THE EFFECT OF THE USE OF VOA LEARNING ENGLISH APP WITH JIGSAW STRATEGY ON STUDENTS' LISTENING COMPREHENSION

(Quasi-Experiental Research of Students at SMAN 2 Seluma During the Academic Year 2021/2022).

THESIS

Submitted As a Partial Requirment for Degree of *Sarjana Pendidikan* (S.Pd) In English Study Of Program Tarbiyah And Tadris Faculty Fatmawati Sukarno State Islamic Universty Of Bengkulu

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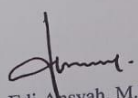Telah melakukan verifikasi plagiasi melalui program https://www.turnitin.com

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Motto

Success is not being the best,

but it is doing the best.

DEDICATION

This thesis is dedicated to:

1. Allah SWT for his blessing, His mercies, His Messenger and everything given to me.
2. My Special thanks to my beloved parents, mother (Neneng suriani) and father (Herianto), who became my greatest strength to complete my thesis who constantly always pray for me, always gives me spirit, support, and motivation, thanks for everything.
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ABSTRACT

Estia Aswita, 2022. The Effect of The Use of VoA Learning English App With Jigsaw Strategy on Students' Listening Comprehension (Quasi-Experiental Research of Students at SMAN 2 Seluma During the Academic Year 2021/2022). Thesis of English Department. Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu.

Advisors

1. **Dr. H. Ali Akbarjono, M.Pd**
2. **Feny Martina, M.Pd**

The use of media and strategies have an important role in teaching listening comprehension. There are many media and strategies that can be used to teach listening, including VoA Learning English and jigsaw strategy. This research aimed to determine whether there is effect of using VoA Learning English App and Jigsaw Strategy on Students' Listening Comprehension. The research used Quantitative Approach with Quasi Exsperimental Design. The population of this research was the second grade students of SMA 2 Seluma with the total number of 262. Out of this population, 40 students were taken as sample. The sampling technique used in this research was purposive sampling. In this study, XI IPA 1 was used as an experimental class and XI IPA 2 was used as a control class. The data were collected by using listening comprehension test. The data obtained were analyzed by using t-test formula. Based on the table p-output of Sig. (2-tailed) was $0,000 < 0,05$ and t-count value was $4,440 > $ t table df=40-2=38 (2,024). the It means that H0 rejected and Ha accepted. It showed that there was effect of using VoA Learning English App and Jigsaw Strategy on students' listening comprehension.

Keyword: Listening Comprehension, VoA Learning English, Jigsaw Strategy

ABSTRAK

Estia Aswita, 2022. Pengaruh Penggunaan Aplikasi *VoA Learning English* Dengan Strategi Jigsaw Terhadap Pemahaman *listening* Siswa (Penelitian Quasi-Experiential Siswa di SMAN 2 Seluma Selama Tahun Pelajaran 2021/2022). Skripsi Jurusan Bahasa Inggris. Fakultas Tarbiyah dan Tadris UIN Fatmawati Sokarno Bengkulu.

Penasehat
1. Dr. H. Ali Akbarjono, M.Pd
2. Feny Martina, M.Pd

Penggunaan media dan strategi memiliki peran penting dalam pengajaran *Listening*. Ada banyak media dan strategi yang dapat digunakan untuk mengajar listening, diantaranya adalah VoA Learning English dan strategi jigsaw. Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh penggunaan *VoA Learning English App* dan Strategi Jigsaw terhadap kemampuan *Listening* Siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi Eksperimental. Populasi dalam penelitian ini adalah siswa kelas II SMA 2 Seluma yang berjumlah 262. Dari populasi tersebut diambil 40 siswa sebagai sampel. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah *purposive sampling*. Dalam penelitian ini digunakan kelas XI IPA 1 sebagai kelas eksperimen dan kelas XI IPA 2 sebagai kelas kontrol. Pengumpulan data dilakukan dengan menggunakan tes pemahaman menyimak. Data yang diperoleh dianalisis dengan menggunakan rumus uji-t. Berdasarkan tabel p-output dari Sig. (2-tailed) adalah 0,000<0,05 dan nilai t-hitung adalah 4,440 > t tabel df=40-2=38 (2,024). artinya H0 ditolak dan Ha diterima. Hal ini menunjukkan bahwa ada pengaruh penggunaan VoA Learning English App dan Jigsaw Strategy terhadap pemahaman mendengarkan siswa.

Kata Kunci: *Listening* , *VoA Learning English App*, Strategi Jigsaw

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The researcher realizes that as an ordinary human being cannot be separated from mistake, this fact makes the researcher aware that without the help of various parties it may not be resolved properly. So, on this occasion, the researcher would like to thank:

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Bengkulu, 31 March 2022

Estia Aswita
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INTRODUCTION

A. Background of Study

English skills can be seen from four abilities, namely speaking, writing, reading and listening. Of the four abilities, the ability that is often considered difficult to master is listening skill. (Field, 2010) Listening is an ability that requires students to focus and listen well to the sound and can respond to what is heard. The ability to listen is an important moment when talking to other people. with listening skills, there will be a reciprocal process in speaking or communicating. Through the habit of listening to something, a person will know how the intonation of the sound heard. by listening, students will know how to pronounce words or sentences with the correct pronunciation and translate the words with what they hear. But, having the listening skill is not easy, it needs habits, media, appropriate learning and teaching Strategy so that listening skills can be improved. In the educational, determining the right teaching strategy and media is

important to improve students' English skills, including listening comprehension skills.

Selection of teaching strategies and media the right approach will determine the success of the learning process. Strategy is a method that used by a teacher to convey information in the form of a material to students which is carried out in the teaching and learning process in the classroom. Using the right learning strategy and media, students will be able to capture the material given to the maximum(Amin et al., 2022). By using the right teaching strategy, it will indirectly stimulate students' motivation to study harder, so that the teaching and learning process will be more fun and the material presented will be faster to understand. The using the right strategy and learning media will make students able to capture the subject matter delivered quickly and maximally. There are many strategy that can be used to teach listening, one of which uses Jigsaw which emphasizes collaboration, assignment and interaction between students. In addition to the selection of strategy, the use of teaching media also greatly determines the success of the teaching and learning

process. The right strategy should also use the right learning media. Media is a tool used by teachers to deliver material(Amin et al., 2020). There are many learning media that can be used to teach English, especially listening comprehension, but the media that is most often used is the radio speaker media as a sound amplifier and it is still very rare to use other media such as the VoA Learning English App which is an English learning application, especially listening comprehension (Rahmaningtyas & Al Mardhiyyah, 2021).

With the development of the times and technology, teachers and students are required to be able to make new breakthroughs in the world of education. Sophisticated technology will be able to assist the teaching and learning process in the classroom, including teaching English listening. Listening teaching requires effective and efficient technology to be used as a medium in teaching. The media Efficient and effective are media that can be used easily and can be used in all circles, such as the VoA Learning English App. VoA learning English App is a learning media that can be easily used, because the application is a mobile

application that is very easy to use. According to santoso (2007) quoted in massarappi (2021) VoA is an application containing audio visuals that can improve students' listening comprehension. The nation's largest public broadcasting network, Voice of America (VoA), reaches more than 90 million people in more than forty languages. VoA has undergone a remarkable transformation since it first went on the air as a local wartime company in February 1942. Today, it employs dozens of reporters globally and broadcasts non-stop every day of the year, reaching audiences in four-fifths of the world that are still completely denied press. free (Wahyudi, 2013). VoA's astonishing development from a small shortwave propaganda organization during World War II to a global multimedia giant including radio, internet and 1,500 affiliated radio and television stations worldwide is noted by Alan and Heil, former deputy directors of VoA. In the world of teaching, VoA learning English is very often used in learning English. The material that often uses VoA Learning English media is listening comprehension. because the application can be easily used by anyone and in any

language including English. According to santoso (2007) quoted in massarappi (2021) VoA is an application containing audio visuals that can improve students' listening comprehension.

In addition to the right media, the use of learning strategies that empower students' happiness while learning is very important and affects learning such as the use of jigsaw strategies so that learning efforts are not monotonous. Based on interviews with students of SMAN 2 Seluma, they said that they did not like the learning strategi used by teachers in teaching English listening comprehension (Raditya, Personal Communication, 26 June 2022). The strategy that is often used is to listen to the material and give assignments. but in practice, such a strategy is considered very boring for students. students need strategies that are fun and able to provide motivation for students to be enthusiastic about learning. So that learning objectives, including listening comprehension, can be achieved with maximum learning outcomes. One strategy that can increase students' motivation in learning listening comprehension is the jigsaw strategy. the jigsaw strategy is a strategy in the form of groups so

that students interact more and cooperate in the learning process. Jisgsaw strategy is a teaching strategy that can improve students' listening comprehension, because in practice students can create a pleasant atmosphere so that students can relax in the learning process (Elliot, 1970).

At SMAN 2 Seluma, the use of jigsaw strategy has been applied, but not in teaching English material, especially listening comprehension. This is because the English teacher at SMAN 2 Seluma considers that the use of the jigsaw strategy is more appropriate for teaching materials related to science and subjects other than English (Nurlina, Personal Communication, Juni 26, 2022). This assumption is due to a learning system that uses a jigsaw strategy which is considered to have too many interactions so that the focus and concentration of students in listening will be disturbed. Moreover, by combining jigsaw strategy and VOA Learning English App which has never been used before and is an application that is not familiar to them. Based on the results of an interview conducted by one of the teachers who have taught the longest at SMAN 2 Seluma, (Gustari Personal

Communication, Juni 26, 2022) said that while he was teaching, he had never used the VOA Learning English App.

In fact, the VoA Learning English App and jigsaw strategy are an English learning media that has long been used to teach English, which can be seen from the many studies on it such as the research that do by Kornelius Ujang Sabinus with the title "increasing student's listening comprehension by using VoA : Special English Video" and the research by muhammad yasin in "improving student listening ability using jigsaw technique" However, there are still many who doubt the effectiveness of these media and strategies because they have never been used in listening listening learning, let alone combined with a jigsaw strategy. The use of the jigsaw strategy has been used to teach English material, but no one has ever used it to teach listening comprehension. In addition, the VoA Learning English App has not been used to teach English listening material at SMAN 2 Seluma. Therefore, researchers are interested in testing the effectiveness of using these media and strategies in listening comprehension learning carried out at SMAN 2 Seluma with the

research title "The Effect of Using VoA Learning English App With Jigsaw Strategy on Students' Listening Comprehension".

B. Identification of Problems

Based on the research background above, the reseacher conclude several problems, such as:

1. English listening comprehension learning is considered boring by students

2. The students is not active in the process of English listening comprehension learning

3. The student difficult to understand the material of English listening commprehension

4. The students are not focus and concentrate in listen the information

5. The students do not like the learning media that used

6. Learning media for teaching listening comprehension have not any ubdate

7. The teaching media that used is not effective in infroving students' listening comprehension skill

8. The students need the fun learning strategies

9. The learning strategi that used is too monotonous and have not vary

10. The teaching strategy that used is not effective in infroving students' listening comprehension skill

C. Formulation of The Problem

Based on the above background, The problems in this research is "Is there a effect of using Jigsaw Strategy and VoA Learning English App on student's listening comprehension?"

D. Research Purpose

Based on the problems studied, the authors conducted this research is "To know the effect of using Jigsaw Strategy and VoA Learning English App on student's listening comprehension"

E. Significances of Study

This research is a study that presents the use of English learning applications, especially listening skills as a support for learning English at SMAN2 Seluma during the pandemic. The

researcher hopes that after doing this research there will be many benefits that can be obtained, such as the following:

1. For teachers

   a. As information about students' listening skills and how to improve students' listening skills

   b. As a new learning media to improve students' listening skills

2. For students

   As a reference for application variations to support learning English, especially to improve listening skills.

3. For school

   The results of the research can be expected to provide innovation for school in order to improve the learning process, so as to improve student learning achievement.

4. For other researcher

   The results of this study can be used as more information about listening skills and how to improve them. In addition, this

research can also be used as a reference to conduct further research on how to improve students' listening skills using the VoA Learning English application.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Listening Compresion For Senior High School Students

a. Definition of Listening.

In learning English, there are four skills that become the focus and learning objectives, namely reading, listening, writing and speaking skills. Listening skill is a very important skill in developing English language skills (Tyagi, 2013). Listening is very close in meaning to hearing and listening. However, if we study further, the three words have different meanings. Hearing is defined as a process of receiving sounds that come from outside without paying much attention to the meaning and message of the sound. While listening is the process of listening with understanding and attention to the meaning and message of the sound. So, in the listening process, it includes listening, on the contrary, listening does not necessarily mean listening.

There are several opinions of experts regarding the definition of listening:

1) HG Dance

Listening is a process of listening to verbal symbols with high focus which aims to get information and understand the meaning of the conversation conveyed by the speaker in the form of speech or spoken language.

2)Anderson

Listening is a very big process in listening which aims to translate the words of someone orally. SoIt can be concluded that the essence of listening is a series of processes, starting from the process of identifying sounds, compiling interpretations, utilizing the results of interpretation, and storing processes, as well l as the process of connecting the results of these interpretations with the overall knowledge and experience (Rost, 2016).

3) Russell & Russell

Acording to Russel is quited in Saraswati and dwi rara (2018), listening is a listening activity by prioritizing understanding and full attention or high focus

4) Drs. Hanapi Natasamita

Acording to Hanapi Natasamita is quited in Nor Hidayah (2014), Listening is the activity of listening to something specific and focusing on an object being listened to.

5) Djago Dance

According to Djago Dance is quited in Saraswati and rara (2018) listening as an activity of listening to language symbols, analyzing, interpreting the meaning or information of the object being heard.it can be concluded that listening is listening and paying close attention to what is read or spoken by the speaker and capturing and understanding the content and meaning of the communication.

6) Poerwadarminta

According to Poewadarminta (1984: 941)is quited in Saraswati and rara (2018)Listening is listening or paying close attention to what people are saying or reading

From the description above, it can be concluded that the nature of listening is a series of processes, starting from the process of identifying sounds, compiling interpretations, utilizing interpretation results, and storing processes, as well as the process of connecting the results of these interpretations with the overall knowledge and experience.

Listening activity is an English learning activity that is often underestimated and often abandoned. In fact, in reality listening is a very important skill in English as well as speaking skills. Listening skills have a close relationship with speaking, because a person can speak properly and correctly if he can listen to words well, because speaking requires an understanding of

intonation and good pronunciation and both of these can be obtained by listening.

listening skills are the earliest activities carried out by human children when viewed from the language acquisition process (Field, 2010). Among the skills of listening, speaking, reading and writing have a relationship in the fabric of language skills. A person can speak, read, and write well if he has good skills as well.

So it can be concluded that listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and to obtain information, capture the content or message, and understand the meaning of the information that has been conveyed by the speaker through speech or spoken language.

b. Teaching Listening in Senior High School

Therefore, senior high school students should be taught listening skills that align with their interests, such as:

1) The genuine materials (audio recording) must include narrative, procedural, parody, recount, report, news items,

descriptive, anecdotal, analytical, hortatory, debate, commentary, and review text.

2) The listening might be either interpersonal or informative.

3) In order to cater to the requirements and interests of the students, the instructor should be required to classify the students' levels, whether they are elementary, intermediate, or advanced students.

Finally, it is advised that the instructor make use of the companion manual and other resources. The audio recording should include a variety of listening instruction methods that evaluate students' listening skills in a variety of contexts, including listening to songs, poems, news, dialogue, dictation, cloze listening, guessing, and other activities. Additionally, the themes and subjects in the students' handbook are used as the basis for the supplemental listening materials, such as the worksheet.

c. Purpose of Listening

Learning a language begins with listening activities. Through the listening process, one can master the pronunciation

of phonemes, vocabulary and sentences. Understanding of phonemes, vocabulary and sentences is very helpful in various activities such as speaking, reading, and writing.

The role of listening according to Saddhono and Slamet (2014: 21) is quited in Nor Hidayah (2015) is as follows:

1) Support the language foundation;

2) Supporting speaking, reading and writing skills;

3) Smoothing oral communication; and

4) Add information.

The essence of listening is listening and understanding the content of the material being read. The purpose of listening is to capture, understand or appreciate the message of ideas or ideas implied in the reading material.

Gary T Hunt 2012 is quited in Saraswati and rara (2018) stated the purpose of listening as follows:

1) Obtain information related to professional work.

2) To be more effective in interpersonal relationships in daily life at home at work and in community life.

3) Collecting data in order to make reasonable conclusions

4) In order to be able to give the right response to everything that is heard

According to Djago is quited in Baita tyagi (2013), the dance can be explained as follows:

1) Get facts by listening to radio, television delivering conversation papers and so on.

2) Analyzing the facts that take place consistently and from time to time during the listening process. How is it related to the causes and effects contained therein. Listening material must be related to listening knowledge and experience.

3) Evaluate the facts presented by the speaker.

According to Umi Hijriyah (2016) is quited in Nor Hidayah (2018), the purpose of listening is as follows:

1) Listening to learn where the person is aiming so that he can gain knowledge from the speaker's speech material.

2) Listening to enjoy where people are listening with an emphasis on enjoying something from the material that is said or heard or performed (especially in the arts)

3) Listening to evaluate where people listen with the intention that he can judge what he is listening to (good-bad, beautiful-ugly, inaccurate-inconsequential, logical-illogical, etc.)

4) Listening to appreciate where people who listen can enjoy and appreciate what they are listening to (for example: reading news, poetry, music and songs, dialogue, panel discussions, and debates)

5) Listening to communicate ideas where people who listen mean that he can communicate ideas, ideas, and feelings to others smoothly and precisely.

6) Listening to distinguish sounds where the person who listens means that he can distinguish sounds correctly; where is the soundwhich distinguishes the meaning (distinctive), which sound does not distinguish the meaning; Usually this is seen in someone who is

learning a foreign language who is cool to listen to the speech of a native speaker.

7) Listening to solve problems where the listener intends for him to solve problems creatively and analytically, because from the speaker he may get a lot of valuable input.

8) Listening to make sure where people who listen to convince themselves of a problem or opinion that he has been doubting.

d. Types of Listening

The types of listening in Indonesian language learning are as follows:

1) Extensive listening

Extensive listening is a kind of listening activity that deals with things that are more general and more independent of a language, it does not need to be under the direct guidance of a teacher. The most basic use is to restate known material in a new environment in a new way (Amin et al., 2022). In addition,

students can also be allowed to hear vocabulary items and structures that are new to studentscontained in the flow of language that is in its capacity to handle it. The finest sources for lengthy listening are typically recordings made by the teacher himself, such as recordings taken from radio or television programs, for example.

2) Intensive listening

Intensive listening Intensive listening is listening that is directed at something that is much more supervised, controlled, on a certain thing. In this case, an important division must be made, which is directed at language points as part of a language teaching program or to general understanding and understanding. It is clear that in the second case the language is generally known to the students.

3) Social listening

Social listening or conversational listening or courtens listening usually takes place in social situations where people talk about things that interest everyone and listen to each other to make appropriate responses. , follow interesting details, and pay

attention to what is said by a colleague. In other words, it can be stated that social listening includes at least two things, namely listening politely with attentive conversation or conversation in social situations with a purpose(Zubaedi et al., 2021). And secondly understand and understand the roles of the speaker and listening in the communication process.

4) Secondary listening

Secondary listening is a kind of incidental and extensive listening activity (casual listening and extensive listening) for example, listening to music that sends folk dances is heard faintly while we write letters to friends at home or enjoy music while participating in certain activities at school such as writing, handwork with clay, sketching and handwriting practice.

5) Listening to aesthetics

Aesthetic listening, also called appreciative listening, is the last phase of incidental listening and is included in extensive listening, which includes two things: first, listening to music, poetry, reading together, or dramas heard on the radio or

recordings. Both enjoy stories, poems, riddles, and plays told by teachers or students.

6) Critical listening

Critical listening is a kind of listening activity in which the lack or absence of authenticity or the presence of prejudice and inaccuracy can be seen. Students need to learn a lot to listen, to listen critically to get to the truth.

7) Concentrative listening

Concentrative listening is often also called study-type listening or listening which is a type of study. The activities included in concentrated listening include: listening to follow directions and listening to sequences of ideas, important facts, and cause and effect.

8) Creative listening

Creative listening) is a type of listening that results in the formation or reconstruction of a child imaginatively the pleasures

of sound, visual or sight, movement, and kinesthetic feelings suggested by what he hears.

9) Listening to interrogatives

A type of intensive listening called interrogative listening necessitates greater focus and choice, concentration and selection, because the listener has to ask questions. In this interrogative listening activity, the listener narrows and directs his attention to obtaining information or regarding a specific path.

10) Listening to research

Exploratory listening is a kind of intensive listening with a slightly shorter purpose. In this kind of listening activity, the listener alerts his attention to find new interesting things and additional information about an interesting topic or gossip.

11) Passive listening

Passive listening is the absorption of a language without conscious effort which usually marks our efforts when studying carefully, studying in a hurry, memorizing by heart, practicing

and mastering a language. One example of passive listening is the indigenous population who does not go to school fluently in a foreign language. This is possible because they live directly in the language area for some time and provide sufficient opportunity for their brain to listen to the language.

12) Selective listening

Selective listening is closely related to passive listening. However effective passive listening is, it is usually not considered a satisfying activity. Therefore, listening is very necessary. However, selective listening should not replace passive listening, but instead complement it. Listeners should take advantage of both techniques. Thus, it means compensating for our cultural isolation from the foreign language community and our tendency to interpret.

e. **Stages of Listening**

Listening is a process of listening with full attention and understanding to obtain information and capture the content or message of a particular object, so it can be concluded that

listening is a process (Nor, 2015). suggests the listening process based on several experts including:

The listening process is divided into three stages, namely understanding, interpreting, and assessing, the listening process is divided into four stages, namely listening, understanding, evaluating, and responding.

According to Welker is quited in (Saraswaty, 2018), the listening process is divided into five stages, namely listening, paying attention, perceiving, judging, and responding. From several complementary expert opinions, the listening process can include the following six stages.

f. Listening Stage

In the listening stage, the listener tries to capture the speaker's message which has been translated into language. To catch the sound of language requires a sensitive ear and focused attention. At this stage, we have only heard everything the speaker has said in his or her speech or speech, so we are still in the hearing stage (Amin et al., 2021)

g. Understanding Stage

Sounds that have been captured need to be identified, recognized, and grouped into syllables, words, word groups, sentences, paragraphs, and discourses. After listening, of course there is a desire for us to understand or understand well the contents of the conversation conveyed by the speaker, we arrive at the understanding stage.

h. Interpreting Stage

A good listener, careful and thorough, is not satisfied if he only hears and understands the contents of the speaker's utterance, he will definitely want to interpret or interpret the content, points of opinion contained and implied in the speaker's utterance. Thus, the listener has arrived at the interpreting stage.

i. Evaluating Stage

After understanding and being able to interpret or interpret the content of the conversation, the listener begins to assess or evaluate the speaker's opinions and ideas, strengths and weaknesses, as well as advantages and disadvantages. The listener has reached the evaluation stage (Rahmaningtyas & Al Mardhiyyah, 2021).

j. Response Stage

After all stages are passed, the listener welcomes, takes into account, absorbs and accepts the ideas or ideas put forward by the speaker in his speech. The listener reaches the final stage, namely the responding stage (Adams, 2013).

The end of the conversation usually consists of: conclusions, appeals, and suggestions. If the speaker conveys a summary, then the task of the listener is to pay attention to the summary that has been delivered by the speaker. If the speaker conveys a conclusion, then the listener matches his notes with the conclusion conveyed by the speaker. In this case, it is necessary to pay attention to the conclusions. which are not the same, namely the conclusions made by the speaker and the listener. If the speaker only conveys an appeal, the listener must pay attention to the appeal carefully and thoroughly (Adams, 2013).

Based on the teories, regulation and concept above, the reseacher concludes that listening comprehension for senior high school student in this reseach context is one of the english language skills that a student must possess to understand

information obtained by listening from other poeple or information media such as radio

7) **Voice of America (VoA) Learning English App**

a. The Definition of VoA Learning English App

The largest publicly financed broadcasting network in the country, Voice of America (VoA), reaches more than 90 million people in more than forty languages. VoA has undergone a remarkable transformation since it first went on the air as a local wartime enterprise in February 1942. Today, it employs dozens of reporters globally and broadcasts nonstop every day of the year, reaching listeners in the four-fifths of the world that are still denied a fully free press (Wahyudi, 2013). The astonishing development of VoA from a little short wave propaganda organization during World War II to a global multimedia behemoth including radio, the internet, and 1,500 affiliated radio and television stations throughout the world is chronicled by Alan and Heil, a former deputy director of VoA. The nation's largest public broadcasting network, Voice of America (VoA), reaches more than 90 million people in more than forty languages. VoA

has undergone a remarkable transformation since it first went on the air as a local wartime company in February 1942. Today, it employs dozens of reporters globally and broadcasts non-stop every day of the year, reaching audiences in four-fifths of the world that are still completely denied press. free (Wahyudi, 2013). VoA's astonishing development from a small shortwave propaganda organization during World War II to a global multimedia giant including radio, internet and 1,500 affiliated radio and television stations worldwide is noted by Alan and Heil, former deputy directors of VoA. In teaching proces, VoA learning English is very often used in learning English. The material that often uses VoA Learning English media is listening comprehension. because the application can be easily used by anyone and in any language including English. . According to santoso (2007) quoted in massarappi (2021) VoA is an application containing audio visuals that can improve students' listening comprehension.

The Federal Government of the United States' official broadcast organization is Voice of America. The Broadcasting

Board of Governors oversees five civilian U.S. worldwide broadcasters, including this one (BBG). Outside of the United States, VoA offers a wide variety of content for radio, TV, and the Internet. With service in more than 40 languages, The Voice of America (VoA) is a vibrant international multimedia broadcaster (Sabinus et al., 2013). VoA offers news, information, and cultural programs via the internet, mobile and social media, radio, and television, reaching an estimated 141 million people worldwide each week. The broadcasting board of the Governor receives funding from the US government on behalf of VoA. The first Special English program was broadcast by the Voice of America on October 19, 1959. It was an investigation.

It was intended to establish radio contact in plain and basic English with individuals whose first language was not English. The most well-liked VoA programs in special English swiftly rose to the top. They are still. People who don't speak English well can nevertheless converse using Special English. VoA Learning English is a unique program designed to assist English language learners from all over the world in improving

their English every day. This program offers tales, lessons, and current news items that are spoken slowly to make them easier for learners to grasp. The stories and courses are written using easy terminology.

   b. VoA Products and Programs

   1) VoA broadcasts about 1.000 hours of radio and television programming each week to an estimated global audience of 100 million people. Language services have unique websites and use a variety of social media platforms such as Face book, Twitter, and YouTube to share content and interact with the audience.

   2) VoA's world-renowned music and English-language learning programs are enjoyed by millions of people around the world.

   3) VoA's seven TV studios produce a range of programs including news, call-in and interview formats.

4) Journalists in VoA's 30.000 square foot News center work around the clock with a global network of correspondents to provide a continuous stream of balanced and comprehensive news and analysis on key issues, U.S government policies, and cultural developments.

5) VoA programs are delivered on satellite, cable, shortwave, FM, medium wave, streaming audio and a worldwide network of 1.200 affiliate stations.

a. The Concept of VoA Learning English App

VoA is a kind of instructional media or multimedia (audio visual), which includes both visual and aural media. Hearing actual speech or natural language from native speakers in the real world may be beneficial to pupils(Bayani et al., 2018). For an English teacher, VoA is an online news program that they may access and download. They can pick the format of VoA (audio, video, audiovisual, or multimedia) depending on the content they need. When technology is employed as a tool to help the learning

process, such as the internet, a VCD player or mp3 player, or a smart phone, the distance and time in speaking with an adversary do not currently become a barrier.

Software called VoA Learning English features ten themes that are aired by VoA. By using this program, EFL students will be able to hear scripts or run-on text on the screen as well as view it (Imam et al., n.d.). This application is simple to use and may be used as much as desired. Utilizing the VoA Learning English is a simple approach to develop your speaking and listening abilities.

Based on the teories above, the reseacher concludes that VoA Learning English App in this reseach context is the one of teaching media in form of obile application that are used to learn English, especially for listening comprehension

8) Jigsaw Strategy In Teaching Listening Comprehension at Senior High School

a. Understanding Jigsaw strategy

Learning with the jigsaw strategy was first developed and piloted by Elliot Aronson and colleagues at the University of Texas, and later adapted by Slavin at Johns Hopkins University (Alfaruqy, 2021).   Jigsaw is a multifunctional structure of cooperative learning structure. Jigsaws can be used in a number of ways to accomplish a variety of purposes but are primarily used for presentations and obtaining new material, this structure creates interdependence (Endah Mitsalina & Filyang, 2022). Learning using the jigsaw strategy is a learning method based on the form of a multi-functional study group structure that can be used in all subjects and at all levels to develop the expertise and skills of each group. Learning with the jigsaw type strategy is a type of education that motivates students to actively participate and help each other in understanding the material to realize its maximum potential (Samad, 2018). Jigsaw strategy is often used in many learning materials, including listening comprehension.

Jisgsaw strategy is a teaching strategy that can improve students' listening comprehension, because in practice students can create a pleasant atmosphere so that students can relax in the learning process (Elliot, 1970).

The purpose of the jigsaw is to improve students' feeling of accountability for both their own learning and the learning of others. Students must be prepared to teach the offered content to other group members in addition to learning it themselves. Thus, in order to study the content provided, students must cooperate with one another (Santoso, 2008). Members of several teams working on the same subject get together for discussion (team of experts), assisting one another with their chosen learning topic. The students then went back to their original team or group to impart what they had learnt earlier at the expert team meeting to the other group members. Students must be prepared to teach the offered content to other group members in addition to learning it themselves. Thus, in order to study the content provided, students must cooperate with one another (Morrow, 2005). Members of several teams working on the same subject get together for

discussion (team of experts), assisting one another with their chosen learning topic. The students then went back to their original team or group to impart what they had learnt earlier at the expert team meeting to the other group members. Students must be prepared to teach the offered content to other group members in addition to learning it themselves. To learn the required content, students must cooperate and rely on one another (Field, 2010). Members of several teams working on the same subject get together for discussion (team of experts), assisting one another with their chosen learning topic. The students then went back to their original team or group to impart what they had learnt earlier at the expert team meeting to the other group members. Students must be prepared to teach the offered content to other group members in addition to learning it themselves. To learn the required content, students must cooperate and rely on one another (Richards, 2002). Members of several teams working on the same subject get together for discussion (team of experts), assisting one another with their chosen learning topic. Then the students returned to the original team/group to explain to the

other group members what they had learned earlier at the expert team meeting.

In this jigsaw learning model, student activity (student centered) is needed, with the formation of small groups consisting of 3-5 people consisting of origin group and expert group. In Jigsaw Model Cooperative Learning, students are divided into several heterogeneous study groups consisting of 3-5 people using the home group pattern and the expert group (Lestari, 2021).

The original group is the initial group of students consisting of how many members of the expert group formed by taking into account diversity and background. The teacher must be skilled and know the background of the students in order to create a good atmosphere for each group member. Meanwhile, the expert group is a group of students consisting of members of another group (the original group) who are assigned to explore a certain topic and then explain it to the members of the home group (Samad, 2018).

Members from different home groups meet with the same topic in expert groups to discuss and discuss the material assigned to each group member and help each other to learn their topic (Gilakjani & Sabouri, 2016). Here, the teacher's role is to facilitate and motivate the members of the expert group so that it is easy to understand the material provided. After the discussion is complete, the group members then return to the original group and teach their group friends what they have got at the meeting in the expert group. The expert group must be able to share the knowledge gained during discussions in the expert group, so that knowledge accepted by each member of the original group. The key to this type of Jigsaw is the interdependence of each student on team members who provide the necessary information. This means that students must have responsibility and positive cooperation and interdependence to obtain information and solve problems that are given (Kusriani, 2013).

b. The Implementation Stages of Jigsaw Strategy

The following stages are involved in using the jigsaw learning model:

1) Orientation

The teacher explains the forthcoming learning goals. Stress the advantages of the jigsaw approach for instruction and learning. Students are asked to learn the concept as a whole to get an overall picture of the concept.

2) Grouping

Grouping in classes is done heterogeneously according to their abilities. The grouping is guided by the subject teacher so that the process of grouping students can be carried out in an orderly manner.

c. Formation and development of expert groups

Furthermore, the group that has been formed is given material according to the group and is fostered to become an expert. Each group is given a concept according to their ability. For example, group I, which consists of very good students, is given complex material, as well as other groups.

Each group is expected to be able to learn the given topic as well as possible before returning to the group as a team of experts, in this case the role of educators is very important.

d. Expert group discussion (exposure) in groups

Experts in this particular concept, each returned to the original group. In this phase all groups have experts in certain concepts. Furthermore, education invites group members to present their expertise to their respective groups. In this process there will be knowledge sharing among each member.

e. Test

At this stage the teacher gives a written test to be done by students which contains all the concepts discussed. In the process of working on the test students are not allowed to work together.

f. Group confession

Assessment of cooperative learning is based on individual improvement scores, not based on students' final scores, but based on how far the score exceeds the previous average score. Each student has the right to give contribution points to each member of his group in the group scoring system. Students obtain scores for their groups based on their quiz scores exceeding their baseline scores

g. The Rules of Group members

There are some rules for the member gruop on implementation jigsaw strategy :

1) Facilitator

In the jigsaw learning model, the teacher is not a resource person for the material to be mastered, but the teacher is only a facilitator who oversees the discussion so that discussions can run smoothly and orderly and regularly.

The teacher will give time for each group to discuss the material. Each group is given a distance so as not to disturb other groups who are discussing. Each group must conduct the discussion in a low voice so as not to disturb the other groups who are discussing.

Understanding material that is different from the material from the group is not an easy thing. Members of the expert and origin groups will definitely have a hard time doing this. So to appreciate each group member who has discussed, the educator

will ask each group to do something fun for all of them such as yelling.

2) Interviewees

The so-called resource persons in learning using the jigsaw strategy are expert members. Expert members are given the responsibility to present the material to other expert members as well as to members of the home group (Gilakjani & Sabouri, 2016). The resource person or expert member will explain to the original group members about the material discussed with the previous expert member until the original group member really understands the material presented.

3) Group Leader

In a home group, there is a group leader appointed by the teacher. The designated group leader functions to regulate the distribution of material to be delivered or as a resource person for each material. The distribution of resource persons is adjusted to the amount of material they have and the available group

members. So the teacher should divide the material according to the number of group members and divided evenly.

4) Moderator

During the discussion, the role of a moderator is needed to lead the group discussion. Each group has a moderator. The Maderator will lead and appoint which member of the expert will present the material. As a moderator, he is responsible for members of the expert group to present the material in turn until other group members understand and master the material.

5) Notes

The note taker is the person in charge of taking notes on the material discussed. Each member of the expert is a note taker. Because expert members are responsible so that the home group will later comprehend the content covered in the expert group discussion. So, it is very necessary for expert members to record material such as important points from the material discussed so that it can be easy to explain later in the original group.

h. Implementation Of VoA Learning English App and Jigsaw

    Strategy

In the learning process, strategies and media are needed as supports so that the learning process can run well and make it easier to achieve learning objectives. So, the selection of strategies and media is very important to do by considering the learning material to be given. Such as listening learning which is often considered difficult for students to digest when learning takes place so that the level of difficulty in delivering listening material is still considered quite high(Ahmadi, Seyedeh, 2016).

Learning materials are considered difficult and are often considered boring, so it is very important to choose a method or strategy that is supported by good media. Listening learning is often considered boring due to the use of the wrong learning methods and media. Meanwhile, the key to the success of a learning process is the right media and methods, such as the use of jigsaw strategies and the VoA Learning English App media (Sabinus et al., 2013).

In listening learning, the steps for using the jigsaw strategy are almost the same as its implementation in other lessons. But what makes it different is the addition of the VoA Learning English App. In listening learning, the form of implementing the jigsaw strategy is like using the jigsaw strategy in other learning. That is, the teacher forms students into several groups. Each group is given a recording from a different VoA Learning English App. The teacher asks each person to be asked to divide several people to be delegated to other groups to listen to recordings in other groups. Each group was given the same treatment and task. After each delegate listened to the recordings in the other groups, The delegates had to say whatever they heard from the recordings they heard and the teacher asked some questions about the related recordings. In this process, at the end of the lesson the teacher will listen to the recording again by showing the text from the recording through the VoA Learning English App (Wisler, 2009). In this process, the text from the VoA learning App is used as the answer key to the questions previously given by the teacher.

For a more detailed description,Following is the Procedure for Implementation of Jigsaw Strategy and VoA learning English App in the classroom:

1) The teacher forms students into several groups

The jigsaw technique is one that places a focus on student collaboration. then in practice the teacher asks students to make several groups that can be determined based on the number of students in one class (Amin et al., 2021). However, to streamline time and better mastery of the material, the teacher should ask students to make small groups such as three groups or 4 with the same number of members in each group.

2) The teacher gives a different recording to each group

Once the group has been formed, the teacher provides a videoless recording of the VoA Learning English App. Each group will be given a different recording and a different topic of discussion

3) Some students are given assignments for group members

The teacher will give a task to each group member to give a delegation to listen to the recording in the group with the same

number of each delegate. (eg group 1 = 6 students, 4 of them enter another group, namely groups 2 and 3, each with 2 students)

4) Students explain the recordings they heard to their friends in the group

After listening to the recordings in the other groups, each delegate returned to their home group to explain what they heard from the recordings in the other groups. Group members who were not given the task of listening to recordings in other groups also explained what they heard from their group recordings to other group members.

5) The teacher gives some questions about the recordings that have been given.

Each member is expected to have understood each recording that has been given based on the explanations of the delegates and members of the home group. The teacher will ask questions based on the recordings that have been given previously. The questions are essay questions.

6) Teachers and students correct answers to questions together

VoA contains recordings and video text recordings. At the time in the group, which was heard to members of the delegation and members of the original group was only in the form of sound without video. After the evaluation in the form of questions is done, the teacher will show the video text along with the recordings they previously listened to. Video text recording is used as the answer key to the questions that have been given previously. The teacher and students will correct the answers together by looking at the VoA text.

    i. The Advantages And Disadvantages of The Jigsaw Strategy

1) The Advantages of The Jigsaw Strategy

The advantages of using a jigsaw strategy in the learning process are as follows:

    a) Students are taught how to work in groups

    b) Weak students can be helped in solving problems

    c) Apply peer guidance

d) Higher student self-esteem

e) Improve attendance

f) Greater acceptance of individual differences

g) Deeper understanding of the material

h) Increase learning motivation

i) In the teaching and learning process students are positive interdependence

j) Each student member has the right to be an expert in the group

k) Can provide opportunities for students to collaborate with other groups

l) Each student complements each other.

Students in groups can help other students to master basic problems that need to be in the context of useful games, puzzles, or problem discussions.

The scope of the material is filled with interesting and challenging ideas that are useful when discussed. Cooperative learning can differ in many ways, but can be categorized

according to the following properties (1) group goals, (2) individual responsibility, (3) equal opportunities for success, (4) group competition, (5) task specialization, and (6) adaptation to individual needs (Slavin, 1995).

2) Disadvantages of Jigsaw Strategy

In the application of every learning strategy, there must be shortcomings, such as the jigsaw strategy. The disadvantages of the jigsaw strategy are as follows:

a) The primary tenet of this learning style is "peer teaching," which involves learning from peers alone. This will be a challenge because different students may see and comprehend concepts differently. In order to prevent "misconceptions," instructor monitoring is very important in this situation.

b) If students lack confidence, it is challenging to persuade them to be able to talk about the content to peers. Teachers must be able to carry out their part in coordinating this strategy.The student's record of grades,

personality, student attention must be owned by educators and this usually takes a long time to recognize the types of students in the class.

c) The initial use of this strategy is typically difficult to regulate; before this learning model can function well, it typically needs adequate time and careful planning.

d) It is quite challenging to apply this strategy in classrooms with more than 40 pupils. However, it is surmountable thanks to the "team teaching" concept. As the name suggests, this kind of learning's technological application cuts back and forth like a saw.

e) It is believed that the group would become stuck if the teacher does not constantly urge pupils to apply cooperative techniques in their own groups.

f) Weak pupils may be dependent on intelligent students.

g) If there are fewer group members, issues will arise, for example if there are members who only ride in completing tasks and are passive in discussions

j. The Success Factors of the Jigsaw Learning Model

The key success factors that must be considered in the application of the jigsaw learning model are:

1) Positive interdependence. Each group member must have dependence on each other that can benefit and harm other group members.

2) Individual accountability. Each group member must have a sense of responsibility for the progress of the learning process of all members, including himself.

3) Face-to-face promotive interaction. Group members carry out face-to-face interactions that include discussion and elaboration of the discussion material.

4) Social skills. Each group member must have the ability to socialize with other members so that understanding of the material can be obtained collectively.

5) Groups processing and Reflection. The group must evaluate the learning process to improve group performance

Based on the teories, the reseacher concludes that jigsaw strategy in teaching English listening comprehension at senior high school in this reseach context is a cooperatife learning strategy that is made in the form of small groups that encorurages students to e active and help each other in mastering the material to achive maximum

B. Related Studies

Many studies have discussed jigsaw strategies and various media for learning listening comprehension. Of the many studies that are almost the same as the research conducted by researchers, the following include:

First, the research conducted by Rusdi entitled "The Effectiveness Of Using Jigsaw Technique In Teaching Listening Comprension At The Second Grade Student Of Madrasah Aliyah Darussalam Pattalassang Sinjai Regengy" which was conducted in 2018. In this study, the researcher used an experimental method with a quantitative approach. This study aims to determine whether the jigsaw strategy can improve students' listening skills at Madrasah Aliyah Darussalam Pattalassang Sinjai Regengy. In this study, Jigsaw approach is an instructional method that is successful in teaching English listening comprehension. Students are required to mentor one another as a result.

Second, the research entitled "increasing student's listening comprehension by using VoA : Special English Video" was conducted by Kornelius Ujang Sabinus in 2018. This research is an experimental study to find out whether the VoA application can improve students' listening skills. This research was conducted at SMK Mandiri Pontianak. This study uses a quantitative approach in data collection. The researcher concludes

that VoA media can improve students' listening skills as seen from the significant increase in students' test scores.

Third, the research conducted by Dwi anggani linggar bharati entitled "the effectiveness of jigsaw listening and problem solving technique to teach listening comprehension using authentic material with different levels of exiety". Research data collection was carried out using experimental methods with a quantitative approach. This research was conducted at SMAN 11 Ambon in 2019 and made first grade students the subject of research. Researchers conducted research with the aim of knowing whether the use of jigsaw strategies and problem solving techniques was effective in improving students' listening skills. Researchers used different materials at each level of student ability. After conducting this research, based on the data found, the researcher concluded thatthe techniques used were successful in improving students' listening skills, which was seen from the increase in the test scores obtained.

Fourth, the research entitled "improving student listening ability using jigsaw technique". This research was conducted by

Muhammad Yasin in 2017. This research was conducted at SMA Negeri 1 Kendat. This study aims to Based on the problem statement above the objectives of the study are: To know whether Jigsaw technique can improve the students' listening ability. And To know the strengths and weaknesses of Jigsaw technique when it comes to teach listening. This research was conducted using an experimental research method with a quantitative approach. The jigsaw technique in this study is combined with using speaker sound media which is commonly used by teachers when teaching listening. After doing research in the form of tests or experiments, The researchers got the results that there was an increase in students' listening skills, but the increase was not too significant. The increase can be seen from the increase in test scores carried out by researchers to students.

Fifth, the research entitled "The Use Of Voa Learning English App In Teaching English Language To Improve The Students' Listening Skill " conducted by Dina Sovia in 2019. In collecting her research data, Dina Sovia uses an experimental method with a quantitative approach and conducts tests in the

form of pre-test and post-test . From the results of his research, she stated that the use of VoA Learning English is highly recommended for teachers who teach English, especially in learning listening comprehension. From the experiments he did, he found that there was an increase in students' listening skills after using the VoA Learning English App as a listening comprehension teaching medium.

B. Conceptual Framework

This research, the reseacher focus on students listening comprehension by using VoA Learning English App combine whit JigsawStrategy. Thre are twovariabble in experimental class that are independent (X) variable and dependent variable (Y).

| VoA Learning English App with Jigsaw Strategy | → | Students' Listening Comprehension |
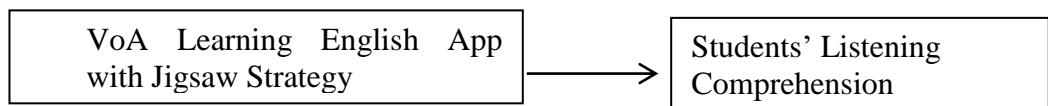
The figure above shows the teaching processes toward the students' listening skill using media and strategy which are VOA Learning English App with Jigsaw Strategy. As Rhodes, Watson, and Barker in Brownell (2016) said that effective listening is a behavioral act and, like any other behavioral acts, listening can be improved with practice and feedback. This research was begun by giving pre-test for both experimental and controlled group. After that, the researcher gave the treatments for experimental group by using VoA Learning English App and jigsaw strategy. On the other hand, controlled group will taught by the teacher using conventional media and strategy. Conventional media in this case is audio given by the teacher and the convensional strategy is the startegy where the teacher just give the recording and ask the student to asnwer thequestion from te recording.

According to Harmer (1998), video is richer than audio tape. Subject in the video can be seen with the background information inside it. Therefore, video in this research is VOA Learning English App. VOA Learning English App used many English words to deliver information or reports with interesting

topics on video. According to Elliot (1970) using the many interaction between students will make the atmosfer of class be fun. Onthe jigsaw strategy, student is made in the some group and have defferent topic, so in the group will be have interaction on each student. After all the treatments, the students were given a post-test for both groups to see the result of students' test.

C. The Statistical Hypothesis

A hypothesis is an assumption or a short-term solution to an issue that is still regarded speculative since its veracity has to be established. The following theoritical hypoteses will be tested in this research :

1. Null hypothesis (Ho): there is an effect of using VoA Learning English App with jigsaw strategy on students' listening comprehension

2. Alternative hypothesis (Ha): there is no effect of using VoA Learning English App with jigsaw strategy and on students' listening comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a quasi-experimental method with a quantative approach. According to Sugiyono (2007: 107) defines that quasi-experimental research is research that is used to find the effect of certain treatments on others under controlled conditions. According to Nana S. Sukmadinata (2010: 53), quantative research is research that is carried out by doing calculations in the form of numbers, statistics and controlled experiments. Therefore, this study is a research conducted to determine the effect of using VoA Learning English App with Jigsaw Strategy on Students' Listening Comprehension by using numbers and statistics.

The research process includes pre-test, treatment and post-test. A group of subjects who received treatment as an experimental class was compared with a control class that did not receive treatment. The results of the pre-test and post-test of the two classes were compared.

This study aims to compare the pre-test and post-test scores after students received treatment using the VoA Learning English App with Jigsaw Strategy. If the post-test score is higher than the pre-test, it means that the treatment is effective.

The following are the research design plans:

Table 3.1

Design Plans

	Pretest	Strategy and Media	Post-test
Experimental	T1	X	T2
Control	T1'	-	T2'

Description :

T1   : Pre-test given to the experimental group

T2   : Post-test given to the experimental group

X   : Treatment given to the experimental group with the strategy Jigsaw and   VoA media.

T1'   : Pre-test given to the control group

T2'   : Post-test given to the control group

-     : there is no jigsaw strategy treatment and VoA App media in the control group.

In conducting data analysis, the pretest and posttest scores of each individual need to be analyzed for improvement. Because changes in each student's score are analyzed, the group that gets a high score indicates that there is an increase in that group.

The research focused on two class groups, namely the experimental group and the control group. The experimental class used a different learning strategy from the control group. The

experimental class used VoA Learning English App and Jigsaw strategy in listening learning, while the control class used the method commonly used in class, namely the direct method using radio media.

This research used a preliminary test technique. The researcher asked some questions about the recordings given to students to determine students' listening skills in the pre-test and post-test. In the post-test, researcher saw how students' listening skills was after using VoA Learning English App and jigsaw strategy . The mean difference test method with SPSS (statistical program for the social sciences) Method was used to analyze the data. Calculating the test results for each student served as data analysis.

B. Research Variables

In this research, there was two kinds of variables, namely the dependent variable which is a variable that depends on other

variables or variables that are influenced by other variables, and the independent variable that is independent of other factors or variables is known as an independent variable (Apuke, 2017). which affects other variables. The variables used in this research include:

1. VOA Learning English App with Jigsaw Strategy in teaching English Listening comprehension for senior high school (X)

2. English Listening Comprehension for Senior High School (Y)

C. Population and Sample of Research

1. Population

The population of this research were SMA Negeri 2 students during secon grade in academic year 2021-2022. The total numbers of population were 403 students.

2. Sample

The sample of this research were 20 students in XI IPA 1 as an experimental class and 20 students in XI IPA 2 as the controlled group.

The technique sampling that used In this research was purposive sampling. Purposive sampling is a non-probability sampling method and this occurs when the criteria selected for the sample are selected based on the judgment of the researcher.

The researcher determined XI IPA 1 and XI IPA 2 as the sample because from the results of interviews conducted with the English teacher class XI, based on the level of learning achievement and interest in learning English, especially listening lessons, the low class was XI IPA 1 and 2. Because this research was experimental.

D. Research instrument

The instrument that the researcher used in this research was listening test. According to Brown (2001) the test is a

method to measure a person's ability or knowledge in their own field. This can help researchers to collect data in related research variables. The students were given a pre-test before treatment. The purpose of the pre-test is used to identify how far students' ability in listening skills before using the VOA Learning English App and Jigsaw Strategy. Meanwhile, the purpose of the post-test is used to determine the improvement of students' abilities after using the VOA Learning English App and Jigsaw Strategy.

There are several types of tests, such as true-false tests, matchmaking tests, multiple choice tests, and so on. In this study, researchers used multiple options for pre and post test. It consists of 20 items on each test with the same form of question.

In this research, listening test was made based on listening measurement indicators. According Brown (2004), there are some measurement indicators, namely students are able to know the topic, detailed information, inference and reference of the information they hear. The following was the instruments used:

Table 3.2

Reseach Instrument

Variable	Component of Listening Comprehension	Indicators	Question number
Listening Comprehension	Topic	Students can be able to identify the the topic of recording	7,12,17
	Detail Information	Students can be abe to fine the spesific information of recording	2,4,5,9,10,13,14,18 20
	inferences	Students can be able to understand the recording is refers to	1,6,11,16
	Reference	Students can identifies the most relevant contextual references for interepreting meaning	15,3,8,19
	Total		20

E. Data Collection Technique

Listening comprehension tests with pre-test and post-test was

used to collect data in this study. For the pre-test and post-test,

twenty items were selected as valid. It was chosen because it can cover all the variables studied to determine students' listening comprehension ability. This test was piloted on another course before being sent out. At the first meeting, there was a pretest. Students were given a pre-test before receiving treatment. After the treatment, the sample was given a post-test. A post-test gave at the final meeting to measure students' listening comprehension after using the VoA Learning English App and Jigsaw strategy. The post-test was conduct to determine the students' scores after the teaching and learning process and treatment.

The procedures of this research performed as follows:

1. Thursday, 26th mei 2022, the researcher performed the pre-test for experimental class.

2. Friday, 27th mei 2022, the researcher performed the pre-test to control class.

3. Thusday, 2nd - 30th juny 2022, the researcher did thetreatment using VoA Learning English App With Jigsaw Strategy in experimental class.

4. Friday, 3rd – 1th july 2022, the researcher did thetreatment using convensional media and strategy in control class.

5. Thursday, 7th july 2022, the researcher did the post test in experimental class.

6. Friday, 8th july 2022, the researcher did the post test in control class.

F. Validity and Reliability Test

1. Validity test

Validity is one of the primary criteria in this study utilized to evaluate the findings. Validity is a term used to describe how accurate the data are within the subject of the study and how strong they are as a report for other researchers. At the time of conducting the validity test, there are several conditions that must be checked by the researcher. So the data can be said to be valid or invalid.

The SPSS version 22 application was used to conduct the validation test.

$$rxy = \frac{. \sum XY - (\sum X) \sum Y)}{\sqrt{(N\sum x^2 - (\sum X)^2 (N\sum y^2 - (\sum y)^2}}$$

Keterangan :

N : Numberof sample

∑X : score item

∑Y : total scores

rxy : correlation coefficient

2. Reliability Test

In addition to the validity test, in this research the researcher also used a reliability test. The use of reliability test is carried to establish how much the test's reliability as a measurement instrument may be relied upon.. According to (Ariin, 2011, p 248) reliability is the degree of consistency of an instrument. Reliability tests are always related to questions. An instrument can be trusted if the instrument meets the specified criteria.

To determine the reliability of the instrument in the study, the researcher calculated the reliability using the SPSS version 22 program using the Alpha formula

$$\alpha = \frac{K}{K-1} + \quad 1- \quad \left[\frac{\sum S^2_1}{S^2_X} \right]$$

Description :

α : coefficient describing the degree of reability test

K   : Number of question items

S^2_1 : variance of each question item

S^2_X : total variance of the test

G. Data Analysis Technique

The researcher then compared the outcomes in the form of pre-test and post-test scores after gathering data from the pre-test and post-test. Data analysis was carried out by means of statistical calculations using the t-test formula with a significance level of 5%. The use of the t-test was carried out to test the difference in the average results between the experimental and

control classes by seeing whether there was a significant difference or not.

In addition, the analysis also presents the difference between scores of the pre-test and post conducted in the control and experimental classes. In the calculations carried out also using a gain score which is used to evaluate the performance of the employed application.

Before testing the hypothesis, the researcher needed to do a preliminary analysis of the prerequisite test. The prerequisite test in question was the normality attribution test and homogeneity test.

1. Normality test

Normality test is a test used to determine whether the data obtained is modeled properly or not. Normality test needs to be done, so that researchers can find out whether the data collected is normally distributed or taken from a normal population. The SPSS version 22 application was used to conduct the normalcy test under the following conditions:

- If the results of the normality test are more than (> 0.05), then the data can be referred to as normal data.

- If the results of the normality test are less than (<0.05), then the data distribution is called abnormal.

In addition, there are two criteria of the normality test:

a) If Ltable > Loboobserve, then the data distribution is called abnormal

b) If Ltable < Lobobserve, then the data distribution is called normal

Normality test is carried out using the following formula:

$$X^2 = \frac{(fi - fh)^2}{fh}$$

keterangan :

X^2 : Chi Square test

fh : Expected value

fi : Observed Val

2. Homogeneity test

The homogeneity test was carried out after the normality test was completed. To ascertain whether or not any of the population variations are similar, homogeneity testing is utilized. Prior to independently analyzing the t-test and ANOVA sample data, this test was run. Data is called homogeneous if the value is less than (<0.05). Meanwhile, the data that has more value (> 0.05), the data is called too varied or not homogeneous. The following is the homogeneity test formula:

$$F = \frac{\text{The biggest variance}}{\textit{The smallest variance}}$$

3. T-test

T-test is a data analysis conducted to find out the difference between listening skills using the jigsaw strategy and the VoA Learning English App media with the use of the old method used by SMA Negeri 2 Seluma, namely the direct method. An independent sample T-test with a two-party significant test was employed in this investigation using IBM

SPSS version 22. There are two criteria of this t-test, namely:

- if sig. (2-tail) > sig. a=0.05 (5%), then the null hypothesis is accepted.

- if sig(2-tail) < sig. a = 0.05 (5%), then the alternative hypothesis is accepted

Here's the formula:

$$T0 \quad \frac{(M1-M2)}{SE)(M1-M2)}$$

Description :

T0   : Value t observe

M1   : Average difference in experimental class

M2   : Mean difference in controlled

SEMI : Experiment class standard error

SEM2 : Controlled Class Standard error

CHAPTER IV

FINDING AND DISCUSSION

The outcomes of the data analysis served as the foundation for the research's conclusions and debate. Based on the collected data, the hypotheses were addressed in this chapter. Pre- and post-test were used to gather data from the pupils. Both the experimental and control groups received the pre-test and post-test.

A. Result

The research's findings were presented as the pre-test and post-test scores of the experiment class and the control class's students. Prior to the experiment's treatment of the class, a pre-test was administered, and a post-test followed the treatment. Then the SPSS 22 program's t-test was used to evaluate the data.

1. Data Analysis

Based Using SPSS, the data was examined in two phases. The Normality Test is the initial phase, followed by the Homogenity Test.

a. Normality Test

The data from the pre-test and post-test of both the experimental and control groups were subjected to a normality test. The normality test's outcome was displayed as follows:

1) The Normality of Pre-test

Table of 4.8

The Normality Test of Pre-test Score

Tests of Normality							
	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experiment	,145	20	,200[*]	,940	20	,243
	Control	,150	20	,200[*]	,952	20	,397
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Table 4.8 shows the results indicated that the significance value of the experimental class was 0,243 and control class was 0,397. The value of p (sig)> 0,05 or Ho is regarded as acceptable. Therefore, it can be said that the distribution of students in the

experimental and Control groups is normal. The following histogram is described:

Figure 4.3

The Histogram of the Experiment class Pre-test Score

Figure 4.4

The Histogram of the Control class Post-test Score

2) The Normality Test of the Post-test Score

Table 4.9

The Normality Test of Post-test Score

Tests of Normality							
	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Experiment	,155	20	,200[*]	,981	20	,944
	Control	,119	20	,200[*]	,957	20	,483
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the data in the table 4.9**,** It was demonstrated that the significant value of the experimental class was 0,944 and the control class was 0,483. The value of p (sig)> 0,05 or Ho is regarded as acceptable. Therefore, it can be said that the distribution of students in the experimental and Control groups is normal. The following histogram is described:
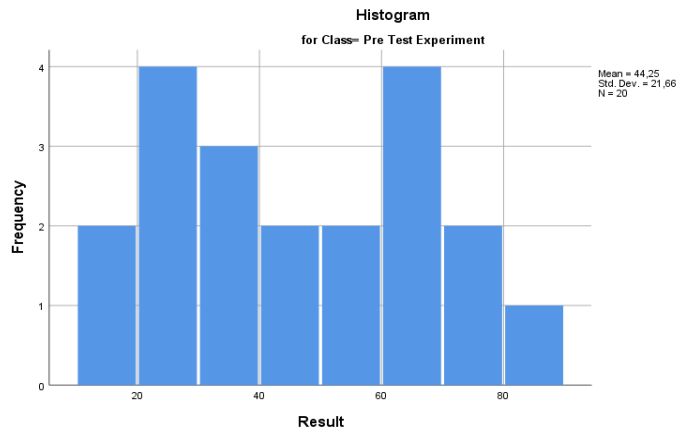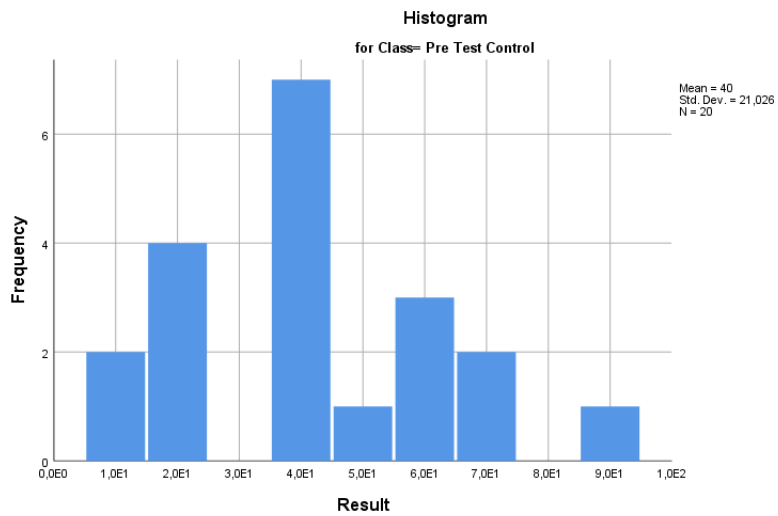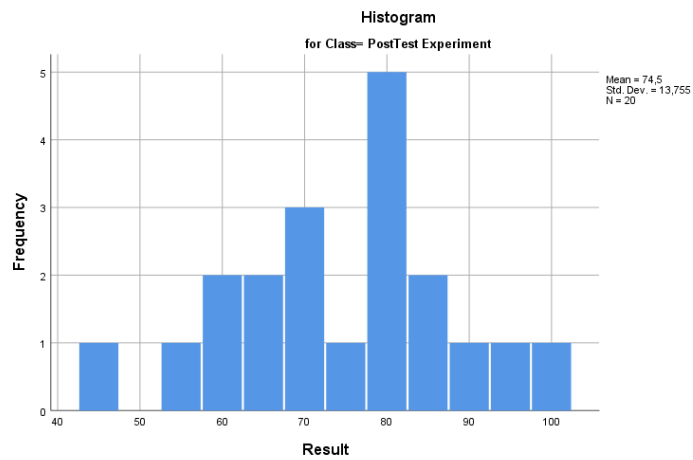
Figure 4.5

The Histogram of the Experiment class Post-test Score
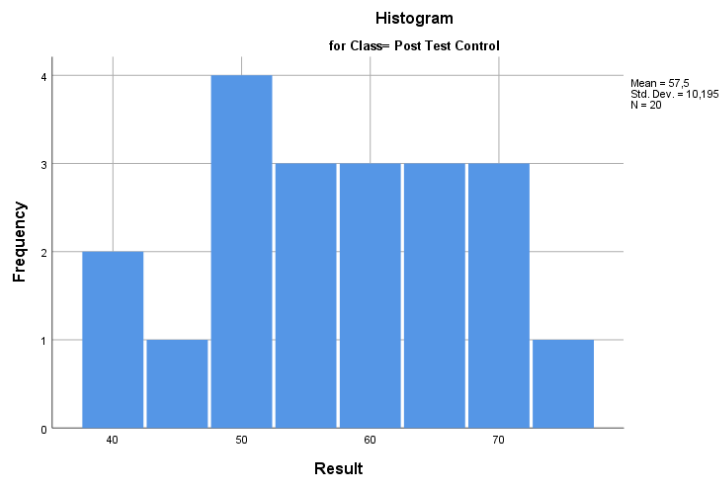

Figure 4.6

The histogram of the Control class Post-test Score

a. Homogeneity Test

In the homogeneity test, the reseacher used levene test

1) The Homogeneity Test of the Pre-test Results

Table 4.10

The Homogeneity Test of Pre-test Score

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	,557	1	38	,460
	Based on Median	,550	1	38	,463
	Based on Median and with adjusted df	,550	1	35,666	,463
	Based on trimmed mean	,499	1	38	,484

The outcome of the Levene test of homogeneity of variance (based on mean/sig.) was 0,460> 0,05, as can be seen from the table above. Consequently, it may be said that the variance of the pre-test data is the same (homogeneous).

2) The Homogeneity Test of the Post-test score

Detailed of the data described as follows:

Table 4.11

The Homogeneity Test of the Post-test Score

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1,468	1	38	,233
	Based on Median	1,260	1	38	,269
	Based on Median and with adjusted df	1,260	1	31,891	,270
	Based on trimmed mean	1,434	1	38	,239

The outcome of the Levene test of homogeneity of variance (based on mean/sig.) was 0,233> 0,05, as can be seen from the table above. Consequently, it may be said that the variance of the pre-test data is the same (homogeneous).

2. Statistical Analysis

The SPSS 22 program was used for statistical testing. Because there were two distinct groups in this study, the researcher employed the independent sample t-test in the SPSS software. The statistical testing is described in detail as follows:

a. Hypotheses Testing of Pre-test

Table 4.12

Group Statistics of Pre-test Result

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre Test Results	Pre Test Experiment	20	44,25	21,660	4,843
	Pre Test Control	20	40,00	21,026	4,702

Table of 4.13

Average Difference Score of Pre-test Score

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	,57	,460	,630	38	,533	4,250	6,750	-9,415	17,915
	Equal variances not assumed			,630	37,967	,533	4,250	6,750	9,415	17,915

The table's p-output for the 2-tailed Sig. was 0,533>0,05. According to the criteria used to make the independent sample t-decision, test's H0 is approved and Ha is refused. The average difference in scores between the experimental class and the control class was zero, which indicates.

b. Hypotheses Testing of Post-test

Table 4.14

Group Statistics of Post-test Score

Group Statistics		N	Mean	Std. Deviation	Std. Error Mean
Class					
Post Test Results	Post Test Experiment	20	74,50	13,755	3,076
	Post Test control	20	57,50	10,195	2,280

Table of 4.15

Average Difference Score of Post-test Score

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	468	,233	4,440	38	,000	17,000	3,829	9,249	24,751
	Equal variances not assumed			4,440	35,03	,000	17,000	3,829	9,228	24,772

Independent Samples Test

Based on the table p-output of Sig. (2-tailed) was 0,000< 0,05. It means that H0 rejected and Ha accepted based on the basis for decision making in the independent sample t-test. Then, it found that t-count value was 4,440 > t table df=40-2=38 (2,024). based on ta= t.025from t-distribution table. Based on the basis of decision making through the comparison of t$count$ value and t table, it can be stated that H0 rejected and Ha Accepted. It means that there was a significance difference on students' average score between experimental class and control class. Therefore, it could be concluded that there was effect on students' Listening

Comprehension ability by using VoA Learning English App and Jigsaw Strategy

C. Discussion

Pre-test in the control class and the experimental class was done in this study before the therapy was administered.

The study's findings demonstrate that after the experimental group received therapy using the VOA Learning English App with Jigsaw Strategy, their scores were higher than those of the control group.

The research's null hypothesis (H0), according to which the VOA Learning English App is ineffective at improving listening skills, is disproved, while the alternative hypothesis (Ha), according to which VOA News is beneficial at improving listening skills, is accepted. The findings of data analysis using SPSS show that the t-count was higher than the t-table value and the p-value was less than 0.05.

This experimental research was conducted in 8 meetings for each group. In the first meeting, pre-test was given to both experimental and controlled group. This test aimed to find out the students' score before having the treatments. The second, third and forth until seventh meeting were giving treatment to the students. The experimental group was taught using jigsaw strategy and VOA Learning English App as media while the controlled group was taught without using jigsaw strategy and VOA Learning Engish App (audio only). In the last meeting, the students were given a post-test to find out the students' score after having the treatment. The average score of pupils in the experimental class showed a considerable improvement, according to the findings of the post-tests that were administered in both courses. However, there was no discernible improvement in the control class's average score. The SPPS 22 program was then used to examine the test data.

The three steps of data analysis were normality testing, homogeneity testing, and hypothesis testing. Shapiro-Wilk testing was used to perform the normality test, and it was discovered that

both data sets were normally distributed. The Levene's test for equality of variance was used to perform the homogeneity test, and the outcomes were homogenous. The independent sample t-test was then used to evaluate the hypothesis. The findings of the test revealed that there was effect pada the post-test average scores between the experimental and control classe, the researcher discovered. This indicates that there was a difference between the pupils who were educated using the VoA Learning English App and Jigsaw Strategy and those who were not. By examining the outcomes of previous hypothesis testing, the conclusion may be drawn.

Listening is receiving what the speaker actually says. It means that listening refers to the selective process of attending to, hearing, understanding and remembering aural symbols (Alfaruqy, 2021). Teaching listening using some strategies such as communicative approach or deal with unfamiliar word are essential for students to enhance their learning quality. The use of strategies that can create a lot interaction in classroom will make the teaching process more enjoyable .With a sense of joy in

students during lessons, students can easily catch suject matter more quickly and optimally. In addition to the right strategies, the use of apporiate learning media also greeatly effect learning outcoes such as the used of VoA Learning English App that combined with jigsaw strategy in teaching listening comprehension that has been carried out by reseacher and can look in the score of post test for experimental class that higher than the control class.

The researcher came to the conclusion that there was a difference in the effects on students' listening between teachers who used the VoA Learning English App and Jigsaw Strategy and those who did not. This demonstrated that the research question had been resolved.

This result is in line with Kornelius ujang sabinus (2018) statement, he said that the use of VoA Learning English is highly recommended for teachers who teach English, especially in learning listening comprehension, because can inprove the students Listening Talent. In addition, Rusdi (2018) said that the Jigsaw strategy is a teaching method that is successful in teaching

English listening comprehension. This finding is in line with his

remark. Students are required to mentor one another as a result.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

The researcher came to the conclusion that the usage of VoA Learning English App with Jigsaw Strategy greatly affected the students' listening comprehension in the second grade pupils of SMAN 2 Seluma based on the data and discussion in the preceding chapter.

It was established via the research that the student growth in the experimental and controlled groups differed significantly. It is evident that the experimental group's amount score was greater than that of the control group. The hypothesis was tested using the independent sample t-test in the SPSS 22 software, and a conclusion was made based on the findings.

According to the results of the testing of the hypotheses, p-count (0,00) 0,05 and t-count = 4,440> t-table = 2,024 were found. it may be said that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. X (VoA Learning English App with Jigsaw Strategy) have a simultaneous

influence on Y (students' English Listening comprehension. The researcher concluded that the research problem has been resolved based on all of the study's findings and the outcomes of the aforementioned hypothesis test.

B. Suggestions

Based on the conclusion, the researcher provides some suggestions as follows:

1. The English teachers should find a fun way to teaching the students especially in listening to avoid boredom in learning process.

2. The English teachers could utilize VOA Learning English App media in delivering listening material because it has a great effect to the students' listening score in learning English.

3. The English teachers could use Jigsaw Strategy in delivering listening material because it has a great effect to the students' listening score in learning English.

4. The other researcher would do a better research in the future to teaching English.

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APPENDIX

Validity Instrument Test										
Responden	Soal1	Soal2	Soal3	Soal4	Soal5	Soal6	Soal7	Soal8	Soal9	Soal10
Siswa1	1	1	1	1	1	1	1	1	1	1
Siswa2	1	1	1	1	1	1	1	1	1	1
Siswa3	1	1	1	1	1	1	1	1	1	1
Siswa4	1	1	1	1	1	1	1	1	1	1
Siswa5	1	1	1	1	1	1	1	1	1	1
Siswa6	1	1	1	1	1	1	1	1	1	1
Siswa7	1	1	1	1	1	1	1	1	1	1
Siswa8	1	1	1	1	1	1	1	1	1	1
Siswa9	1	1	1	1	1	1	1	1	1	1
Siswa10	0	0	1	1	1	0	0	0	0	0
Siswa11	0	0	0	0	0	0	0	0	0	0
Siswa12	0	0	0	0	0	0	0	0	0	0
Siswa13	0	0	0	0	0	0	0	0	0	0
Siswa14	0	1	1	1	1	1	1	1	1	1
Siswa15	1	1	1	1	1	1	1	1	1	1
Siswa16	1	1	1	1	1	1	1	1	1	1
Siswa17	1	1	1	1	0	1	1	1	1	1
Siswa18	1	1	1	1	1	1	1	1	1	1
Siswa19	0	0	0	1	1	1	0	0	0	0
Siswa20	1	1	1	1	1	0	0	0	0	0
r-tabel	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444
r-hitung	0,726	0,801	0,637	0,368	0,462	0,832	0,900	0,200	0,200	0,340
Keterangan	Valid	Valid	Valid	invalid	Invalid	Valid	Valid	invalid	invalid	invalid

Soal11	Soal12	Soal13	Soal14	Soal15	Soal16	Soal17	Soal18	Soal19	Soal20
1	1	1	1	1	1	1	1	0	0
1	1	1	1	1	1	1	1	0	1
1	1	1	1	0	1	1	0	1	1
1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
0	0	0	1	0	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
0	0	0	0	1	1	1	1	1	0
0	0	0	0	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	1
0	0	0	0	0	0	1	0	0	1
0	0	0	0	0	0	0	0	1	1
0	0	0	0	0	0	0	0	0	1
0	0	1	0	0	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
0	0	0	1	1	1	1	1	1	1
0	0	0	0	0	1	1	0	0	1
0	0	0	0	0	0	0	1	1	1
0	1	1	0	0	0	0	0	1	0
0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444
0,612	0,498	0,750	0,831	0,900	0,786	0,667	0,293	0,371	0,543
Valid	**Valid**	**Valid**	**Valid**	**Valid**	**Valid**	**Valid**	**Invalid**	**Invalid**	**Valid**

Soal21	Soal22	Soal23	Soal24	Soal25	Soal26	Soal27	Soal28	Soal29	Soal30
0	0	0	0	0	0	0	0	1	0
1	1	0	1	1	0	0	1	1	1
1	0	1	1	1	0	0	1	0	1
1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	1
1	1	0	1	1	1	1	1	1	1
1	1	0	0	0	0	0	0	0	0
1	1	0	0	1	1	1	1	1	0
1	1	1	1	1	1	0	1	1	0
1	1	1	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1	0	0
1	1	0	0	0	0	0	0	0	0
0	1	1	0	0	0	0	1	1	1
1	0	1	1	1	1	1	1	1	1

0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	0	0	0
1	1	0	0	0	0	0	0	0	0
0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444
0,776	0,556	0,445	0,706	0,846	0,912	0,294	0,199	0,431	0,1
valid	**valid**	**valid**	**valid**	**valid**	**valid**	**invalid**	**invalid**	**invalid**	**Invalid**

LISTENING TEST

You will hear a short recording from a speaker. At the end of the recording, you will get some questions related to the speaker content. The recording will be repeated twice. After you hear the recording, read the questions and 4 answer choose the answer that matches the choice think is correct. After you read the multiful choice question, there are some essay question that you have answer well.

For example :

Monday, may 20, 2021 ,in bengkulu province, there was a traffic accident that killed 4 motorcycle riders. According the to the police on duty at the scene, the current ....

1. *What does the speaker say?*
   a. *Departure of police to bengkulu province*
   b. *Sad news from bengkulu police*
   c. *Traffic accident that occured in bengkulu province*
   d. *Accidens commited by the bengkulu province police*

2. *Where the traffic accident happened?*

- From the question number 1, the most appropiate answer is *C Traffic accident that occured in Bengkulu province. So you shhould answer C for the question*
- From the question number 2, the most appropiate answer is *in the Bengkulu province*

Recording 1

1. What is the correct title for the story?
   a. The peacock is an enemy to the people of florida
   b. Shouth florida has peacock problem
   c. Peacock is almost extinct
   d. What's with the peacock

2. According to records, the process of killing the species is known as...
   a. Go green   c. **euaratias**
   b. Euthanasia   d. Halal massacre

3. According to the recording, why do the people of florida call the peacock dirty?
   a. Because they often pile up trash
   b. Because I like to litter
   c. Because they often make riots
   d. Because it often makes noise

4. What is the name of the newspaper company that reported about a peach problem?
    a. Florida News Paper
    b. Miami Florida News Paper
    c. Miami News paper
    d. **Miami Herald News Paper**

5. Who said that there are no peacocks in zoo south florida?
    a. Katreen Labrada
    b. **Kathy Labrada**
    c. Jusmine Labrada
    d. Labrada loaltene

Recording 2

6. What is the correct title for the news?
    a. Gibbons will be extinct from Indonesia
    b. Gibbon is an animal from Java
    c. **indonesia Races to protect Endangered gibbon in java**
    d. Indonesia do not races to protect endangered gibbon in java

7. What is the topic of the report?
    a. **Protection of the environment where the gibbon population is.**
    b. Protection of gibbons from disaster
    c. Attempted to kill a gibbon on the island of Java

d. Protection of gibbons from laborers

8. Why are gibbons considered forest guards?

   a. Because he likes to spread plant seeds in the forest

   b. Because it's not dirty

   c. Because it is a healthy animal

   d. Because it is a protected animal

9. According to Conservation International, how many gibbons are still left in Java?

   a. Already extinct   c. 3000 head

   b. 2000 head   d. **4000 head**

10. What is the name of the local group that is a gibbon lover?

   a. Gibbon Indonesia   c. **SwaraOwa**

   b. GibbonOwa Indonesia   d. SwaraOwa Indonesia

Recording 3

11. What is the correct title for the news?

   a. Suu Kyi sentenced to four years on two charges

   b. Suu Kyi Sentenced in canada

   c. Suu Kyi got nobel aword

   d. Suu Kyi free after three years in charges

12. What the topic of the report ?

  a. Myanmar official Aung San Suu Kyi wins international award

  b. Myanmar gets assistance from ASEAN countries

  c. Aung San Suu Kyi has been sentenced by a Myanmar court on two counts

  d. Aung San Suu Kyi is acquitted of her two charges

13. According to the footage, Aung San Suu Kyi was arrested on two counts. One of the charges is...

  a. **Violating the rules of the covid virus**

  b. Violating government rules

  c. Breaking myanmar's political rules

  d. Corruption of the state

14. For the case he did, how many years did Aung San Suu Kyi get sentenced to...

  a. 3 years   **c. 4 years**

  b. 2 years   d. 5 years

15. What did the citizens of Myanmar do in this case...

  a. Be quiet

  b. Making a refusal in the form of a demonstration

  c. Support the Myanmar government.

d. Don't dare to act

Acording 4

16. What is the correct title for the news?
    a. Bali still close internasional flights from all countries
    b. Bali restarts direcct internasional flight from all countries
    c. There are many covid-19 in Bali
    d. Bali is the one of internasional destinatiom who still close

17. What are the topics discussed in the recording...
    a. Bali as a tourist island favored by international travelers
    b. Bali has closed its tourism again due to the COVID-19 pandemic
    c. Bali has reopened its tourism to the public
    d. Bali is considered a tourist place that is not attractive anymore

18. How long are flights to Bali closed?
    a. 1 year   c. 4 years
    b. **2 years**   d. 5 years

19. Why are flights to Bali temporarily closed?

a. Due to the repair of the plane's takeoff field

b. Due to the increase in cases of covid 19

c. To temporarily reduce visits to Bali

d. Due to a natural disaster in Bali

20. According to the recording, what is the source of income for the Balinese people?

a. Ricefield   c. **Tourist**

b. garden   d. Flight

Name	Experimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Student 1	25	70	40	60
Student 2	50	80	15	40
Student 3	40	100	60	70
Student 4	15	80	15	40
Student 5	30	60	10	65
Student 6	20	70	55	55
Student 7	30	65	40	75
Student 8	20	60	55	55
Student 9	75	95	40	50
Student 10	85	90	40	45
Student 11	65	85	20	60
Student 12	60	80	20	65
Student 13	35	55	35	50
Student 14	65	70	10	70
Student 15	15	45	50	60
Student 16	60	75	40	50
Student 17	45	80	65	65
Student 18	70	85	70	70
Student 19	55	80	85	55
Student 20	25	65	35	50

Documentations

The researcher is doing a pre-test in the experimental class

The researcher is doing a pre-test in the control class

The researcher is doing treatment use VoA Learning English and Jigsaw strategy in the experimental class

The researcher is give the materialof listening in control class

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 0069 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Dr. H. Ali Akbarjono, M.Pd. 197509252001121004	P I	Estia Aswita 1811230111	TBI	The Analysis of the use of Voa Learning English Application to Improve Listening Comprehension (A Qualitative a Case Study of Students at SMAN 2 During the Academic Year 2021/2022
2	Feny Martina, M.Pd. 198703242015032002	P II			
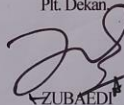
Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 07 Januari 2022

Plt. Dekan

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal   : Permohonan Perubahan Judul Skripsi
Lamp   : -

Kepada Yth. Ketua Jurusan Bahasa Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:
Nama   : Estia Aswita
NIM   : 1811230111
Jurusan/Prodi   : Bahasa/Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Ada pun judul saya sebelumnya adalah: **An Analysis of the Use of VoA Learning English App to Improve listening Comprehension** (A Qualitative a case study of Students at SMAN 2 During the Academic Year 2021/2022)

Menjadi : **The Effect of the use of VoA Learning English App With Jigsaw Strategy on Students' Listening Comprehension** (Quasi-Experiental Research of Students at SMAN 2 Seluma During the Academic Year 2021/2022)

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.
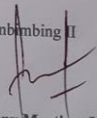
Disetujui oleh,
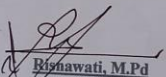
Bengkulu,   Maret 2022

Pembimbing I

Pembimbing II

Dr. H. Ali Akbarjono, M.Pd
NIP.197509252001121004

Feny Martina, M.Pd
NIP.198703242015032002

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP. 1974052319990320

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Estia Aswita, NIM : 1811230111 yang berjudul
"The Effect of The Use of VOA Learning English App With Jigsaw Strategy
on Student's Listening Comprehension(Quasi-Experimental Reseach of
students at SMAN 2 Seluma during the Academic Year 2021/2022) Telah
diseminarkan oleh tim penyeminar pada

Hari/Tanggal   : Senin,25 April 2022

Pukul   : 08.00 s/d selesai

     Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim
penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan
surat penelitian (SK Penelitian)

Bengkulu, 28 April 2022

Penyeminar I   Penyeminar II

Dr. Alfauzan Amin, M.Ag   Reko Serasi, M.A
NIP.197011052002121002   NIP.198711022018011002

Nomor   : 2408 / Un.23/F.II/TL.00/05/2022   25 Mei 2022
Lampiran : 1 (satu) Exp Proposal
Perihal   : **Mohon izin penelitian**

Kepada Yth,
Kepala SMAN 2 Seluma
Di –
     Seluma

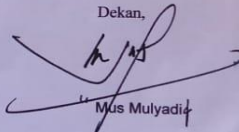*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul " *THE EFFECT OF THE USE OF VOA LEARNING ENGLISH APP WITH JIGSAW STRATEGY ON STUDENT'S LISTENING COMPREHENSION (Quasi-Experimental Resesarch Of Students At SMAN 2 Seluma During The Academic Year 2021/2022)*".

Nama	:	Estia Aswita
NIM	:	1811230111
Prodi	:	Tadris Bahasa Inggris (TBI)
Tempat Penelitian	:	SMAN 2 Seluma
Waktu Penelitian	:	26 Mei s/d 8 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mus Mulyadi

SURAT KETERANGAN
Nomor : 152 /1.26.5.3/SMAN2/KP/2022

Yang bertanda tangan dibawah ini.

Nama	: PAHMILYAN, M.Pd
Nip	: 19710703199801 1 002
Pangkat/ Gol	: Pembina TK. I IV/b
Jabatan	: Kepala sekolah SMA Negeri 2 Seluma

Menerangkan bahwa :

Nama	:ESTIA ASWITA
NPM	: 1811230111
Universitas	:Universitas Islam Negeri Fatmawati Sukarno
Fakultas	:Tadris
Jurusan	:Tadris bahasa inggris

Yang bersangkutan telah menyelesaikan penelitian dengan judul Skripsi '' The Effect of the use of Voa Learning English APP with jigsaw Strategy on Student's listening comprehension (Quasi-experimental Resesarch of students SMAN 2 Seluma During the Academic year 2021/2022)''.Mulai dari tanggal 26 Mei sampai dengan 8 Juli 2022.

Demikianlah surat ini kami sampaikan dan dapat dipergunakan sebagaimana mestinya.

SP 3 Pagar Gasing 11 Juli 2022
Kepala Sekolah

PAHMILYAN, M.Pd
NIP. 19710703199801 1 002

SURAT TUGAS
DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU
Nomor : 1726 /Un.23/F.II/PP.00.9/03/2022
Tentang
Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Estia Aswita
NIM   : 1811230111
Jurusan/Prodi   : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Akhirudin, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An- Nas)
2	Fera Zasrianita, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Andri Saputra, M.Sc	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksananakan dengan ketentuan sebagai berikut:
1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)

Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 31 Maret 2022
Dekan,

Mus Mulyadi

Tembusan :
Yth, Wakil Rektor 1

Nama Mahasiswa   : Estia Aswita   Pembimbing 1 : Ali Akbarjono, M.Pd

NIM   :1811230111   Judul Skripsi : The Effect Of The Use Of Voa Learning
English App With Jigsaw Strategy On
Listening Comprehension

Jurusan   : Bahasa
Program Studi   : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	Jum'at 11 maret 2022	prqn	*(handwritten)*	*(paraf)*
2	Kamis, 17 maret 2022	Bab 1 dan Bab 2	*(handwritten)*	*(paraf)*
3				
4	Kamis, 24 Maret 2022	Indikator dan Identifikasi masalah	ACC sumprop *(handwritten)*	
5				
6	Kamis, 24 marof 2022	Indikator dan Idendifikasi masalai	*(handwritten)*	*(paraf)*
7				

Bengkulu, Kamis 4 maret 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP.19700514200031004

Pembimbing I

Ali Akbarjono, M.Pd
NIP.197509252001121004

Nama Mahasiswa   : Estia Aswita   Pembimbing II :Feny Martina, M.Pd

NIM   :1811230111   Judul Skripsi : The Effect Of The Use Of Voa Learning English App With Jigsaw Strategy On Listening Comprehension

Jurusan   : Bahasa

Program Studi   : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	Rabu, 12 Januari 2022	Judul, metode penelitian (cover)	1. Egri Prosedur Pengaplikasian VoA di dalam kelas dan metode yg digunakan 2. Cocokkan materi VoA dg Silabus	
2	Selasa, 18 Januari 2022	Bab 2	Tambahkan teori jigsaw dan implementasi VoA dan jigsaw strategy di kelas	
3	Rabu, 26 Januari 2022	Bab 3	Sederhanakan point di sub judul dengan prosedur Quasi eksperimental	
4	Senin 1 Februari 2022	Bab 1 Bab 2	- Perbaiki Problem dan purpose - Jabarkan lebih jelas Prosedur VoA dan Jigsaw strategy di kelas	
5	Selasa, 8 Februari 2022	Bab 2 lampiran	- lebih perjelas Implementasi jigsaw Strategy - RPP 8 pertemuan, soal pos/pre + Silabus + kisi soal	
6		Bab 2	- Implementation stages - Roles of member group	
7	Rabu 2 Februari 2022	Acc Sempro	Acc Sempro.	

Bengkulu, Jumat 4 Maret 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP.19700514200031004

Pembimbing II

Feny Martina, M.Pd
NIP.19870324015032002

Nomor : 2171/Un.23/F.II/PP.00.9/04/2022
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.
1. Dr.Alfauzan Amin,M.Ag (Penyeminar I)
2. Reko Serasi,M.A (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Senin, 25 April 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Estia Aswita 1811230111	08.00-08.50 WIB	The Effect of The Use of VOA Learning English APP With Jigsaw Strategy On Students' Listening Comprehension (Quasi-Experimental Research of students at SMAN 2 Seluma during academic year 2021/2022)
2.	Denti Zentia Putri 1811230005	08.50-09.40 WIB	The Influence of Using TED Talks Videos With Subtitle on Students' Speaking Skills. (Experimental Research At English Department of UIN FAS Bengkulu 2022/2023)
3.	Devi Indah Permata Sari 1811230019	09.40-10.30 WIB	The Use of Technology In English Language Learning on Tertiary level: Lecturers And Students Perception at UIN FAS Bengkulu (A Survey Study on English Department Lecturers And Students of UIN FAS Bengkulu)
4.	Novita Sari 1811230120	10.30-11.20 WIB	The Effect of Gamification In Learning on Students' Reading Comprehension (Quasi-Experimental At The Eight Grade Students of Junior High School Pancasila Bengkulu)
5	Yeki Oktavia 1811230122	11.20-12.00 WIB	Using information Gap Activities To Improve English Speaking Skill in Students IX SMP Negeri 6 Bengkulu City Academic Year 2021/2022

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 22 April 2022
Dekan

Mus.Mulkadir

Nama Mahasiswa   : Estia Aswita

Pembimbing I : Dr.H.Ali Akbarjono, M.Pd

NIM   :1811230111

Judul Skripsi : The Effect of The Use of VoA Learning English App With Jigsaw Strategy on Students' Listening Comprehension (Quasi-Experiental Research of Students at SMAN 2 Seluma During the Academic Year 2021/2022)

Jurusan   : Bahasa

Program Studi   : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	Selasa, 05 Juli 2022	Chapter I – V	Check again some errors found in research – paragraph	✓
2.	Selasa, 12 Juli 2022	Chapter IV		
3.	Rabu, 13 Juli 2022	Chapter IV	Rewrite the abstract in unique	✓
4.	Rabu, 13 Juli 2022	Chapter V	Tables & figure should be headsup. with good presence	✓
5.	Rabu, 13 Juli 2022		Complete more the i dan needed. Acc to process for munaqosah	✓

Bengkulu, 13 Juli 2022

Mengetahui,
Dekan

Pembimbing II

Dr. Mus Mulyadi, M.Pd
NIP. 19700514200031004

Dr.H.AliAkbarjono, M.
NIP. 197509252001121004

Nama Mahasiswa   : Estia Aswita   Pembimbing II : Feny Martina, M.Pd

NIM   : 1811230111   Judul Skripsi : The Effect Of The Use Of Voa Learning English App With Jigsaw Strategy On Listening Comprehension

Jurusan   : Bahasa
Program Studi   : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	Senin, 4 Juli 2022	Chapter IV	- Tambahkan penjelasan di discussion	
2.	Selasa, 5 Juli 2022	Chapter IV	- lebih jabarkan uji T	
3.	Rabu, 6 Juli 2022	Chapter IV	- Tambahkan uji F	
4.	Kamis, 7 Juli 2022	Chapter V	- Kesimpulan diperbaiki	
5.	Jumat, 8 Juli 2022	Chapter V	- Saran ditambah	
6.	Senin, 11 Juli 2022	Appendix	- Appendix dilengkapi	
7.	Selasa, 12 Juli 2022	Acc Munaqasyah	Acc Munaqasyah	

Bengkulu, 15 Juli 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP.19700514200031004

Pembimbing II

Feny Martina, M.Pd
NIP.198703242015032002

Bengkulu, 22 Juli 2022

Nomor : 3127 /Un.23/F.II/PP.00.9/07/2022
Lamp. : -
Perihal : Ujian Skripsi

Kepada Yth.
1. Dr.Syamsul Rizal, M.Pd (Ketua)
2. Hanura Febriani, M.Pd (Sekretaris)
3. Risnawati, M.Pd (Penguji Utama)
4. Endang Haryanto, M.Pd (Penguji II)
   di –
   Bengkulu

Assalamu'alaikum Wr. Wb.
Dengan Hormat,
Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

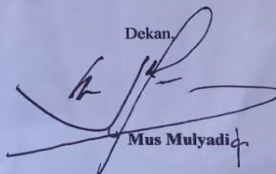Hari/Tanggal : Selasa, 26 Juli 2022
Waktu : 08.00 s/d selesai
Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Friska Agustin 1811230020	08.00-09.00 WIB	Investigating EFL Passionate Teachers In Teaching English Speaking Skills (A Descriptive Qualitative Study In Language Major At SMAN 4 Bengkulu)
2	Estia Aswita 1811230111	09.00-10.00 WIB	The Effect of The Use of VOA Learning English APP With Jigsaw Strategy On Students' Listening Comprehension (Quasi-Experimental Research of students at SMAN 2 Seluma during academic year 2021/2022)
3	Rulita Hasanah 1811230103	10.00-11.00 WIB	The Correlation Between Students' Reading Habits And Critical Thinking Skills (A Correlational Study Conducted At The Eleventh Grade Students of SMA Negeri 12 Rejang Lebong In The Academic Year of 2021/2022)
4.	Mifta Huljanah 1811230145	11.00-12.00 WIB	The Effect Of Using Literature Circle Strategy On Students' English Reading Comprehension (Quasi-Experimental Research At Eleventh Grade Of SMAN 4 Bengkulu In Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

Mus Mulyadi

30/03 2022

Hanura Febriani

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