THE USE OF ENGLISH SPEECHES CHANNEL IN IMPROVING STUDENTS' LISTENING COMPREHENSION

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ARTICLE INFO	ABSTRACT
	This research aimed to find out whether English speeches channel improve the students' listening comprehension at eleven grade in SMAN 1 Gowa. This research used quantitative method in type of pre-experimental research. The data was collected through pre-test, treatment and post-test. The population were the students of SMAN 1 Gowa and the sample were the X MIPA 4 in SMAN 1 Gowa. In this research, the researcher used purposive technique sampling. Survey results show that students score significantly differently before and after using the English Speeches Channel. The average pre-test score for student accuracy (correct and correct answers) showed an improvement of 26.46%, with an average post-test score of 63.33 to 80.00. Subsequently, the mean score associated with hearing specific information increased from 64.44 to 80.28 on the posttest, an improvement of 24.58%. A *t*-test analysis showed its Sig. (both sides) is 0.000, less than $\alpha = 0.05$. This means that there was a significant difference in students' listening comprehension before and after using the English Speeches Channel. Based on the results, it can be concluded that the English Speeches Channel was effective in improving the listening comprehension in 10th grade student at SMAN 1 Gowa for his 2022/2023 school year. *This is an open access article under the <u>CC BY-SA</u> license.*
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INTRODUCTION

As we know, language is a communication' tool used by humans to interact with each other. Every place or country has a different language that is used to communicate with each other, one of which is English. It is undeniable that in this modern era of globalization, English can be said as a universal language because if we want to communicate with someone from a different country, of course we must use English.

In Indonesia, English is used as a foreign language. In an educational environment, be it schools or universities, English must be on the list of subjects that must be studied and mastered by students. There are four skills in English lessons that must be mastered by students, especially for senior high school, namely reading, listening, writing and speaking. One of the skills is listening. Listening is an important skill to learn and mastered in the process of learning English because basically speaking without listening first is very impossible to do.

Gogus in Tayşi, (2019) Listening is defined as an event that requires focused, clear listening and also as a process that requires attention so that we can understand what the other person is saying so that we can draw conclusions from what that person said. According to Rost in Rizky Widodo & Gunawan, (2019) Listening is the most critical thing that requires accuracy for language learning at the first stage compared to other language skills. Learners can acquire a foreign language with greater potential if they do more listening practice before speaking or reading than if they are taught all four language skills at the same time.

Based on the national education system that has been legalized and established in Indonesia, English language learning has been stipulated in the syllabus or curriculum at the junior high school level and also senior high school level. Often in the world of education, listening is often considered the most difficult language skill. In fact what happens in schools, teachers prioritize learning related to reading, speaking and writing skills compared to listening skills. So this causes students to assume that listening skills are a difficult subject to learn so they choose to ignore it. This must be addressed in the world of education, especially for students because if it continues, this condition will get worse coupled with people who assume that if someone can speak well, it means that person is good at communicating. In social life, some people believe that language skills can be seen from reading, writing and speaking skills alone. In fact, a person's ability to speak is also determined by his ability to listen.

Based on the explanation above, it can be concluded that a teacher must be able to pay attention to the condition of his students in the classroom. In order for a lesson to look more attractive to students, the teacher must be able to create or use more interesting learning

methods. As a researcher, I used learning media in the form of YouTube, which includes English channels that can support students' listening skills.

YouTube is one of the biggest platforms created by 3 former PayPal employees on February 14, 2005. YouTube is a website that displays several videos that we can watch and upload easily. Currently the YouTube website no longer uses fees so it is very easy for teachers and students to access if they want to watch learning videos, one of which is learning English. In YouTube, there are many authentic materials that can motivate students to interact with each other in an educational capacity with popular cultures through English videos.

The researcher used one of the channels on YouTube, namely the English Speeches Channel. English Speeches Channel is a channel on YouTube that can help students learn English, especially to practice students' listening comprehension. In this channel, there are lots of videos which are very easy for students to learn and understand because this channel shows inspiring public figures from various countries. In some videos, they will give a speech with language and pronunciation that is easily understood by those who watch it.

Based on the explanation above, the reason why the researcher choose SMAN 1 Gowa to do the research because the researcher had asked the English teacher at the school about the students' listening skills and the teacher said that students' listening skills were quite low because for approximately 2 years during the pandemic, listening learning was not held due to conditions that did not allow it. So now that the normal era has begun, the teacher said that listening lessons will be held again in this new school year. In this case, the researcher conducted the research with the title: "The use of English Speeches Channel in Improving Students' Listening Comprehension".

RESEARCH METHOD

The researcher applied research pre experimental with just one group pretest and posttest design, it consist of one class, and the researcher has given treatment, pre-test, and post-test. The independent variable on this study was English Speeches Channel. The dependent Variable in this study was Listening Comprehension.

The indicator of this research was to improve the students' Listening comprehension through English Speeches Channel. The population in research was the tenth grade students

in SMAN 1 GOWA which consisted of eight classes, namely X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5, MIPA 6, X IPS 1, X IPS 2 and X BAHASA. The total number of the population is around 288 students.

The instrument that used in thiss research was used a listening test. The test was fill the blank and answer the questions to test whether the students understood what they have listened or nott. The researcher applied listening test by using English Speeches Channel. The researcher has implemented a listening test. The pre-test was used to determine the students' initial listening ability before being given treatment, while the post-test was given after being given treatment.

RESULT AND DISCUSSION

The findings of this research deal with the implementation of English Speeches Channel in improving students' listening comprehension that consists of the students' improvement in listening comprehension in monologue text in terms of the accuracy (answering properly and correctly) and listening in terms of specific information in monologue text.

A. The Improvement of Students' Listening Comprehension in Terms of the Accuracy (Answering Properly and Correctly)

The results obtained in students' listening comprehension are determined in the average scores found in the Pretest and Posttest. The students who have not received treatment can be seen from the pretest, while students who have received treatment can be seen from the post-test.

The description of the values can be seen in the table below:

a) Students' Score Percentage in Accuracy (Answering Properly And Correctly)

Table 1 Students' Score Percentage

No	Category	Score	Pre – Test		Post – Test	
			F	**P (%)**	**F**	**P (%)**
1	Excellent	91-100	0	0	0	0

2	Very Good	81-90	0	0	11	30
3	Good	71-80	10	28	17	47
4	Average	61-70	6	17	6	17
5	Bad	51-60	11	30	1	3
6	Very Bad	1-50	9	25	1	3
	Total		36	100	36	100

The table above shows that the students' score percentage in terms of accuracy (answering properly and correctly). In pre-test, it can be seen that there are 10 (28%) students got good, 6 (17%) students got Average, 11 (39%) students got bad and 9 (25%) students got very bad. Then, the students show the improvement in post - test than pre-test which are 11 (30%) students got very good, 17 (47%) students got good, 6 (17%) students got average, 1 (3%) Student got bad and 1 (3%) got very bad.

a. **Students' Mean Score in Accuracy (Answering Properly and Correctly)**

Table 2 Students' Mean Score

No	Indicator	Mean Score		Improvement (%)
		Pre – test	Post – test	
1	Accuracy (answering and correctly properly)	63,33	80,00	26,46 %

The table above showed that the score of the students in posttest improved after teaching listening comprehension in terms of accuracy (answering properly and correctly) by using English Speeches Channel. The mean score of the students in pretest were 63,33 and post-test which to be 80,00.

The result of pre-test and post-test had improvement which was 26, 46 %. The data showed that using English Speeches Channel could improve students' listening comprehension in terms of accuracy (answering properly and correctly).

B. The Improvement of Students Listening Comprehension in Terms of the Listening for Specific Information

The results obtained on students' listening comprehension are determined in the average scores found in the Pre-test and Post-test. Students who have not received treatment can be seen from the pre-test, while students who have received treatment can be seen from the post-test.

The description of the values can be seen in the table below:

Table .3 Students' Percentage Score

No	Category	Score	Pre – Test		Post – Test	
			F	P (%)	F	P (%)
1	Excellent	91-100	0	0	0	0
2	Very Good	81-90	0	0	12	33
3	Good	71-80	9	25	14	39
4	Average	61-70	9	25	9	25
5	Bad	51-60	10	28	1	3
6	Very Bad	1-50	8	22	0	0
Total			36	100	36	100

The table above shows that the students score frequency in terms of listening for specific information. In pre-test, it can be seen that there are 9 (25%) students got good, 9 (25%) students got Average, 10 (28%) students got bad and 8 (22%) students got very bad. Then, the students show the improvement in post - test than pre-test which are 12 (33%) students got very good, 14 (39%) students got good, 9 (25%) students got average and 1 (3%) Student got bad.

Table 4 Students' Mean Score

No	Indicator	Mean Score		Improvement (%)
		Pre – test	Post – test	
1	Listening in terms of Specific Information	64,44	80,28	24,58 %

The table above showed that the score of the students in posttest improved after teaching listening comprehension in terms of listening for specific information by using English Speeches Channel. The mean score of the students in pretest were 64, 44 and post-test which to be 80, 28.

The result of pretest and posttest had improvement which was 24, 58 %. The data showed that using English Speeches Channel can improve the students' listening comprehension in terms of listening for specific information.

C. Hypothesis Testing

The researcher used the hypothesis to found the significant difference between the values of the pretest and posttest. It determines whether English Speeches Channel is effective to improve the students' listening comprehension. The hypothesis is tested by using t-test analysis. The researcher used t-test (test of significance) to know and to compare the significant difference between the students score in pretest and posttest. The researcher used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (36 students). Therefore, the hypothesis is as follows. H1 is accepted if sig < α = 0.05, H0 is accepted if sig > α = 0.05.

a. Accuracy (Answering and Correctly Properly)

The researcher used SPSS 25 to found the result of the data. The students result score in terms of Accuracy (answering properly and correctly) was presented as follows:

Table 5.Paired Sample T-Test

Paired Samples Test

					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Devia tion	Std. Error Mean	Lower	Upper	T	df	
Pair 1	pre-test - post-test	-16.666 67	8.618 92	1.436 49	-19.582 89	-13.750 45	-11.6 02	35	.000

From the table above, it can be seen that the students' accuracy (answering properly and correctly) score between pre-test and post-test are significantly different. The alternative hypothesis (H1) is accepted whereas null hypothesis (H0) is rejected with showing the Sig. (2-tailed) is 0.000 which is smaller than $\alpha = 0.05$

b. Listening in terms of Specific Information

The researcher used SPSS 25 to found the result of the data. The students result score listening in terms of specific information was presented as follows:

Table 6 Paired Sample T-Test

Paired Samples Test

					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Devia tion	Std. Error Mean	Lower	Upper	T	df	
Pair 1	pre-test - post-test	-15.83 333	7.319 25	1.219 88	-18.309 81	-13.356 86	-12.9 79	35	.000

The table above shows that the students' listening for details scores differ significantly between pre-test and post-test. The alternative hypothesis (H1) is accepted, while the null hypothesis (H0) is rejected, as evidenced by the Sig. (two-tailed) is 0.000, which is less than = 0.05.

DISCUSSION

This section presented the findings analysis, which was divided into two parts. These components are an analysis of students' listening comprehension in terms of accuracy (answering properly and correctly) and an analysis of students' listening comprehension in terms of specific information.

1. Students Listening Comprehension in Accuracy (Answering Properly and Correctly)

Listening comprehension in terms of accuracy (answering properly and correctly) in monologue text was about the ability to recognize and select the correct word as an answer in monologue text, it could develop it based on the topic given by the researcher, and it was also appropriate for students' wants and needs. It happened if we were more interested so that the speakers could understand and learn from them. Vocabulary was a very important aspect of listening in this study, so there should be good unity and completeness.

A pre-test was administered prior to the treatment to determine the students' prior level of listening comprehension. In the pre-test, students were required to fill in the blanks in the monologue script by discriminating the sounds and selecting the correct words from the monologue text. Because their background knowledge was limited, the students found it difficult to choose options when discriminating sounds using ELLO. The majority of their responses were incorrect.

Some students choose the incorrect word to complete the text because the sound is nearly identical to the correct word. Some even base their decisions on what they hear. As an example of a student response:

a) *KFC and Beyond Meat, a food company based in Los Angeles, are working together to **Profile** innovative plant-based products that appeal to both meat-eaters and non-meat-eaters.* Profile was the wrong word. The correct word was *Provide*. Two different words and sound students still confused to choose the correct word.

b) *Thus, it may not be* **exceptable** *to all vegans and vegetarians.* Exceptable was the wrong word. The correct wrong was *Acceptable*.

According to Howatt and Dakin (in Lestary, 2019), listening is a human ability that can identify and understand what other people are saying. This is a process to understand accent or pronunciation, vocabulary, grammar and understanding the meaning of someone in speaking. The term listening is commonly used in language teaching to refer to the process of understanding one's language through spoken language. This theory explains that when we are listening to someone speak, we not only recognize a sound but we can also know what the word means.

In terms of accuracy (answering properly and correctly) in the pre-test, the students did not know how to choose the correct word in the monologue, because the students were still confused with the sound of words that the speakers said, as well as because the students lacked vocabulary related to the topic and did not understand the meaning of the speakers' talk in the audio. As a result, the students made spelling mistakes. It just likes what Bingol at all. (In Nurchalis, 2021) define that listening comprehension new language learners have several difficulties, there are:

a) *The quality of the recorded material*, the low quality of the audio displayed during the listening comprehension learning process will disrupt students' concentration so that it can hinder the learning process.

b) *Different cultures*, knowledge of language culture is very impactful for students' understanding. The listening material presented by the teacher should not be different from the culture that has been embraced by the students so that students already have initial knowledge about the culture. After that they can also relate it to what they are listening to.

c) *Accent,* the difference in accents from the accents that students usually listen to when learning listening can make students confused and find it difficult to understand what is explained.

d) *Unfamiliar vocabulary*, basically in the learning process, students are more interested and motivated when they know the meaning of the words. So that this can have a positive impact on the listening comprehension learning process.

e) *Length and speed of listening,* in the learning process of listening comprehension, the length and speed of an audio must be considered so that students do not experience difficulties during the learning process because if the audio is played too fast, students will have difficulty understanding what the speaker is saying.

In the treatment in the first meeting, the researchers found many errors in the student worksheets, one of which was their very poor vocabulary mastery. There are many words in the audio that they found unfamiliar because they have never heard the words before.

The students continued to make mistakes and were confused by the sound in the second and third meetings, but they did not give up and listened to the researcher's explanation. And for the last meeting, they tried to find and understand the differences in sound between one word and other words, especially with unfamiliar words in monologue text, as well as pay attention to the explanation given to them by the researcher at the end of the meeting.

The students' listening comprehension improved in the post-test. The ability to discriminate between sounds has improved. Students can understand what the speakers are saying and select the appropriate word from the spoken text to fill in the blanks. In this case, the students were not only able to discriminate the sound, but they also gained more vocabulary from the text given because the researcher assigned a monologue text as the task at each meeting, making it more difficult to complete the listening test and potentially enjoyable to improve their listening comprehension.

The students' post-test performance was improved to 80,00. It was a better score than the pre-test score. The percentage of improvement was 26,46%. This means that after being exposed to the treatment, the students' listening comprehension in terms of accuracy (answering properly and correctly) in monologue text improved.

2. Students' Listening Comprehension in Listening for Specific Information

Listening comprehension in terms of specific information was about students' ability to understand the text. The test was given to determine whether or not the students understood what they had heard. Vocabulary is also important in understanding the meaning of the questions and the text so that students can correctly answer the questions.

According to Howatt and Dakin (in Lestary, 2019), listening is a human ability that can identify and understand what other people are saying. This is a process to understand accent

or pronunciation, vocabulary, grammar and understanding the meaning of someone in speaking. The term listening is commonly used in language teaching to refer to the process of understanding one's language through spoken language. This theory explains that when we are listening to someone speak, we not only recognize a sound but we can also know what the word means. In addition, students must also be able to explain the meaning of the sentence when applied in the real world or in everyday life in communicating (Carter in Lestary, 2019).

Many students were perplexed about answering the question in the pre-test because they did not fully comprehend the monologue text. There are many incorrect answers due to a lack of vocabulary, and some students do not understand the task's multiple-choice questions. As a result, the pre-test score was 64,44. (fair). Because of the students' lack of vocabulary, the students were still confused when looking for the correct answer from the text during the treatment's first and second meetings. In the third, up until the last meeting in treatment, the students tried and learned to find the answer from the text, even though they still made errors in answering the questions. In the post-test, the students demonstrated their progress, as they were able to find the answers to the questions, despite the fact that some students still made mistakes in answering the questions. The post-test result was 80,28. (good).

Using the English Speeches Channel can help students improve their listening comprehension, particularly in terms of accuracy (answering properly and correctly) and listening for specific information. The researcher discovered a significant difference between the pre-test and post-test results based on the t-test results. It means that there was a significant difference between the pre-test before and after teaching and learning using English Speeches Channel. As a result, using English Speeches Channel can improve students' listening comprehension, particularly listening comprehension in terms of accuracy (answering properly and correctly) and listening in terms of specific information in monologue text.

CONCLUSION

The researcher concludes this research as follows:

1) Using the English Speeches Channel to improve students' listening comprehension in terms of accuracy is effective (answering properly and correctly). As a result, H1 is acceptable, whereas H0 is rejected. As a result, it can be concluded that using English

Speeches Channel has a significant effect on improving students' listening comprehension at the tenth grade of SMAN 1 Gowa.

2) The use of the English Speeches Channel is effective in terms of improving students' listening comprehension in terms of listening for specific information. This can be interpreted as H1 being accepted while H0 being rejected. As a result, it can be concluded that using English Speeches Channel has a significant effect on improving students' listening comprehension at the tenth grade of SMAN 1 Gowa.

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