

Improving the Students' Listening Ability through Broadcast Voice of America (VOA) Learning English to the Second Grade Students of SMAN 1 Peusangan Siblah Krueng

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Abstract

This study describes classroom action research conducted in the second grade of SMAN 1 Peusangan Siblah Krueng to improve students' listening Ability through the application of Broadcast Voice of America (VOA) Learning English as a media. The research method used in this class is a collaborative classroom action research method by collaborating with the English teacher at SMAN 1 Peusangan Siblah Krueng. This classroom action research was carried out in two cycles. Each cycle consists of 4 stages, namely the planning stage, the implementation stage, the observation stage and finally the reflection stage. To obtain data in this study, qualitative and quantitative data were used as seen from various activities carried out in improving listening ability through the application of Broadcast Voice of America (VOA) Learning English. The purpose of this research is to know Broadcast Voice of America (VOA) Learning English improve the students listening ability, to know the students' response toward in listening ability after using Broadcast Voice of America (VOA) Learning English, and to find out the teacher performance in teaching and learning process by the implementation of Broadcast Voice of America (VOA) Learning English.

Key World : *Listening, Voice of America (VOA) Learning English*

INTRODUCTION

Listening is a skill that uses the five senses of hearing. Listening is an aspect to understand what is heard either directly or through media such as audio speakers, video speakers, films, music, etc. Listening is one of the skills in mastering English. Listening is included in receptive skills. Listening is one of the supporting aspects so that someone can master English. The more often someone listens, the more vocabulary that person knows, thus making it easier for someone to master English. Listening it so important because whatever someone listens to, that's what someone will say, therefore to make it easier for someone in listening ability, someone needs specific techniques as initial support so that someone quickly understands what he is listening to in an audio speaker.

Listening is receiving language through the auditory system. It involves accepting the sound waves, identifying the language (both the segmental and supra-segmental elements), processing them correctly, understanding the speaker's intentions, and retaining the message for future use [1]. listening is the crucial in teaching and learning process. It can help students to develop the other language skills in daily life. Listening is the ability to identify and understand what to other are saying. Listening is the way of learning the language. It gives the learner information from which to

build up the knowledge necessary for using the language [2]. Listening is the activity paying attention to and trying to get meaning from something we hear. Listening as the ability to understand native speech at normal speed. Listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it and connecting it to the process between sound and form of meaning [3].

Based on the explanations above, listening as a skill that is creative, active and directed to understand what has been heard through the listener's system. A good listener must be able to distinguish between sound, vocabulary, grammar, intonation pressure, and be able to maintain the assumptions that have been collected from all that has been heard, so that a good problem-solving skill will be created. good hearing can help you in understanding the world around him and what will be obtained is the creation of good and successful communication.

According to Wolvin and Coakley in Usera, D. (1996. P. 151) there are five type of listening skill, namely:

1. Appreciative listening

Appreciative listening is a listening behavior by appreciating what is heard and can satisfy the necessary and purpose for the listener. In habit, a person uses appreciative listening when hearing music, poetry or the words of a speech.

2. Therapeutic listening

Therapeutic listening is a something the structured listening and questioning technique that allows to develop and enhance relationships with a stronger understanding of what is being conveyed, both intellectually and emotionally. Therapeutic listening is the way a person indicated his concern for what is heard and must be entirely present when listening attentively. the goal is to still focused on the speaker, not focusing on anything else.

3. Comprehensive listening

Comprehensive listening is a listening technique to be able understanding of the messages hearing. in here the listener must be focus because he must note the main ideas of the speaker.

4. Critical listening

Critical listening is listening to evaluate the content of the message. As a critical listener a listeners must be listening to all parts of the message, analyzing it, and evaluating his heard. When engaging in critical listening, the listeners are also critically thinking. the listeners must be making mental judgments based on what his see, hear, and read. the goal as a critical listener is to evaluate the message that is being sent and decide for yourself if the information is valid.

5. Discriminative listening

Discriminative listening is listening to distinguish aural and sometimes visual stimuli. This most basic type of listening helps you determine what sound is coming from where or who is making the sound. If you can't hear differences, then you can't make sense of the meaning that is expressed by such differences [4].

Some of the listening functions that the researcher describes in below based on by using Broadcast Voice of America (VOA) Learning English, namely:

1. Can train of pronunciation ability of listening
2. Make it easier in doing and resolve of the structured exercise
3. Increase of vocabulary, and
4. Make it easier someone to tell stories, communicate, interact with other people around because they often to words through what they hear.

Broadcast Voice of America (VOA) Learning English is a platform presents news and feature stories, audio, video and multimedia about the U.S. and the world in American English. VOA Learning English can helps you learn English with vocabulary, listening and comprehension lessons through daily news and interactive.

In this research focused Broadcast Voice of America (VOA) video Learning. Broadcast Voice of America (VOA) 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. the use of broadcast VoA is one of the easiest listening teaching methods, because this broadcast is a 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.

The advantages by using Broadcast Voice of America (VoA) Learning English they are:

1. It is easily accessible on the internet in <https://learningenglish.voanews.com/p/5644.html>. This saves learners much time and effort in finding appropriate English learning material.
2. 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.
3. Students are more likely to become engaged in the task and learn the content. So, this 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.

RESEACRH METHODELOGY

Research design is how a researcher conducts research methodology. The type of research used is Collaborative Classroom Action Research (CCAR). In this study, researcher tried to improve students' listening skills through Voice of America (VOA) Learning English broadcast learning media. In this study, the researcher collaborates with one of the classroom Teacher to solve students' problems in listening skills and makes it easier for researcher to overcome student problems in the teaching and learning process later and contribute to the development of learning media in education.

Thus, *Kemmis and Taggart* divided the research procedure into four stages of one cycle: (1) planning, (2) action, (3) observation, and(4) reflection. Action and observation activities are combined at one time. In comparison, the results of reflection observations to determine the next exercise. The *Kemmis and Taggart* research model was also developed by adding a replanning step. These steps are carried out to revise various weaknesses in the implementation again in the next cycle [5]⁴.

The setting of the research was on SMA Negeri 1 Peusangan Siblah Krueng. The subject of the research was the Second years Students' of the school. There are many classes in the school, but the researcher only takes one class as the research subject. The class was taken as the research subject because the students had some problems in learning English, especially listening ability and they will face a listening test because, like the K13 curriculum regulations, now second graders will face the AKM exam. Including what they will get later on the listening test.

The procedure of doing action research can be seen in the following figure that is adapted from *Kemmis and Taggart* Action Research model. Each cycle Consist four steps there are: planning, action, observation and reflection. The activities are in the following phase: Preliminary study, finding problems, planning the action, implementing the action, observation, and data analysis and reflection.

1. Preliminary study

A preliminary study is one of the steps where the researcher needs to collaborate with the teacher to find out the problems in the teaching and learning process and find out the appreciate a media to solve the issues.

2. finding problems

the researcher analyzed the problem and arranged the planning to solve students' issues and teachers' teaching and to learn to listen.

3. Planning the Action

the researcher preparing the lesson plan, preparing instructional materials, preparing research instruments, criteria of success, scoring rubric to assess the students' listening, and field note.

4. Implementing the action

to action, the planning the material prepared in the lesson plan was presented to the students in the classroom. The researcher and her collaborator worked together cooperatively. The collaborator observed the teaching-learning process using an observation checklist, a camera to take the picture as a document, and a field note. At the same time, the researcher and the teacher applied the procedure of the lesson plan step by step.

5. Observation

the researcher observed her class and her collaborator when she was doing her research. the collaborator filled in the field note down to comment on anything that occurred in the teaching-learning process, including the obstacles found and the problem's solutions to overcoming the problem.

6. Reflection

In this step, the researcher reflected on the effects of the above steps as an essential evaluation for further planning, subsequent action, and soon through a succession of cycles.

The specifying criteria of success to the Students fulfil the post-test in listening ability is 70% or good level. The researcher performance by using Broadcast Voice of America (VOA) Learning English of about 75%. The Students response to the application Broadcast Voice of America (VOA) Learning English to improve listening ability an average score in the questionnaire is 3.01-5.00 or good level

In this study the researcher used the Data collection to gathering, measuring, and analyzing accurate data from various relevant sources to find answers to research problems and forecast trends and probabilities. The instrument in this research is:

1. Observation checklist for the teacher and students
2. Questionnaire
3. Listening test for the students.

The observation checklists will direct to get specific information on an aspect of the class. The observation checklist that used in this research is for the observer. The observer in this research is the English teacher and students in SMA Negeri 1 Peusangan Siblah Krueng. The second instrument is a questionnaire is used to elicit comprehensive information from the students during

the teaching and learning process. The students administered a questionnaire to complete the information they couldn't attain from the observation checklist in this research. The last instrument is a test to know the extent to which students can master listening ability.

Data analysis is the final part of conducting research. Therefore, researcher must understand data analysis techniques to obtain reliable and scientific results. Usually, two kinds of data are collected and analysis in classroom action research, namely, qualitative and quantitative data. The data collected from test results, questionnaires and a checklist of observations. The researcher was to analyze the quantitative data with descriptive statistics to calculate the average score of students. The data collection in this study was analyzed using a formula. The average value is used to find the average value of students' completeness.

Gives the following formula below:

$$X = \frac{\sum fx}{N}$$

Where:

χ = Mean score

$\sum fx$ = Total score of all students

N = Number of students [6]⁶

The scale of students' test was prepared by researcher:

1. If the mean score of the students' test was 76 – 100, it was categorized excellent
2. If the mean score of the students' test was 50 – 75, it was categorized good
3. If the mean score of the students' test was 26 – 45, it was categorized fair
4. If the mean score of the students' test was 0 – 25, it was categorized poor

If the average score of the students was 70 or more, in this research, the mean that the students belong to categorized success.

The percentage of questionnaires towards that score can be seen as follows.

Level 4: 3,0 – 3,5 = Strongly agree

Level 3: 2,5 – 2,0 = Agree

Level 2: 2,0 – 2,5 = Disagree

Level 1: 0 – 2,0 = Strongly disagree [6]⁶

RESEACRH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents data and research results in solving students' problems in learning English. This research is done in the second grade of SMA Negeri 1 Peusangan Siblah krueng. This school is a place for conducted research activities that use the 2013 revised 2017 curriculum with English as a local content subject. As explained in the previous chapter, the

researcher used Broadcast Voice of America (VOA) Learning English as a learning medium to improve students' listening ability.

Test in cycle 1 was conducted to determine the average listening ability score of students in the teaching and learning process of second-grade students at SMA Negeri 1 Peusangan siblah krueng after used the Broadcast Voice of America (VOA) Learning English learning media.

Based on the results of the cycle 1 test, the researcher explained that three students got a score of 50, four students got a score of 55, three students got a score of 60, six students got a score of 65, two students got a score of 70 and one student got a score of 75. student learning outcomes are seen based on the aspect of success criteria; the total score obtained by students is 1155, with the average value of students in cycle one being 60.78 in the "good" category. However, the students are still not satisfied because their average scores have not reached the success criteria. Therefore, they had to take the next test, so the researcher continued this research in the next cycle.

Table 1 the result of the test in cycle 1

1	Students Name	Score
1	Angga Agustiar	55
2	Fazril Ahmad Azani	65
3	Khalis Fuadi	65
4	Muhammad Azril	65
5	Mulyana	75
6	Millati Ahya	65
7	Misbahul Jannah	55
8	M. Iqbal	60
9	Nurul Aini	65
10	Nisaul Husna	60
11	Maulana Ajral	55
12	Rosdiana	60
13	Rizki Maulana	50
14	Ulil Azmi	55
15	Khairizal	70
16	Rauzatul Jannah	65
17	Salwa Hanum	50
18	Safrizal	70
19	Miftahul Jannah	50
	Total Score	1155
	Mean Score	60,78

Based on the observation sheet in cycle I, the score for the researcher performed in the applied of Broadcast Voice of America (VOA) Learning English media in improved students' listening ability in cycle one was obtained, namely, at the first meeting, it was 54% and the second meeting was 58%. As for the average percentage obtained was 56%, as "sufficient" categorized but had not

reached the completed criteria as much as 75%. The student's checklist observation sheet findings, the researcher concluded that used Broadcast Voice of America (VOA) Learning English to improved students' listening ability in cycle one did not give satisfactory results. It could be seen at the first meeting of cycle 1, which result in 38.57%, and at the second meeting, 45.71%, with the average result at both meetings being 42.1%. From the intermediate results, the criteria for success had not yet reached 70%. Therefore, the researcher concluded to continued this research to the second cycle.

Based on the research results in cycle 1, the researcher found some facts about the problems with the teaching and learning process results. Several processed had not been achieved in the teaching and learning through the applied of Broadcast Voice of America (VOA) Learning English in improved listening ability. Based on data analyzed in cycle 1, the researcher concluded that the teaching process was unsuccessful. Researcher must revised the planned for the better and explained to students about the material and the used of media in detail, and made students more active to created a pleasant classroom atmosphere. It was what researcher needed to do to get maximum results by the success criteria set, and researcher continued the research to the next cycle.

Based on the results of the second cycle test, the researcher explained that three students got a score of 70, three students got a score of 75, nine students got a score of 80, and four students got a score of 85. Based on the total score was 1495, and the average student test achievement is 78.68, which is included in the "excellent" category. Thus, it concluded that students' listening ability in the applied of Broadcast Voice of America (VOA) Learning English had experienced a significant increased and were said to be successful by the determined of predetermined success criteria. It means that the criteria of success had been met. Therefore, the research was not continued to the next cycle.

Table 2. the result of the test in cycle 2

No	Students Name	Score
1	Angga Agustiar	70
2	Fazril Ahmad Azani	85
3	Khalis Fuadi	80
4	Muhammad Azril	70
5	Mulyana	80
6	Millati Ahya	85
7	Misbahul Jannah	80
8	M. Iqbal	80
9	Nurul Aini	80
10	Nisaul Husna	80
11	Maulana Ajral	75
12	Rosdiana	80

13	Rizki Maulana	70
14	Ulil Azmi	80
15	Khairizal	85
16	Rauzatul Jannah	75
17	Salwa Hanum	85
18	Safrizal	80
19	Miftahul Jannah	75
Total Score		1495
Mean Score		78,68

In the cycle II the researcher got the observation checklist for the teacher, in the first meeting obtained 91% result, and the second meeting was 94%. The average percentage is 92% or the "excellent" categories. While the student observations, researcher obtained a score at the first meeting which was 90% and the second meeting 94%. Based on the first and second meetings, the researcher obtained an average score of 92.1% in the "excellent" category.

The questionnaire was a collected of data that contained questions to determined students' perceptions in the applied of Broadcast Voice of America (VOA) Learning English. After the researcher conducted meetings for two cycles of 6 meetings, the researcher gave questionnaires to students to determined students' responses to the applied learning media. The researcher gave a questionnaire of 10 questions. Students it directed to put a cross on one of the answer choices (a, b, c and d). The researcher made four choices: strongly agree, agree, disagree, and strongly disagree with the applied of the media used in the teaching and learning process of English, especially listening ability.

Table 3. the percentage of the Students' Response toward the implementation of broadcast Voice of America (VOA) Learning English as a media

No	Variable Measured	Questionnaires Number	Total Score	Mean Score
1	The students' felt happy and increase their listening ability	3,6	130	3.4
2	The students to be able understand in listening ability	2,4,7	195	3.4
3	The students felt interested, active and had motivated in learning listening ability	1,5,8	187	3.3
4	The students are happy in groups in learning listening ability	9,10	119	3.1
Total Score			631	13.3
Average			158	3.3

Based on the table above, it can concluded maximum variable in the followed:

- | | | |
|---|----------------|------------------|
| 1. Studying happily | : 3.4 Criteria | : Strongly Agree |
| 2. Studying understand | : 3.4 Criteria | : Strongly Agree |
| 3. Interested, active and had motivated to the activity | : 3.3 Criteria | : Strongly Agree |
| 4. Learning happy in groups | : 3.1 Criteria | : Strongly Agree |

Based on the students response, it found out the average percentage score of students on implemented Broadcast Voice of America (VOA) Learning English it was 3.3 included in the "Strongly Agree" criteria, meaning that students had an excellent response to the implemented of Broadcast Voice of America. America (VOA) Learning English as a learning medium in improved listening ability.

On both cycles has been carried out learning listening ability process. the researcher had discussed in this research, Researcher used observation sheets for teacher and students to record all activities in the class used Voice of America (VOA) Learning English, tests to improved students' ability to master listening using Broadcast Voice of America (VOA) Learning English, and questionnaires to determined students' perceptions in improved listening ability through the implemented of Broadcast Voice of America. America (VOA) Learning English. Researcher must use this media carefully so that students easily understood the teaching and learning process.

The average score of students in post-test cycle I was 60.78, and the average score in post-test cycle II was 78.68. It showed that the applied of Broadcast Voice of America (VOA) Learning English media it was one of the good media to be applied in the listening learning process.

So, based on the data found from the research in the first and second cycles, researcher obsessed with teaching listening ability to improve students' listening ability through implemented of Broadcast Voice of America (VOA) Learning English and the learning process because the used of this media could encourage students to be active in learning listening ability.

CONCLUSION AND SUGGESTION

Based on the research it was done, the researcher drew several essential conclusions about improved students' listening ability through the implemented of Broadcast Voice of America (VOA) Learning English as a medium in the second grade of SMA Negeri 1 Peusangan Siblah Krueng, the conclusions were as follows:

1. The research methodology used in this study is Collaborative Classroom Action Research (CCAR). This study aimed to solved teacher problems by improved students' listening ability and developed learning media through Broadcast Voice of America (VOA) Learning English. The populated in this study were second-grade students of SMA Negeri 1 Peusangan Siblah Krueng.

2. The research was done in two cycles in six meetings. It is because the research in the first cycle had not showed the criteria of success. The average students test score in the first cycle of research was 60.78. So the results had not been declared successful because they had not met the criteria of success. Therefore, the study continued to the second cycle and got the average score of the student test was 78.68 between the results of the average research score in the first cycle and the second cycle showed a good increased from 60.78 to 78.68, thus meaning that The results of the study showed that the applied of Broadcast Voice of America (VOA) Learning English media could improved students' listening ability.
3. Based on the results of the questionnaire, the percentage increased and students' response to the implemented of Broadcast Voice of America (VOA) Learning English media got an average score of 3.3 (Strongly Agree) and this indicated that students were very satisfied and happy and were very motivated and awaked students' interested through the used of the media in improved listening ability.
4. Furthermore, based on observations made by collaborated teacher, the applied of Broadcast Voice of America (VOA) Learning English media in teaching Listening ability made learning activities funned and interested because the used of Broadcast Voice of America (VOA) Learning English media could helped students learned to listened independently, creatively and innovatively. It showed from the results of the average teacher observer in the first cycle 56% increased in the second cycle to 92% with an "excellent" category. And the results of student observer in the first cycle were 42.1%, increased to 92.1% in the second cycle.

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