

**INCREASING STUDENTS' LISTENING COMPREHENSION  
BY USING VOA: SPECIAL ENGLISH VIDEO**  
(A Pre-Experimental Research at the Eleventh Grade Students of Accounting Class B  
of SMK Mandiri Pontianak in the Academic Year 2011/2012)

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# INCREASING STUDENTS' LISTENING COMPREHENSION BY USING VOA: SPECIAL ENGLISH VIDEO

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**Abstrak:** Meningkatkan kemampuan pendengaran siswa dengan menggunakan VOA (edisi khusus bahasa Inggris) merupakan penelitian pre-experimental pada siswa kelas XIB jurusan Akuntansi SMK Mandiri Pontianak tahun pelajaran 2011/2012. Penelitian ini bertujuan untuk mengetahui apakah benar dengan menggunakan VOA (edisi khusus bahasa Inggris) dapat meningkatkan kemampuan pendengaran siswa. Dalam penelitian ini, peneliti menggunakan test tertulis yang berupa pilhan ganda untuk mengumpulkan data yang secara nyata dilakukan oleh peneliti, populasi dalam penelitian ini berjumlah 77 siswa yang terdiri dari kelas XIA dan XIB. peneliti hanya meneliti di kelas XIB yang berjumlah 37 siswa yang dijadikan sample untuk penelitian ini. Berdasarkan hasil analisis test siswa, peneliti menyimpulkan bahwa hasil pada t-test (11,60) yang mana lebih besar dari pada t-table (2.402) pada tingkat 5%.

**Kata Kunci:** Mendengarkan, Pemahaman, VOA (edisi khusus bahasa Inggris), hasil belajar

**Abstract:** Increasing Students' Listening Comprehension by Using VOA: Special English Video is a Pre-Experimental Study at the Eleventh Grade Students of Accounting Class B of SMK Mandiri Pontianak in the Academic Year 2011/2012. The aim of this research at investigating whether or not VOA: Special English Video increases students' listening comprehension. The researcher used Pre-Experimental Study as the method of this research. The data of this research were collected by measurement technique. The researcher used written test as a tool of data collecting and the sample of this research was 37 students of Accounting Class B. Based on the analysis of the students' test result, the writer describe the qualification of the students' score of the t-test (11.60) which was higher than t-table (2.402) on the level of significance 5%.

**Key word:** listening, comprehension, VOA: Special English Video, study result.

Teaching is a process carried by the teacher in the classroom, which is intended to transfer the knowledge and skill to the students. In teaching of a language, the skills can be in listening, speaking, reading and writing. Penny Ur (1997: 20) stated that “teaching is an active to help, to guide, and to direct someone to get positive skill, idea, attitude and knowledge”. During the teaching learning process, the teacher and the learner interact in order to create a supporting atmosphere.

Teaching listening in the classroom is different with the real-life listening. Penny Ur (1997:3) a real-life listening fulfils some conditions such as: (1) We listen for a purpose and with certain information, (2) We make an immediate response to what we hear, (3) We see the person we are listening to, (4) There are some visual or environmental clues as the meaning of what is heard, Stretches of heard discourse come in short chunks, (5) Most heard discourse is spontaneous and therefore differ from formal spoken prose in the amount of redundancy noise and colloquialism, and its auditory character.

Listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge. Coakley and Wolvin (1986) cited in Milasari (2008:7) “listening comprehension in second language is the process of receiving, focusing attention on, an assigning meaning to aural stimuli. It includes a listener, who brings prior knowledge and cognitive process to listening task, the aural text, and the interaction between the two”. Furthermore, Farris (1995) cited in Osada (2004:56) “listening comprehension as a process by which students actively form of mental representation of an aural text according to prior knowledge of the topic and information found within”.

Listening is an active skill because listeners do not only receive the things they hear but also do a great constructive work and interpretative work by integrating the information with the real world knowledge. Richards (1987) cited in Milasari (2008:5) “There are two knowledge points of listening comprehension learning, namely knowledge of the syntax of the target language and the knowledge of the real world”.

Saricoban (2004) cited in Milasari (2008:9) stated that in listening to English as a foreign language the most important feature can be defined as: (1) Coping with the sound (2) Understanding intonation and stress (3) Coping with redundancy and noise (4) Predicting (5) Understanding colloquial vocabulary (6) Fatigue (7) Understanding different accents (8) Using visual and environmental clues. This will bring us to the thought that, while planning exercises, listening materials, tasks and visual materials should be taken into consideration. A present purpose, ongoing learner response, motivation, success, simplicity, and feedback should be the thing considered while preparing the task. Visual materials are useful for contextualization. The goals of listening can be categorized as listening for enjoyment, for information, for perception, for comprehension and to solve the problems. He also added that listening for comprehension can be divided into three stages:

(1) Listening and making no response (following a written text, informal teacher talk). (2) Listening and making short responses (obeying instructions-physical movement, building models, picture dictation, etc.) (3) Listening and making longer responses (repetition and dictation, paraphrasing, answering question, answering comprehension question on texts, predictions, filling gaps, summarizing, etc).

In vocational high school English is learning as the first foreign language and it included the four language skills. One of them is listening and it is one of necessary skills as a fact that people cannot communicate unless it is preceded by listening. In teaching listening, the writer found that the students have difficulties to comprehend the idea and paraphrase ideas into their own words. The learners are also difficult to focus their attention at the listening because there are several factors that contribute to ineffective listening such as physical distraction, mental distraction, factual distraction, and semantic distraction.

In this case, the writer used the VOA video as a media in teaching learning comprehension which are learning and enhancement students in acquired the language. The use of VOA video as a teaching media in presenting the material in the classroom are popular, interesting, for the students and can attract students' attention in acquire the language. It is supported by Rost (2002:153) who stated "the use of videos as teaching media in teaching listening comprehension can provides learner with rich-content contexts with the instruction of authentic language, learner can be motivated and their listening ability is possibly to be improved". From the statement we can conclude that the effect of listening and watching video as teaching media better performance on students' ability in listening comprehension.

The words video comes from the Latin words means "I see". Any electronic media format that employs motion pictures to present a message can be referred as video. Video can be integrated into learning activities (Smaldino, et al.2005:284). Video are available on almost any topic and for all types of learner in all the domain of instruction including cognitive, affective, motor skill, and interpersonal. Video can manipulate both time and space. It can take the learner almost anywhere and extend students' interest beyond the walls of the classroom. (2) Voice of America (VOA): (a) History. The Voice of America (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. VOA is funded by U.S. Government through the broadcasting board of the Governor. On October 19, 1959, the Voice of America broadcast the first Special English program. It was an experiment. The goal was to communicate by radio in clear and simple English with people whose native language was not English. Special English programs quickly became some of

the most popular on VOA. They still are. Special English continues to communicate with people who are not fluent in English.

Stempleski (1987) cited in Milasari (2008:15) stated the importance of using video in the classroom as follow: (a) Using video material in non-English Language Teaching (ELT) environment can motivate students. They will undergo a special experience of real feelings of accomplishment when they understand what is going in situation when is native speaker use English. Thus, an EFL learner will realize that “With a bit of extra effort and practice, along with some help from teacher, real English is not beyond their comprehension”. (b) Videotaped material in a non-ELT environment pretests real language. The language is real in the sense that the native speakers use it in the real life interaction. Therefore, the EFL learner is exposed to language use in a sounds, and utterances, and their underlying messages, which are in most cases, hinted at through non-verbal explanatory body language. (c) Viewing provides the learner with an aesthetic look at the culture through viewing native speakers in real life language interaction the EFL learner is exposed to the critical aspects that accompany language use in the communicative speaking. (d) Using videotaped material facilities better comprehension of the intended messages. Beside, it provides an authentic pattern, which carefully copied by EFL learners can save them from any kind of embarrassment while communicating with people from target culture. Moreover, it is obvious that visual clues clarity the meaning since the speaker is going to use the language pattern both verbally and non-verbally.

Smaldino., et al (2005:288) the advantages of the video are: (a) Motion: moving images have an obvious advantage over still visual in portraying concept in which motion is essential to mastery (like psychomotor skills). (b) Process: operation such as assembly line steps or science experiments, in which sequential movement is critical, can be shown more effectively. (c) Risk-free observation: the learners able to observe the dangerous event such as eclipse of the sun, volcano eruption or warfare. (d) Dramatization: dramatic recreation can bring historical events and personalities to life. They are allowed to observe and analyze human interaction. (e) Skill learning: through video, students can view a performance over and over again for emulation. They can observe video of their own performance for feedback and improvement. Because the researcher indicate that mastery of physical skills requires repeated observation and practice. (f) Affective learning: video can be useful in shaping personal and attitudes. (g) Problem solving: open-ended dramatization frequently used leaving an unresolved situation, leaving it to the learner to discuss various ways of dealing with the problem. (h) Cultural understanding: we can develop a deep appreciation for other cultures by seeing depictions of everyday life in other societies. The whole genre of ethnographic video can serve this purpose. (i) Establishing community: by viewing video program together, a disparate group of people can build a common base of experience to discuss an issue effectively.

The limitations of Video are: (a) Still Phenomena: although video is advantageous for concept that involved motion, it may be unsuitable for other topic where detailed study of a single visual is involved (a map, writing diagram, or organization chart). (b) Misinterpretation: documentaries and dramatization often present a complex or sophisticated treatment of an issue. A scene intended as state might be taken literally by a young or native viewer. The thoughts of a main character may be interpreted as the attitudes and values of the producer. (c) Logistic: in school or institution videos tend to be stored in the media center rather than in the classroom, if the instructor needs those equipments, they have to order it first from the distributor or headquarters. This mean video have to be ordered well in advanced of their intended use. Arrangements have to be made so that the correct title arrives at the right place at the right time and that the proper equipment is available in good condition. The complexity of these arrangements may discourage many instructors.

Besides, at the vocational high school the student level of English becomes the major curriculum and it also has been become one of the subjects being tested in National Final Test (UAN). In its development, English is taught based on the curriculum, curriculum-Based Competency in 2004 and the last is KTSP, the newest curriculum started in 2006. For the time being, SMK Mandiri Pontianak always follows the curriculum suggested from Educational institution from senior high school namely KTSP (Kurikulum Tingkat Satuan Pendidikan), the current curriculum designed approximately in 2006. KTSP curriculum offers a solution based on Communicative Language Teaching. It provides significant space for the students to be involved in using practical language. (2) Facility. Facility has an important aspect to develop the teaching and learning objective become achievable. It aids the teachers in facilitating the teaching and learning process more meaningful. It is impossible for the teachers to teach the students without any facilities such as classroom, white/black board, markers, desks and comfortable environment. These are the basic needs of teaching and learning facilities.

SMK Mandiri Pontianak has a particular facility for language teaching namely multi-media classroom, this can accommodate approximately 40 students. (3) Teacher. To teach all the students according to today's standard, teacher need to understand subject matter deeply and flexibly so they can help students to create useful cognitive learning, relates to one idea to another, and address misconceptions. Teachers need to see how ideas connect across field and to every life. Mostly English teachers for this school are S-1 graduated. There are two English teachers at SMK Mandiri Pontianak.

## METHOD OF RESEARCH

A research method is defined as the way in which the purpose in this research is achieved. There are various kinds of method that can be applied. The Pre-Experimental method is used in this investigation. Ary, Jacob and Razavieh (1974:247) stated in Eka Milisari (2008) “The one group design usually involves three steps: (1) Administrating a pre-test (T1) measuring the dependent variable (2) Applying the experimental treatment (X) to the subject (3) Administering a post-test (T2) measuring the dependent variable. The form one group pre-test, post-test design as follow:

$Y_1$	X	$Y_2$
Pretest	Treatment	Posttest

Ary, et al.(1996) cited in Milasari (2008:32) “the population is defined class of people, events or subjects”. The population of this thesis is the eleventh grade students of SMK Mandiri Pontianak in the academic year 2011/2012. There are two classes of this grade. The number of students class A is 37 and 40 students of class B. Therefore, the total population of this research is 77 students. Sample is part of population that to be real source of data in a research.

The technique used in this research is measurement technique. The measurement technique is applied to collect the data by administering a test which is constructed for the purposed of this research. It is intended to measure students’ mastery to the listening comprehension materials through audio visual media. The writer decides to measure the students’ achievement through the written test. The writer collected the data by giving the students a multiple choice test that consist of 10 items. For both of pretest and post test the writer applied the same test.

Gronlund (1982:132) suggest three procedures to test the content validity of measurement instrument: (a) Identifying the subject matter topic and behavior outcomes to be measured. (b) Building up a table of specification, which specifies the sample of test item to be measured. (c) Constructing the questionnaires closely fits the table of specifications. Further more, Gronlund (1982) argues that “when the learning outcomes have been defined and the course content outlined, the table of specification should be prepared. This is a table that relates to outcomes to content and indicates the relative weight to be given to each of the various areas”.

Table 1  
Table of Specification of Test Items

NO	Category	Items Number	Total
1	Knowledge	1,5,7,9	4
2	Comprehension	2,3,4,6,8,10	6
	Total		10



## RESULT AND DISCUSSION

The students' score of pre-test and post-test and the interval score are:  
(a) the students' achievement in pre test. From the above, we can see that the score of pre-test ranges from 43 to 86. The total score of the students' pre test is 2194. To know the students' mean score in pre test, the computation is as follows:

$$\begin{aligned}M &= \frac{\sum x}{N} \\ &= \frac{2194}{37} \\ &= 59.29\end{aligned}$$

Based on the computation above, the students mean score of pre test is 59.29. According to the students' mean score is average to good. (b) The students' achievement in post test  
The students' post test score ranges from 53 to 100. The total score of the students' pre test is 2778. To know the students' mean score in the pre-test, the computation is as follows:

$$\begin{aligned}M &= \frac{\sum x}{N} \\ &= \frac{2778}{37} \\ &= 75.08\end{aligned}$$

The students' qualification score of pre test and post test

Test	Mean	Qualification
Pre test	59.27	Average to good
Post test	75.08	Good to excellence
Interval	15.81	

From the result of the computation, the t ratio is 11.60. The number of degree freedom for the No independent t test equal N-1, N being the number of pair observations. In this research the degree of freedom are 37-1= 36. In the table of t-value of 2.042 is needed for the t to be significant at the .01 level. In this research the obtain value is higher than t-table or 11.60 > 2.042. it indicated that the null hypothesis is rejected an alternative hypothesis is accepted, it mean that "The use of VOA Video increases listening comprehension of the eleventh grade accounting class B at SMK Mandiri Pontianak in the academic year 2011/2012.

## DISCUSSION

Based on data analysis, from the t-test result, it is found that t-test obtained (11.60) is higher than t-table with the level significance .01 (2.402) or  $11.60 > 2.402$ . It indicated that the null hypothesis is rejected and the alternative hypothesis is accepted. Besides, the effect size of the treatment given to the experimental group is 2.01 (it is categorized “high”). Therefore, the uses VOA video in increasing students listening comprehension finally influences the students’ achievement in listening. In other words VOA video has positive effect to students’ listening improvement. By using the technique the writer can see that how students are motivated to response to listening comprehension.

In connection with the research result, the writer found that the use of VOA Video gave positive result in increasing students’ listening comprehension. VOA Video, as one of teaching media is suitable to be implemented in listening class with multimedia and audio visual supported which is available properly at SMK Mandiri Pontianak, listening with VOA video should be suitable procedure for any intermediate foreign language students, there are various advantages to let the students listen to the video rather than the other activities, the students directly see the environmentally situation of topic being discussed giving a clue to them what the topic is about and they can achieve any other message from the body gesture of the speakers and it also fulfill the real life-listening situation but it can applied in the classroom.

## CONCLUSION AND SUGGESTION

### Conclusions

Referring to the research finding and analysis of the students’ test result, the researcher draws the conclusion as follow: (1) The use of VOA Video contributed a significant improvement of the student achievement in listening comprehension, especially for the eleventh grade students of accounting class B at SMK Mandiri Pontianak in the academic year 2011/2012. This fact can be seen through the mean score of the students’ post-test result (85) which was higher than result of they students pre-test (60). As a result, the classification of the students: mean score turned up from “poor to average” criterion. (2) There was an improvement of the students’ score from pre-test to post-test. The students’ score of post-test was better than pre-test. It showed that the students’ achievement has improved with the interval score of pre-test and post-test was 15.81. (3) The significant difference of this achievement can also be proved by the t-test (11,60) which was higher than t-table (2,402). Therefore, the alternative hypothesis “The use of VOA Video increases listening comprehension of the eleventh grade students accounting class B at SMK Mandiri Pontianak” was accepted. (4)

After being taught through the use of VOA Video as material of teaching listening comprehension to the eleventh grade students accounting class B at SMK Mandiri Pontianak in the academic year 2011/2012, the students' ability result in listening was better. (5) Teaching listening through education video could positively involve the students in the process of teaching learning activity. These materials were enjoyable and entertaining for the students in learning English, especially in listening activity.

### **Suggestions**

Referring to the result of the research, the researcher gave some suggestion as follows: (1) In teaching listening comprehension by using VOA Video is recommended because it can provide enjoyable activities for the students in the teaching learning process. It enables the students to improve their listening skill especially for their real life situation. (2) Teaching listening comprehension should use interesting, amusing, and entertaining material to attract the students in teaching learning process. VOA Video can give the students opportunity so see the world in the classroom, besides they can encourage the proficiency especially in computer. The condition happens as the result of purposeful teaching and learning where the students know what to do. They are enthusiastic with the activities and the teacher able to achieve his goal. (3) By applying VOA Video the students will get something new as their new experience in learning English is interesting, therefore, the students' English proficiency is hoped to be better. (4) Teacher must explain and reviews the listening comprehension elements to the students as their prior knowledge in order to make them can find those elements correctly when they engage in listening activity. (5) Because of the lack of experience and another weaknesses of the researcher, it very wide open for another researchers to develop this research. The researcher invites another English teacher use VOA Video in their class. In this video the students will avoided from getting bored in teaching learning activity.

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