

INCREASING STUDENTS' LISTENING SKILL USING RECORDED CNN NEWS AT ELEVENTH GRADE OF SMA NEGERI 18 MAKASSAR

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ABSTRACT

This study aimed to know whether the use of Recorded CNN News as Learning Media can or not increase Students' Listening Skill at eleventh grade of SMA Negeri 18 Makassar. This study used a pre-experimental research method in one class pre-test and post-test. The population of this research was the eleventh-grade students of SMAN 18 Makassar in the 2021/2022 academic year. The samples was numbered 20 students from class XI IPS 1. The data were obtained from the listening test. The results of the study using inferential analysis of t-test by SPSS v.16 application. After analyzing data, the writer concluded that using of Recorded CNN News as learning media can increase students' listening skill. It can be proved by the average score based on students' pre-test and post-test. The mean score of the students' listening increased from 39.90 in pre-test to 83.30 in the post-test. This fact shows that the hypothesis H_1 is accepted and of course the hypothesis H_0 is rejected. It's mean that Recorded CNN News can increase students' listening skill at eleventh grade of SMA Negeri 18 Makassar.

Keywords : Recorded, CNN News, Listening, Skill, Vocabulary.

INTRODUCTION

In learning English, there are some skills need to be mastered by the students. They are listening, speaking, writing and reading. Listening should have an important place in teaching learning English because it is impossible for the people to speak without listening first. The listening and reading are the receptive skill used to gain or collect information from others, while speaking and writing skill are the productive skill used to carry out information or message in the form of concrete result. Those skills are integrated one and another to achieve the deemed goal. However, it seems that many people believe writing is the most important skill in communication because it is the end result of the process, but actually it is listening skill.

Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing.

Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. It is one of the subjects studied in the field of

language arts and in the discipline of conversation analysis. Listening is not just hearing what the other party in the conversation has to say. “listening means taking a vigorous, human interest in what is being told us,” said poet Alice Duer Miller. “You can listen like a blank wall or like a splendid auditorium where every sound comes back fuller and richer.” (Richard Nordquist, 2019).

Rivers in Hansyuni (2011 : 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create a significance. Listeners must cope with the sender’s choice of vocabulary, structure and rate of delivery.

In senior high school listening skill is one of the most important thing in learning English, because listening can interpret most of the activities of the students either in the form of teacher assignments, semester exam, and TOEFL, IELTS or TOEIC. But the most common problems faced by students in listening in the order of frequency are quickly forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message, neglecting next part while thinking about meaning, unabling to form a mental representation from words heard.

To help the students learn English better especially listening comprehension, the teacher should be able to be more creative and innovative to help the students in listening. Teacher is one of component that has important role in teaching-learning process because teacher is the subject of the activity. In doing teachers’ role, a good teacher needs an effective method in order to make language teaching successful.

There are so many techniques or media that can be used by the teacher in teaching learning process especially in listening. One kind of media that the research wants to apply in teaching listening is “Recorded CNN News” video. The Cable News Network is a multinational news-based pay television channel headquartered in Atlanta, United States. It’s owned by CNN Worldwide, a unit of the WarnerMedia News & Sports division of AT&T’s WarnerMedia. Recorded from CNN News that are spoken by native announcers and reporters will help students learn their pronunciation, word stress and intonation.

CNN was launched on June 1st 1980. CNN is a broadcasting channel in America, as well as in the world. CNN which became the origin of a television news channel (news channel) which broadcasts 24 hours a day. he was born in the middle of the three media giants of the United States: ABC, NBC, and CBS. It was Ted Turner, the CNN founder who breathed CNN's early struggles. It was Turner who instilled a competitive mentality in CNN. they are outsiders as well as *underdogs* (a competitor thought to have little chance of winning a fight or contest.) in the United States broadcasting world. therefore, they must continue to innovate and be creative.

Based on the problems above, the researcher proposes to use Recorded CNN News as the material to increasing students listening skill. Recorded CNN News

happening in students surroundings. Using news will train students to use their critical thinking in identifying and solving problems arising from the discussion about the topic, main idea, and the speaker's intention. News can help students in understanding more vocabularies and its meaning from the context or by using the students background knowledge about the topic.

METHOD OF THE RESEARCH

In In this study, the writer applied pre-experimental research method. The design used in pre-experimental with one group pre-test – post-test. This design involved one group that given a pre-test (O_1), given treatment (X) and given post-test (O_2). The treatment success is determined by comparing pre-test scores and post-test scores. The population of this study was the eleventh grade students of SMAN 18 Makassar in academic year 2021/2022. The total of this population numbered 279 students distributed into 9 classes. In this study, the writer applied random sampling technique. The writer only took one class as sample of the experimental class. The writer took class XI Social Science 1, which consist of 20 students. The material was taken from the authentic material in teaching listening material. The test was gave twice, before and after treatment or teaching and learning process. The writer gave pre-test to know their listening skill of the sample and the post-test was measure check whether the recorded CNN News can increasing or not toward students' listening skill. And to see whether the use of Recorded CNN News can increasing than conventional strategy, the writer compare the result of the classes. This study supported by a quantitative data analysis. The quantitative data of this study is numeric data and can be formulated by using statistical method.

FINDINGS

The students' pre-test and post-test in writing vocabulary using Recorded CNN News as learning video. Below is the table show the students' scores in a pre-test and a post-test.

Table 1 The Students' Scores In A Pre-Test And A Post-Test.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Excellent	100-90	-	-	6	30%
2	Very good	89-80	-	-	7	35%
3	Good	79-70	-	-	3	15%
4	Fair	69-60	-	-	4	20%

5	Unsatisfactory	59-10	20	100%	-	-
Total			20	100%	20	100%

Based on the table 1 above the results of the pre-test and post-test conducted by students showed in the pre-test where none of the students were classified as excellent, very good, good, fair and 20 students (100%) classified as unsatisfactory. In the post test, there were 6 students (30%) classified as excellent, 7 students (35%) classified as very good, 3 students (15%) classified as good, 4 students (20%) classified as fair and none of the students were classified as unsatisfactory.

The writer found that in the pre-test, most of the students have difficulties in recognizing words and also they quickly forget the words that they heard before. But in post-test, most of students can improve faster and get a good score. This result shows that there is a progress on the students' listening skill in vocabulary.

From the result of the students score pre-test and post-test, then the writer classificate students' score in pre-test and post-test. The score of the post-test is higher than the score of the pre-test. It could be seen the result between pre-test and post-test.

Table 2 Students' Score and Classification in Pre-test and Post-test

No	Students Initial	Pre-test	Classification	Post-test	Classification
1	AP	32	Unsatisfactory	86	Very good
2	ASA	38	Unsatisfactory	89	Very good
3	AA	43	Unsatisfactory	80	Very good
4	AS	29	Unsatisfactory	60	Fair
5	APP	43	Unsatisfactory	66	Fair
6	ARMN	35	Unsatisfactory	60	Fair
7	ATAS	32	Unsatisfactory	78	Good
8	AA	55	Unsatisfactory	100	Excellent
9	FA	43	Unsatisfactory	75	Good
10	FNA	32	Unsatisfactory	86	Very good
11	MAYH	35	Unsatisfactory	63	Fair
12	MAP	29	Unsatisfactory	92	Excellent
13	M	49	Unsatisfactory	89	Very good
14	NR	49	Unsatisfactory	83	Very good
15	NA	29	Unsatisfactory	95	Excellent
16	NIR	43	Unsatisfactory	86	Very good
17	NAP	58	Unsatisfactory	100	Excellent

18	PFA	46	Unsatisfactory	100	Excellent
19	SN	43	Unsatisfactory	100	Excellent
20	YP	35	Unsatisfactory	78	Good
TOTAL		798		1666	

Source: SMA Negeri 18 Makassar

After calculating the students' pre-test and post-test results. The score of students' achievement were classified into five levels. The table at page 4.2 is the classification of students' score in pre-test and post-test. Those scores then tabulated and analyzed using SPSS version 16 to test the statistic of students' pre-test and post-test score into percentage. The following table is the statistical summary of the students' pre-test and post-test.

Table 3 Students' Mean Score and Standard Deviation in Pre-test and Post-test.

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Sum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>pre-test</i>	20	29.00	58.00	798.00	39.9000	8.66268
<i>post-test</i>	20	60.00	100.00	1666.00	83.3000	13.27483
<i>Valid (listwise)</i>	<i>N</i> 20					

Based on the data of pre-test and post-test above, the writer found that there is a significant enhancement after giving the treatment. . In the pre-test, the total score was 798, the mean score was 39.90 and the standard deviation was 8.662. While in post-test, the total score 1666 with the mean was 83.30 and the standard deviation was 13.274. The total score and mean score of the post-test were higher than the pre-test.

After conducting the students' pre-test and post-test scores in the experiment class, the writer used a t-test for the hypothesis test. The t-test is a test to make sure whether or not there is a significant difference between the results of the students' mean scores in pre-test and post-test. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze.

In this study, the hypothesis (H_0) stated that the effect of using recorded CNN News as learning media can't increase students' listening skill in English at the eleventh-grade of SMAN 18 Makassar at the first semester 2021/2022 academic year. While the Alternative hypothesis (H_1) stated that using recorded CNN News can increase students' listening skill in English at the twelve-grade of SMAN 18 Makassar at the first semester 2021/2022 academic year. If the value of significance is 2 or sig. (2-tailed) lower than 0.05, H_1 was accepted and H_0 was rejected.

Table 4.4 The Result T-test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-test - post-test	-4.340	12.360	2.763	-49.184	-37.615	-15.70	19	.000

The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that using recorded CNN News can increase students' listening skill in English at the twelve-grade of SMAN 18 Makassar at the first semester 2021/2022 academic year.

DISCUSSION

From the findings, it's clear that Recorded CNN News as learning media can increase students' listening skill. Their test result got a higher score than before, the mean score pre-test was 39.90 while the post-test mean was 83.30. This means that the results of the pre-test and post-test increased by 50%. Some students were classified in unsatisfactory classification because of their lack of recognizing the vocabulary. The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance.

This study discussed the problem of increasing eleventh grade students' listening skills. This study used pre-experimental research as a research design. This section innovated to analyze results or findings based on related theories. All data collected from the research instrument provided information about the research findings. The results of students' scores were calculated using SPSS. Pre-experimental research using the "Recorded CNN news" to increase students' listening skills. Based on the results it was known that this media can increase the students' listening skills of SMA Negeri 18 Makassar. In this study, this media focused on students' listening skill and vocabulary. Using Recorded CNN news in the classroom not only improved students' listening skill, but also enrich students' vocabulary.

It can be seen, that the students get good achievements in listening skill after using Recorded CNN News. Referring to the description above, it can be concluded that in this research Recorded CNN news can increase students' listening skill.

In pre-test, many students confused about recognizing vocabulary and expression from the listening media. Because lack of vocabulary, they have to understand every word and need to hear thing like the students need more than once to hear the audio. That's why the students' score in pre-test was

unsatisfactory. But the students have tried and learned to find the answer from the audio. In post-test, the students showed their improvement, the students can recognize the words that they heard and accurately infer implied information. As we can see in their post-test score was very good to excellent.

From the pre-test, the students were given the Recorded CNN News with the title "Daughter says media misinformation contributed to dad's covid-19 death" and asked the students' to write down at least 35 vocabulary based on what they heard then translate them into Indonesian. In this section, the writer found out that all of the students were got the unsatisfactory score because students have problems to recognizing the word, lack of vocabularies, students also can't tell the difference between word and sounds (in listening somehow we find out some similar words but with different pronunciation), and don't understand English accent.

From the post-test, the students were given the Recorded CNN News with the same title with the pre-test. And asked the students' to write down at least 35 vocabulary based on what they heard then translate them into Indonesian. In this section, the writer find out the students were showing their improvement because they get the fair-excellent score and more active in listening process. for example there are four students who get the highest score, namely Azalea Azzahra, Nurul Apriani, Putri Fatimah Azzahra, and Sindi Novita. Moreover, they can improve well because they want to learn and they also show their enthusiasm when learning listening.

In addition, after doing this study the writer found that using Recorded CNN news as learning media there are some advantages, the students can easily access it for learning anywhere and anytime at CNN's official website or youtube channel. Teachers can using Recorded CNN news as learning media in listening activity. And then, students are interested of the listening activity because there was an audiovisual media. However, Recorded CNN news also have the disadvantage. Like, the native speakers or the informan usually talk very fast so the students can not recognize what they really said.

As a result, using Recorded CNN News facilitate the students for having opportunity to practice and increasing their motivation in learning English listening. Also, for the students using Recorded CNN News were consider as fun, enjoyable, and helpful especially for the students of eleventh grade of SMA Negeri 18 Makassar. And then, while doing research the writer have some obstacles. Obstacles was found because this research was carried out during the pandemic of the covid-19 situation. where teaching and learning activities moved at home. The writer had to prepare extra teaching strategy, the writer should tell students' information repeatedly. Teaching English language in a class by using Smartphone for communication and gave information. The writer and the students can't interact directly and the writer just handle students by Smartphone. Even there was chance for us to met in classroom it also not efficient. Although there are obstacles during the research process, the use of

Recorded CNN News had much benefits. Referring to the result above it was concluded that in this study, Recorded CNN News as learning media can increase students' listening skill.

CONCLUSION

This research conducted in grade XI especially at class XI Ips 1 of SMA Negeri 18 Makassar. The writer conducted the research with online learning process. Based on the formulation of the problem, research objectives, hypothesis and analysis result, it can be concluded that the students' scores obtained by the writer during the posttest higher than the pretest. Students' ability increased after doing the treatment. The result of the students' pre-test and post-test scores in the experiment class, the writer used a t-test for the hypothesis test. The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. So, it can also be concluded that Recorded CNN news can increase students' listening skill at eleventh grade of SMA Negeri 18 Makassar.

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