THE EFFECT OF VOA (VOICE OF AMERICA) ENGLISH LEARNING MATERIALS ON STUDENTS' LISTENING SKILLS

(Quasi Experimental Research at the Tenth Grade Students of SMA Negeri 1 Bengkulu in The Academic Year of 2021/2022)

THESIS

Submitted as a Partial Requirements for the Degree of S.Pd *(Sarjana Pendidikan)*
In English Education Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu

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2021/2022

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RATIFICATION

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MOTTO

DEDICATION

Bismillahirrohmaanirrohim

In the name of Allah the most gracious and merciful, all praise and gratitude to him who has given strength, patience, and perseverance to finish this thesis, so that happiness be with my family.

With gratitude and my love, I would like to dedicate this thesis to:

1. My beloved parents, Especially My father (Aprizal) who always loved and gave endless encouragement. And my mother (Yenti Zunaili) whom i love and most loves, who always gives my affection, prayer that stretches without limits. For all that, only this Prayers that i can pray to you, my Allah, help me to always make them happy and give your heaven for them someday.

2. Also to my beloved brother (Dezi Angurah), thank you very much for your struggle, support, great prayer to make my dream come true. Thank you for the best part of my life with bitter and sweet, and thank you for beautiful life, grow up with the best person for every single day.

3. I am very grateful to have some close friends who always support me. (Nurmala Septiani, Rezki Ainun Sari, and Syarah Pratiwi) they always a good listener for every problem i faced, especially when i had to revise this thesis. I do not have many words to describe your kinds for help me in every single days. Thank you and i love you guys.

4. My unique and funniest friend (Andre Sulistio, Arnia Siti Marlina, Beta Rostika, Claudiya Noverisa, Dio Aprilianto, Ketrine Cornicova, Rabil Juliawan, Tatang Kusuma, and Wedo Nofian) who always help, support, give motivation, and remind me in accomplishing this *skripsi*. And always make me smile and happy.

5. My great Supervisors I, M. Arif Rahman Hakim, Ph.D. and my Supervisor II Anita, M.Hum. Thank you for the sacrifices you have made to teach me to the best ability, thank you so much for kindness, advices, suggestions, corrections, idea and everything had done to guide

and help me during the process of writing this thesis.

6. My great Organization English Students Community (ESCO) that always support and teach many knowledge and experiences as long as my study. Who always share their knowledge, give never-ending support, motivation and inspiration.

7. My classmates of Study Program of English Education, especially the 2017 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study.

8. To EXO, whom i admires the most, i would like to thank you for your masterpieces of singing and the handsome faces of Park Chanyeol, Kai, D.O, Baekhyun, Sehun, Suho, Chen, Xiumin and Lay who have accompanied and inspired me while working on this thesis. I convey my deep love. And thank you for being the reasons i smile.

9. My Almamater UINFAS Bengkulu.

ABSTRACT

Meilani Almira Putri. 2021. *The Effect of VOA (Voice of America) English Learning Materials on Students' Listening Skills (Quasi-* **Experimental** *Research at the tenth Grade Students of SMA Negeri 1 Bengkulu in the academic year 2021/2022* .

Advisor I. M. Arif Rahman Hakim, M.Pd., Ph.D.

  II. Anita, M.Hum.

This research aims to find out the problems encountered the students' in listening skills. Many students have difficulty mastering listening skills because their vocabulary is limited, students do not pay attention during the learning process and the facilities not really supported in teaching learning process thus the students rarely practice in listening skill. To overcome this problem, this study used VOA news to investigate on students' listening skills. This research employed quasi-experimental method which consisted of two groups namely experimental and control group. The populations were the tenth grade students of SMA Negeri 1 Bengkulu, and the samples were students of X IPA 1 consisted of 30 students and X IPA 2 consisted of 30 students. The sample was chosen by applying purposive sampling technique. Meanwhile the instruments were two tests; pre-test and post-test and a questionnaire.

The data of this research was collected through pre-test and post-test. Pre-test was applied to find out the students' ability before and after treatment. In conducting of this research, the researcher applied VOA (Voice of America) as a learning media. The finding showed there was an improving from pre-test and post-test score in experimental class after listening VOA (Voice of America) news video. The mean score of pre-test was 60.56 and the post-test was 89.06.In addition, most students responded positively of VOA (Voice of America) news video as the media in teaching listening. Therefore, VOA (Voice of America) news video is recommended as a media for English teachers to teach listening skill

Keywords: English Learning Materials, Listening Skill, Voice of America

ABSTRAK

Meilani Almira Putri. 2021. *Pengaruh Materi Pembelajaran Bahasa Inggris VOA (Voice of America) Terhadap Keterampilan Mendengarkan Siswa (Penelitian Quasi-Eksperimental Pada Siswa Kelas X SMA Negeri 1 Bengkulu Tahun Pelajaran 2021/2022* .

Pembimbing I. M. Arif Rahman Hakim, M.Pd., Ph.D.

II. Anita, M.Hum.

Penelitian ini bertujuan untuk mengetahui masalah yang dihadapi siswa dalam keterampilan mendengarkan. Banyak siswa yang mengalami kesulitan dalam menguasai keterampilan menyimak karena kosa kata mereka terbatas, siswa tidak memperhatikan selama proses pembelajaran dan fasilitas yang tidak terlalu mendukung dalam proses belajar mengajar sehingga siswa jarang berlatih dalam keterampilan mendengarkan. Untuk mengatasi masalah ini, penelitian ini menggunakan berita VOA (Voice of America) untuk mengetahui keterampilan mendengarkan siswa. Penelitian ini menggunakan metode quasi eksperimental yang terdiri dari dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Populasi dalam penelitian ini adalah siswa kelas X SMA Negeri 1 Bengkulu dengan sampel siswa kelas X IPA 1 sebanyak 30 siswa dan X IPA 2 sebanyak 30 siswa. Sampel dipilih dengan menggunakan teknik Purposive sampling. Instrument terdiri dari dua tes; pre-test dan post-test dan angket.

Data penelitian ini dikumpulkan melalui pre-test dan post-test. Pre-test digunakan untuk mengetahui kemampuan siswa sebelum dan sesudah perlakuan. Dalam melakukan penelitian ini, peneliti menerapkan VOA (Voice of America) sebagai media pembelajaran. Hasil penelitian menunjukkan adanya peningkatan skor pre-test dan post-test di kelas eksperimen setelah mendengarkan video berita VOA (Voice of America). Nilai rata-rata pre-test adalah 60,56 dan post-test adalah 89,06. Selain itu, sebagian besar siswa menanggapi positif video berita VOA (Voice of America) sebagai media dalam pengajaran mendengarkan. Oleh karena itu, video berita VOA (Voice of America) direkomendasikan sebagai media bagi guru bahasa Inggris untuk mengajarkan keterampilan menyimak.

Kata Kunci: Materi Pembelajaran Bahasa Inggris, Keterampilan Mendengarkan, Voice of America

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Effect of VOA (Voice of America) English Learning Materials on Students' Listening Skills (Quasi Experimental Research at the Tenth Grade Students of SMA N 1 Bengkulu in Academic Year 2021/2022" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   February 2021

Stated By

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ACKNOWLEDGMENT

In the name of Allah, the Beneficent, the Merciful. All praised be to Allah, Lord of the world, who always guides and protects his in every step of his life. Because of His guidance, blessing, and love, finally, the writer could finish this *skripsi* and his study at UIN Fatmawati Sukarno Bengkulu. Peace and Salutation forever to a noble character, the prophet Muhammad who has brought the human beings from the darkness to the lightness and from the bad character to the good one.

It is a great pleasure to acknowledge the contribution to all of lecturers, institutions, family, and friends who have contributed in different ways hence this *skripsi* is processed until it becomes a real scientific paper which will be presented to Faculty of Tarbiyah and Tadris in partial fulfillment of the requirements for the degree of S.Pd. (S-1) in the Department of English Education.

The writer would like to express his deeply grateful honour to her beloved father Aprizal and her beloved mother Yenti Zunaili who always support her and show great patience all the time in her life, her beloved brother Dezi Anugrah who always motivated her to finish this *skripsi*. They are his precious persons in her life who make the writer keep moving forward till now.

The writer would like to express his deepest appreciation and gratitude to his advisors M. Arif Rahman Hakim, M.Pd., Ph.D. and Anita, M.Hum. Who kindly helped and gave her precious suggestion during the process of writing *skripsi.* They have always been patient to give her guidance, support, and advice throughout the stages of the *skripsi* writing.

The writer also realized that her would never finish this *skripsi* without help and support from people around her. Therefore, her would like to give his gratitude and appreciations to:

1. Prof. Dr. KH. Zulkarnain Dali, M.Pd, as the rector of UIN Fatmawati Sukarno Bengkulu.
2. Dr. Mus Mulyadi, M.Pd., as the dean of Tarbiyah and Tadris Faculty.
3. Risnawati, M.Pd., as the head of Tadris Department.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Before entering into a larger scope such as the world of work, English has shown very much how important it is to be learned and mastered. For students who still have to face national exams, mastery of English is important for them to pass with satisfactory scores. Therefore, it would be nice if English was taught since we were young, the earlier someone learns English, the easier it will be for that person to master English. Likewise with the national exam where English is one of the subjects tested. Learning English in an instant and brief to face the national exam will not be enough. The learning process must be carried out as early as possible in a long time therefore that you can get used to English itself.

As a universal language, English in the world of Islamic education is a communication medium for preaching throughout the world, especially the Western world such as American and Europe. We continue to study Islam using the original language namely Arabic, after which we can spread it to non-Muslims. Besides that, English is also very important because it is used as a medium to resolve misunderstandings. It can be concluded that in addition to politics, economics, culture, and so on, English is also important in the field of education, especially Islamic education, which is aimed at communicating with other countries because

English is the 'unifying' international language of the world (Wardah 2016, p.208).

As a foreign language, a great deal of students experience problems in English as the international language. Generally, it is on the grounds that students are impacted by their first language. To enable students to communicate well, it is important to apply the language as can imagine native speakers since it includes the interaction of acknowledgment. In Indonesia, the investigation of English language subjects should be learnt by students. In building a decent correspondence with others, the students have to understand the means of the messages conveyed via their companions when they have a conversation. Students have to be able master all of the four essential abilities in English.

As claimed by Norbert Schmitt (2010, p.24) most the people also find out difficult to learning a foreign language because English has different features in each countries with their native language and there are so many aspects that must be learned in English. Nonnative students have to adapt with the letters and sounds of English. Besides that, they have to face the extraordinary rules of sentences, how the sentence can be produced, and the meaning of each word. Thus, it may also need some competences that have to be mastered with the aid of rookies in appreciation English.

Language is used to express our ideas, thoughts, and feelings to others. People in society use language, which is understood together to

communicate with each other. In language learning, especially English we recognize that it must be mastered by students. That skills are listening, speaking, reading and writing. Language learning is the desire to learn another language in order to improve communication skills, such as spoken and written as stated by Ramelan (2003, p.1). In a way that is based on Krashen (2013, p.24) language learning is a conscious process that occurs when we are studying and doing what we do in school. in everyday language, when we discuss about rules and grammar, we are discussing learning. As a result, the skill that we know he found difficult to master is listening, because it requires more understanding of the material. People cannot express their thoughts and opinions in English unless they listen.

Listening skill is one of the four foundations of language skills in English beside reading, writing, and speaking. Listening skills required of students through local and national assessments of English examined in written form, therefore that listening must be learned formally due to the fact that kindergarten till the greater education level. Listening is the activity of paying attention to the speaker and making an attempt to get that means from something heard. Brown (2001, p.247) states that listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.

According to Howatt and Dakin (in Saricoban 1999), listening involves understanding the speaker's accent or pronunciation, grammar

and vocabulary, and understanding its meaning. This definition provides the complexity of listening skills that involve various aspects of oral input. An able listener is capable of doing these four matters simultaneously. In addition to the theories above, listening skill is also supported by Gulec & Durmus (2015) Listening skills are one of several skills that must be known and learned in order to learn English. Listening skill is the ability to understand words of speakers say and what they mean. Listening is the ability to fully understand the message a character speaks or reads or is trying to convey aloud. Listening is an important elements of communication and educational process.

Based on preliminary research by interviewing English teachers at schools, the researcher found that many several obstacles faced by students of SMA Negeri 1 bengkulu such as they do not understand the significance of the word correctly. Therefore, they must learn meaning based on context in listening. The students' also difficulty in listening to English because students' vocabulary mastery is limited, and the facilities not really supported in teaching learning process thus the students rarely practice in listening skill, and most of them show low motivation to learn to listen. Nowdays, there are a varieties of media that can be used to practice listening to native English speakers such as songs, news, or movies. Therefore researchers will use the media in making students interested and they naturally focus on learning English. According to Sanjaya (2012, p.28) Learning media is learning aid which can be used to

encourage the thinking, feeling, attention and ability of students in order to support the learning process. In the meantime, the function of learning media is a common perception, communicative tool, meaningfulness, motivation, and a function of individuality because they have various interests and learning styles.

One of approaches that can be used in learning English to improve students' listening skills is will using media to aid the learning and teaching process. The researcher use the media to make learners interested and they will automatically focus on learning English. In this study, researcher will use the media, namely VOA (Voice of America) to investigate students' listening skills. Researcher prefers choosing for teaching listening learning because the audio visual media can help the occurrence of communication and create an atmosphere that is not monotonous. Language learning is not only listening to the teacher's explanation, but it requires students' activeness in learning and teaching process. Therefore, they are good ways to teach listening and improve students' listening skills (Azhar 2013, p.33). To gain more knowledge, effectiveness of audiovisual news exposure and non-news materials for students' improve their intermediate language speaking skill as the focus. Furthermore, rather than listening to audio, students can pay attention and be enthusiastic about learning by watching news videos. The speakers of VOA are native English, Thus the researcher choose the media in this current study.

Based the explanation above, the researcher is interested in conducting a research on VOA as media to teach listening skill. Therefore the focus of this study is "The Effect of VOA (Voice of America) English Learning Materials on Students' Listening Skills at the Tenth Grade of SMA Negeri 1 Bengkulu in the Academic Year 2021/2022".

B. Identification of the Problem

Based on the background above, the researcher identified the problem as follows :

1. Learning media that are still lacks creativity thus that students get bored easily in learning English and the class conditions become less than optimal to achieve learning targets on listening skills

2. Students are difficult to identify and understand the meaning of words

C. Limitation of the Problem

In this study, researcher was determine the usage of VOA to investigate students' listening skill. The researcher was take news of VOA in the past year. There are many components related to this topic, one of approach in this learning can attract students' interest, and students can pay attention to the learning process. Therefore, this study focuses to investigate students' listening skills and will be conducted at SMA Negeri 1 Bengkulu.

D. Research Questions

Based on the background of the study above, the research questions are:

1.   How are the students' learning result in listening using VOA ?

2.   Is there any significant different in learning using VOA ?

E. The Objectives of the Research

Based on the limitation of the problem above, the objectives of the research as follows:

1.   To investigate the students' learning result in listening using VOA

2.   To investigate any significant different in learning listening using VOA

F. The Significant of the Study

The result of this study is expected to be able to give the following benefits and information:

1.   Theoretical significance

This media can be very useful for both of teacher and students or learners, because that media can be a good in teaching listening in fun and interesting way to improve student's listening skill. This also is expected be as innovation in teaching, therefore the teaching learning process is not boring, especially in listening class.

2. Practical significance

The English teacher will get additional information from the result of this study in improving their teaching, especially in finding appropriate media in teaching listening. This study is aimed to straightly contribute to improve the students' listening ability. Moreover, it can improve students' motivation in language learning process as well.

3. Further research

This study is expected to be a reference for those who want to conduct a research especially related to teaching listening in senior high school.

4. For institution and school

This study is a means carry out learning by improving listening skills of students through audio-visual media.

G. Operational Definitions

1. Listening

Listening is the first and most fundamental skill that beginners must learn when learning a new language. It is a receptive skill, which means that language learners learn new words based on what they have heard or listened to. The ability to receive has an impact on the ability to produce. If they are good listening, as a result they will

understand and even have a good competency in productive skills such as speaking and writing (Hendrawaty 2019, p.57)

2. VOA (Voice of America)

Voice of America or VOA is a multimedia broadcast (radio, television and internet) owned by the United States government, which has broadcast various programs in 53 languages. Headquartered in Washington DC, VOA has hundreds of correspondents and stringer networks spread throughout the world. VOA is an agency funded by the United States government through the Broadcasting Board of Governors (insidevoa.com).

3. English Learning Materials

The aids teaching materials are all forms of material that are systematically arranged which are used to assist teachers or instructors in carrying out the learning process so as to create an environment or atmosphere that allows students to learn, Hamdani (2011, p.120).

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Listening

1. Definition of Listening

As claimed by Hargie (2011, p.27) listening is one of the varieties of conversations that people do daily research had showed that adults spend 45%-55% of their daily life conversation by means of listening which is more than any other form of communication such as speaking that. To learn English, there are several skills that should be recognized and learned, one of which is listening skills. Listening skill is the ability to understand words of speakers say and what they mean. Listening is the ability to fully understand the message a character speaking, reading or trying to convey aloud. Listening is an important elements of communication and educational process. (Gulec & Durmus, 2015).

The importance of listening is recognized by Brown (2001, p.247) who mentioned that listening is the principal element in language mastering and teaching because in the classroom learners do more listening than speaking. It capability that listening is the essential aspect in every day activities, through listening we can interpret the meaning.

In a way that is based on Rivers in Hasyuni (2006, p.8) listening is a creative skill. It is our ability to recognize the sound that falls on our ears and take the basic material of words, arrangements of words, sound rises

and falls and we create significance from that material. Listeners mustunderstand the sender's choice of vocabulary, structure and transmission speed.

According to Hendrawaty (2019, p.57) listening is the first and most fundamental skill that beginners must learn when learning a new language. It is a receptive skill, which means that language learners learn new words based on what they have heard or listened to. The ability to receive has an impact on the ability to produce. If they are good at listening, they will be recognized and even have good competence in productive skills, namely speaking and writing.

Listening is an important part of English as a foreign language. It looks like other skills such as reading, writing and speaking. Listening is an indispensable skill because it is used most in everyday life. Learning to listen will help us improve our speaking skills significantly. If people are to communicate correctly, people need to hear different types of English repeatedly and continuously. It means that people cannot learn language without hearing because listening provides language information. As Rost in Hien (2015) stated, listening as foreign language learning is paramount since it provides the language input. As an input skill, listening plays a crucial role in students language development. Listening as a language is essential because language input is provided. Listening is a crucial component in the development of students' language.

Therefore from the definition above, it can concludes that all of skill involved in listening above are important to enhance students' listening skill in the classroom.

2. Types of Listening

Listening however is not easy to master. According to Michael Rost (2011, p.183-200) There are many types of listening that one needs to know before somebody wants to learn these skill. That is:

a. Intensive; focus on phonology, syntax, and lexis. Intensive listening refers to listening carefully – certain sounds, words, phrases, grammatical and pragmatic units. Although it seems that intensive listening is no longer necessary in most everyday situations, accurate perception is involved in a high level of understanding and listening. The ability to listen intensively when needed, such as in listening to certain important points or to find certain words - is a necessary factor for listening proficiency.

b. Selective; Selective listening tasks may also be the most salient shape of listening instruction in use today. focus Selective listening on the main ideas and pre-set task. Selective listening refers to listening with a planned goal, frequently to gather specific information to perform a task. In its vernacular usage, selective listening is used to refer to attending to only what you want to hear and ignore everything.

c. Interactive; Interactive listening refers to listening in a collaborative conversation. Collaborative conversation, in which l earners interact with each other or with native speakers. Interactive listening focus on being active as a learner and on the type of conversational interaction in which the listener takes the lead in understanding by providing feedback, asking questions, and supporting the speaker.

d. Extensive; Extensive listening focuses on continuously listening while managing a large amount of auditory input. Extensive listening is defined as listening for extended periods of time while concentrating on meaning. Academic listening can be included in extensive listening. Extensive listening is defined as listening for several minutes at a time while remaining in the target language, with the long-term goal of appreciating and learning the content. Extensive listening, protected language instruction, and listening for pleasure are all examples of extensive listening.

e. Responsive; Responsive listening focuses on the learner's reaction to input. Responsive listening is a type of listening practice in which the listener's response is the goal. The listener's reaction in this type of activity is effective, expressing an opinion or point of view rather than providing information based on what was heard.

f. Autonomous; Autonomous listening focus on progress management, navigation of aid options for learners. Autonomous

listening refers to independently, without direct guidance by an instructor, seeking feedback on their understanding, respond in away they choose, and monitor their own progress. Autonomous listening can include all types of listening under discussion - intensive, selective, extensive, interactive and responsive. The key is that students has control over input selection, task completion, and assessment.

Furthermore, Broughton shows there are types who are extensive and intensive in listening. Extensive listening can be used for two distinct purposes. The most important is the representation of material already known in the new environment. This can be a newly taught structure, a lexical set introduced months before and which should be revised. While extensive listening is concerned with listening to natural English which is freer and more general, in a great deal controlled way with one or two particular points. In this second case the meaning of the listening intensively language should be familiar in general and should be more familiar with the language.

Therefore it can be concluded that every types of listening has a distinct purpose and approach for listeners to recognize the message and which means from their listening process. Initially, listeners were only asked to understand language components such as phonemes and intonation during intensive listening. Whereas in a responsive listening, listeners must be able to understand short language ranges such as

greetings and questions, therefore that listeners can respond quickly to certain activities.

3. Process of Listening

Nunan (2001, p.54) states that listening has six stages of the process, consisting of Hearing, Attending, understanding, Remembering, Evaluating, and Responding.

a. Hearing

Hearing is concerned with the response caused by sound waves stimulating the ear's sensory receptors. Hearing is the perception of sound, you don't have to pay attention, you must hear to listen, but you don't have to listen to hear.

b. Attending

Attention refers to the choices our brain focuses on. The brain filters out stimuli and permits only a select few people to be focused.

c. Understanding

The third stage is understanding, which entails analyzing the meaning of what we've heard and comprehending the symbols we've seen and heard.

d. Remembering

The next step should be remembering. Remembering is an important listening process since it indicates that someone has

added it to the mind-storage bank in addition to receiving and interpreting a message, so that the information is kept in our minds.

e. Evaluating

The listener assesses the received message. It is at this point that the active listener weighs the evidence, ranks fact from opinion, and determines whether or not there is bias or prejudice in a message.

f. Responding

We have Responding, which is the stage where the speaker checks if the message is received correctly according to the answer.

According to I.S.P. Nation and J. Newton (2020, p.40) some listening processes as follow:

1) Bottom-up Processes

These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves understanding and parsing the flowof speech at an increasingly larger level starting with auditory-phonetic, phonemic, syllable,lexical, syntactic, semantic, propositional, pragmatic and interpretive (Field 2003, p.326).

2) Top-down Processes

The top-down process involves the listener moving from all prior knowledge and rhetorical content and schema to chapter. In other words, listeners use what they know about the context of the communication to predict the message content, and use parts of the message to confirm, correct, or add to it. The key process here is inference.

4. Listening Problems

Listening difficulties are internal and external characteristics that interrupt understanding of the texts there are directly related to cognitive. According to Hamouda (2013, p.113), factors leading to listening problems for students have been categorized into several categories including listening problems, listening problems related to tasks and activities, listener problems and the methodology of lecture.

During the listening process, problems faced by students would disrupt, in particular those who learn English in non-native environments. The main problem students are learning English in contrast to students who have little or no real listening experience, no past learning or social experiences, according to Lindsay. It is an important factor in their listening problems because they lived in non-English-speaking countries.

B. Teaching Listening Skill

Brown (2000) states the teaching is showing or helping someone to learn how to do something, giving instructions, guide in finding out about something, offering with knowledge, causing to know or understand. Teaching listening is considered to use many language instructors as a challenging mission due to the fact that learners believe that it is a difficult skill to develop during the foreign language process, due to many elements such as stress, pronunciation, accent, and culture. components consisting of expressions, jargon, idioms make the language more complex when understanding it.

In order to be successful in teaching listening, the first step taken is to identify the problems or difficulties in listening experienced by students. Richard (2008) recommended a learning structure for teaching listening, they are:

1. Pre-listening

   It must be defined in what context the teacher should motivate. Brown (2006) recommends that students have the opportunity to learn the grammatical and vocabulary elements included in the text, as well as to operate on prior knowledge. Some activities are suggested pre-listening. They examine new words and reading, predict and speculate, use a preliminary agenda and view a list of items before the texts in group discussions, before they listen.

2. While-Listening

While listening activities are provided for students to help them develop their abilities to obtain information from the speakers. Cloze exercises, dictation, taking notes, and filling gaps with missing words are some of the activities in this section.

3. Post-Listening

Post-listening activities were used to assess this perception. Activities in the post-listening stage include group discussion, paired reading, summary writing, and shadowing and understanding checks.

Furthermore, Field (2002) also advocated for a reliable listening and teaching model. It is divided into three sections. First, there is pre-listening, which includes establishing context and motivation. Second, there is while-listening, which includes extensive listening, pre-programmed assignment or present questions, intensive listening, and answering questions. Finally, there is post-listening, which involves examining functional language and determining the meaning of vocabulary. There are two approaches to teaching listening, intensive and extensive listening. Listening for specific words, phrases, sounds, grammatical and pragmatic units is referred to as intensive listening. The ability to listen intensively on every occasion needed is an important thing of listening skills (Rost, 2002, p.138)

The teacher should be aware of several principles in teaching listening skills (Brown, 2007). In the early stages of ESL instruction, listening should first be given priority. This means that students must first know the listening process in order to learn English. Second, listening should make the best of material relevant to the everyday lives of students. It helps students to understand the significance of the material in real life. Third, listening should emphasize the use by students of the native language when teacher use difficult words. Fourth, the material should be varied in phrases of speaker accent, age, topic, dialect, gender, speed, level, noise, and genre. The goal of this precept is to keep students involved in the material introduced at each meeting. Fifth, the teacher must be always ask students to listen for the purpose of listening and to demonstrate their comprehension in an assignment. It allows them to practice their listening skills. Finally, language material for listening comprehension training should be never presented visually first. The students must first get to know the audio.

Furthermore, teachers have to pay attention to the principles of teaching listening. One of the principles of teaching listening, as previously stated, is that the teacher always asks students to listen for the goals of listening. As a consequence, whether he or she understands the purposes of listening, he or she will be able to teach it to students more effectively. One way to do that is to use a simple dialogue in order to show how they might listen differently depending on their goals.

According to Swift (2007), teaching listening suggest that we need to take a more active approach improving listening skills, by focusing on the specific problems students have and planning listening activities, which will help to solve problems in the listening classroom, there are three phases in listening; pre-listening, while-listening, post-listening. During the pre-listening, the goal is to prepare students for that which they are going to listen, what kind of structure, what vocabulary be on the text, and what topic will be discussed.

During the while-listening, the students complete the assignment given. The assignment depends on the goals for the lesson. There are many kinds of tasks that must be applied in listening activities such as labeling, selecting, and finishing a grid. The last is post-listening, the teacher asks the students to infer the meaning of the words. The process is to write the phrases on a whiteboard and replay the sentence containing the meaning.

C. Teaching Materials

Teaching materials are all forms of material used to assist teachers or instructors in carrying out teaching and learning activities. According to Hamdani (2011, p.120), teaching materials are all forms of material that are systematically arranged which are used to assist teachers or instructors in carrying out the learning process so as to create an environment or atmosphere that allows students to learn. Then the Ministry of National Education (2011, p.2) explains that teaching materials are all forms of

materials used to assist teachers in carrying out the learning process. Another opinion is expressed by Ahmad (2012, p.102) that teaching materials are information, tools and texts needed by teachers for planning and reviewing the implementation of a set of learning. Teaching materials can be stated in the form of hand outs, modules, books, videos, tapes, and others.The development of teaching materials has several objectives, as stated by Hamdani (2011, p.122) that there are several objectives of teaching materials, that are: (1) helping each student to learn something, (2) provide various types of teaching material choices, (3) make it easier for teachers to implement the learning process, and (4) make the learning process more interesting.

a. The Functions of Teaching Materials

The functions of teaching materials can be divided into two types, namely functions for teachers and functions for students.

1) The functions of teaching materials for teachers include:

a) Save the teacher's time in teaching.

b) Changing the role of the teacher from a teacher to a facilitator.

c) Improve the learning process to be more effective and interactive.

d) As a means of evaluating the achievement or mastery of learning outcomes.

2) The functions of teaching materials for students include:

a) Students can learn without having to have a teacher or other student friends.

b) Students can learn anytime and anywhere they want.

c) Helping the potential of students to become independent learners.

d) As a guide for students who will direct all activities in the learning process and is a substance

e) competencies that should be learned and mastered, as well as additional learning resources for students.

b. Types of Teaching Materials

According to the form, teaching materials are divided into four types, namely printed teaching materials, listening teaching materials, listening point-of-view teaching materials, and interactive teaching materials.

1) Print teaching materials are a number of teaching materials in the form of paper for learning purposes or to convey information. For example books, modules, handouts, student worksheets, brochures, pictures, and others

2) Hearing teaching materials or audio programs are a learning system that uses direct radio signals, which can be played or listened to by a person or group of people. For example cassettes, radios, audio compact disks

3) Audio-visual teaching materials are a combination of audio signals with moving images sequentially. For example movies, video compact disks.

4) Interactive teaching materials are a combination of two or more media (audio, text, graphics, images, animation, and video) which are then manipulated by the user or given treatment to control an order or natural behavior of a presentation. For example compact disk interactive

Teaching materials based on their nature can be divided into four types, that are :

1) Print-based teaching materials such as books, pamphlets, student study guides, tutorial materials, student workbooks, maps, charts, photos of materials from magazines, newspapers, and so on.

2) Technology-based teaching materials such as audio cassettes, radio broadcasts, slides, filmstrips, film video cassettes, television broadcasts, interactive videos, computer based tutorials, and multimedia.

3) Teaching materials used for practice or projects such as science kits, observation sheets, interview sheets, and so on.

4) Teaching materials needed for human interactive needs (especially for distance education purposes), for example, telephones, cell phones, video conferencing, etc.

Teaching materials are classified into five groups based on how they are used: non-projected teaching materials, projected teaching materials, audio teaching materials, video teaching materials, and computer teaching materials.

1) Non-projected teaching materials, namely teaching materials that do not require a projector to project the content in them, so that students can directly use the teaching materials. For example photos, diagrams, displays, models, and so on.

2) Projected teaching materials, namely teaching materials that require a projector so that students can use or study them. For example slides, filmstrips, over head trandparencies, and computer projections.

3) Audio teaching materials, namely teaching materials in the form of audio signals recorded in a mediumrecord. To use it, we must need a recording media player, such as a tape compo, CD player, VCD player, multimedia player, and so on. Examples of teaching materials like this are cassettes, CDs, flash disks, and others.

4) Video teaching materials, namely teaching materials that require a player which is usually in the form of a video tape player, VCD player, DVD player, and so on. Because this teaching material is almost similar to audio teaching material, this teaching material also requires recording media. Examples of teaching materials like this are videos, films, and so on.

5) Computer teaching materials (media), namely non-printed teaching materials that require a computer to ask something to study. For example, computer mediated instruction and computer based meltimedia or hypermedia.

D. VOA (Voice of America)

According to Yao and Zuo (2009, p.29) said VOA Learning English provides instructional opportunities to speak, write and listen extensively. Their interesting, informative and detailed reports also excite students for English learning. The learners are strongly encouraged to learn many words and expressions that satisfy their communication requests from such relevant materials. Students tend to get involved and learn the content when the material is interesting. As a result, VOA videos are appropriate for teaching English in Indonesia. VOA Learning English is intended for millions of English learners around the world. This demonstrates that VOA Learning English can be used in Indonesia. worldwide. It shows that VOA Learning English can be used in Indonesia.

VOA was founded on February 24, 1942, to fulfill people's needs with accurate, honest, and reliable news. The guideline underlying VOA broadcasting activity was a charter signed by President Gerald Ford and passed into law on July 12, 1976. The first broadcast of VOA (American Voice) on February 24, 1942, aired from the city of San Francisco, on the west coast United States of America.

Voice of America or VOA is a multimedia broadcast (radio, television and internet) owned by the United States government, which has broadcast various programs in 53 languages. Headquartered in Washington DC, VOA has hundreds of correspondents and stringer networks spread throughout the world. VOA is an agency funded by the United States government through the Broadcasting Board of Governors. VOA broadcasts more than 1000 hours of news, information, education and cultural programming each week to more than 100 million people worldwide. In addition, VOA also spreads its mission through a network of affiliated stations, namely local stations spread across thousands of cities, so that they can reach more than 93 million listeners in the world. VOA was founded to meet people's needs for accurate, honest and reliable news. The guideline underlying VOA's broadcast activities is a charter signed by President Gerald Ford and passed into law on July 12.

VOA is frequently used in teaching and learning English in Indonesia, such as in one of Indonesian university that the VOA (Voice of America) English language news program is a creative learning. Creative learning in English that means the courage to start using English correctly, therefore that learning English is directed towards the real needs of the user. Meanwhile, the courage to look again at the weighted pronunciation used in listening, reading and speaking must be given a larger portion from the beginning of the education level (Kurniawan 2011).

E. Review on Previous Studies

The first research was done by Dian "Developing Students' Listening Skill through VOA (Voice of America) Learning English Video" this study the pre-experimental quantitative method was used. The researcher was used to collect the data by using pre-test and post-test. Therefore, from that research showed there was improvement in students' listening skill seen through the mean score of the students' post test result which was higher than the result of the students' pre-test. The post-test score of the students was higher than the pre-test score. The post-test mean score was 77,40, while the pre-test mean score was 50,05. The similarities of current study and this previous study is similar at the media and focus on listening to teaching and learning in Senior high school level. But there is also difference from the previous researcher. This previous study was used writing test to collect the data and the sample was taken from one class.

The second research was done by Puduru Vaishnavi "Focussing on the Development of Listening skills of Collegiate students Using Voa Application with special reference to Sathyabama Institute of Science and Technology" From this study, it is evident that the learner of English language can improve their listening skills very smartly and quickly using these online resources. This research evaluates the performance of university learners using English as a second language. The learners are allowed to hear the audios version of VOA application through the

computer in the digital class. The study was conducted with 20 students of third year B.A English literature at Sathyabama Institute of Science and Technology in Chennai. A pre- test and post- test were conducted after the experiment to find out the result of using these online resources. Results suggest that student were strategic in podcasts suitable for their interests and proficiency levels, overall, they found learning from podcasts not only convenient but also useful in enhancing their language proficiency and world language. The similarities of current study and this previous study is similar at the media and focus on listening to teaching and learning using Voa. But there is also difference from the previous researcher. This previous study university level, and the researcher using online learning with application VOA

The third research was done by Misyfa Bayani Tasya "The Effectiveness of VOA News Video As The Teaching Media In Increasing The Listening Skill" this research was to know How is the effectiveness of using VOA news video on students' listening ability and How is the students' perception on the use of VOA. Researcher used a quasi experimental method. The study population is students of SMAN 1 Babakan, the sample were X IPA 1 students consisting of 36 students and X IPA 2 students consisting of 35 students. The instrument consists of two tests; pre-test and post-test and questionnaire. The results of this study were that most of the students responded positively to the VOA news video as a medium for learning to listen to English. The similarities of

current study and this previous study is similar at the media and focus on listening to teaching and learning in Senior high school level and the data analysis were calculated by using SPSS version 21. But there is also difference from the previous researcher. This previous study used quantitative research, as for the technique of sampling the researcher used simple random sampling.

F. Hypothesis of the Research

Hypothesis is a basic assumption of how the result of the research will be. According to Creswell (2012, p.621), Hypothesis is prediction the researcher makes about the expected relationships among variables. The researcher tries to determine the hypothesis of the research. The researcher formulates hypotheses as a follow:

1. (Ha): There is significant different by using VOA in learning English to improve students' listening skill. (Hi = $p \leq 0,05$)

2. (Ho): There is no significant different by using VOA in learning English to improve students' listening skill (Ho = $p \geq 0,05$)

G. Conceptual Framework

From the literature and background of this research, it can concludes that listening skill is important for students to master. Listening is the most important aspect of language learning and teaching because students spend more time listening than speaking in the classroom. It means that listening

is an important aspect of daily life; through listening, we can interpret meaning. (Brown, 2001, p.247).

Learning English listening skill often experiences obstacles that cause students to become unmotivated in learning. One of the reasons is the uses of learning media that does not attract students' interest. Thus that students are less motivate in learning listening process. This is very influential on the results obtained by students. To be able to overcome this problem, in the listening learning the teacher must have a learning strategy or method that makes students interested in listening lessons. The low interest and motivation of students cause students to rarely practice listening skill in the learning activities. If these two things continue to happen, student achievement may also decline, and the learning objectives stated in the graduate competency standards cannot be met. Therefore, the researcher chose the media in learning listening skills using Voa (Voice of America) to investigate students' listening skill. This media is expected to make learning more interesting, varied, and make students interested automatically they will focus on learning English.The media is audio-visual, audio-visual media is a medium that conveys learning messages with sound and images accompanied by elements of motion.

The conceptual framework of this research is as follows:

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                    ┌─────────────────────────────────┐
                    │  Learning English Listening Skill │
                    └─────────────────────────────────┘
                                    │
          ┌─────────────────────────┴─────────────────────────┐
          │                                                     │
 ┌─────────────────┐                              ┌─────────────────┐
 │ Experiment Class │                              │   Control Class  │
 └─────────────────┘                              └─────────────────┘
          │                                                     │
   ┌────────────┐                                  ┌──────────────────────┐
   │  Using VOA  │                                  │  Using Audio Material │
   └────────────┘                                  └──────────────────────┘
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The advantages gained from the media audio-visual in learning process consist of (1) make it easier for students to understand the information contained in a news. (2) foster student interest and motivation in learning. (3) students can improve their ability to listen or listening to the news, is not something boring, but is something that is very fun.

The disadvantages of the media audio in learning process, namely: (1) Does not attract students' attention (when they listen to audio recordings of their possible attention tends to nowhere. They might hear a message the recording but not fully listened to and understand it), (2) Difficulty in speed monitoring

The Students' Listening Skill

Figure 2.1 : Conceptual Framework

Based on framework above, the researcher teaching and learning listening in two classes. experimental and control class. In the experimental class, the researcher using Voa in teaching and learning listening. Different from control class, the researcher using random audio for the materials in teaching and learning listening process.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The research method is quantitative research methodology. According to Aliaga and Gunderson (2002), describes quantitative research methods as the explaining of any problem or phenomenon through data collection in numerical form and analyzing with the help of mathematical methods, especially statistics. On the other hand, Williams, (2011) statae that quantitative research begins with a statement of a problem, generating of hypothesis or research question, reviews related literature, and a quantitative analysis of data.

Furthermore, (Creswell 2003, Williams, 2011, p.18) states, quantitative research "usage investigate strategies such as experiments and surveys, and collect data on predetermined instruments that produce statistical data"

This chapter will present about the research design, population and sample, research instrument, validity reliability, technique of data collecting, technique of data analysis and research timeline.

B. Research Design

The researcher apply an experimental design, especially a quasi-experimental design for this study which involves two groups, experimental class and control class. Creswell (2012) states,

"Experimental design is a procedure in quantitative research in which the researcher determines whether an activity or material makes a difference in outcomes for participants." The characteristic of this study is to compare two groups that have equivalent subjects, one will get treatment while the other will not get anything. The treatment that the researchers give to the experimental class asking to listen in learning materials using VOA

Figure 3.1
Research Design
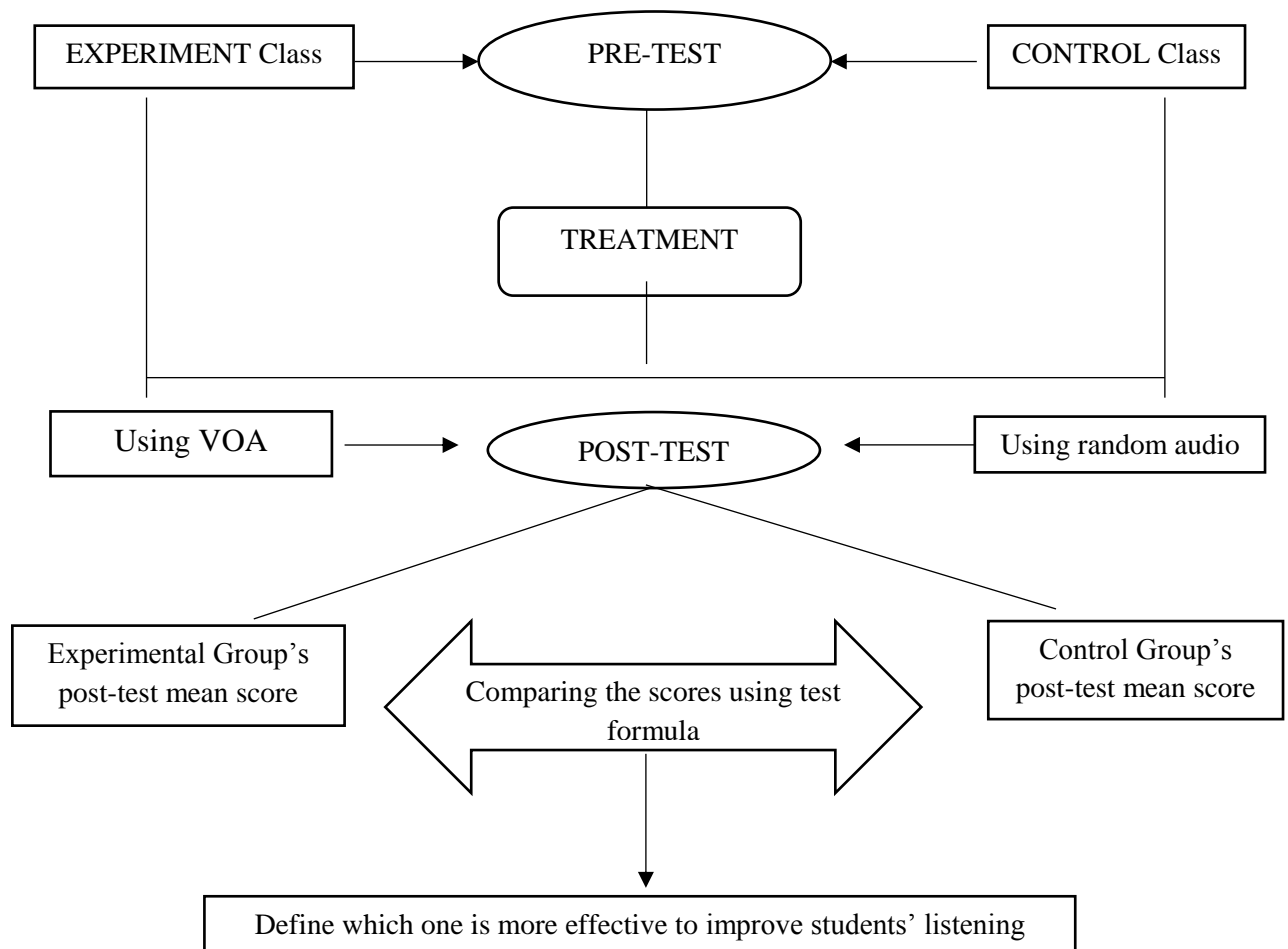
Table 3.1
Research Activities Planning

Meeting	Activities	Time Alocation	Topic
1	Pre-Test	30 minute	Descriptive text (people,animal,and place)
2	Treatment	40 minute	How an Allowance Helps Children Learn About Money
3	Treatment	40 minute	A School that Teaches Children to Eat Better
4	Treatment	40 minute	Education Report
5	Treatment	40 minute	Tokyo 2020
6	Treatment	40 minute	Business English speakers can still be devide by a common language,
7	Treatment	40 minute	Expert share advice on growing roses
8	Post-Test	30 minute	Recount text (historical and experiences)

C. Place and Time of the Research

The research was conducted for eight meetings, start from Juli until September, 2021. The researcher was conducted the research at SMA Negeri 1 Kota Bengkulu, located on Jl. Kuala Lempuing, Kelurahan Lempuing Kecamatan Ratu Agung, Bengkulu 38225.

D. Population and Sample

1. Population

The next step in the research process is to choose which subjects or students from the school will serve as the population and sample. Ary (2010, p.148) defines population as "all members of any well-defined class of people, events, or objects."

This research population is 288 students from the tenth grade of SMA Negeri 1 Kota Bengkulu, divide into eight classes. The researcher was take only two classes for this research. The classes are X IPA-1 that consisted of 30 students and X IPA 2 that consisted of 30 students.

Table 3.2

Population of the Research

No	Class	Famale	Male
1.	X IPA 1	19	11
2.	X IPA 2	18	12

(Source: The data from SMAN 1 Bengkulu)

2. Sample

Sample is a part of population that will be observed (Ary 2010, p.148). In this study the researcher was used purposive sampling technique. According to Sugiyono (2018, p.138) purposive sampling is sampling technique with certain considerations. Purposive sampling is a non-probability sampling, which means it does not provide equal opportunities for every population. The researcher used purposive sampling to obtain an experimental and control class based on the English teacher's recommendation or judgment that both the experimental and control classes possessed the same English competency. Therefore, the researcher decided to used class of X IPA-2 as the experimental class and class of X IPA-1 as the control class.

E. **Research Instrument**

Creswell claims that a tool for measuring, observing, or documenting quantitative data can be said to be an instrument (Azurah, 2018, p.22). In this research, the researcher used some instruments to get primary data. The instrument used a form of questionnaire and listening test as the instruments. The goal is to obtain an overview of the abilities achieved after the delivery of the lesson.

1. Test.

The first instrument which was employed in this study was test. A test was administered in order to check students' understanding

about the topic that they had listened to. Arthur said there are several purposes for giving test to students:

a. To measure language proficiency

b. To discover how successful students have been in achieving the objectives of a course study

c. To diagnose students strength and weakness, to identify what they know and do not know.

d. To assist placement of students by identifying the stage or part of a teaching program which most appropriate to their ability.

The test was presented in the end of activity in each meeting. It contains 20 questions in a form of multiple choices. The allocation time for the test is 30 minutes.

2. Questionnaire

The second instrument used in this study is questionnaire. Questionnaire is a technique or method of collecting data indirectly The instrument or data collection tool must also be answered by the respondent. Researcher used end-of-session questionnaires from the participant reaction. End-of-session questionnaires generally ask about participant reactions- what people thought about the program, including content, materials, facilities, and administration.

F. Validity and Reliability

Heaten in Johnson (2001, p.302) defines validity as "the extent to which (a test) measures only what it is supposed to measure." If a test is valid, an outsider looking at an individual score knows that it is a true reflection of the individual's skill in the area that the test claims to cover. Hughes (2005, p.26) supports Brown's concept, stating that a test is said to have content validity if its content is a representative sample of the language skills, structures, and so on with which it is supposed to be concerned. It is possible for a test to have content validity.

According to Brown in Isnawati (2012, p.27), there are four types of validity, they are content validity, criterion-related validity, construct validity and face validity. Furthermore, the researcher emphasized on the content validity in this research. It is the validity based on the indicators that the researcher used as the measurement tools. Sukardi (2007, p.115) stated that an instrument is said to be valid if the instrument to be used can measure what will be measurability. The validity of the instrument is the indicated standard by which the test instrument will be measurability.

Content validity is a type of validity that relies on careful analysis of the language being tested and specific test. A test is said to have content validity if its contents is a representative sample of language skill, structures, etc. The researcher was make this test based on the course objectives in the learning English at the tenth grade of SMA Negeri 1 Bengkulu. In this current research, the subject is X IPA-1 that consisted of

30 students and X IPA 2 that consisted of 30 students. Thus the researcher used research instrument related to the material especially recount text in the form of multiple choices

According to Sugiyono (2015, p.173), reliability is an instrument that would generate the same data if used multiple times to measure the same object. It means that scores from an instrument are stable and consistent. Howit and Cramer (2000, p.28) stated that reliability is the extent to which the measure will give the same response under similar circumstances. Sukardi (2007, p.122) stated that reliability is the level in a test that consistently measure at any test. The research instrument can called reliability. The tool was used what to use measure what can be used at any time, the resultsare the same. Based on the explanation above, the researcher will use validity content by using SPSS version 21 to test the validity and reliability.

    a) Formula of validity

To find out whether the data collected is valid, it can use the Pearson Product Moment correlation formula as follows:

$$r_{hitung} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{n\sum X^2 - (\sum X)^2 \, (n \, \sum Y^2 - (\sum Y)^2)}}$$

Keterangan : r_{hitung}= koefisien korelasi

$\sum X_i$= jumlah skor item

$\sum X_i$ = jumlah skor total (seluruh item)

n = jumlah responden

b) Formula of reliability

To find out the reliability of all tests, it can be using the Alpha Cronbach formula, namely:

$$r^{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum S_i^2}{S_t^2}\right]$$

Keterangan : $= r^{11}$ koefisien reliabilitas instrument

k = jumlah butir pertanyaan

$\sum S_i^2$ = jumlah varian butir

S_t^2 = varian total

G. Technique of Data Collection

The researcher used quantitative research approach. Quasi experimental Study in this research. In experimental research the researcher used test and questionnaire as the techniques to collect the data for this research. The test is used to collect the data of listening skill whereas the questionnaire is used to obtain the data of the usage VOA to investigate students' listening skill. The instruments of collecting data are:

1. The Instrument

   a. Questionnaire

   The questionnaire is a list containing a series a question about a problem or area to be researched. To obtain data, questionnaires are distributed to respondents (people who answer questions posed for research purposes), especially in survey research. In this study, the researcher was make a written questionnaire with a total of 15

questions, based on the guidelines from Hardani et al., (2020), which were then answer by the respondent / sampling. And the form of the questionnaire is a closed questionnaire, which is a questionnaire in which the questions use multiple choice techniques or there is already a choice of answers, thus that the respondent just chooses the desired answer. The questionnaire technique is uses to determine the level of emotional intelligence and motivation in students. In conducting the research, students are directed to fill out the questionnaire based on their actual condition. The data obtained from the questionnaire is a score of emotional intelligence and motivation.

2. Test

   Test is uses for pre-test and post-test, these are uses to know the student's ability in listening skill. The Pre-test is uses to know student's ability before teacher teach them using video. The Post-test is given after they were given different treatment. Determine the results of these different treatments. For the pre-test and post-test, the researcher adopted the English book entitled *BUPENA* (Buku Penilaian Autentik) English (2014) Curriculum 2013 for the tenth grade and take the source of the article, which were the test material is usually used in the listening test or in the national exam. The test instrument needs to be tested for its validity and reliability. Therefore,

the question instrument needs to go through a validity test and a reliability test before being used for research to make it relevant.

a. Pre-test

At the first meeting, the pre-test is given to both the experimental and control groups. The researcher will be given the pre-test to determine or measure the intelligence level of the students' listening skills. The material of pre-test in the written form will take descriptive text. The test consist have 20 Multiple Choices it consists of four options and students have to choose the correct answer. In doing the test, the researcher give 40 minutes for the students. The test use in pre-test was describing about people, animal and tourism place. Then, the result of pre-test can show up after calculating the students' score to identify their listening skill.

b. Treatment

After giving a pre-test to both groups, the treatment is conducts for 6 meetings, the researcher used media from VOA. After applying the pre-test to the experimental group, the researcher gave treatment based on the lesson plan using the media. In this study, the researcher will teach in the experimental class, and the control class will be taught by teachers who usually teach in the class, because the researcher who know the learning models and media used, the characteristics of learning, the steps, how worksheets in learning are used it is knowledge that must be known by

researchers. Likewise, in the control class that is applied conventional learning, it is appropriate for the teacher to teach. Conventional learning usually done at research sites, thus that the teacher knows better how learning in the classroom takes place. What are the steps, what are the characteristics of the learning used and the characteristics of students. It is the teacher who knows more about this (Andre, 2016).

c. Post-test

After all the material was taught, the researcher give a post-test at the last meeting to find out whether the use of VOA could improve students' listening skill or not. The post-test was gave to the experimental class and the control class. Moreover, the test is given in written form. In the post-test, the researcher gave 20 questions. The test consists of 20 Multiple Choice which consists of four choices. The time allocation for taking the test was 0 minutes, they answered questions related to VOA, this post-test was used to determine students 'listening skills after using VOA materials to improve students' listening skills in listening to videos. For the post-test in the control class, questions will be given based on what material they had learned in the treatment session, while for the experimental class using VOA what material they learned in the treatment. But for the level of difficulties, the number of questions, the time allocation is all the same.

H. Technique of Data Analysis

After the data is collected, then the data is analyzed by using data management techniques. The data analysis will be used by the researcher in this study aims to answer the questions list in problem identification. In this research, the researcher uses techniques to analyze data. Data analysis is one of the research activities in the form of a process compiling and managing data in order to interpret the data that has been obtained. According to Sugiyono (2016, p.147) data analysis is an activity after data from all respondents or other sources of data collected. Activities in data analysis are classify data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting each data studied, performs calculations to answer the formula problems, and perform calculations to test the hypotheses that have been proposed.

On analyzing the data, the researcher will calculate the data by SPSS (Statistical Product and Service Solution) 21 version. SPSS Statistics is a software package used for logical batched and non-batched statistical analysis. The t-test is one of a number of hypothesis tests. The test use to compare data. In this study, the paired data t-test. There are two types of paired t-test, namely the independent and dependent population 2 t-test. The t-test for 2 independent populations is used to test for differences or to compare the means of two unrelated groups while the t-test for 2 dependent populations is to compare the means of two groups that are interconnected (Taniredja, 2012). Therefore in this research, the researcher

will use the independent paired data t-test because the independent t-test is use to test the mean difference between the two groups.

Before calculated t-test, the researcher did normality and homogeneity tests first.

a. Normality Test

Normality test is used to test whether a variable is normally distributed or not. Sujianto (2009, p.77) states that normality distribution test is a test to measure whether our data is normally distributed. Normal here means if the data have a normal distribution. The main reason for doing normality testing is that it is necessary for the researcher to find out whether the population or data involved in the research is normally distributed.

b. Homogeneity Test

The homogeneity test is the basic assumption of influence and comparison. The homogeneity test is used to show that two or more groups of sample data come from populations that have the same variation. The homogeneity test was applied to the post-test result data from the experimental group and the control group.

I. Research Timeline

No	Activities	Time (Month to-)										
		2	3	4	5	6	7	8	9	10	11	12
1.	Preparation of thesis proposal	√	√	√	√							
2.	Presentation of thesis proposal					√						
3.	Data Collection						√	√				
4.	Data Analysis						√	√				
5.	Report Writing							√	√			
6.	Submission of thesis						√			√	√	
7.	Presentation of thesis											√

CHAPTER IV
RESULT AND DISCUSSION

A. Result

This chapter shows the description of the data consisting of the score for the experimental class and the control class pre-test and post-test. And also, this chapter explained the discussion of the research finding.

1. Data Description

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given to the student before the experiment was conducted and the post-test was given at the end of the experiment.

a. Pre-test Experimental and Control Group

Table 4.1
Pre-test Statistic

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Pretest experiment	30	60.56	3.191	.582
	Pretest control	30	56.70	4.921	.898

Based on table above, the mean score of pre-test in the Experimental Group was 60.56 and the standard deviation was 3.191, Meanwhile the mean score in the Control Group was 56.70 and the standard deviation was 4.921.

b. Post-test Experimental and Control Group

Table 4.2

Post-test Statistic

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Posttest experiment	30	89.06	3.106	.567
	Posttest control	30	77.60	5.455	.996

Based on table above, the mean score of post-test in the

Experimental Group was 89.06 and the standard deviation was 3.106,

Meanwhile the mean score in the Control Group was 77.60 and the

standard deviation was 5.455.

a. The Description of Pre-test Score and Post-test Score in the

Experimental Group

Table 4.3

Descriptive Statistic of Experimental Group

Descriptive Statistics

		Pre-test	Post-test
N	Valid	30	30
	Missing	0	0
Mean		60.56	89.06
Std. Deviation		3.191	3.106
Minimum		51.00	80.00
Maximum		67.00	95.00

According on the table above in the experimental class that uses a sample (N) of 30 students, the minimum pre-test value is 51 and the maximum value is 67 therefore that it gets an average of 60.56. Meanwhile the minimum post-test value is 80 and the maximum value is 95 thus that it gets an average of 89.06.

b. **The Description of Pre-test Score and Post-test Score in the Control Group**

Table 4.4

Descriptive Statistic of Control Group

Statistics

		Pretest	Postest
N	Valid	30	30
	Missing	0	0
Mean		56.70	77.60
Std. Deviation		4.921	5.455
Minimum		47.00	66.00
Maximum		68.00	88.00

According on the table above in the experimental class that uses a sample (N) of 30 students, the minimum pre-test value is 47 and the maximum value is 68 thus that it gets an average of 56,70. Meanwhile the minimum post-test value is 66 and the maximum value is 88 thus that it gets an average of 77,60

2. **Data Analysis**

The explanation below describes the way to pre-evaluate and

analyze the collected data using three analyzes, namely normality,

homogeneity and hypothesis test (independent t-test).

a. **The Result of Normality Data of Pre-test and Post-test Score of the**

Experimental Group

One-sample Kolmogrov-Smirnov test was used in analyzing the

normality of data pre-test and post-test scores, since the data of each

group is 30 data. The test of normality of pre-test and post-test scores

of the experimental group can be seen on Table 4.5

Table 4.5

The Normality Test of Pre-test and Post-test

Score of the Experimental Group

One-Sample Kolmogorov-Smirnov Test

		Pre-test	Post-test
N		30	30
Normal Parameters[a]	Mean	60.56	89.06
	Std. Deviation	3.191	3.106
Most Extreme Differences	Absolute	.163	.125
	Positive	.127	.100
	Negative	-.163	-.125
Kolmogorov-Smirnov Z		.892	.683
Asymp. Sig. (2-tailed)		.404	.739
a. Test distribution is Normal.			
b. Calculated from Data			

Due the Table 4.5 above, the Kolmogorov-Smirnov test of the

experimental group showed thhat significance Pre-test was .404 and

.739 for Post-test. Since the value of *Asymp. Sig. (2-tailed)* = .404 and

.739 was higher than 0,05, it be concluded that the data obtained were

considered normal. The histogram of normal data of pre-test and post-

test scoresf the experimental group can be seen on figure 4.1

Figure 4.1

The histogram of Normality Test of the students' pre-test

scores in the Experimental Group

Histogram

Dependent Variable: Pretest

Mean =-2.29E-15
Std. Dev. =0.983
N =30

Regression Standardized Residual

Figure 4.2

The histogram of Normality Test of the post-test

scores in the Experimental Group

Histogram

Dependent Variable: Postest

Mean =-1.18E-16
Std. Dev. =0.983
N =30

Regression Standardized Residual

b. The Result of Normality Data of Pre-test and Post-test Score of the Control Group

One-sample Kolmogrov-Smirnov test was used in analyzing the normality of data pre-test and post-test scores, since the data of each group less than 50 data. The test of normality of pre-test and post-test scores of the Control group can be seen on Table 4.6

Table 4.6

The Normality Test of Pre-test and Post-test Score of the Control Group
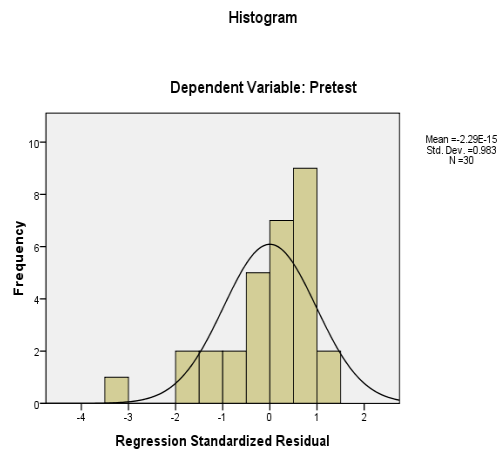
One-Sample Kolmogorov-Smirnov Test

		Pre-test	Post-test
N		30	30
Normal Parameters[a]	Mean	56.7000	77.6000
	Std. Deviation	4.92110	5.45578
Most Extreme Differences	Absolute	.190	.072
	Positive	.190	.071
	Negative	-.126	-.072
Kolmogorov-Smirnov Z		1.040	.395
Asymp. Sig. (2-tailed)		.229	.998
a. Test distribution is Normal.			

Due the Table 4.6 above, the Kolmogorov-Smirnov test of the contro group showed thhat significance Pre-test was .229 and .998 for Post-test. Since the value of *Asymp. Sig. (2-tailed)* = .229 and .998 was higher than 0,05, it be concluded that the data obtained were considered normal.

The histogram of normal data of pre-test and post-test scoresf the
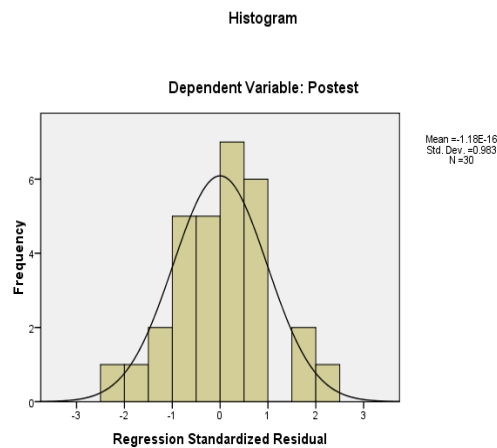
control group can be seen on figure 4.3

Figure 4.3

The histogram of Normality Test of the students'
pre-test scores in the Control Group

Histogram

Dependent Variable: Pretest

Mean =-1.09E-15
Std. Dev. =0.983
N =30
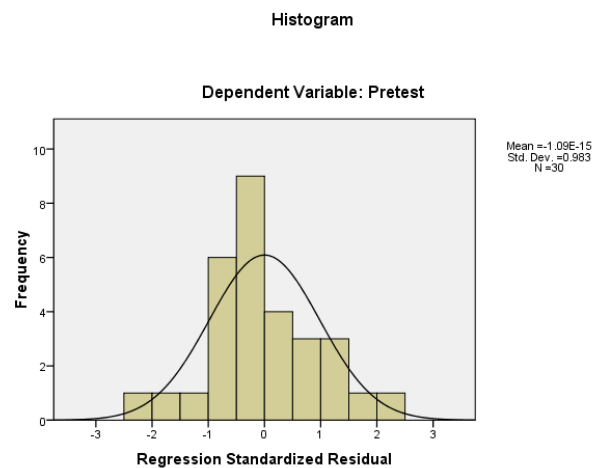
Figure 4.4

The histogram of Normality Test of the students'
post-test scores in the Control Group

Histogram

Dependent Variable: Postest

Mean =1.16E-15
Std. Dev. =0.983
N =30
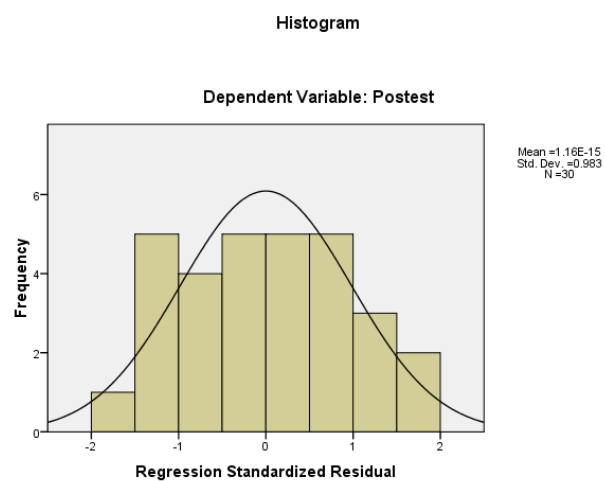
c. The Result Homogenity of Variances Test

After finishing the normality test, the homogeneity test was also required as a prerequisite analysis test. To calculate homogeneity test, the researcher used Levene Statistic Test from SPSS 21 software. The following is the result which was obtatined from the test:

Table 4.7

The Homogeneity Test at Experimental and Controlled Class

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.977	5	18	.458

The Homogeneity Experimental Class

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.202	6	16	.971

The Homogeneity Control Class

From the result of the Levene Statistic Test, it has seen that the significance level or probability value (p) of the data from the experimental and controlled's score was 0.458 and 0.971. It means that the significance level or probability value (p) of the data was higher than the significance degree (α = 0.05). The result of homogeneity test showed that the sample data from the population has homogenous variance.

3. **The Statistical Analysis Result**

This is the last step to analyze the data after normality and the homogeneity test was done. The researcher used the t-test and independent sample t-test. T-test which is paired t-test was used to find out whether there were significant differences in student' listening using VOA before and after the treatment in both experimental group, meanwhile independent sample t-test was used to find out whether there was significant differences between experimental group and control group. The researcher used Statistical Package for Social Science (SPSS) 21 in order to find the paired sample t-test and independent sample t-test.

a. **Paired Sample T-Test Analysis**

Statistical Analysis on the Result of Pre-test and Post-test in the Experimental Group

Table 4.8

Paired Samples Statistics of Experimental Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	60.56	30	3.191	.582
	Postest	89.06	30	3.106	.567

Based on the table above, the mean score of listening pre-test in the experimental group was 60.56 and the standard deviation was 3.191. Meanwhile, the mean of post-test in the experimental group was 89.06 and the standard deviation was 3.106. From the result, it can be seen there was

significant difference score of listening skill before and after taught by using VOA (Voice of America).

Table 4.9

Paired Samples Test of Experimental Group

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Pretest – Posttest	-22.850	5.015	.915	-30.372	-26.627	-31.124	29	.000

The result of paired sample t-test that paired sample difference in mean between pre-test and post-test of listening skill in the experimental group was 22.850 with standard deviation 5.015 and t-obtained (t-count) was 31.124 at the significant level of 0.05 and degree off freedom (df) 29 and the critical value of t-table for two tailed test was 2.045.

From the Table 4.9 above, it can be seen that t-obtained 31.124 was higher that t-table 0.000 (31.124 ≥ 2.045) it can be stated that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was significant difference in the listening skill within the students in experimental group. Before and after taught by using VOA (Voice of America).

Statistical Analysis on the Result of Pre-test and Post-test in the Control

Group

Table 4.10

Paired Samples Statistics of Control Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	56.70	30	4.921	.898
	Posttest	77.60	30	5.455	.996

Based on the table above, the mean score of listening pre-test in the control group was 56.70 and the standard deviation was 4.921. Meanwhile, the mean of post-test in the control group was 77.60 and the standard deviation was 5.455.

Table 4.11

Paired Samples Test of Control Group

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Postest	-2.090	7.897	1.441	-23.848	-17.951	-14.495	29	.000

The result of the paired sample t-test also indicated that the value of t-obtained (t-count) was 14.495 at the significant level 0.05 and the degree

of freedom (df) 29 where critical value of t-table was 2.045. it can bee seen that t-obtained 14.495 was higher than t-table 2.045 (14.495 ≥ 2.045). it means that there was significant difference in students' listening skill within the students in the control group.

b. Independent Sample T-test Analysis of Students' Listening Skill

Table 4. 12

Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	8.333	.005	10.004	58	.000	11.466	1.146	9.172	13.761
	Equal variances not assumed			10.004	46.016	.000	11.466	1.146	9.159	13.773

The result of independent sample t-test also indicated that the value of t-obtained (t-count) was 10.004 at the significant level 0.05 and the degree of freedom (df) was 58, where critical value of the table was 2.002. It can be seen that t-obtained 10.004 was higher than t-table 2.002 (10.004 ≥ 2.002). It can be stated that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was significant difference in students' listening skill who were taught by using VOA (Voice of America) and those who were not.

Figure 4.5

The histogram Students' Scores in Pre-test and post-test
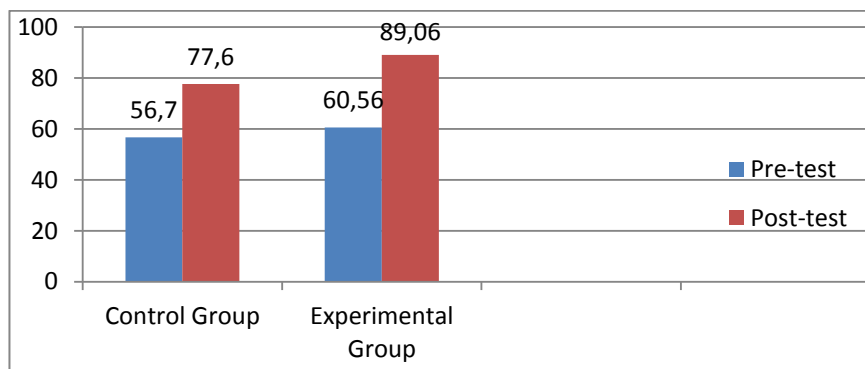
B. Discussion

Based on the result of the study, the following discussions are presented to strength the value of the study. The aims of this research were to find out whether or not there was a significant different learning using VOA in listening skill and how are the students' result in listening VOA.

The researcher gave the pretest to the pre-experimental group to know the students listening skill before giving treatment. In pre test, the students were asked to listen to the audio which was played in order to listen the questions and answer choices. Pre test consisted of 20 multiple choices question and the students were asked to collect their answer sheets. After pre-test finished, next, the researcher gave the treatment to the students before giving post-test. The treatment consisted of six meetings and spent time 40 minutes for each meeting.

With the current condition of switching to online learning, most students used the Zoom Meeting application as a learning media.

Therefore, the researcher conducted this research through a zoom meeting and data collection techniques are carried out online via google form.

In the first meeting, the students were provided video which entitled VOA special English "A School that Teaches Children to Eat Better". Before the video was played, the researcher first explained what a VOA English learning video was. At first the students were not interested in VOA because they thought that the English video spoke very fast so that the students did not understand the meaning. But when the video was played, the video attracted the attention of students thus the students paid attention to the news video. The video was played three times, and the researcher asked the students to write down the words they did not understand.

In the second meeting, students were given a video entitled VOA Special English "How an Allowance Helps Children Learn About Money". In this section, they start to enjoy teaching and learning listening, because they think the subject was interesting. Students are given several questions after watching the video, there are several students who can answer these questions. And students begin to actively ask questions when they do not understand the words they hear in the video.

In the third meeting, students were given a video entitled VOA Special English "Education Report". In this meeting they might be seriously in learning this subject. Even though there are small obstacles

when the zoom meeting starts, it will not reduce the enthusiasm of students in learning process

In the fourth meeting, the students were provided video which entitled VOA special English "Tokyo 2020". In this meeting students are given several questions after watching the video and there was an increase in students, the students have more vocabulary than before. In the fifth meeting, students were given a video entitled VOA Special English "Economics Report". In this section students are given several questions after watching the video and there are some students who can already understand the meaning of the news video

And the last meeting the students were provided video which entitled VOA special English "Agriculture Report". Students enjoy in learning listening skill and more active from before. During the treatment that was conducted into six treatments, the students really enjoy the learning process. The students more focus to the lesson material and the students understand the lesson material easier. The students were given post-test after the treatments were conducted. The purpose of this post-test is to know is there any improving to the students' listening skill after studying listening through VOA (Voice of America).

The result showed that there was any significant different of group who are taught by VOA and those who are not. This can be seen from the result of post-test in both of groups. The mean score of post-test in experimental class was 89,06 with minimum score was 80 and maximum

score was 95. The mean score of post test of control group was 77,60 with minimum score was 66 and maximum score was 88.

From the analysis data above, there was any significant different using VOA in listening skill. It means students' score of post-test experimental class was better from students' score of post-test control class. Thus, students' score of post-test did give some effect in this research. Teaching listening by using VOA as a technique was effective, and the content was more interesting. They did some effort to make their listening skill better when before they using VOA . It means that some of them were interested in using VOA in listening skill. It because they were feeling enjoy and they understand about content of the text what th ey have listening.

As mentioned in the previous part the research by Vaishnavi (2020) the result stated that is VOA news is as an effective language learning tool, there was a great improvement after using VOA. That research proved that by using the application VOA, one can improve students listening skills to a great extent. It occurs almost without effort. VOA provides effortless learning of language by simply listening to the audios and videos. Nan & Mingfang (2009) also stated that teaching listening through VOA really helpful the students to improve their listening skill, this is because VOA is an easy media to be access, it is also a fun media so that the students more interested to study through this media.

Related to the theories above, the researcher concluded that teaching listening through VOA really beneficial to help students to improving their listening skill. Because the native speaker in VOA speak slower and clear, therefore that the students can understand the speakers mind and the students can get the vocabulary easier.

CHAPTER V

CONCLUSION AND SUGGETION

A. Conclusion

Referring to the research finding and analysis of the students' test result, the researcher draws the conclusion as follow:

The students' learning result in listening between experimental and control groups, proved from the result of students including in the result of pre-test and post-test. the mean score pre-test of experimental group is 60.56. Meanwhile the control group is 56,70. In addition, the mean score of post-test in listening after taught through VOA in the experimental group is 89.06. And the mean score of post-test in the control group is 77.60. Therefore the result of post-test was higher than the result of the pre-test and the score of post-test was better than pre-test.

Based on the research that held on the first grade of SMA Negeri 1 Bengkulu academic year 2020/2021, the result of the statistic calculation indicated that the value of t-obtained (t-count) = 31.124 and the value t-table is 2.045. Comparing to with each values of degree significance, the researcher finds that t-obtaiined (t-count) is higher than t-table. T-count $\geq$ t-table, (31.124 $\geq$ 2.045). Since t-count is higher than t-table, Therefore that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) is rejected. It means that there was significant difference in the listening

skill within the students in experimental group. Before and after taught by using VOA (Voice of America).

The increase in the achievement of online learning outcomes is higher than students who are taught using offline learning because it is caused by several factors. The first factor is because online learning is practical and convenient, an open and distributed learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction (Dabbagh and Ritland 2005:15).

The second factor is online learning in English language learning that allows students to interact directly and exercise direct control over information sources, so that students can control and access what they need. Online learning also allows teachers to freely interact with students so that learning that makes learning focused on the information being studied. Moreover in the process of learning listening, students in Indonesia are accustomed to listening to conversations or short speeches in English through tape or media with an American accent. In accordance with the assumptions stated by the researcher who believes that VOA is compared to using other English-language news sources with accents such as British and Australian, and VOA makes students more familiar with their pronunciation. That is why the results of the students increase because they also indirectly adapt to the accent of native speakers.

Meanwhile from offline learning, students do not interact directly with information sources and learning is dominated by teachers who present information in a linear or one-way manner.

Therefore based on the results of the analysis conducted by researcher that the achievement of the highest grades of students in both experimental and control classes is due to the independence process. This can also be related to. Dickinson (1992, as cited in Broad 2006) independent learning is a behaviour or set of behaviours where the learner takes 'active' responsibility for the learning process. Through the processof independent learning, students gain the opportunity and facilities to build their own knowledge so that they will gain a deep understanding, and ultimately can improve the quality of students.

B. Suggestion

There are some suggestions that the researcher would like to suggest based on the result of the research suggested for the school, for the teacher, for students.

1. For School

   The school is expected to be able to facilitate and support the development of learning technique, given the importance and usefulness of the technique in the teaching and learning process because it can help students receive the subject matter delivered by the teacher.

2. For English Teacher

   VOA (Voice of America) strategy can be aplied at Senior High School level, especially at SMA Negeri 1 Bengkulu, in order to develop and improve the students', VOA to be able to vary the technique that can increase students' interest in the process of learning English in listening skills according to the conditions of the students.

3. For students

   Students are advised to be able to improve listening skills based on the material provided by the school and other learning. They need to always listening also various accents by listening to the English songs or watching TV. It will help them to improve their vocabulary automatically.

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(Experimental Class)

Satuan pendidikan	**: SMA Negeri 1 Kota Bengkulu**
Kelas / Semester	**: X / Genap**
Materi Pokok	**: Recount Text**
Alokasi Waktu	**: 1 x 40 Menit**
Mata pelajaran	**: Bahasa inggris**

A. Kompetensi Inti

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya

4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami video yang diberikan guru melalui zoom meetings, siswa dapat mengklasifikasikan fungsi sosial, struktur, dan unsur kebahasaan teks recount secara benar dan tepat

- Menjelaskan perbedaan dan persamaan dari teks recount secara tertulis dengan tepat.

- Mendesain dan menuliskan teks recount terkait biography and historical yang relevan dengan lingkungan peserta didik secara mandiri dan kreatif

C. Materi Pembelajaran

VOA Special English: How an Allowance Helps Children Learn About Money

D. Media, Alat dan Sumber Pembelajaran

1. Media
   - Video recount text yang berhubungan dengan berita dari VOA
2. Alat/Bahan
   - Laptop
3. Sumber Belajar
   - Buku paket Bahsa Inggris Kelas X, **VOA**

4. Kegiatan Pembelajaran

a. Kegiatan Pendahluan

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran serta memberi motivasi belajar
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti
- Peserta didik membaca dan mendengarkan teks recount tersebut untuk memahami isi pesannya.
- Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosialnya, struktur teks, dari video yang diberikan oleh guru.
- Peserta didik memperhatikan video recount secara lebih cermat
- Peserta didik menulis kata kata baru yang tidak familiar
- Peserta didik membicarakan permasalahan yang dialami dalam memahami video recount dari VOA

c. Kegiatan Penutup : Dengan bimbingan dan arahan guru, peserta didik menyimpulkan materi yang sudah dipelajari

B. Penilaian :

Sikap   : Tepat waktu, Tanggung jawab, Kerja sama, Disiplin.
Pengetahuan   : Siswa menjawab pertanyaan di dikelas
Keterampilan   : Siswa dapat menjelaskan apa isi berita tersebut

Mengetahui   Bengkulu,   2021
Guru Bahasa Inggris   Mahasiswa Penelitian

Sri Purwaningsih, S.Pd   **Meilani Almira Putri**
NIP.198511182009032007   NIM. 1711230094

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experimental Class)

Satuan pendidikan   **: SMA Negeri 1 Kota Bengkulu**
Kelas / Semester   **: X / Genap**
Materi Pokok   **: Recount Text**
Alokasi Waktu   **: 1 x 40 Menit**
Mata pelajaran   **: Bahasa inggris**

E. Kompetensi Inti

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya

4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

F. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami video yang diberikan guru melalui zoom meetings, siswa dapat mengklasifikasikan fungsi sosial, struktur, dan unsur kebahasaan teks recount secara benar dan tepat

- Menjelaskan perbedaan dan persamaan dari teks recount secara tertulis dengan tepat.

- Mendesain dan menuliskan teks recount terkait biography and historical yang relevan dengan lingkungan peserta didik secara mandiri dan kreatif

G. Materi Pembelajaran

VOA Special English: A School that Teaches Children to Eat Better

H. Media, Alat dan Sumber Pembelajaran

5. Media
   ➢ Video recount text yang berhubungan dengan berita dari VOA
6. Alat/Bahan
   ➢ Laptop
7. Sumber Belajar
   ➢ Buku paket Bahsa Inggris Kelas X, **VOA**

8. Kegiatan Pembelajaran

a. Kegiatan Pendahluan
   - Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran serta memberi motivasi belajar
   - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti
- Peserta didik membaca dan mendengarkan teks recount tersebut untuk memahami isi pesannya.
- Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosialnya, struktur teks, dari video yang diberikan oleh guru.
- Peserta didik memperhatikan video recount secara lebih cermat
- Peserta didik menulis kata kata baru yang tidak familiar
- Peserta didik membicarakan permasalahan yang dialami dalam memahami video recount dari VOA

c. Kegiatan Penutup : Dengan bimbingan dan arahan guru, peserta didik menyimpulkan materi yang sudah dipelajari

C. Penilaian :

Sikap	: Tepat waktu, Tanggung jawab, Kerja sama, Disiplin.
Pengetahuan	: Siswa menjawab pertanyaan di dikelas
Keterampilan	: Siswa dapat menjelaskan apa isi berita tersebut

Mengetahui

Guru Bahasa Inggris

Bengkulu,   2021

Mahasiswa Penelitian

Sri Purwaningsih, S.Pd

NIP.198511182009032007

Meilani Almira Putri

NIM. 1711230094

(Experimental Class)

Satuan pendidikan   **: SMA Negeri 1 Kota Bengkulu**
Kelas / Semester   **: X / Genap**
Materi Pokok   **: Recount Text**
Alokasi Waktu   **: 1 x 40 Menit**
Mata pelajaran   **: Bahasa inggris**

I. Kompetensi Inti

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya

4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

J. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami video yang diberikan guru melalui zoom meetings, siswa dapat mengklasifikasikan fungsi sosial, struktur, dan unsur kebahasaan teks recount secara benar dan tepat

- Menjelaskan perbedaan dan persamaan dari teks recount secara tertulis dengan tepat.

- Mendesain dan menuliskan teks recount terkait biography and historical yang relevan dengan lingkungan peserta didik secara mandiri dan kreatif

K. Materi Pembelajaran

VOA Special English: Education Report

L. Media, Alat dan Sumber Pembelajaran

9. Media
   - Video recount text yang berhubungan dengan berita dari VOA
10. Alat/Bahan
    - Laptop
11. Sumber Belajar
    - Buku paket Bahsa Inggris Kelas X, **VOA**

12. Kegiatan Pembelajaran

a. Kegiatan Pendahluan
   - Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran serta memberi motivasi belajar
   - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti
- Peserta didik membaca dan mendengarkan teks recount tersebut untuk memahami isi pesannya.
- Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosialnya, struktur teks, dari video yang diberikan oleh guru.
- Peserta didik memperhatikan video recount secara lebih cermat
- Peserta didik menulis kata kata baru yang tidak familiar
- Peserta didik membicarakan permasalahan yang dialami dalam memahami video recount dari VOA
c. Kegiatan Penutup : Dengan bimbingan dan arahan guru, peserta didik menyimpulkan materi yang sudah dipelajari

D. Penilaian :

Sikap   : Tepat waktu, Tanggung jawab, Kerja sama, Disiplin.
Pengetahuan   : Siswa menjawab pertanyaan di dikelas
Keterampilan   : Siswa dapat menjelaskan apa isi berita tersebut

Mengetahui   Bengkulu,   2021
Guru Bahasa Inggris   Mahasiswa Penelitian

Sri Purwaningsih, S.Pd   **Meilani Almira Putri**
NIP.198511182009032007   NIM. 1711230094

(Experimental Class)

Satuan pendidikan : **SMA Negeri 1 Kota Bengkulu**
Kelas / Semester : **X / Genap**
Materi Pokok : **Recount Text**
Alokasi Waktu : **1 x 40 Menit**
Mata pelajaran : **Bahasa inggris**

M. Kompetensi Inti
   3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya
   4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

N. Tujuan Pembelajaran
   Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
   - Memahami video yang diberikan guru melalui zoom meetings, siswa dapat mengklasifikasikan fungsi sosial, struktur, dan unsur kebahasaan teks recount secara benar dan tepat
   - Menjelaskan perbedaan dan persamaan dari teks recount secara tertulis dengan tepat.
   - Mendesain dan menuliskan teks recount terkait biography and historical yang relevan dengan lingkungan peserta didik secara mandiri dan kreatif

O. Materi Pembelajaran
   VOA Special English: Tokyo 2020

P. Media, Alat dan Sumber Pembelajaran
   13. Media
       ➢ Video recount text yang berhubungan dengan berita dari VOA
   14. Alat/Bahan
       ➢ Laptop
   15. Sumber Belajar
       ➢ Buku paket Bahsa Inggris Kelas X, **VOA**

16. Kegiatan Pembelajaran
   a. Kegiatan Pendahluan
       - Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran serta memberi motivasi belajar
       - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti
- Peserta didik membaca dan mendengarkan teks recount tersebut untuk memahami isi pesannya.
- Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosialnya, struktur teks, dari video yang diberikan oleh guru.
- Peserta didik memperhatikan video recount secara lebih cermat
- Peserta didik menulis kata kata baru yang tidak familiar
- Peserta didik membicarakan permasalahan yang dialami dalam memahami video recount dari VOA

c. Kegiatan Penutup : Dengan bimbingan dan arahan guru, peserta didik menyimpulkan materi yang sudah dipelajari

E. Penilaian :

Sikap   : Tepat waktu, Tanggung jawab, Kerja sama, Disiplin.

Pengetahuan   : Siswa menjawab pertanyaan di dikelas

Keterampilan   : Siswa dapat menjelaskan apa isi berita tersebut

Mengetahui   Bengkulu,   2021

Guru Bahasa Inggris   Mahasiswa Penelitian

Sri Purwaningsih, S.Pd   **Meilani Almira Putri**

NIP.198511182009032007   NIM. 1711230094

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experimental Class)

Satuan pendidikan   **: SMA Negeri 1 Kota Bengkulu**
Kelas / Semester   **: X / Genap**
Materi Pokok   **: Recount Text**
Alokasi Waktu   **: 1 x 40 Menit**
Mata pelajaran   **: Bahasa inggris**

Q. Kompetensi Inti

    3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya

    4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

R. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami video yang diberikan guru melalui zoom meetings, siswa dapat mengklasifikasikan fungsi sosial, struktur, dan unsur kebahasaan teks recount secara benar dan tepat

- Menjelaskan perbedaan dan persamaan dari teks recount secara tertulis dengan tepat.

- Mendesain dan menuliskan teks recount terkait biography and historical yang relevan dengan lingkungan peserta didik secara mandiri dan kreatif

S. Materi Pembelajaran

VOA Special English: Business English speakers can still be devide by a common language,

T. Media, Alat dan Sumber Pembelajaran

    17. Media
        ➢ Video recount text yang berhubungan dengan berita dari VOA
    18. Alat/Bahan
        ➢ Laptop
    19. Sumber Belajar
        ➢ Buku paket Bahsa Inggris Kelas X, **VOA**

20. Kegiatan Pembelajaran

a. Kegiatan Pendahluan

        - Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran serta memberi motivasi belajar

        - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti
- Peserta didik membaca dan mendengarkan teks recount tersebut untuk memahami isi pesannya.
- Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosialnya, struktur teks, dari video yang diberikan oleh guru.
- Peserta didik memperhatikan video recount secara lebih cermat
- Peserta didik menulis kata kata baru yang tidak familiar
- Peserta didik membicarakan permasalahan yang dialami dalam memahami video recount dari VOA

c. Kegiatan Penutup : Dengan bimbingan dan arahan guru, peserta didik menyimpulkan materi yang sudah dipelajari

F. Penilaian :

Sikap   : Tepat waktu, Tanggung jawab, Kerja sama, Disiplin.
Pengetahuan   : Siswa menjawab pertanyaan di dikelas
Keterampilan   : Siswa dapat menjelaskan apa isi berita tersebut

Mengetahui   Bengkulu,   2021
Guru Bahasa Inggris   Mahasiswa Penelitian

Sri Purwaningsih, S.Pd   **Meilani Almira Putri**
NIP.198511182009032007   NIM. 1711230094

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experimental Class)

Satuan pendidikan : **SMA Negeri 1 Kota Bengkulu**
Kelas / Semester : **X / Genap**
Materi Pokok : **Recount Text**
Alokasi Waktu : **1 x 40 Menit**
Mata pelajaran : **Bahasa inggris**

U. Kompetensi Inti

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya

4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

V. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami video yang diberikan guru melalui zoom meetings, siswa dapat mengklasifikasikan fungsi sosial, struktur, dan unsur kebahasaan teks recount secara benar dan tepat
- Menjelaskan perbedaan dan persamaan dari teks recount secara tertulis dengan tepat.
- Mendesain dan menuliskan teks recount terkait biography and historical yang relevan dengan lingkungan peserta didik secara mandiri dan kreatif

W. Materi Pembelajaran

VOA Special English: Expert share advice on growing roses

X. Media, Alat dan Sumber Pembelajaran

21. Media
    ➢ Video recount text yang berhubungan dengan berita dari VOA
22. Alat/Bahan
    ➢ Laptop
23. Sumber Belajar
    ➢ Buku paket Bahsa Inggris Kelas X, **VOA**

24. Kegiatan Pembelajaran

a. Kegiatan Pendahluan

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran serta memberi motivasi belajar
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti
  - Peserta didik membaca dan mendengarkan teks recount tersebut untuk memahami isi pesannya.
  - Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosialnya, struktur teks, dari video yang diberikan oleh guru.
  - Peserta didik memperhatikan video recount secara lebih cermat
  - Peserta didik menulis kata kata baru yang tidak familiar
  - Peserta didik membicarakan permasalahan yang dialami dalam memahami video recount dari VOA
c. Kegiatan Penutup : Dengan bimbingan dan arahan guru, peserta didik menyimpulkan materi yang sudah dipelajari

G. Penilaian :

Sikap   : Tepat waktu, Tanggung jawab, Kerja sama, Disiplin.
Pengetahuan   : Siswa menjawab pertanyaan di dikelas
Keterampilan   : Siswa dapat menjelaskan apa isi berita tersebut

Mengetahui   Bengkulu,   2021
Guru Bahasa Inggris   Mahasiswa Penelitian

Sri Purwaningsih, S.Pd   **Meilani Almira Putri**
NIP.198511182009032007   NIM. 1711230094

ATTANDANCE LIST OF STUDENTS' EXPERIMENTAL CLASS

CLASS X IPA 2

NO	NAME	MEETING							
		1	2	3	4	5	6	7	8
1.	Aken Vincent Zhaviv								
2.	Arrachman Seri								
3.	Atha Rizqullah								
4.	Aulia Diati Putri								
5.	Cantika Pinari								
6.	Clara Chelsia Amanda								
7.	Cleo Aulia Nada								
8.	Dava Syahdan Satria								
9.	Dinda Febriza								
10.	Dindah Ayu								
11.	Fanny Ratu Lutfyyah								
12.	Ferri Haryadi								
13.	Fitri Rahma Dhani								
14.	Gerrard Anugrah Sadewa								
15.	Hanif Fatwa Agung								
16.	Kasih								
17.	Luthfya Khairunisa								
18.	Miska Afifah								
19.	Moniqah Febbyanti Siregar								
20.	Muhammad Kadafi Naufala								
21.	Muhammad Raihan Rasha								
22.	Muhammad Rizky								
23.	Najwa Aulia								
24.	Rihadatul Aisyah								
25.	Sakina Risa Julianti								
26.	Shinta Desilia Putri								
27.	Talitha Nabila Athifa								
28.	Tri Haiji Januarli								
29.	Wezha Sha'ban Vallenzi								
30.	Zaki Salman Rafif								

Appendix 3 Attandance List Control Class

ATTANDANCE LIST OF STUDENTS' CONTROL CLASS

CLASS X IPA 1

NO	NAME	MEETING							
		1	2	3	4	5	6	7	8
31.	Ahmad Zakiy Nugraha								
32.	Alcallysta Deswintan Maharani								
33.	Arzelia Rahma Zafira								
34.	Aulia Akbar Muslim								
35.	Auliya Nur Rokhma								
36.	Cita Dwi Sagita								
37.	Leonardo De Caprio								
38.	Efiya Meiliana								
39.	Eva Susanti								
40.	Fajar Galuh Septiadi								
41.	Febriansyah								
42.	Fetty Apriliana								
43.	Hanifah Laras Prahesti								
44.	Helena Audia.T								
45.	Irma Ningsi								
46.	Muhammad Fariz Al Ghaza								
47.	Nabila Aulia Fasya								
48.	Nabila Devien Vanescha								
49.	Nabilla Frizka Pratiwi								
50.	Narendra Yoga Dasandriya								
51.	Nila Ulan Dari								
52.	Putri Salsabilla								
53.	Raihan Hari Prasetyo								
54.	Riana Tri Eka Saputri								
55.	Rofik Nugroho								
56.	Ryan Fahdil Zafit								
57.	Tegar Wahyu Saputra								
58.	Tri Cahya Anggraeni								
59.	William Afriandika S								
60.	Yesica Agustia								

Appendix 4 Students' Listening Score of Experimental Class

**THE STUDENTS' LISTENING SCORE OF EXPERIMENTAL CLASS AT THE
TENTH GRADE OF SMA NEGERI 1 BENGKULU**

NO	EXPERIMENTAL GROUP	
	PRE-TEST	POST-TEST
1.	55	92
2.	60	89
3.	58	85
4.	59	89
5.	61	91
6.	61	87
7.	67	80
8.	63	91
9.	62	87
10.	51	87
11.	60	94
12.	60	89
13.	62	90
14.	62	86
15.	63	90
16.	62	91
17.	60	86
18.	59	90
19.	55	92
20.	64	87
21.	61	89
22.	63	88
23.	66	85
24.	57	90
25.	59	87
26.	62	95
27.	61	89
28.	62	91
29.	61	91
30.	61	94

THE STUDENTS' LISTENING SCORE OF CONTROL CLASS AT THE TENTH GRADE OF SMA NEGERI 1 BENGKULU

NO	EXPERIMENTAL GROUP	
	PRE-TEST	POST-TEST
31.	55	82
32.	54	70
33.	49	71
34.	55	73
35.	60	80
36.	62	71
37.	60	70
38.	68	78
39.	63	66
40.	47	76
41.	56	84
42.	54	87
43.	53	88
44.	54	73
45.	56	77
46.	55	75
47.	54	77
48.	55	76
49.	56	72
50.	57	81
51.	54	79
52.	59	77
53.	64	78
54.	62	78
55.	53	79
56.	64	84
57.	64	75
58.	50	83
59.	55	85
60.	53	83

Hasil Validitas Kuesioner

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	47.1333	34.809	.782	.915
VAR00002	47.0333	36.723	.660	.919
VAR00003	48.1000	38.024	.434	.925
VAR00004	47.3333	37.195	.658	.920
VAR00005	47.1333	35.154	.930	.912
VAR00006	47.3000	34.424	.806	.914
VAR00007	46.8333	38.282	.477	.924
VAR00008	47.4000	34.524	.660	.920
VAR00009	47.3000	33.734	.676	.920
VAR00010	47.2000	35.269	.725	.917
VAR00011	47.4000	35.559	.580	.922
VAR00012	47.0333	36.309	.732	.918
VAR00013	47.0667	36.823	.638	.920
VAR00014	47.2000	35.062	.515	.927
VAR00015	46.9333	36.823	.680	.919

n= 30 , maka $r_{tabel}=0,361$

dinyatakan valid jika $r_{hitung} > r_{tabel}$

0 pernyataan gugur

The reliability measurement indicator according to Sekaran (2000: 312) which divides the level of reliability with the following criteria: Jika Alpha atau R hitung

a. 0,8 – 1,0 Good Reliability

b. 0,7 Reliability Accepted

c. 0,6 Reliability Poor

Hasil Relibilitas

Reliability Statistics

Cronbach's Alpha	N of Items
.924	15

DOCUMENTATION

1. EXPERIMENTAL CLASS
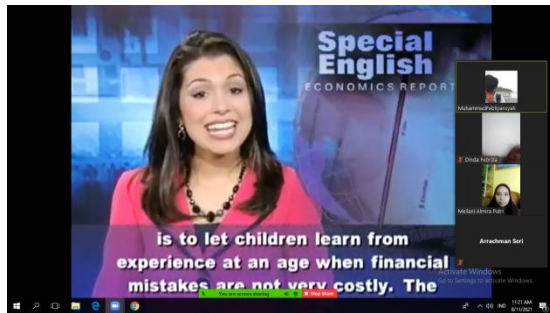
1st Meeting

2nd Meeting

3rd Meeting

4th Meeting

5th Meeting

6th Meeting
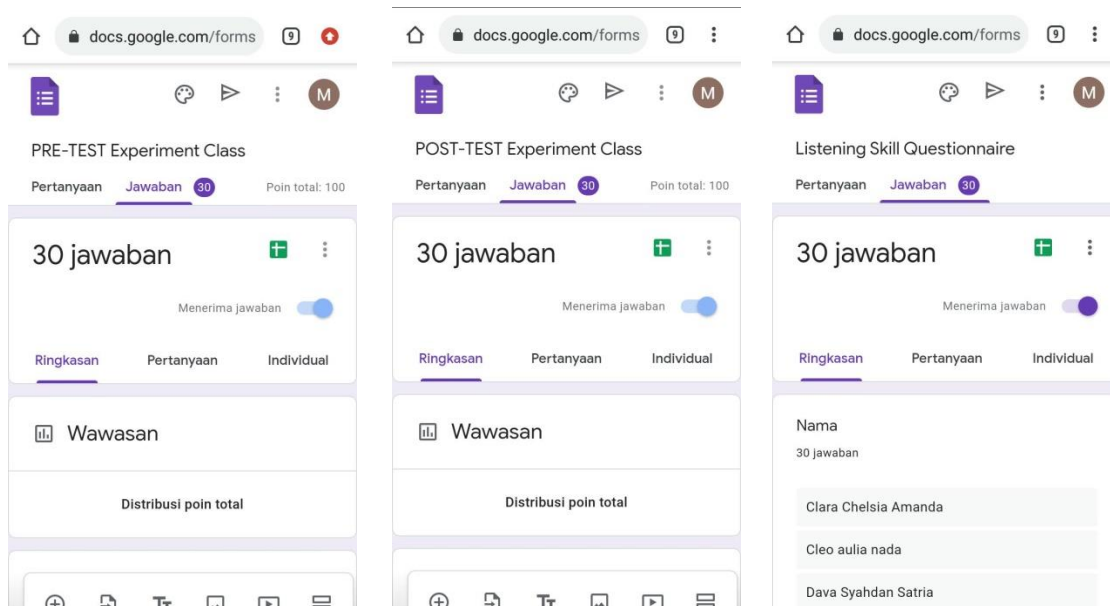
Pre-test Score and Post-test in the Experimental Group   Questionnaire

2. CONTROL CLASS
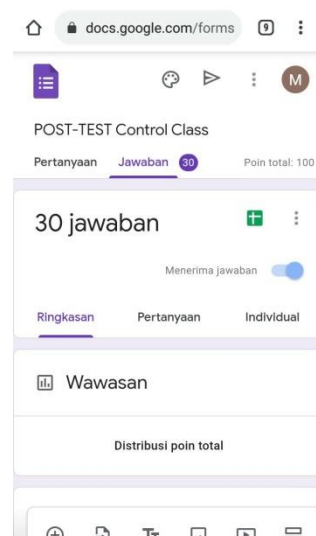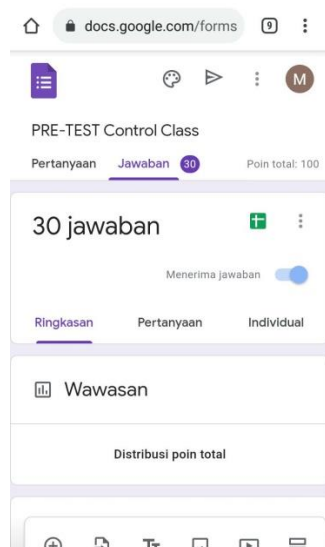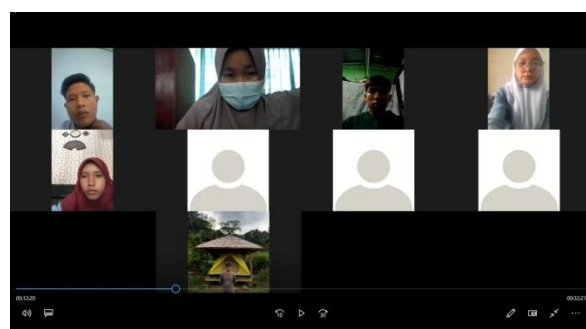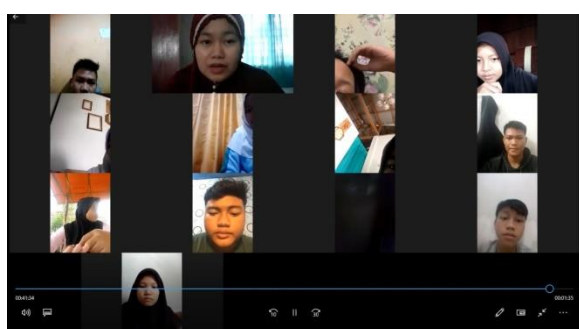
Pre-test and Post-test in the Control Group

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

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : *0750*/In.11/F.II/PP.009/ 02/2021

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	M. Arif Rahman Hakim, M.Pd., Ph.D. 199012150320151007	P I	Meilani Almira Putri 1711230094	TBI	The Use of VOA (Voiced of America) Learning English Materials and News Metro TV to Improve Students' Listening Skills (A Quasi Experimental Research of the Tenth Grade Students of SMA N 1 Bengkulu in the Academic Year of 2020/2021)
2	Anita, M.Hum. 19900814201903	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 : Februari 2021

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 Prodi

      Tadris Bahasa Inggris

      IAIN Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama   : Meilani Almira Putri

NIM   : 1711230094

Jurusan/Prodi : Tadris/Bahasa Inggris

Fakultas   : Tarbiyah dan Tadris

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

Adapun judul saya sebelumnya adalah: **The Usage of VOA (Voice of America) English Learning Materials to Investigate Students' Listening Skills.**

Menjadi : **The Effect of VOA (Voice of America) English Learning Materials on Students' Listening Skills.**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu,   Januari 2022

Dibuat oleh,

Meilani Almira Putri

NIM.1711230094

Disetujui oleh,

Pembimbing 1,

M. Arif Rahman Hakim, Ph.D

NIP. 199012150320151007

Pembimbing 2,

Anita, M.Hum.

NIP. 19900814201903

Diketahui oleh,

Ketua Prodi TBI

Feny Martina, M.Pd

NIP. 198703242015032002

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Meilani Almira Putri NIM : 1711230094 yang berjudul **"THE USAGE OF VOA (VOICE OF AMERICA) ENGLISH LEARNING MATERIALS TO INVESTIGATE STUDENTS' LISTENING SKILLS".** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jum'at, 18 Juni 2021

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,   Juni 2021

Penyeminar I   Penyeminar II

Riswanto, Ph.D.   **Andriadi, M.A.**
NIP. 197204101999031004   NIP. 198402212019031001

Nomor   : 2807 / In.11/F.II/TL.00/07/2021   27 Juli 2021

Lampiran : 1 (satu) Exp Proposal

Perihal   **: Mohon izin penelitian**

Kepada Yth,
Kepala SMAN 1 Kota Bengkulu
Di –
    Bengkulu

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 Usage of VOA (Voice of America) English Learning Materials to Investigate Students' Listening Skills"*

Nama	:	Meilani Almira Putri
NIM	:	1711230120
Prodi	:	Tadris Bahasa Inggris
Tempat Penelitian	:	SMAN 1 Kota Bengkulu
Waktu Penelitian	:	28 Juli s/d 08 September 2021

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

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Zubaedi

SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU
Nomor : (941 /In. 11/F.II/PP.009/04/2021
Tentang
Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Meilani Almira Putri
NIM : 1711230094
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Achmad Ja'far Sodik, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Reko Serasi, M.A.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungnan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psyicholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Valisneria Utami, M.Ed.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :
1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.
Terima kasih.

Bengkulu, 20 April 2021
Dekan,
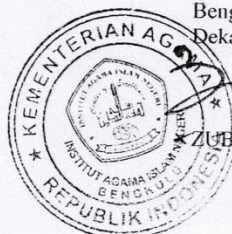
ZUBAEDI

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 070/353/SMA N 1/2021

Yang bertanda tangan di bawah ini :

Nama   : APANDI, M.Pd
NIP   : 197011031993011001
Pangkat/Gol : Pembina IV/a
Jabatan   : Kepala SMA Negeri 1 Kota Bengkulu

Berdasarkan Surat Mohon Izin Penelitian dari Institut Agama Islam Negeri (IAIN) Nomor : 2807/In.11/TL.00/07/2021 tanggal 27 Juli 2021. Dengan ini menerangkan bahwa mahasiswa dengan data sebagai berikut :

Nama   : MEILANI ALMIRA PUTRI
NIM   : 1711230120
Program studi : Tadris Bahasa Inggris
Universitas   : IAIN Bengkulu

Telah selesai melaksanakan penelitian di SMA Negeri 1 Kota Bengkulu pada tanggal 28 September 2021.

Dengan Judul : *"The Usage of VOA (Voice of America) English Learning Materials to Investigate Students Listening Skills."*

Demikian surat ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Bengkulu, 30 September 2021
Kepala Sekolah,

APANDI, M.Pd
NIP. 197011031993011001

Nama Mahasiswa : Meilani Almira Putri

NIM : 1711230094

Jurusan : Bahasa Inggris

Program Studi : Tadris Bahasa Inggris

Pembimbing I/II : M. Arif Rahman Hakim, Ph.D

Judul Skripsi : The Usage of VOA (Voice of America) English Learning Materials to Investigate Students' Listening Skills.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	12 August 21	chapter 4 & 5	- Should add a graphic in chapter 4 - The discussion need to more explore - should give a real conclusion in ~~chapter~~ chapter V	✗
	31 August '21	All chapters	- fix some grammatical errors - the presentation of chapter 4 should be fixed - identification of problem need to change	✗

Bengkulu, ...

Mengetahui,
Dekan

D. Zubaedi, M.Ag, M.Pd
NIP. 196903081996031001

Pembimbing I/II

M. Arif Rahman Hakim, M.Pd., Ph.f
NIP. 199012150320151007

Cek Turnitiin Meilani_TBI

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