

Online Based Innovative Education (VOA Learning English) to Build English Students' Listening Skills

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Abstract. The previous research identified students' listening and using the media is a way to enhance it, one of the media is the VOA Learning English website. The objective of the study is to find out and explain VOA learning English website as media can build English student listening skills. This study used quantitative research in this investigation. Moreover, this study used a pre-experimental design employed in the investigation. Based on quantitative research techniques, the writer was given the correlation between independent factors and population-dependent variables in this study. Pre-experimental design. The research was conducted at SMA PGRI 117 Tangerang. The pre-test and post-test scores revealed significant (2-tailed) findings of 0.077 a (0.05), where the significance score was higher than 0.05, based on the calculation table data normality. It indicates that the pre-test and post-test data are both normal. As a result, the data used in this study are normal, allowing for a smooth transition to the subsequent statistical test. Based on the statistical calculation, there is a positive influence between teaching listening skills by VOA Learning English website and without VOA Learning English website. The result shows that the value of the t_{score} (15.412) is higher than the t_{table} (1.714) at the significance degree of 5%. Thus that the Hypothesis (H_1) is rejected and the Alternative Hypothesis (H_0) is accepted. Hence, VOA Learning English website can build English students' listening skills of class tenth-grade students of SMA PGRI 117 Tangerang.

Keywords: Listening skills, Media, VOA Learning English

1 Introduction

Language is the master key for human beings to communicate with each other, and to exchange thoughts and ideas. Language is a vital communication means that humans use to interact with others. Through language, someone creates reality and arranges it. Therefore, language lifts to the floor of the hidden things and becomes a fact. One of the languages that are used all around the world is English.

English is one of the most extensively used languages globally. Many people can speak and comprehend English, including those in nations like the USA and the UK. An estimated 1 billion people worldwide speak English, including those who do so as a second language. Additionally, English is the second official language in 27 countries, in addition to being the official language in 67 other. English language is widely used around the world in practically every industry, including business, engineering, technology, medical, trade, tourism, internet banking, advertising, the film industry, transportation, pharmacy, and science. Therefore, the importance of learning English these days and age cannot be underestimated or ignored, considering English is the language spoken in most parts of the world in various fields[1].

Considering the importance of learning English, especially in Indonesia, English has a really important role. One reason is that the English language has been one of the subjects taught at schools in Indonesia since elementary school but only as local content. But it becomes one of the compulsory subjects in junior and senior high schools also vocational high schools mentioned [2]. English teacher in Indonesia teaches four comprehensive English skills; speaking, reading, writing, and listening. Of all the four extensive English skills that students must learn, listening is one of the most important.

The importance of listening skills to be mastered in learning a foreign language: It is because listening can accelerate people's ability to catch the information coming to hearing sensory a study

conducted by [3]. Moreover, listening is an important ability in learning a foreign language which can establish communication, and it is an unavoidable perspective that there will be no an interaction without being able to understand had found that the ability to understand spoken language is a vital necessity in learning a foreign language because it is very contributive to establish an interaction between speakers and native speaker.

There are 4 forms of listening: appreciative, complete, crucial deliberative, and empathetic listening conducted [4]. Respectful listening entails noting something from the speaker to feel satisfied—not it's a dangerous situation. Empathetic listening is the conclusion, in which the listener includes their feeling while hearing the speaker. The problems are commonly seen to be unfamiliar accents, doubtful pronunciation, unusual words, price of speech, and grammatical shape. [5], labeled the sources into six important categories: system, input, listener, project, affect, and context. The system factor shows the students' perception of listening issues within the listening comprehension procedure with exclusive components.

Many research had been performed on college students' listening difficulties in learning English as a foreign language. several studies specially investigated the elements of listening difficulties using a qualitative approach with distinctive methods of collecting information. With interviews, Hamouda [6] revealed a few issues encountering college students in hearing, along with unclear pronunciation, limited English vocabulary, poor know-how of grammar, unusual with the subject, and rate of speech too speedy to realize, and distinct accents and dialects. Moreover, a comparable observation was determined ned performed by using Darti and Aswati [7] the usage of observation, questionnaire, and interview because of the facts accumulating strategies.

The issues may be solved by using media. based totally on the experimental research conducted through Masykuri [7], it may be concluded that the Experimental organization (EG)-students got a substantially higher average score in place of the manage institution (CG)-college students who did no longer get remedy in giving audiovisual as the media of studying. The findings showed that EG college students got extra proper answers in figuring out the general concept of the textual content. They were given unique facts via oral take a look, they could make a precis, and college students remembered the collection of events. moreover, the quasi-experimental done by means of Mohamadkhani et al. [8] concluded that the Experimental group (EG) college students' understanding of suitable listening. therefore, media is needed to facilitate college students in comprehending listening. regarding media use, media may be labeled into 3 types: audio media, visible media, and audio-visual media.

Considering the problem and the use of media in learning English, teachers should have sure teaching techniques and the media so that students can enjoy English learning, especially in listening. So to make listening and learning interesting and exciting, we can use the media. The media is regularly used as an additional guide for teacher-targeted teaching. Media that may be used to teach listening through the VOA Learning English website is an educational website online-based innovative education and learning model that contains many activities including reading, writing, listening, and grammar. According to Hashemi et al., one of the most fascinating aspects of mobile technology is its propensity for movement between indoor and outdoor spaces as well as between formal and casual settings. This allows learners to take charge of at least some of the learning process this statement is supported by Hashemi et al. [6]

When used as a teaching tool in the classroom, VOA videos are well-liked, captivating, and can help students learn the topic more quickly. The use of films as instructional media in listening comprehension instruction can give the learner rich content settings with the instruction of real language, the learner can be motivated, and their listening capacity is feasible to increase, according to Rost [7]. We can infer from the statement that using VOA Learning English to educate students in English has a positive impact on their ability to listen to and watch videos with comprehension. Abdi and Makiabadi [6] suggested VOA Learning English. Because students can relate the vocabulary they have learned to actual circumstances, contextual knowledge enhances its attractiveness..

Based on the background above, the researcher is willing to conduct a research entitled: "Online Based Innovative Education and Learning Model (VOA Learning English) to Build English Students' Listening Skills."

2. Method

The writer used quantitative research in this investigation. As per Cresswell (2014: 4), quantitative research is a method for investigating the relationship between variables by evaluating unbiased theories. Statistical techniques can be used to measure and analyze these variables. As a result, the quantitative method presented the data using numbers rather than narrative words.

Moreover, this study used a pre-experimental design employed in the investigation. Based on quantitative research techniques, the writer was given the correlation between independent factors and population-dependent variables in this study. Pre-experimental design, explained by Rogers & Revesz [9], is a study in which a subject or one group was watched following the application of a treatment to see if the therapy could result in a more significant change. Pre-experimental design, then, is a descriptive subject that is normally measured once or twice before and after treatment. A pre-test was distributed during the first meeting. Treatment was provided from the second meeting to the seventh meeting. A post-test was given at the most recent meeting.

In a pre-test and post-test design, the dependent variable is measured once before the treatment is implemented and once after it is implemented. The pre-test and post-test were given to know the score of the student's achievement before and after using VOA Learning English website. Both of the scores were computed by using a t-test to find out if a significant teaching media is using (VOA Learning English) can build English students' listening skills. The design of this research can be seen in the table below.

Table 1. The Design of One-Group Pre-Test and Post-Test

Pre-test	Treatment	Post-test
Y1	X	Y2

The following are the procedures of quasi-experimental research with one group pre-test and post-test design:

1. Giving pre-test before implementing a strategy with the purpose of measuring students' listening comprehension of one class of tenth-grade students' of SMA PGRI 117 Tangerang.
2. Implementing the experimental treatment in teaching listening comprehension by using the VOA Learning English website.
3. Giving post-test after implementing the strategy with the purpose of measuring student listening comprehension of tenth-grade students' of SMA PGRI 117 Tangerang.
4. In this study, the hypothesis was tested by comparing the pre-test and post-test scores

The writer uses the normality distribution test which is used to test whether a variable is a normal distribution or not. Normality distribution test is a test to measure whether data has a normal distribution. While dependent (paired sample) t-test is used to analyze pre-test and post-test scores and to investigate whether or not the difference between pre-test and post-test means is significant. Analyzing pre-test and post-test results and determining whether or not the difference between pre-test and post-test means is significant are done using the dependent (paired sample) t-test.

3. Discussion

The goal of the study was to determine whether or not students in class tenth grade at SMA PGRI 117 Tangerang can improve their listening abilities by using the VOA Learning English website. Thirty-one students made up the study's sample. By using test results from students, the author conducted a study (Pre-Test and Post-Test).

Pre-test scores were determined by having students listen to several questions. The pupils then accurately estimate the solution. Twenty questions with multiple-choice answers made up the pre-test. This exam was administered before the start of treatment in order to assess students' listening skills

before they started receiving care. Students that participated in a listening test dialog and answered many questions provided the students' post-test scores.

The students then accurately estimate the solution. 20 questions made up the post-test. After the procedure for the treatment, this test was administered. After the students received treatment, it was designed to determine how well they could listen. The data from the students' Pre-test and Post-Test results may be seen in the results above before the t-test is computed.

a. Pre-test Result

Table 2. The Students' Scores in Pre-test

No.	Students' Initial	Pre-test
1.	AN	60
2.	AZ	55
3.	AMP	65
4.	AN	40
5.	AYU	60
6.	ARC	65
7.	AA	50
8.	CFC	45
9.	DMF	45
10.	EG	65
11.	EAN	50
12.	FA	50
13.	GAZ	20
14.	JF	50
15.	KBW	65
16.	KT	65
17.	KADT	45
18.	MR	45
19.	MAN	40
20.	MFA	45
21.	MMA	55
22.	MR	65
23.	NA	60
24.	NFP	35
25.	N	50
26.	RM	25
27.	SVKEA	50
28.	SLA	35
29.	VAP	50

30.	ZZ	45
31.	ZCA	70
	Total	1.565
	Mean	50.48

The result of the Pre-test could represent the students' ability in understanding the spoken language. In this section, the students were separated into several groups of classification based on their scores.

The performance of students' listening comprehension could be classified into the following categories:

Table 3. Table of Criteria Students' Score

No	Qualification	Range Score
1.	Excellent	90 – 100
2.	Good	76 – 89
3.	Enough	66 – 75
4.	Poor	40 – 65
5.	Very Poor	0 – 39

Source: (Cordier and Speye, 2015)

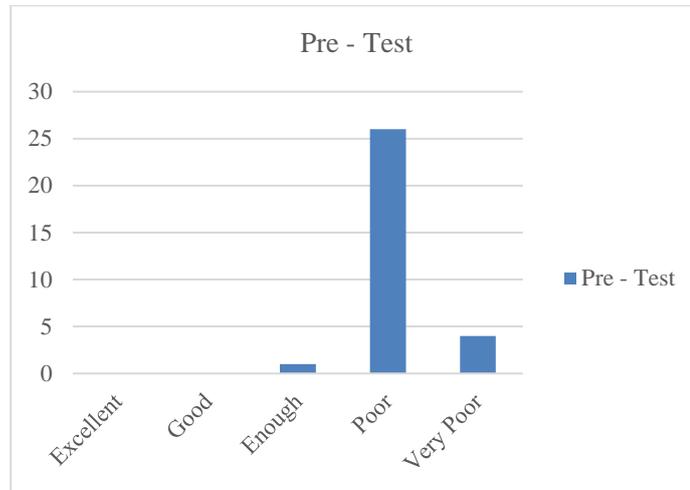
By utilizing the table above, the writer could classify the students based on their Pre-test results in the following table:

Table 4. The Result of the Pre-test

CRITERIA	SCORE	Number of students	Number of students in percentage
Excellent	90 – 100	0	0
Good	76 – 89	12	39%
Enough	66 – 75	10	32%
Poor	40 – 65	9	29%
Very Poor	0 – 39	0	0

The table above shows that there was no student who got excellent, good, or very poor. The majority of the students were categorized as poor, with (79%) of the total students falling into this category, and also followed categorized as very poor with (17%). There was 1 student who got enough results (3%).

Diagram 1. The Result of the Pre-test Chart



b. Post-test Result

Table 5. The Students' Scores in Post-test

No.	Students' Initial	Post-test
1.	AN	80
2.	AZ	85
3.	AMP	85
4.	AN	60
5.	AYU	80
6.	ARC	85
7.	AA	60
8.	CFC	80
9.	DMF	70
10.	EG	85
11.	EAN	70
12.	FA	65
13.	GAZ	45
14.	JF	70
15.	KBW	75
16.	KT	65
17.	KADT	75
18.	MR	70
19.	MAN	75
20.	MFA	80
21.	MMA	75

22.	MR	85
23.	NA	75
24.	NFP	60
25.	N	70
26.	RM	50
27.	SVKEA	80
28.	SLA	65
29.	VAP	80
30.	ZZ	60
31.	ZCA	85
	Total	2.100
	Mean	72.42

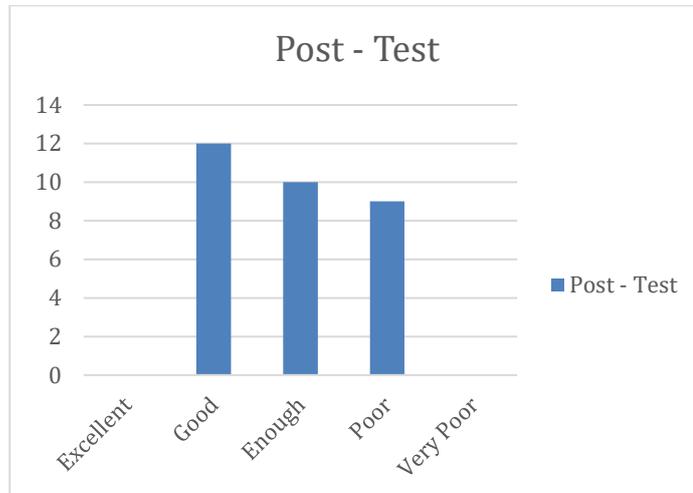
In this section, the writer made a classification to students' Post-test results by utilizing the same measurement applied to the Pre-test results. The following table shows students' listening comprehension ability according to the Post-test result.

Table 6. The Result of the Post-test

Criteria	Score	Number of students	Number of students in percentage
Excellent	90 – 100	0	0
Good	76 – 89	12	39%
Enough	66 – 75	10	32%
Poor	40 – 65	9	29%
Very Poor	0 – 39	0	0

The table above shows that there was no student who got very poor. There were 9 students categorized as poor (29%). There were 10 students who got good and enough results (32%). There were 2 students who got the good result (39%).

Diagram 2. The Result of the Post-test Chart



The Analysis of the Data

a. Normality Test

Table 7. One-Sample Kolmogorov-Smirnov Test

		Pre Test	Post Test	
N		31	31	
Normal Parameters ^{a,b}	Mean	50.48	72.42	
	Std. Deviation	12.135	10.636	
Most Extreme Differences	Absolute	.132	.149	
	Positive	.129	.118	
	Negative	-.132	-.149	
Test Statistic		.132	.149	
Asymp. Sig. (2-tailed) ^c		.180	.077	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.177	.077	
	99% Confidence Interval	Lower Bound	.167	.070
		Upper Bound	.186	.084

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1314643744.

Based on the calculation table data normality, the pre-test and post-test scores showed significant (2-tailed) results of 0.077 > a (0.05) where the significance score was higher than a = 0.05. it means the data of the pre-test and post-test are normal. Therefore the used data in this study is normal so that the data can be preceded to the next statistical test.

b. Paired Samples Statistics

Table 8. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	50.48	31	12.135	2.180
	Post Test	72.42	31	10.636	1.910

Based on the second output, paired-samples statistic, the table showed the mean score in the pre-test was 50.48 while in the post-test was 72.42, N referred to the total amount of the samples, i.e. 31. Standard deviation showed the heterogeneous that occurred in the data before and after

using VOA Learning English website were 12.135 and 10.636 the standard error mean before and after using VOA Learning English website were 2.180 and 1.910.

c. Paired Samples Correlations

Table 9. Paired Samples Correlations

Pair 1	Pre Test & Post Test	N	Correlation	Significance	
				One-Sided p	Two-Sided p
		31	.765	<.001	<.001

In the paired samples correlations, it can be seen the significance score (0.001) < α (0.05), and can be concluded that there is a significant correlation between using the VOA Learning English website and without using VOA Learning English website in the test.

d. Paired Samples Test

Table 10. Paired Samples Test

Pair 1	Pre test- Post test	Paired Differences						Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
		21.935	7.924	1.423	19.029	24.842	15.412	30	<.001	<.001

Based on the calculation above of the t-test, this research data showed the significant results, it can be seen from the mean result of 21.935, in which standard deviation was 7.924, standard error mean was 1.423, lower interval was 19.029 and upper interval 24.842, degree of freedom was 30, the result of t-test was 15.412 and significant (2-tailed) was 0.001 < α (0.05). if the significance score is lower than $\alpha = 0.05$, it can be concluded that the difference is significant and it was proven that H_0 was rejected and H_1 was accepted which means that there is a significance of teaching media using (VOA Learning English) can build English students' listening skills.

Interpretations

This research was done to figure out the significant difference in the student's scores before and after teaching media using (VOA Learning English) can build English students' listening skills. As the researcher mentioned in chapter II, the researcher outlined the following hypothesis:

1. H_1 : Teaching media using (VOA Learning English) can build English students' listening skills.
2. H_0 : Teaching media using (VOA Learning English) can't build English students' listening skills.

Based on the series of calculations above the researcher concludes that the data was generally conveyed and homogenous. The result can be seen at the normality test table normality data in One-Sample Kolmogorov-Smirnov Test section above, with significant (2-tailed) results of 0.077 > α (0.05) where the significance score was higher than $\alpha = 0.05$. it means the data of the pre-test and post-test are normal.

Based on the second output, paired-samples statistic, the table showed the mean score in the pre-test was 50.48 while in the post-test was 72.42, N referred to the total amount of the samples, i.e. 31. Standard deviation showed the heterogeneous that occurred in the data before and after using VOA Learning English website were 12.135 and 10.636 the standard error mean before and after using VOA Learning English website were 2.180 and 1.910.

Moreover, from the result presented above, pre-test and post-test have significant difference scores and it was proven by getting 1.565 for pre-test and 2.100 for post-test. The mean pre-test score was 50.68 and the mean post-test score was 72.42. It means that the variances of pre-test and post-test are dissimilar. Additionally, based on the statistical calculation above, it can be seen that there is an obvious difference between the mean score from the result of teaching listening skills using VOA Learning English website and without using it.

Based on paired Sample ttable, t_{score} was 15.412 and significant (2-tailed) was $0.001 < \alpha$ (0.05). if the significance score is lower than $\alpha = 0.05$, it can be concluded that the difference is significant and it was proven that H_0 was rejected and H_1 was accepted.

From these results, the alternative hypothesis H_1 was accepted. In other words, it can be said that teaching listening skills using VOA Learning English website can build English students' listening skills of class tenth-grade students of SMA PGRI 117 Tangerang.

4. Conclusion

This research was conducted by using a quasi-experimental design that aimed to find out whether VOA Learning English website gives a positive influence on students' listening skills for class tenth-grade students of SMA PGRI 117 Tangerang: Based on the statistical calculation in the previous chapter, there is a positive influence between teaching listening skill by VOA Learning English website and without VOA Learning English website. The result shows that the value of t_o (15.412) is higher than t_{table} (1.714) at the significance degree 5%. Thus that Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted. Hence, VOA Learning English website can build English students' listening skills of class tenth-grade students of SMA PGRI 117 Tangerang.

As already explained above that the results of studies using VOA Learning English website can be said to be effective because based on data Post-test experiments were higher than the results of the data Pre-test control. The research process of this technique is well received although there is still a shortage of facilities and infrastructure in delivering this technique, therefore, more points can be effective in improving student's listening skills as can be proven with existing statistical data.

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