count is 46.607 with the significance is 0.000. Then, this score is compared with score F table that calculating in free degrees number (df number) that is 1, and free degree is 33 in level 0.05 so the score is 4.14. It is obvious that score Fcount (46.607) is more than Ftable (4.14). Thus, it can be concluded that the result of the model is good. This showed that the regression linier model can be used.

### Coefficient Regression

$$Y = a + bX$$

Y is dependent variable. In this research, it is the student's listening skill. X is independent variable independent. In this research, it is the use of VOA news video. Meanwhile, a and b are constant scores.

According to result of regression, constant score is 28,233 and score of students listening ability is 1,253. From the explanation above, the researcher got similarities regression as following below:

$$Y = 28.233 + 1.253X$$

The constant score from coefficient is 28.233. It shows that if there is no increasing score or score from variable of the use VOA news video, therefore variable for students' listening ability is 28.233. Coefficient regression is 1.253, clarifying that every additional

score of variable from the use VOA news video that occurs will be added as the increasing variable of students listening skill.

### **Students' Perception on The Usage of VOA News Video for Students' Listening Skill**

In order to investigate the students' perception on using VOA news video as a teaching listening media, the researcher used questionnaire. The questionnaire was spread by the researcher, after students completed the post-test. There were 12 statements in the questionnaire that described the advantages of using video in teaching-learning, including: "I like learning listening by using VOA video", "The use of VOA video in teaching-learning listening makes me pleased", "By using VOA video in the learning, students acquire new knowledge", "By using VOA video, students can acquire new vocabulary", "The use of VOA video as a learning media supports students to acquire listening skill", "The use of VOA video increases students' motivation in learning listening", "The use of VOA video makes students enthusiastic in the learning process", "The use of VOA video makes students focus in the learning listening process", "The use of VOA video can make students more concentrated during the learning listening", "The use of VOA news video is effective in learning listening to increase students' listening skill" and "The use of VOA video supports the strategy for students in learning". As the response options, students can respond whether Strongly Agree, Agree, Doubt, Disagree, Strongly Disagree.

The result of recapitulation of students' questionnaire respond strongly disagree about using VOA news video as media teaching in students listening ability is 0,5%. Students respond disagree is 1%. Student's responds doubt is 26%. Students responds agree is 50% and students responds strongly agree is 22%. According to the result of recapitulation of questionnaire, the majority of students were respond agree. Thus, it can be concluded that students agree about the use of VOA news video as the media teaching on students listening ability.

### **DISCUSSION**

Listening is an active process wherein the listener is required to be able to listen as well as pay attention to comprehend the message from the speaker. Based on this research, the researcher focused on the problem of many learners who lack of vocabulary because of not fully paying attention. Therefore, the researcher used the media in order to make learner pay their attention more and comprehend the material by listening. The use of VOA news video was chosen as the media to teach listening skill in the tenth grade of SMAN 1 Babakan.

According to the theory proposed by Loren (2017), listening skill especially for teaching Indonesian to speakers of other language learners will be more effective if it is assisted by using interesting media that is also cheap and efficient by not ignoring the utilization of modern tools in accordance with the development of science and technology. In line with the theory, this research considered teaching listening using media supported teaching language skill, especially listening.

In addition, teaching using video has a big effect in improving students' listening both in motivation and the comprehension. Video provides new vocabulary, structures and functions that can increase the basic skill of language learners (Sarani, Zare, and Arani: 2014). Thus, video can be effective for students in catching the message or material. This statement supports this research wherein the focus was on the students' comprehension of

their listening skill and the objective was to investigate the effect of using VOA news video as media to teaching listening ability. It also can be seen in the result of students' achievement in listening.

The research was designed where the students of experimental class conducted the pre-test were provided by the treatment and had post-test. Meanwhile, the students of control class conducted the pre-test and post-test, without treatment. The researcher gave treatment to the students of experimental class by using VOA news video as the media to teaching listening skill. The use of VOA news video, the researcher found that the students in the learning process were paying attention and focused on the material that delivered through the video. Eventhough the video was in the foreign language, the students could understand it. It was proved by the results of the practices and the test.

Moreover, the finding of this research is different from previous research works on the focus of the study. A number of previous studies are focused on developing the listening skills of university students studying English with the use of video materials and evaluating students' attitude towards the use of video materials in teaching listening skills. Furthermore, the researcher obtained the result in this scheme: the mean score of pre-test was 60,43. After the researcher gave the treatment using VOA news video as the media to teach listening skill, the mean score of post-test was 87,14. Meanwhile, in control class the mean of the score pre-test was 60,83 and the mean of the post-test was 74,4. Thus, there was an effect on students' listening skill in the experimental class after the researcher gave the treatment.

Meanwhile, the result of *Independent sample test* presented that the result of T-test computation showed that t-count was higher than t-table. The hypothesis test showed the significant score of regression was 0.000 because of significant score lower than 0.05 and t count (4.168) was higher than t table (2.03452). Thus,  $H_0$  rejected meant that there was an effect using VOA news video in students' listening skill. This result was also supported by the previous reserch from Martinez (2010) that concluded that students' listening skill was increased by using videos. Based on the research, it can be concluded that news video can be effective as a media for students on listening skill. It was also stated by Akufah (2012) that the use of video as a medium in teaching listening on news item was effective.

Furthermore, based on the questions of the research in chapter 1, the researcher aimed to investigate the effect of the use VOA news video on students' listening skill, the researcher also wanted to know the students' perception on the use of VOA news video in the teaching listening skill through the questionnaire. There were 12 statements and the students responded accoding to the choices such as strongly agree, agree, doubt, disagree and strongly disagree. The results were: 1) students responded strongly disagree about using VOA news video as media teaching in students listening ability was 0.5%, 2) students responded disagree was 1%, 3) students responded doubt was 26%, 4) students responded agree was 50%, and 5) students responded strongly agree was 22%.

## CONCLUSION

In line with the result of the data analysis, the researcher draws a conclusion is there was an effect of using VOA news video on students listening ability. It can prove from the result of students including in the result of pre-test and post-test. The result of post-test was higher than the result of the pre-test. The average or mean score of pre-test is 60.42 and the post-test is 87.14. The gain score is 26.72. The result of the tests was calculated by using SPSS 21 while the formulas of the testing was using normality test, homogeneity, independent reliability and for investigating the effect was using regression.

In addition, the result of T-test computation shows that t-count is higher than t-table. The hypothesis test showed the significant score of regression was 0.000 because of significant score lower than 0.05 and t count (4.168) higher than t table (2.03452) thus,  $H_0$  rejected means that there is effect using VOA news video in students listening ability.

Furthermore, it is also proven by students perception of the result of questionnaire that showed students respond strongly disagree about using VOA news video as media teaching in students listening ability is 0,5%. Students respond disagree is 1%. Student's responds doubt is 26%. Students responds agree is 50% and students responds strongly agree is 22%. Thus, teaching listening through VOA news video is appropriate and effective way to be used of media to teaching students listening ability.

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