

Escalating Student's Speaking Skills Through The Employment of VoA Learning English Videos

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ABSTRACT

This study explores the effectiveness of using VOA Learning English videos to improve students' speaking skills. By integrating authentic audiovisual materials from VOA, this study demonstrated significant improvements in students' confidence, fluency and expressive skills in spoken English. This study use a quasi-experimental design as the research methodology. The sample of this study included the experimental class XI IPS 1 and the control class XI IPS 2 at SMA Negeri 1 Penengahan. The findings highlight the potential of multimedia resources to actively engage students and facilitate practical language use. This approach offers valuable insights for educators seeking effective strategies to improve speaking proficiency, emphasizing the role of external media resources in language teaching. This research contributes to the field of English language learning by providing evidence that VOA videos can be a powerful tool to encourage active participation and skill development in speaking activities.

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1. Introduction

Speaking is an oral skill that is necessary for human contact and communication (Nasir, 2018). It is well known that communicating directly requires the use of words, which allows us to communicate our thoughts, emotions, wants, and even interests refers (Parkhurst, 2018). Speaking can have a variety of purposes, depending on the speaker's goals, including developing rapport (understanding), making social contact with others, or fostering social ties between two or more individuals. In academia, this is the language that is spoken and taught (Alastrue, 2015). A wide variety of people with diverse mother languages connect with one another using English as their first or second language. According to (Rao, 2019) compared to speakers of other languages, the number of people who converse in English with foreign speakers worldwide is continuously increasing

In Indonesia, people typically communicate using multiple languages. People typically speak in the international language rather than their mother tongue while interacting with others in public. Since not everyone is fluent in their mother tongue, this is done to ensure that it can be understood. English is currently the language that people around the world study the most frequently and find interesting (Crystal, 2020). Consequently, English is the paramount language for students to acquire in the twenty-first century to facilitate collaboration and communication overseas.

According to (Asilestari et al., 2021), speaking is the most difficult skill for students to learn out of the four. It is difficult to begin speaking English because of our environment, where people speak Indonesian or their native language on a daily basis and English is still a foreign language. To most individuals, developing speaking skills is one of the most significant aspects of learning a second or foreign language, and success in speaking is judged by the capacity to have a conversation in the language (Nunan, 2015). The serious issue is that many senior high school students have not mastered speaking skills, because, like writing, speaking is an active skill. Actually, a lot of student lack confidence in themselves. The students just cannot imagine how to communicate in English. They often hesitate to put it into practice. Many students who are not proficient in English find it challenging to communicate in English.

Another issue that contributed to students' need of talking abilities is that schools proceed to use the same instructing fashion, which comprises the educator clarifying the substance, composing it on the board, and opening a address and reply session. In the mean

time, the understudies essentially sit within the chair and write down the materials. Within the question-and-answer period, they too stay quiet when the instructor inquires them questions. No response was given by the understudies. During the practicum at SMA Negeri 1 Penengahan, most students have not fulfilled the minimum criteria for speaking, especially in public speaking.

In order to improve their English proficiency, students must be able to speak the language since, as most people realize, speaking is one of the most important components. Speaking a foreign language is the most in-demand skill, according to Broughton in ([Nadiafany, 2021](#)), since anyone who can speak a language will also be able to understand it. The ability to speak implies that we are competent in English. According to ([Arung, 2016](#)), there are certain components to speaking. These elements can be employed to evaluate a speaker's speaking skills.

There are several aspects of speaking skills that must be fulfilled by the students. According to Harris' description in ([Kurniati, 2015](#)), there are five aspects related to speaking skills: comprehension, grammar, vocabulary, pronunciation, and fluency. Fluency is defined as the capacity to continue speaking without prompting. In addition, fluency is the capacity to read, write, or speak clearly, smoothly, and expressively, while correctness is the capacity to construct right sentences using proper syntax and vocabulary. In other words, the speaker can read, understand, and reply to language in a clear and concise manner while conveying meaning and context. According to ([Fauzi, 2019](#)) there are five types of speaking including imitative, intensive, responsive, interactive and extensive.

In general, a wide variety of media are effective for teaching speaking. ([Prabawati et al., 2021](#)) characterizes the media as a instrument that helps teachers within the learning and instructing handle. The media can also help teachers encourage students to be enthusiastic about learning. Anugrawati, ([2021](#)) expressed that using media to reflect English provides people with easy access to its highlights; we may access it via its website or, in essence, download it to our phones.

According to ([Basalamah, 2021](#)) teachers have a critical part within the handle of making strides students' learning inspiration since teachers have a part of time with understudies in school. Teachers can make strides students' learning inspiration by creating learning procedures as an external motivation for understudies to memorize. Learning techniques incorporate strategies and media employ within the learning prepare. There are three distinctive sorts of media visual, sound-related media, and varying media media. Recordings are a sort of varying media since they can be seen and listened. Understudies who use learning media have

a more prominent opportunity to get great learning results. This has also been fully proven by previous findings stating that appropriate media can improve student learning outcomes according to ([Puspitarini & Hanif, 2019](#)). Learning media can also help students improve their character in a better direction.

According to ([Ramli, 2020](#)), audiovisual media are kinds of media that include both sound and visible image components, such as videotapes, various movies, slideshows, and so on. YouTube, as an audio-visual media platform or video sharing site, looks to be useful in the language teacher's classroom as a motivating and inspirational platform for developing students' skills according to ([Tamar, 2021](#)). In modern times, technology is developing far too quickly, particularly in light of the fourth industrial revolution. When technology is adapted and used as a medium for English language instruction, learning may be fun and informative. One can access a variety of programs in the electronic technology media, including Google, YouTube, and podcasts. Voice of America (VOA), CNN, BBC News, and Euro News are all accessible for news and information from overseas. ([Mahmudah, 2019](#)) highlight the English Learning Channel "VOA" for a variety of media resources that aid in the acquisition of English language skills. This channel's English proficiency can be enhanced.

VoA Learning English is intended for millions of English language learners worldwide, it is demonstrated that it is appropriate for use in Indonesian classrooms. ([Andansari et al., 2021](#)) noted that VoA Learning English offers a comprehensive opportunity for speaking and writing instruction. This study explores how teaching materials from the VOA video instruction and materials are implemented in the classroom, as well as how students react to the use of VoA materials for speaking skill learning. The findings of this study will be very helpful in the teaching of English speaking using VoA instruction and materials.

VOA Special English Learning Channel is a YouTube channel that features videos about news, music, culture, and other relevant topics. This program makes extensive use of English vocabulary to provide articles worldwide in an easily understood audiovisual format. In addition, it is strongly advised to use the materials included in the VoA program to educate or practice speaking skills according to ([Makiabadi, 2019](#)). As a result of VoA, students may become more imaginative in their comprehension of the subject matter. According to ([Maharani et al., 2022](#)), YouTube is a website that provides a variety of videos such as TV clips, music, movies, instructional videos, video blogging, and other videos, as well as the ability to post and publish our own videos to everyone. The investigation used a VOA video from the YouTube channel VOA (Voice of America) Learning English. A student's speaking and listening will be influenced if they frequently hear words pronounced with the appropriate intonation. The

advantage of VOA Learning English is that the speaker speaks slower than the actual news on television.

Therefore, the study selected SMA Negeri 1 Penengahan after meeting with the school's teacher. The issues students typically encountered were a lack of confidence in speaking in front of their peers. Additionally, they lacked a wide vocabulary, which has affected their capacity to communicate. The eleventh grades curriculum will include lessons on news item text. As a result, the researchers selected news item text that was appropriate for students to use as their resource VOA video.

2. Method

This study used a quantitative research method. It demonstrates that the researchers conducted the study using quantitative formulas, such the t-test in SPSS. The investigate plan was quasi-experimental. (Sugiyono, 2016) supports it by saying that the ideal method for obtaining data that includes cause-and-effect relationships among variables that occurred throughout the research is to employ a quasi-experimental design. This study assesses the quality of the subjects by giving a pretest-post-test to find out the students' speaking skills and achievement, and then provides treatment. The control group received standard treatment or conventional method as standard teaching and learning procedure by giving English news video, while the experimental group will be treated with VoA as English learning treatment. The treatment was carried out by providing VOA videos during the learning process with a duration of 5 minutes of video that would be played repeatedly. Students were asked to pay attention and write notes to be practiced in front of the class by imitating the way of speaking shown in the VOA video. After various treatments, a post-test was given to students in the experimental and control groups. The purpose of this test is to find out the variation of results between the experimental group and the control group after different treatments are given. This study was carried out during the odd semester of the 2024–2025 school year. The samples were gathered from second-grade students at SMA Negeri 1 Penengahan, Lampung. There were 30 students in the experimental class (XI IPS 1) and 25 students in the control class (XI IPS 2).

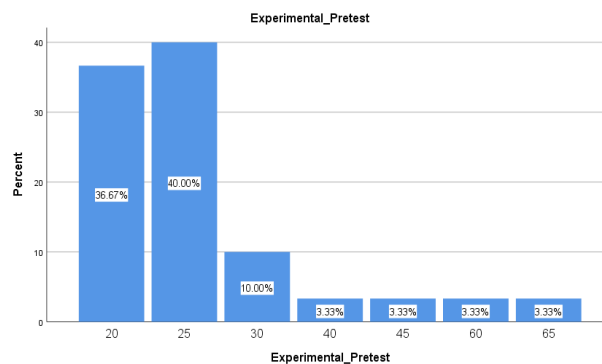
3. Finding and Discussion

Insights on students' speaking skills using VoA Learning Recordings were obtained from the pre-test and post-test of class XI IPS 1, the experimental class consisting of 30 students. The table below shows the data:

Experimental Class Data**Table 1.** Descriptive Statistics in Experiment Class.

| | Experimental | |
|----------------|--------------|----------|
| | Pretest | Posttest |
| N Valid | 30 | 30 |
| N Missing | 0 | 0 |
| Mean | 27.33 | 50.50 |
| Median | 25.00 | 45.00 |
| Mode | 25 | 45 |
| Std. Deviation | 11.198 | 12.550 |
| Variance | 125.402 | 157.500 |
| Range | 45 | 45 |
| Minimum | 20 | 40 |
| Maximum | 65 | 85 |
| Sum | 820 | 1515 |

Based on the data in table 1, the researchers used SPSS version 25 to analyze descriptive statistics in the experimental class. The mean scores for the pre-test and post-test, according to the researchers, were 27.33 and 50.50, respectively. The model results were identical to the pre-test and post-test median results, which were 25.00. The pretest's standard deviation was 11.198, and the posttest was 12.550. The pre-test has a range of 45 outcomes, as does the post-test. The pre-test and post-test have minimum scores of 20 and 40, respectively. The pre-test and post-test have maximum scores of 65 and 85, respectively.

**Figure 1.** The Pre-test Score Categories' Frequency in the Experiment Class

Based on the chart above, the most important value category score of students' pretest

scores in the control class is 25 (40.00%).

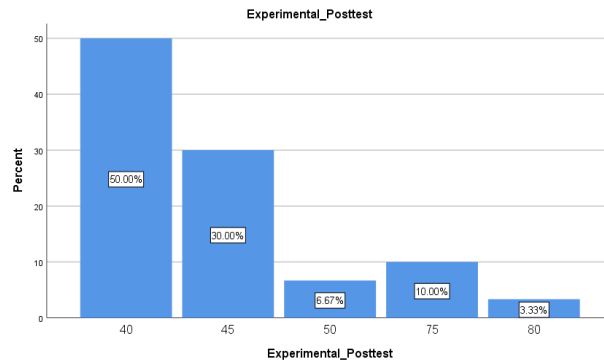


Figure 2. The Post-test Score Categories' Frequency in the Experiment Class

Based on the figures above, it can be concluded that the highest level's category value of the students' posttest scores in the exploration lesson was 40 (50.00%).

Control Class Data

Table 2. Descriptive Statistics in Control Class.

| | Control | |
|----------------|---------|----------|
| | Pretest | Posttest |
| N Valid | 25 | 25 |
| N Missing | 0 | 0 |
| Mean | 28.00 | 43.40 |
| Median | 25.00 | 40.00 |
| Mode | 25 | 35 |
| Std. Deviation | 5.590 | 14.486 |
| Variance | 31.250 | 209.833 |
| Range | 20 | 45 |
| Minimum | 25 | 35 |
| Maximum | 45 | 80 |
| Sum | 700 | 1085 |

Based on the data in table 2, the researchers used SPSS 25 to conduct data processing in the control class. The consideration found that the cruel values for the pre-test and post-test

were 28.00 and 43.40, individually. The center value of the pre-test and post-test was 25.00, and the event discoveries coordinate those center values. The standard deviation of the pretest was 5.590, and the posttest was 14.486. The pre-test included 20 outcomes, while the post-test included 45 outcomes. The pre-test and post-test had the least extreme scores of 25 and 35, individually. The pre-test included the most extreme score of 45, while the post-test score was 80.

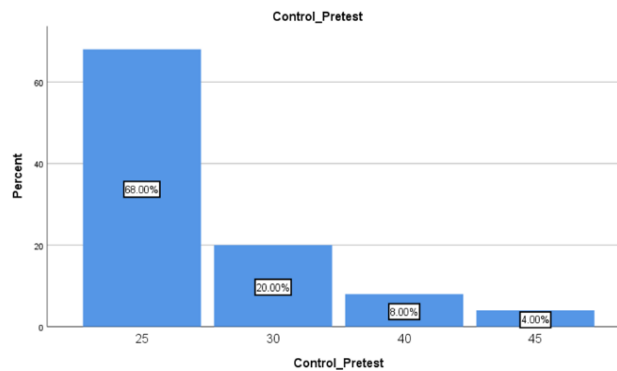


Figure 3. The Pre-test Score Categories' Frequency in the Control Class

Based on the figure above, it can be decided that the highest level's category score of students' pretest scores in the control class is 20 (68.0%). this shows the low level of student learning before the treatment.

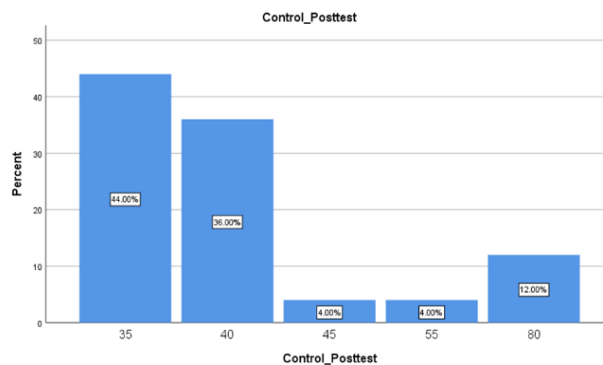


Figure 4. The Post-test Score Categories' Frequency in the Control Class

Based on the information above, it can be decided that the largest level category value of students' posttest scores in the control class is 35 (44.0%). this shows that there is an increase in student learning after treatment.

Normality Test Results for Experimental and Control Classes

The data would be evaluated using the one-sample Kolmogorov-Smirnov test. The purpose of the normality test is to determine if the data for each class is regularly distributed.

The findings of the normalcy test can be found in the following table:

Table 3. One-Sample Kolmogorov-Smirnov Test

| | | Unstadardized Residual |
|-----------------------------------|----------------|---------------------------|
| N | | 55 |
| Normal Parameters ^{a, b} | Mean | .0000000 |
| | Std. Deviation | 8.94651528 |
| Most Extreme Differences | Absolute | .137 |
| | Positive | .137 |
| | Negative | -.079 |
| Test Statistic | | .137 |
| Asymp. Sig. (2-tailed) | | 0.12c |

a. Test distribution is Normal

b. Calculated from data

c. Lilliefors Significance Correction

Concurring to the table over, the critical level within the Kolmogorov-Smirnov test of post-test information for the exploratory and control classes was 0.012, showing that $0.012 > 0.05$. In conclusion, the data had a normal distribution

Test of Homogeneity of Variances in Experimental and Control Classes

To determine if the objects studied had the same variance, testing criteria are as follows: if the probability (sig) on the base on Mean > 0.05 , the data is homogenous, and if the probability (sig) on the base on Mean < 0.05 , the data is not homogeneous. The following is how the researchers described the homogeneity analysis using SPSS 25:

Table 4. Test of Homogeneity of Variances

| | | | Levine Statistic | df1 | df2 | Sig. |
|-----------------|----------|-----------------|---------------------|-----|--------|------|
| Scoring Test | Based on | Mean | 3.020 | 1 | 53 | 0.88 |
| | Based on | Median | 1.875 | 1 | 53 | .177 |
| | Based on | Median and with | 1.875 | 1 | 43.226 | .178 |

| | Levine Statistic | df1 | df2 | Sig. |
|-------------|---------------------|-----|-----|------|
| adjusted df | | | | |
| Based on | | | | |
| trimmed | 1.662 | 1 | 53 | .203 |
| mean | | | | |

Based on the data above, it was determined that the probability (sig) based on Mean was 0.203. The value was greater than 0.05 ($0.203 > 0.05$). It can be concluded that the data was homogeneous.

T-Test of Post-Test Values in the Experimental and Control Classes

The average test calculation results (T-test) are summarized in the following table:

Table 5. Independent Samples Test

| | | Levine 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 Differenc e | Std. Error Differenc e | Lower | Upper |
| Scorin g Test | Equal variance s assumed | 1.04 7 | .31 1 | 1.00 3 | 53 | .000 | 1.66170 | 3.49091 | - 3.5018 9 | 10.5018 9 |
| | Equal variance s not assumed | | | .976 | 43.42 1 | .000 | 1.67564 | 3.58677 | - 3.7313 9 | 10.7313 9 |

Based on the results of the independent sample test in the column *Levene's Test for Equality of Variances*, the value of $\text{sig} = 0.311 > 0.05$ is obtained, indicating that the experimental and control classes have the same number of variances, testing the difference between the two average values seen in the equal variances assumed. H_a is acceptable since the t-test value is achieved with $\text{sig. (2-tailed)} 0.00 < 0.05$. It indicates that the students' speaking skill before and after seeing the VoA Learning English video differed significantly.

This study aimed to assess the effectiveness of VOA (Voice of America) Learning English for improving speaking skills. The study found that using the VOA video improved

students' speaking accuracy and fluency, leading to positive feedback from the majority of students. Before the treatment, the students' pronunciation is low. Many students struggle with verbal communication. This happened because they were unfamiliar with numerous English words, even simple ones. They felt shy and anxious about making mistakes. Students used their mother tongue for ease of communication. After the treatment, students showed increased interest in learning to speak. The daily performance of the students demonstrated this. This happened as a result of their practice and memory of various words and their meanings. Students improved their accuracy by imitating, practicing, and reviewing content from VOA Learning English videos.

This study aligns with the findings of Muzdalifah et al. (2018), who found that using VOA in the learning process can increase students' speaking skills. According to Muzdalifah and Van FC, using VOA as an alternative media helps improve students' pronunciation by allowing them to hear speech from native speakers. VOA provides engaging content to help students improve their speaking skills. Comparable to Nadila (2019), the findings of this study showed that VOA videos are a genuine audio-visual medium that may encourage and test students' speaking abilities. The VOA Learning English video helps students improve their speaking accuracy by imitating the speaker in the video.

Students' speaking skills in news videos using the VoA Learning English videos range significantly from those using the traditional method in the eleventh grade at SMA Negeri 1 Penengahan. When using VOA video, students understand how to talk with proper intonation. The researchers played the video twice and asked students to imitate the speaker's speech accent. The researchers corrected them and provided feedback on their performance. Students were given homework to watch the video at home and practice their speaking skills. Their performance improved with the third and last therapy. Some students were able to communicate with little pauses and good expressiveness. This study is similar to one conducted by Risawati (2020) which demonstrated that VOA learning English can enhance the speaking skills of students. VOA Learning English is suggested due to its popular content and slower speaker speed, making it easier to imitate than general news anchors. Most students passed the test and improved their speaking fluency (smoothness).

Based on these findings, it is possible to conclude that there is a difference in effectiveness between VoA learning media and conventional media. Because of the differences in media and student skills, the experimental class scored higher than the control class. Students in the experimental class learned using VoA, a new media, which made them feel challenged and enthusiastic about completing the assignment. In contrast, students in the control class did

not feel more enthusiastic about completing the assignment, and their scores did not significantly increase as a result of not receiving voa instruction. There was a huge gain in grades because they did not learn with VOA. According to (Sulastri, 2018), students who are taught using VOA videos have greater speaking skills than those who are not. Those who learn through VOA videos speak better than those who are not. As a result, VOA learning useful instrument for teaching speaking.

4. Conclusion

The research for this study carried out on eleventh-grade students at SMA Negeri 1 Penengahan in September 2024, during the first semester of the academic year 2024/2025. The objective of this study was to determine if using VoA Learning English media to improve students' speaking skills was advantageous. The data analysis and discussion results show that eleventh-grade students at SMA Negeri 1 Penengahan use VoA Learning English media to improve their speaking skills significantly. The experimental students speak more fluently than the control group. According to the data analysis, a greater number of students than in the control group achieve high grades in the VoA Learning English Media course.

Based on the above conclusions, English teachers should be more creative in selecting media for teaching, particularly speaking skills, and should understand what students require in the classroom so that students are more engaged and creative in the English teaching and learning process. VOA Learning English video media should be used in English learning, particularly in speaking skills, because it increases student engagement and effectiveness. VOA Learning English video media is a medium that can help students improve their speaking skills since it is simple to use and encourages students to participate and understand English speaking material. According to the findings of this study, VOA Learning English videos can be useful not just to enhancing speaking skills, nevertheless for improving other English skills such as listening, reading, and writing.

4. Conflict of Interest

The author declares no conflict of interest.



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