

## IMPROVING LISTENING COMPREHENSION BY USING (VOA) ENGLISH BROADCAST STUDENTS OF SMK NEGERI 3 KAYU AGUNG

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### ABSTRACT

*This research was intended to investigate the use of VOA English broadcast for students' listening comprehension. The subject of this research was ten grade Akuntansi of SMK Negeri 3 Kayuagung. The method of this article is a pre-experimental research with students of Akuntansi as the sample. The effect size (ES) calculation is 1.27 as the result; so it meant that improving listening comprehension by using VOA was effective. Based on the calculating the significances' score of pre-test and post-test, the writer measured the effect size (ES) of the treatment. The average of pre-test was 5.00 and def. was 0.71. while the average of post-test was 8.13 and def. was 0.71. and standard deviation in both pre-test and post-test was 1.13 and it is categorized high. This findings can also be used as a references for teacher to improve students' listening comprehension in teaching and learning process.*

*Penelitian ini dimaksudkan untuk mengetahui penggunaan siaran bahasa Inggris special VOA untuk pemahaman mendengarkan siswa. Subyek penelitian ini adalah siswa kelas X Akuntansi SMK Negeri 3 Kayuagung. Metode penelitian ini adalah penelitian pra-eksperimen dengan sampel mahasiswa Akuntansi. Hasil perhitungan effect size (ES) adalah 1,27; jadi itu berarti meningkatkan pemahaman mendengarkan dengan menggunakan VOA efektif. Berdasarkan penghitungan skor signifikansi pre-test dan post-test, penulis mengukur effect size (ES) dari perlakuan. Rata-rata pre-test adalah 5.00 dan def. adalah 0,71. sedangkan rata-rata post-test adalah 8,13 dan def. adalah 0,71. dan standar deviasi pada pre-test dan post-test adalah 1,13 dan dikategorikan tinggi. Temuan ini juga dapat digunakan sebagai referensi bagi guru untuk meningkatkan pemahaman mendengarkan siswa dalam proses belajar mengajar.*

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## 1. INTRODUCTION

According to Hidayat (2007) English is one of the important skills that Indonesians have to succeed in competing with foreign labor. In relation to this, Indonesian students who will be the future labors should know how to compete in the era global. Listening is one of the four major skills considered as the most important in learning English (Carrel, 1998). The importance of listening is acknowledged by Brown (2001) who stated that listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking. It means that listening is the important thing in daily activities, through listening we can interpret the meaning. Rivers (2006) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of the words, arrangements of words, and the rise of the fall of the voice.

According to Brown and Hegelsen states that listening is an active process in which listeners select and interpret information which comes from auditory and visual clues. While according to Nunan (2003) listening skill is an active, purposeful process of making sense of what we hear. It means that students should interpret after they listen the video, therefore listening is an active skill. While in this writer try to improve students' listening skills through VOA as a media and material for the students, so it means that technology can't leave as important media to improve skills especially listening skills. In this research, the writer use technology improve students' listening comprehension. Students' understanding in material can be improve if the research use interesting media to teach. In this research, the writer use VOA as a media. In this research, the writer try to find out resources is online broadcast of VOA, especially in special English broadcast.

There are studies about students' listening skill. The first belong to Morrison (1989) used news broadcast for authentic materials. In his research, students expose speaking ability in English, and in such a way they prepare students to be able to approach materials without constant presence of teachers setting question and such broadcast contains elements that practice the listening skills both individually and integrally, and then they integrate listening with other skills. The second research was conducted by Rachmiati et al. (2021) entitled: The use of British Broadcasting Corporation (BBC) podcast in EFL Students' listening skill in IAIN Palangkaraya. The finding of the study that BBC podcast contribute to students' listening skill. The third research was conducted by Nurhazima (2021) entitled the effectiveness of using VOA news Towards the Listening skill of the second grade of MAN 2

Makassar. Quasi experimental was used in her research. The result showed that experimental group were higher than control group after giving the treatment VOA news.

In addition, the similarities and the differences with this research is (1) the writer used podcast for teaching listening, (2) the writer used similarity strategy VOA, (3) the writer used senior high school in this research; the differences between three studies and this study is (1) difference in strategy and design, (2) difference population, sample, problems, locations and time investigation.

## 2. RESEARCH METHODOLOGY

### 2.1 Research Methods

According to Cohen (2000), pre experimental is a research that consist of one group the pre-test and post-test and there is no control group. While, to answer objective of the problem in this research by using pre-eperimental as a method. The population of this research was the tenth grade students Akuntansi of SMK Negeri 3 Kayuagung in academic year 2022/2023. The students consisted of 184 students from 5 classes, they were: X. AK 1 which consisted of 36 students, X. AK 2 which consisted of 34 students, X. AK 3 which consisted of 36 students, X. AK 4 which consisted of 39 students and X.AK5 which consisted of 39 students. As the sample, the writer used cluster sampling and took 36 students in class X. AK 2.

This research measurement was applied by the writer for measure the data. Written test was used and the test was given twice in this research. Firstly, to collect the data pre-test was conducted before experiment. Secondly, to collect the data post-test was conducted after the treatment has given.

Calculation the means score of the students pre-test and post-test and then continued by calculating the t-test technique for analyzing the data was applied in this research. And finally formulation of effect size was practiced in order to answer the problem in this research.

Cohen's d formula:

$$d = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2 + s_2^2}{2}}}$$

And the criteria of effect size can be classified as follows:

**Table 1. Effect Size**

High	ES > 0.8
Moderate	0.2 < ES ≤ 0.8
Low	ES ≤ 0.2

Source: Cohen's d Effect Size Formula

## 2.2 Literature Review

### 2.2.1 Listening Comprehension

According to Hamouda (2005) listening skills is very important in acquiring understandable input. Learning does not occur if there will not any input. Pourhoesin and Mohammad Reza (2011) expressed that listening has an important role in communication process. Moreover, Nation and Newton (2009), Listening is the way of learning the language. It gives information to the students from which students' knowledge necessary build up. In addition, listening is the skill which required someone to listen will to somebody. The learners, in listening process should understand the message as it presented, so effective requires the ability organize and remember what was presented. The listeners should use knowledge to understand the meaning of listening comprehension. It is included the knowledge of language about what discussed in listening material. In other words the students should fit and comprehend what they heard and listened, and what they already know.

### 2.2.2 Elements of Listening

According to Shockingawful (2017) in Rubric, said that there are four elements of listening, namely:

- 1) Ability to focus means the capability of students or listeners when listen the material from the audio. Ability to focus define into, focus on ears for listen the audio and focus on eyes for read and match the text with the audio. Such as eyes may not be adapting well to the numerous distraction in a typical classroom and some noisy sound from the outside of classroom.
- 2) General understanding means that the students or listeners can understand about main idea of the content from the text. The listeners usually quicks to understand the idea of the text. The listeners can imagine to catch the general meaning of something they heard.
- 3) Listening for details sometimes known as listening for specific information. It involves understanding the task and focusing to catch certain information.
- 4) Accuracy to answer means the capability of students or listeners to answer the task with the correct answer. It is involves understanding the text and vocabulary to get the correct answer.

From the explanation above, the writer used listening for details to involves understanding the task and focusing to catch certain information. In measuring the improvement of students' listening comprehension using podcast VOA.

### 2.2.3 The Importance of Materials for Developing Listening Comprehension

Students can attract their motivation, intention and motivation in studying listening comprehension. Teaching and learning process can be effective if the materials having appropriate. According to Hutchinson and Water (1987) said that materials are as the means to

provide a stimulus to learn. So it is essential to develop the material to be attractive, creative and innovative.

By the development of media included audio, multimedia, audiovisual, internet etc, it is the developing technology in modern era. Unfortunately it can help teacher to find and get the material with variety and innovative. In teaching and learning process the authentic material can be developed. According to Kusumawardhani (2018) there are two kinds of authentic material: first, authentic printing materials are utility bills, packaging slips, order form, websites, thicket for traffic, welcome cards, calenders, report cards, television manuals, food labels, magazines, newspapers and other, the second is authentic audition materials include telephone ,message, radio transmission, podcast, e-book films, videos and TV program.

In this research, the writer choose authentic audio through podcast of VOA as a material to support her research in teaching listening skill. According to Dierking (2018) 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.

#### **2.2.4 Definition of Teaching Listening Comprehension**

While, according to Brown as cited in Nisa (2018), teaching was showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand. In addition, according to Hamouda (2012) said that listening is very important in acquiring understandable input. Learning does not occur if there will not any input. Pourhoesin and Mohammad Reza (2011) expressed that listening has an important role in communication process.

According to Rost in Ratnawati (2013) comprehension is the process of relating language to concepts in ones's memory and to reference in the real word. In addition, comprehension the sense understanding what language used refers to the one's experience or in the outside world. Complete comprehension then refers to listeners having clear concepts in memory for every referent used by the speaker. Consiciesly, teaching listening was guiding and facilitating the students in listening. The teacher should find authentic material to make the students interest and able to acquiring and answer through listening skill that they have to be master.

Meanwhile, in teaching and selecting material for listening should be relevant on curriculum. Students should understand the meaning of short functional text and monologue in form of narrative, descriptive, and news item in daily life is of main point standard competence for them as a second semester students of senior high school. So, the curriculum and the material, the writer try to appropriate between material and curriculum is appropriate. The type of text of VOA special English broadcast is news item text of which it must be taught to the tenth grade students in

second semesters. In VOA special English broadcast, some topic or theme is appropriate and familiar with the culture and society in the world where the students live.

In this research, teaching listening comprehension through VOA in special English broadcast as follows :

**a. Pre Listening Activities**

- (a) The writer share link background information and showing the picture, asked questions with related the topic.
- (b) The writer asked students to make a group.
- (c) The writer asked to the students match the video of broadcast without give the sound and practice.

**b. Main Activities in Listening**

- (a) The writer asks to the to the students watch video of broadcast by using sound and practice (task 2)
- (b) The writer give explanation the VOA English broadcast about grammar structure, places, the participant situation of the broadcast.

**c. The last Listening Activities**

- (a) Conclude and summarize lesson

### 3. FINDING AND INTERPRETATION

#### 3.1 Findings

The result research in this study found that VOA special English broadcast in teaching listening comprehension was effective to teach tenth grade students of senior high school in second semester, and it was determined by using effect size (ES) computation. While, the result of this research found that the criteria of the effect size was  $ES > 0.8$  it is included highly categorized (effective). From the finding in this research showed that the use of VOA in special English broadcast in teaching listening comprehension highly effective. The process analysis in this research, the writer use Cohen's d. The calculate by taking the difference between two means and dividing by the data's standard deviation. This measure reports the size of the mean difference by comparing to the data's variability.

Cohen's d formula:

$$d = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2 + s_2^2}{2}}}$$

$$\text{Effect Size} = \frac{\text{Mean}_{\text{treatment}} - \text{Mean}_{\text{Control}}}{\text{Standard Deviation}} \quad (1)$$

$$\text{Effect M} = \frac{\text{Mean}_{\text{after treatment}} - \text{Mean}_{\text{before treatment}}}{\text{Standard Deviation}} \quad (2)$$

*Source : Cohen's d Effect Size Formula*

Process activities in this research, the students asked to watch the video and they forces to understand the information from the video then students asked to match the video of broadcast without give the sound and practice. From the research found that there is an increase of students, especially in comprehending listening skills, it showed from the students' score. The mean score of pre-test was 4.61 and it categorized poor to average. The first step the writer give pre-test, then about three times the treatment was administrated. The post test was conducted in the final step in this research and the mean score of post-test was 6.52. it could be categorized as average to good. In the post-test score was better than in the pre-test, it is indicated that students' listening comprehension was enhanced.

The average of pre-test was 5.00 and def. was 0.71. while the average of post-test was 8.13 and def. was 0.71. and standard deviation in both pre-test and post-test was 1.13 and it is categorized high. From the result in this research, that listening comprehension through VOA special English in broadcast can increase students' listening comprehension. The following table shows the result score of pre-test and post-test.

Table 2. The Result Score of Pre-Test and Post-Test

<i>No</i>	<i>Name</i>	<i>PRE-TEST</i>	<i>POST_TEST</i>	<i>Difference</i>
1	AF	6	8	2
2	AH	5	9	4
3	AP	6	7	1
4	AN	4	8	4
5	AS	5	7	2
6	BS	5	8	3
7	BW	6	9	4
8	CC	5	8	3
9	D	6	7	2
10	M	5	8	3
11	MG	4	8	4
12	MS	5	9	4
13	MA	4	10	6
14	ME	5	8	3
15	M	5	9	4
16	NE	4	8	4
17	NA	6	8	3
18	NJ	5	8	3

No	Name	PRE-TEST	POST_TEST	Difference
19	NM	4	7	4
20	NB	5	9	4
21	OF	4	8	4
22	PV	5	8	3
23	PA	6	8	2
24	PZ	5	9	4
25	S	6	7	1
26	SM	5	7	2
27	SY	6	8	3
28	SS	5	9	4
29	SB	5	8	3
30	SV	4	8	4
31	TK	6	8	2
32	UH	5	8	3
33	UK	4	8	4
34	US	5	9	4
35	UD	5	7	2
36	ZA	4	10	6
		5	8.13	3.2
		0.71	0.71	1.13

The last column of the table was about the difference students' score between pre-test and post-test. The result score the table above showed that students before and after go the treatment were different. Before students got the treatment the score was small and after they got the treatment it was got significant score. It can be seen on table 1 between [re-test and post-test were different. It can also see on differentiate between pre and post-test on the last column, it was showed that there was differentiate score on both. In addition, the writer also showed the result score pre-test and post-test in the form of chart as bellow: While, the following chart also the result score of pre-test and post-test as bellows:

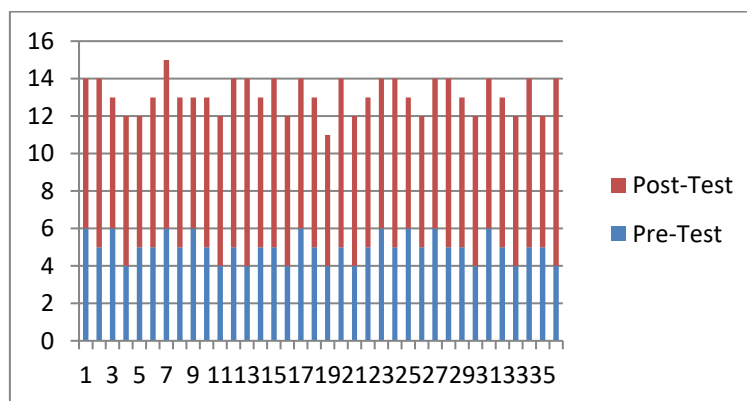


Chart 1. The Result Score of Pre-Test and Post-Test



From the chart above, it can be concluded that VOA English in special podcast can increase students' comprehension in listening skill. It meant this strategy is effective. Oguz and Bahar (2008) explain about the advantages of using authentic material such as : (1) students might have interest values because of it can be relevance to the world, (2) it can informed about the happening in the world they live, (3) students can get chance to read, rehearse, listen to, practice, use and learn the language through the material that can be seen, examined, touched and listened.

In addition, Mishan, et.al (2005) there some advantages of employing authentic listening material in the classroom as follows.

- a. It can increase students' motivation and independent learning because they can easily obtain these materials from the radio, podcast, movies and television.
- b. Meaningful experience with a real language can students' mastered, especially in listening.
- c. It can provide various kind of text and sustain a small amount of materials listening.
- d. The topic can be more interesting and relevant to current issue.
- e. It can make teachers more creative in designing the lesson.
- f. The visual listening models can develop learners listening skills in richer context.

#### 4. CONCLUSION

Based on the calculating the significances' score of pre-test and post-test, the writer measured the effect size (ES) of the treatment. Moreover, to determine the significance research from this study the data was put in t-test and the result of t-test was compared to the t-table. In this research the writer applied the significance 5% with df (N-1)  $36-1 = 35$  is 2.042. in this case the calculation showed that the t value was higher than t table critical value (9.09 . 2.042). From the result of effect size calculation where the value of ES is 1.27 which was categorized as high indicated that the use of voice of America (VOA) material to teach listening comprehension in second semester highly effective.

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