


TEACHING LISTENING THROUGH REAL-WORLD ENGLISH: VOA VIDEOS AT SMP NEGERI 13 MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: August 14, 2022 Revised: December 19, 2022 Accepted: April 29, 2023 Published: August 31, 2025</p> <p>Keywords: Voice of America (VOA) videos English listening skills Pre-experimental design</p>	<p>This study investigates the effectiveness of Voice of America (VOA) videos as a medium for improving students' English listening skills and examines student responses to this media. Using a pre-experimental design, data were collected through pre-tests, post-tests, and a questionnaire involving 30 eighth-grade students at SMP Negeri 13 Makassar. The results revealed a significant improvement in students' listening performance, with mean scores increasing from 70.43 (pre-test) to 86.00 (post-test), reflecting a 22.10% gain. Statistical analysis showed a t-test value of 130.6, exceeding the t-table value of 2.045 ($p < 0.05$), confirming the significance of the improvement. Student responses to the use of VOA videos were mixed, with a tendency toward neutrality and disagreement. These findings suggest that while VOA videos can effectively enhance listening skills, student engagement and perception may vary. This study contributes to the existing literature on the integration of authentic multimedia in language instruction, particularly in listening comprehension.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Language is a skill or tool that allows humans and others to communicate their thoughts, ideas, and information to one another. English is the world's oldest language and international language with millions of words that is also used as a form of

interaction people from all around the world can communicate with each other. English is a foreign language study in Indonesia from elementary school through university for that learning English is very important because when communicating with other people who come from other countries use English while books and the internet use English. In learning English, students are expected to learn skills in the form of speaking, reading, writing, and listening. One of the skills that need to be learned is listening because listening can help understand the words that are heard when communicating with others.

Listening is a process in which learners acquire information and use it to create meaning as part of the communication process. Listening is a common thing in our daily life. It can be seen that most people spend most of their time listening to languages with varying degrees of attention, it necessitates the skill to listen because listening is such an important skill in everyday conversation, English learners should devote time and effort to develop their listening skills.

For many students learning English particularly listening is difficult. It is impossible to deny the challenges that students will encounter especially when it is the first time to improve their listening. This could be due to the lack of students' interest in learning English, especially listening, or it is difficult to understand the content of what they are listening to.

The use of media is an interesting thing that is needed in the learning process in the classroom to help students, especially learning English. Learning media may play an increasingly important role in today's learning activities, which emphasizes procedural and active learning skills for Nurseto (2011: 20), the material is easier and clearer. Learning can be said to be successful if students can obtain all the material, both in the form of knowledge and skills provided by educators, and remember and apply it in various fields of science.

Students can learn to listen by using VOA video as a media. VOA itself is the largest broadcaster in the United States by providing more than 40 languages that provide content in the form of digital, television, and radio. VOA was founded in 1942 which provides comprehensive news. The use of VOA videos as a media in listening can be used to help students improve their listening because the native speakers in the VOA videos speak slowly so that students can understand what they are feeling. This can be an innovation for teachers to use VOA video media in teaching English, especially in listening so that students have motivation because they find it interesting when learning to use videos.

RESEARCH METHOD

In this study the researcher used pre-experimental design. One form of pre-experimental design that researcher chose is pre-test and post-test design. The researcher gave pre-test to the students' before giving the treatment. When the treatment completed

once, researcher provide a post test. The amount of effect of treatment can be accurately known by comparing between pre-test and post-test results.

The population of this research was Eight grade students of SMP Negeri 13 Makassar consisted of 11 classes, ranging from 8.1 to 8.11. The researcher used cluster random sampling in determining research samples. At the school there was 11 classes at the 8th grade level, the researcher chose class 8.5 the class consisted of 30 students.

The instrument of this research was listening test with filling in the blank which consisted of 20 question and a questionnaire which consisted of 20 items.

RESULT AND DISCUSSION

Result

The results of data findings found that the use of Voice Of America (VOA) Video as Media for Teaching listening Skill, especially listening skills was significant enough to increased listening skills in 8th grade students of SMP Negeri 13 Makassar. The researcher analyzed the data obtained from students with one class in the pre-test and post-test. The results were described as follows:

1. The Students' Reading Comprehension in Terms of Literal Comprehension (Main Idea)

Table1. Mean score of the increase of students' ;istening skill using Voice Of America (VOA) video

No	Listening Indicator	Mean score		Increased (%)
		Pre-test (X1)	Post-test (X2)	
1	Students Listening	70.43	86	22.10%

The table shows that students' listening skill using Voice of America (VOA) increased. The average value of students in the pre-test was 70.43, while the average value of students in the post-test was 86, it can be determined that the post-test results have increased.

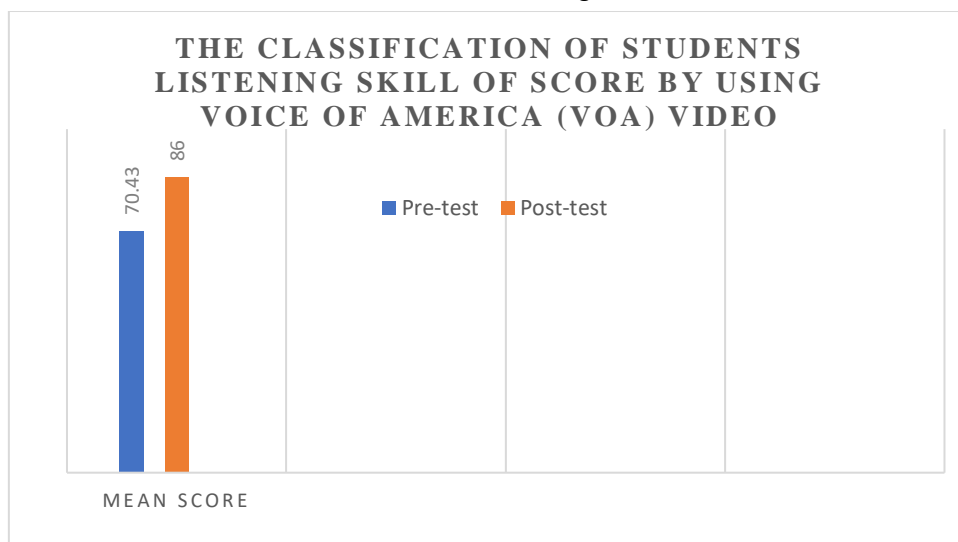


Fig. 1. The classification of students listening skill of score by using Voice Of America (VOA) video

Based on the figure, it can be concluded that the use of Voice Of America (VOA) video as media for teaching listening skills had improved students' listening skills.

- The students' response of using Voice Of America (VOA) video in teaching listening skill

Table 2

No	Statement	SA %	A %	N %	DA %	SDI %
1	VOA video helps the students to understand more about listening	60	26,67	13,33	0	0
2	Teaching listening through VOA video makes the students' interested in learning English	50	26,67	23,33	0	0
3	The students' feel VOA video can help their learning English	46,67	40	13,33	0	0
4	The students' feel that learning using VOA video as media can improve their listening skill	30	43,33	26,67	0	0
5	The students' be able to understand the lesson using VOA video	20	36,67	3,33	36,67	3,33
6	VOA video can help the students' to discover new information	50	30	20	0	0
7	The students' can learn faster and					

	easier using VOA video	30	43,33	26,67	0	0
8	VOA video can make it easier for the students' to find new information	43,33	26,67	26,67	3,33	0
9	Using VOA videos make it easier for the students' to improve their listening	46,67	33,33	16,67	3,33	0
10	The students' listening can improve when the presenter speaks slowly	36,67	33,33	30	0	0
11	By using VOA videos in the learning process it becomes boring	0	3,33	10	36,67	50
12	The students' can't improve their listening skill using VOA videos	0	0	20	33,33	46,67
13	The students' didn't understand when learning English to use VOA videos	0	0	26,67	30	43,33
14	Using VOA video is not helpful in students' listening	0	3,33	26,67	36,67	33,33
15	The students' didn't interested in learning to use VOA video	0	0	16,67	30	53,33
16	The students' can't find the information in the VOA video	0	3,33	23,33	36,67	36,67
17	The students' not interested in strengthening their listening skills because the information in the VOA video is uninteresting	0	3,33	10	30	56,67
18	In the VOA video, the students' can't understand what the presenter is saying	0	0	26,67	33,33	40
19	The students' listening can't improve when the presenter speaks faster	0	0	30	33,33	36,67
20	The students' couldn't learn faster and easier using video	0	0	30	36,67	33,33
	Total Score	413,34	353,21	420, 01	380	433,33
	Mean Score	13,78	11,67	14,33	12,67	14,44

The table 2 above shows that the number of students who voted strongly agree was around 13.78% and students who voted strongly disagreed as much as 14.44%. This means that students do not agree that using VOA as a media to teach listening cannot improve their listening.

The interpretation scores can be categorized in the following table based on the findings to better understand the level of students' response to using the Voice Of

America (VOA) video in teaching listening skills in the classroom and that the score is from the total score from the Likert scale:

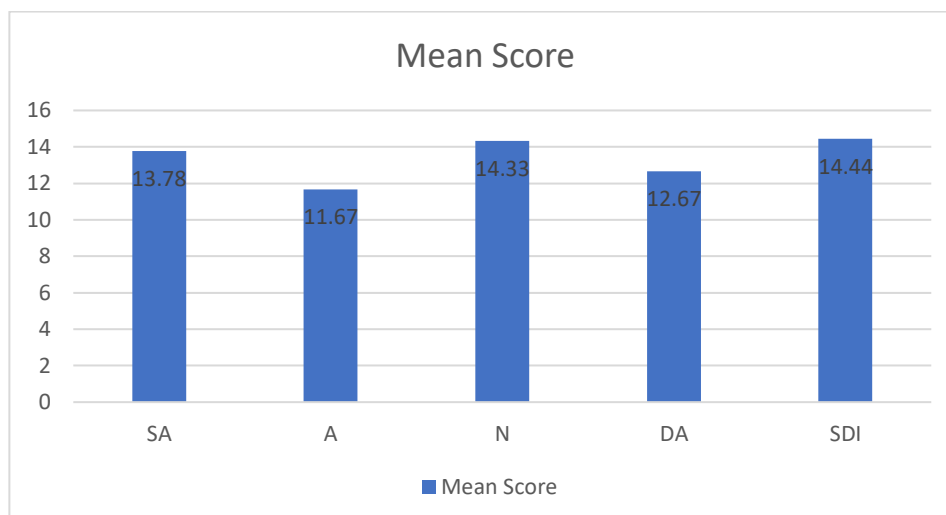


Fig. 2. The classification of students responses of the use of Voice Of America (VOA) video

Based on the figure, it can be concluded that the use of Voice Of America (VOA) video as media for teaching listening skills had improved students' listening skills.

Discussion

The preceding section's summary of data acquired from listening skills revealed that the students' listening skills had improved. It was backed up by the mean score and percentage of students who passed the pre-test and post-test. The further explanations are given below:

1. The increase of students' listening skill using Voice Of America (VOA) video

According to Lestari (2016), using videos that students can view helps inspire them to better comprehend what they are studying because students can not only listen but also see. Students might be motivated to be more engaged and attentive in studying the contents of the text by using YouTube videos as media. Not only does using videos encourage students, but it also makes teaching simpler to recall and retain information because students not only listen but also watch. Akufah in Tasya, Tohidin and Prajana (2018) concludes that the use of video as a media in teaching listening to news items is effective. According to Mirvan in Rinanda, Suparno, Tarjana (2019), using video resources in the classroom might increase students' willingness to study since it exposes them to a broad range of situations that can help them understand similar events in real life. Based on the VOA website, VOA consists of websites and social media platforms such as Facebook, Twitter, and YouTube for sharing content and interacting with audiences. On YouTube VOA, there is an English learning channel that has many playlist options that you can choose from. One of the playlists is News Words, in which there is already a

sentence text spoken in the video so that students can easily practice their listening skill.

Based on this explanation, using VOA video as a media to teach listening can be used as a new thing to teach listening to students. This can be seen from the results of the pre-test which increased in the post-test after being given treatment by playing VOA videos at each meeting. As for the results of the post-test, there is an increase in getting excellent, and the rest only a few students get poor and very poor, which means the Voice of America (VOA) video increases the students listening skill.

2. The students' response of using Voice Of America (VOA) video in teaching listening skill

The researcher gave a questionnaire to the students after the treatment was carried out, the result of the questionnaire was that the number of students chose good which could be said that the use of Voice of America (VOA) was used in teaching listening to get a positive response their listening skills. Students can remember the material taught and help students learn English by using VOA videos. Some students agree that they can learn faster and easier because these VOA videos are very accessible. Using this VOA video can help students understand listening and are interested in learning to listen using VOA videos. Based on Tasya, Tohidin and Praja (2018), it was found that many students chose to strongly agree that using VOA news videos had an effect on students' listening.

According to Mirvan on Norazeen (2017), students' opinions of using video media are favorable since their listening improves and they become more enthusiastic about learning about skills and language. The number of students who chose to agree that the use of Voice Of America (VOA) video in teaching listening skills made them find one way that could be used to improve their listening skills. The number of students who choose strongly agree means that using Voice of America (VOA) video as a media to teach listening to students is both new and interesting for students. Students also

choose strongly agree that can learn faster and easier by using videos. In each video, the presenter spoke in a lower voice than usual the students also chose to strongly agree with this. In the video, there is also a spoken text available to make it easier for students to improve their listening.

Based on this explanation, the majority of students' responses to the use of Voice Of America (VOA) videos in listening skills chose to agree that it could help improve students' listening skills.

CONCLUSIONS

Based on the results of previous research and discussion, the use of Voice Of America (VOA) Video as Media for Teaching listening Skill, especially listening skills was significant enough to increased listening skills in 8th grade students of SMP Negeri 13 Makassar. The researcher analyzed the data obtained from students with one class in the pre-test and post-test. The results in the pre-test have increased after the treatment is carried out, this can be seen from the post-test results, which is 86% which is higher than the pre-test results, which is 70.43%. It is proven by the results of the t-test value ratio $5.107 > 2,045$ at the t table On the basis of these findings, the null hypothesis (H0) is rejected, whereas the alternative hypothesis (H1) is supported. There was a difference between the students in the pre-test and post-test, but it was significant.

The results of student responses to the use of Voice of America (VOA) video as a media for learning listening skills can be seen from the number of students who choose strongly agree with the results of 13.78, agree with the results of 11.67, Neutral with the results of 14.33, disagree with the results the result is 12.67 and the last one is 14.44. This means that students strongly disagree that the use of Voice of America (VOA) video as a medium for learning listening skills cannot improve their listening skills, both in motivating and making students not interested in learning.

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