

---

## THE EFFECT OF LISTENING VOA SPECIAL ENGLISH ON THE SPEAKING COMPETENCE OF COMPUTER SCIENCE STUDENTS AT UNIVERSITAS LANCANG KUNING

---

**Indah Muzdalifah**  
**Lancang Kuning University, Pekanbaru**  
**indah@unilak.ac.id**

---

### *Abstract*

Technology now has become part of human life. In education, technology is as a medium to support English Language Learning. One of this media is VOA Special English Education Report. This media is believed can increase students speaking skill in English. The problem is, how many times they should listening VOA Special English Education Report in order to improve their speaking English. Therefore, this research was aimed to find out whether the habitual of listening VOA Special English Education Report can improve the students' competence in Speaking English. The sample of this research is ten students of Computer science. They were divided into two groups. Five students was asked to watch the VOA Special English Education Report everyday during three months continuously while another five students was asked to watch the VOA Special English once a week during three months. The result of this research, the speaking test of five students who watched the video everyday during two hours every week have better score rather than the students who watched the VOA Special English Education Report once a week during four hours. The method of this research is qualitative research. The data was collected by using scoring test which this score is purposed to describe the different significant score between two groups of students. Another data to support this research is the students activity note book during three months. Thus, the implication of this research that the habitual listening of VOA Special English Education Report continuously can effect students' speaking skill in English especially in speaking.

**Keywords:** *listening, VOA Special English*

---

### 1. INTRODUCTION

Indonesia is a country that consists of various tribes. Each tribe has its own culture and language but the language of unity is Indonesian. In Indonesia, English is a foreign language. Therefore, students who are studying English are called English Foreign Language (EFL) Student. Students have been studying English since they were in elementary school. However, most of the students are hard to speak English. However, actually, there is almost every vocabulary in Indonesia Language come from English. For example, the word "Informasi" comes from "information", "klarifikasi" comes from "clarification", "kontribusi" comes from "contribution", and much more vocabularies in Indonesia language derived from English. Even English is the foreign language for some people, however, sometimes these foreign words have become familiar in daily conversation. For examples, the conversation between two peoples speaking that is involved vocabulary that comes from English such as "kontribusi, klarifikasi, etc". Automatically even they do not know exactly the meaning of the words but they understand the point or the concept of the sentences. It can be proved the conversation running well without misunderstanding. It means that actually, English has become the part of human life in Indonesia.

It means that Indonesian people can understand English just as they understand Indonesia language. However, for some people especially students who study outside the field of English consider English is a language that is difficult to learn. This is evident from the few examples taken when they studied English in English I and English II. In some activities in the learning process, there were found some students know how to pronounce some words such as "want" should be read "won" but they read "wen" which means it can be much different from the intended. These errors are common. Why do these happen?

This happens because they are still unfamiliar both in listening and in speaking. As a baby who learns to talk from the age of 0 to 3 years, the baby learns to hear from parents and the surrounding environment, the baby begins to imitate word-by-word that he hears and repeats and learns to pronounce words to sentences per sentence. Therefore babies born as Indonesians will be good at speaking Indonesian and babies born in America will be good at speaking English because the

language they hear from zero years to good at pronouncing their first word is influenced by daily hearing learning both from parents, their families and the environment.

That is called the learning process naturally. Humans are given hearing by God in order to communicate in everyday life. Communication is important in daily activity. The things that build communication among others is the involvement of listening skills and speaking skills. No speaking without listening. These two components represent two of the four essential component skills in English. Therefore, these four important component skills in English become an important indicator of the Competency Standards and Basic Competencies in the curriculum of English subjects in Junior High School and Senior High School and equivalent.

English as a foreign language both in the field of education in schools and in the world of the employee class is experiencing an increasing heavy development. Teachers who have competence in their field is an important component in the process of learning foreign languages, especially English. In addition to qualified teachers, the media is a supporting component that affects the success of a foreign language learning. One of the media that is developing in the world of education is a media-oriented to the sophistication of technology (Templer, 2010).

Technological developments today have become an integral part of human life. Technology makes human life easier and more effective and also become an integral part of the world of education. From time to time, the development of technology has become a learning medium that allows students to understand learning materials. One of this material is news broadcasting. One of this news broadcasting is VOA Special English Education Report. This broadcasting is purposed to support students EFL to learn English. This program consists of four language skills

First skill is Listening. The broadcaster of this program has clear pronunciation and slow intonation so that EFL Learner can hear the proper vocabulary can help the students to recognize how to pronounce the correct words. VOA Special English program uses a basic vocabulary of 1.500 English words to deliver interesting written and audio reports on news, music, language, culture, and other topics Most of vocabulary consist of high-frequency words, although some words are more difficult when reports deal with topics like medicine and science. Nan and Mingfang(2009)

The second skill is speaking. By listening to this video regularly EFL learner will automatically imitate what they have heard. As the favorite song, the lyric of the song will involve into someone's unconscious mind. Thus, without they realize the song or the voice that they have been hearing will be running well in their head.

## **2. FORMULATION OF THE PROBLEM**

Is there any significant different using VOA Special English Education Report increase student speaking skill?

## **3. RESEARCH PURPOSES**

To find out whether the use of VOA Special English Education Report can improve student speaking skill

## **4. LITERATURE REVIEW**

### *a. The concept of VOA Special English Education Report*

Today's technology has become an integral part of human life. Almost every aspect of life including technological sophistication. Likewise in the world of education. Technology can be used for various strategies or learning strategies. This happens because the existing content in the smartphone is very interesting and diverse. When likened to a child who is addicted to gadgets where the gadget is never separated from every day. Technology gives EFL alternative to control students to self-study, can use alone, have only privacy which can be used to develop existing technology in EFL. There are several areas of technology as a world educational media especially in EFL learning such as communication Lab, speech recognition software, Internet, TELL (Language Learning Improvement Technology), Podcasting, Quick Link Pen (Bahadorfar & Omidvar, 2017)

The sophistication of this technology is felt easier when the program is displayed not only on the screen of a wide-sized computer but can be accessed through smartphones that can be used

anywhere and anytime. This means that mobile phone facilities as a support in EFL learning already exists within the grasp of each user and the EFL students themselves. Many researchers are interested in discussing Mobile-assisted Language Learning (MALL). This happens because the phone has become a necessity that can not be separated from human life today. Mobile not only provide convenience and sophistication in the social field but this efficiency becomes a support in the field of education. Today, mobile learning is easily possible by the delivery of various learning materials or content to learners through the mobile devices. (Khabiri, 2013)

English is one of the subjects in Indonesia. It has been taught since Elementary level. In fact, it was found that most of the students cannot differentiate how to pronounce the words correctly. In teaching English as Foreign Language or second language need media as facilitators to deliver the material. Technology now has become effective media in education especially in EFL Technology is the usage and knowledge of tools, techniques, systems or methods. The term can apply either generally or to specific areas. Examples include "construction technology", "medical technology", or "state-of-the-art technology". Technology-enhanced learning has become the mainstream of educational innovation. Based on these fundamentals teacher will be able to develop new and innovative approaches for the second language learners (Chanthiramathi, 2011)

There are many media-based technologies that can be selected in assisting EFL Students in EFL classroom learning. One such media is Podcast. The term Podcast is an amalgamation of the word iPod and broadcast. Podcasts are digital series of audio and video recorded and uploaded to the web. With this video uploaded onto the web can make it easier for anyone to download it anytime. In other words, visitors or surfers in the virtual world does not have to visit the web site but the downloaded video can already be enjoyed offline. Many types of podcasts are found on the internet such as Podcast Television, podcast radio, Podcast classroom which is the best-known learning or educational program is Voice of America or VOA. By surfing the virtual world, both students and teachers can choose and download themes or materials that fit the syllabus and curriculum according to the needs of the students. With the ease and sophistication of this technology, can help EFL students improve the quality of their foreign language, especially English. (Hasan & Hoon, 2013)

The effectiveness of learning using the Mobile phone as a medium in the learning of English at a University in Japan, in a study that there is a significant increase in the ability of vocabulary English as Foreign Language or EFL. In a study showed that students who learn vocabulary using Internet, Email, and mobile phone have a good level of English vocabulary knowledge compared to students who learn vocabulary using the paper material. This shows the function of technology as a medium of learning EFL contributes that have a very big impact on the learning of a foreign language, especially English. (Lu, 2008)

#### *b. The concept of Listening and speaking*

Since humans were born, basically learning has started even from within the womb. Therefore, the listening process depends on the language heard by a baby either by their parents, family and the surrounding environment. So no wonder a 3-year-old child who lives in English English is more fluent than an adult learning English. This happens because a 3-year-old child has undergone a listening and imitation language learning process since birth. While someone who is not a British who is learning English has difficulty rival 3-year-old child. The listening learning process is the ability to identify and understand about what is said by others. (Saricoban, 1999:1)

The ability of Listening is a process of one's ability to receive messages from others through feelings and organs of hearing, which play the role of delivering the message and understand it clearly. Steinberg (2007). The listening ability also aims to understand the conversation of native speakers in spontaneous or reflex conditions in both formal and informal situations. In other words, the listening ability is a natural or basic phenomenon in which the listener tries to interpret meaning while absorbing messages and information from the other person (Bingol & Mart, 2014)

Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. Nation and Newton (2009:38) Listening Comprehension should be the focal methodology in foreign /second language instruction, particularly at the initial stage of language study. (Wu, 2005)

The success of strategy used in learning depends on how much and how often the media or strategy is used. The importance of appropriate strategies and media shows that strategy and media are not related to the current phenomenon. Media and strategy are free, free to choose according to the conditions and situations. It is vital for EFL students to be able to determine their own learning styles and strategies because only they themselves know, understand and are comfortable with the media and learning strategies they choose in order or goal to achieve their goals in EFL learning. (Griffiths, 2015)

It is undeniable that humans more often do the activities of listening and speaking than writing or reading every day. As a teacher, of course, provide an assessment of whether or not a learning objective through the response and information obtained by students in the classroom during the learning process takes place. In addition, speaking is regarded as the first step in confirming or responding to who understands or not a language. In addition, speaking is a skill in a language that is very important intuitive and people who know the language can be seen from the way he speaks because in speaking there are many different types of knowledge. For example, from Speaking one can express ideas in the mind, revealing an experience that has ever been experienced, sharing knowledge that is known. All of these are the processes that occur in speaking. This puts speaking in the top position compared to other skills in a language. (Al-sobhi & Preece, 2018)

Listening cannot be separated from Speaking. It is impossible for someone to interact and communicate by just hearing. As a response from the understanding a person hears is by speech or speaking. Speaking is the most important part in learning foreign languages, especially English as Language Learning. In mother tongue or mother tongue, one does not need to learn speaking because since the baby is born to be able to speak already learn the mother tongue. By often hearing and responding to the language every day, has become part of learning until the baby can pronounce words per word and sentence per sentence as taught by his parents. (Muzdalifah, 1998)

Speaking learning means there is a foreign language speech learning which language is not the mother tongue or mother tongue. (Bahadorfar & Omidvar, 2017). The ability to speak in English is a priority for English learners. This happens because there are several advantages a person can speak fluently in English. The first, fluently in speaking becomes standardization or the size of a person in mastering English. This means that someone who is called a good ability in speaking is someone who speaks clearly in pronunciation, has regularity in the sentence grammatical structure, and easy to understand the meaning of the sentence. Secondly, Speaking is a very useful communication tool in communicating when abroad. (Bahadorfar & Omidvar, 2017)

It is not easy to teach English for English as Foreign Language. There are so many types of factors that influence their ability in following the speaking class. Some of those factors are the students' background knowledge. Their background during they is doing interaction in their family, friends, and environment influence their background knowledge in speaking English. Other factors are how much the students practice their speaking in their community especially in their classmates because this practicing very gives the positive impact of their speaking ability in English.

Therefore, studying from how the baby learning language through imitation from the parents, teaching English as Foreign language can use the strategy of imitative. Imitative is one of the parts of legitimate language in the classroom is drilling. Drill offers learners an opportunity to listen and to orally repeat certain strings that may pose some linguistic difficulties; drills offer limited practice through repetition. Drills can allow one to focus on one element of language in a controlled activity. The simple way of using this strategy as imitative technique is the teacher only speak minimal as a sentence or a phrase as often as possible. It will make the students become familiar with these sentence or phrase. Automatically the students will imitate their teacher as well. When they familiar they will speak about what they often hear. It is called imitative. (Ihsan, 2016)

c. *The Use of VOA Special English Education Report in English learning*

Technological developments that increasingly sophisticated day to change the user gadgets from 3G to 4G. Automatically the number of applications designed used in learning English is also evolving and varied. thus, there are many options that can tailor to the needs of users of those applications. Although this technology-based learning has good potential as a medium of learning in English, this new method of teaching-based learning process development is still a significant obstacle for English teachers to practice in the field. In addition, the ability of EFL students to control themselves also become an obstacle in using this technology as a medium of learning because most applications - applications that exist in the mobile phone contains more content that aims as entertainment and communication, especially communication in the field of social media that are rife and is booming.(Zou & Li, n.d.)

The positive side of using the mobile phone as a medium of learning in English is the material or information obtained from the internet available online can access anywhere and anytime. The source of this information can divide into three categories namely downloadable web-based educational material, trade publications that evaluate current trends in the field and offer reviews of teaching methods, and opportunities for online international communication partnerships.(Benton, n.d.)

## 5. METHOD OF RESEARCH

### a. *Types of research*

The approach in the research is a qualitative descriptive research which the result presents in detail information. Descriptive research is a research that is used to find the detail information of the object of research in proper time. On the other hand, a qualitative descriptive research aims to explain or describe a state anything which related to variables that can explain either by numbers or words. (Setyosari: 2010). This qualitative research is conducted to know and describe clearly and detail about the effect of using VOA Special English Education Report as media in English Foreign Language EFL students Computer science students.

The instrument to collect the data in this research was using the speaking examination to score students ability in listening and speaking ability. The result of the test was interpreted to describe the effect of listening VOA Special English Education Report. Therefore, there was the comparison of frequent two groups of students who had listened to VOA Special English Education Report regularly with the students who had listened to VOA Special English Education Report rarely. The conclusion of the speaking test described to detail information that explains that there was the significant difference for students who use VOA Special English Education Report. The data also supported by interview.

### b. *Setting research*

#### 1) *Research sites*

In accordance with the title of this study this research performed in Informatics Engineering and Information Systems Faculty of Computer Science LancangKuning University

#### 2) *Object of research*

The object of this research guided ten students of Informatics Engineering Computer Science. It consists of two groups. The first group consists of five students who were listening VOA Special English Education Report every day continuously at least two hours a day and another group five students who were listening VOA Special English Education Report once a week during four hours.

#### 3) *Technique of data collection and data analysis.*

Technique data collection in this study was using data collection techniques quantitative through the test and qualitatively and through the interview. The purpose of using the interview to support the data of the speaking test.

#### • **Speaking Tests**

To assess the data that obtained through listening and speaking test, the data obtained analyzed through rubric speaking from Hughes (2003)

**Table 1**  
**Speaking Scoring Rubric**

<b>Indicators</b>	<b>Explanation</b>
Accent	<ol style="list-style-type: none"> <li>1. Pronunciation is frequently intelligible</li> <li>2. Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.</li> <li>3. "Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding</li> <li>4. Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding</li> <li>5. No conspicuous mispronunciation, but would not be taken for a native speaker</li> <li>6. Native pronunciation, with no trace of foreign accent</li> </ol>
Grammar	<ol style="list-style-type: none"> <li>1. Grammar almost entirely inaccurate except in stock phrases</li> <li>2. Constant errors showing control of very few major patterns and frequently preventing communication</li> <li>3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding</li> <li>4. Occasional errors showing imperfect control or some patterns but not weakness that causes misunderstanding</li> <li>5. Few errors with no patterns of failure</li> <li>6. No more two errors during the interview</li> </ol>
Vocabulary	<ol style="list-style-type: none"> <li>1. Vocabulary inadequate for even the simplest conversation</li> <li>2. Vocabulary limited to basic personal and survival areas</li> <li>3. Choice of words sometimes inaccurate limitations of vocabulary prevent discussion of some common professional and social topics</li> <li>4. Professionals' vocabulary adequate to discuss special interest</li> <li>5. Professionals' vocabulary broad and precise</li> <li>6. Vocabulary apparently as accurate and extensive as that of an educated native speaker</li> </ol>
Fluency	<ol style="list-style-type: none"> <li>1. Speech is so halting and fragmentary that conversation is virtually impossible</li> <li>2. Speech is very slow and uneven except for short routine sentences</li> <li>3. Speech is frequently hesitant and jerky, sentence may be left uncompleted</li> <li>4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for word</li> <li>5. Speech is effortless and smooth, but perceptibly nonnative in speech and evenness</li> <li>6. Speech all professional and general topics as effortless and smooth as a native speaker</li> </ol>
Comprehension	<ol style="list-style-type: none"> <li>1. Understands too little for the simple's type of conversation</li> <li>2. Understands only slow, very simple speech on common social and tourist</li> <li>3. Understands careful somewhat simplified speech when engaged in a dialogue</li> <li>4. Understands quite well normal educated speech when engaged in a dialogue</li> <li>5. Understands everything in normal educated speech conversation except for every colloquial or low frequency items, or exceptionally rapid or slurred speech</li> <li>6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker</li> </ol>

**Source:** (Hughes 2003)

## 6. RESULTS

As the comparison of the score in speaking test between two groups of the students who were listening to VOA Special English Education Report every day during two hours with the students who were listening VOA Special English Education Report every week during four hours. It found that the resulting score the

students who were listening VOA Special English Education Report every day for two hours have the better score than the students who were listening VOA Special English Education Report every week for four hours. It can conclude that even though the length of the time listening VOA Special English Education Report two hours a day but continuously it can affect students' ability in speaking and listening in English rather than for the students who were listening VOA Special English Education Report once a week during four hours. The score of the test can see from the table below

Group A ( students who were listening VOA Special English Education Report every day)

Table 2. Group A

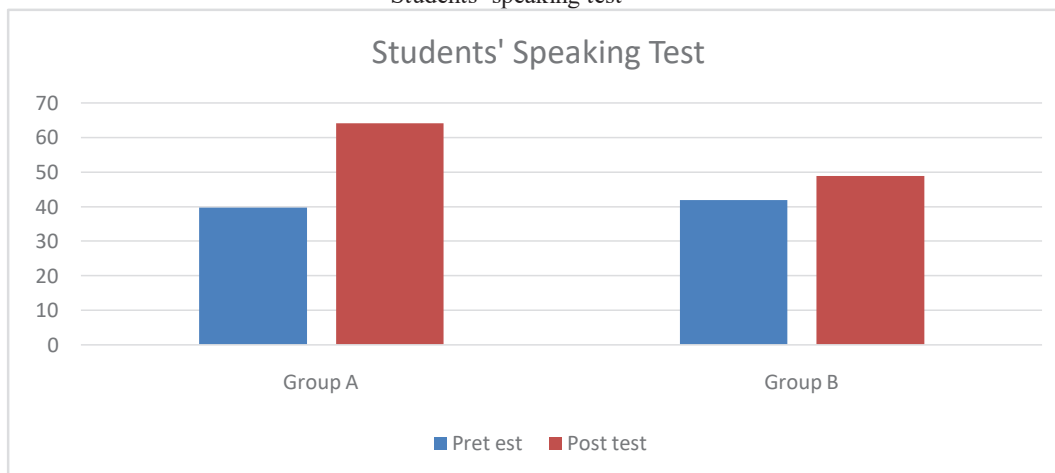
No	Name of students	Pretest	Posttest
1	Ade Putra AJF	50	65
2	Syukri	41	71
3	RizkiSaputri	37	59
4	Amelia Ramadani	30	56
5	Bagus	40	69
	Average	39,6	64

Group B ( students who were listening VOA Special English Education Report every week)

Table 2 Group

No	Name of students	Pretest	Post test
1	Kurniawati	50	55
2	Nabil AbdillahAlhasbi	45	48
3	Ramadan Habibi	37	49
4	Sindi	37	43
5	RizkiRamonsa	40	49
	Average	41,8	48,8

Figure 1  
Students' speaking test



From the graph it can be analyzed that the students of group A ( students who were listening VOA Special English Education Report every day) has significant score while they were listening VOA Special English Education Report every day during two hours, it is 39,6 to 64. It means that the score before and after the use of media VOA Special English Education Report almost twice. Meanwhile, the group B ( students who were

listening VOA Special English Education Report every week) only have different score 7 before and after the use VOA Special English Education Report.

Besides, the result of interview that had been conducted that the students in group A admitted that while they were studying English by using VOA Special English Education Report every day during two hours gave them positive effect for their listening ability because the sound of the video always comes to their mind in their daily activity like they were listening to their favourite song. VOA Special English Education Report also revised their ability to pronounce the words in English because the words were running on the screen. It helps them to learn how to speak English well.

## 7. CONCLUSION

Based on the research that has conducted for ten students of Computer Science that five students who were listening VOA Special English Education Report every day during two hours every day have better speaking ability than five students who were listening VOA Special English Education Report every week during four hours. On the other hand, the media that used continuously has better function in learning English. This concept observed from the baby who learns listen and speaks from his parents and environment. Thus, EFL students can use VOA Special English Education Report as often as possible as the media that can support their listening and speak skill

## REFERENCES

- [1] Al-sobhi, B. M. S., & Preece, A. S. (2018). Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur : Problems and Solutions. *International Journal of Education & Literacy Studies*, 6(c).
- [2] Bahadorfar, M., & Omidvar, R. (2017). Technology in teaching speaking skill. *International Journal of Multidisciplinary*, (April 2014).
- [3] Benton, G. (n.d.). Maritime English , Critical Thinking and American ESL Programs 2 . Literature Survey of ESL Pedagogy While the specific terminology describing the kind of teaching which takes place in American.
- [4] Bingol, M. A., & Mart, C. T. (2014). Listening Comprehension Difficulties Encountered By Students In Second Language Learning Class. *Journal of Educational and Instructional Studies in the World*, 4(November), 25–30.
- [5] Chanthiramathi, V. (2011). Enhancing the Speaking Skill of Second Language Learners Using Modern Technologies How to cite this article : *Journal of Technology for ELT*, II(2).
- [6] Griffiths, C. (2015). Language learning strategies : An holistic view. *Language Learning Strategy: An Holistic View*, 5(3), 473–493. <https://doi.org/10.14746/sslt.2015.5.3.7>
- [7] Hasan, M., & Hoon, T. B. (2013). Podcast Applications in Language Learning : A Review of Recent Studies. *English Language Teaching*, 6(2). <https://doi.org/10.5539/elt.v6n2p128>
- [8] Horner, Robert. (2005). The Use of Single-Subject Research to Identify Evidence-Based Practice in Special Education. *Council for Exceptional Children*, 71(2), 165–179.
- [9] Ihsan, M. D. (2016). Students ' Motivation In Speaking English. *Journal of English Educators Society (JEES)*, 1.
- [10] Khabiri, M. (2013). Mobile-Assisted Language Learning: Practices among Iranian EFL Learners. *European Online Journal of Natural and Social Sciences*, 2(2), 176–190.
- [11] Lu, M. (2008). Effectiveness of vocabulary learning via mobile phone. *Journal of Computer Assisted Learning*, (May 2006), 515–525. <https://doi.org/10.1111/j.1365-2729.2008.00289.x>
- [12] Muzdalifah, I. (1998). *Improving Students ' Reading Comprehension By Using Power*, 2–5.
- [13] Marrison, Bruce, 1989. Using News Broadcast for Authentic Listening Comprehension. *ELT Journal* vol 43. Oxford University press
- [14] Nan Yao & Mingfang Zuo, 2009. Using VOA Special English To Improve Advanced English Learners' Productive Use of High Frequency Words. No 3. English Teaching Forum.
- [15] Nation, I.S.P & Newton Jonathan, 2009. Teaching ESL/EFL Listening and Speaking. Routledge. New York
- [16] Templer, B. (2010). A Two-Tier Model for a More Simplified and Sustainable English as an International Language 1 Bill Templer University of Malaya, Kuala Lumpur, Malaysia. *Journal for Critical Education Policy Studies*, 7(2).
- [17] Wu, W.-S. (2005). Research and Development of Online Adaptive Placement Test of Listening Comprehension : A Preliminary Report. *Journal of Education and Foreign Languages and Literature*, 1(June), 147–160.
- [18] Zou, B., & Li, J. (n.d.). Exploring mobile apps for English language teaching and learning. *Euro Call*,



(2015), 564–568.

[19]Saricoban, Arif. 2001. The Teaching of Listening. The Internet TESL Journal vol.5, no 12.