

## Using VoA (Voice of America) to Improve Speaking Abilities of Autism Students in Learning English

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### Abstract

This research explained the English Language learning in the context of improving speaking abilities of autism students using VoA (Voice of America). Voice of America (VOA) is interactive media universal broadcaster possessed by the Joined together States government, which has broadcast different programs in 53 dialects since 1942 based in Washington, DC. This research focused in fourth grades of Banyuates Special School in 2023/2024 academic year who were taught using of media VoA Learning English in Website. This research is a quantitative research which also applied quasi experimental research which aims at finding out the effectiveness of using VoA as a Learning English website to improve the autistic student's speaking ability. This research involves two groups that were observed; they were experimental group and control group. The data were gathered for finding out the effectiveness of using VoA as a Learning English website to improve the autistic student's speaking ability. The finding showed that the use of VoA Learning English is effective through comparing the data between the experimental group and the control group in which it got  $< 0.05$ , which means  $H_0$  is rejected and  $H_1$  is accepted. It can be concluded that the VoA Learning English is effective as a medium in the teaching and learning process to improve students' speaking skills if the significant tailed results are  $< 0.05$ .

**Key Words** : Learning English, Autism Students, VoA (Voice of America)

### Abstrak

Penelitian ini menjelaskan tentang pembelajaran Bahasa Inggris untuk meningkatkan kemampuan berbicara siswa autis dengan menggunakan VoA (Voice of America) Voice of America (VOA) dapat diartikan sebagai media penyiaran interaktif yang dimiliki oleh pemerintah Amerika Serikat yang telah menyiarkan berbagai program dalam 53 dialek sejak tahun 1942 yang berpusat di Washington DC. Penelitian ini difokuskan pada siswa kelas IV Sekolah Luar Biasa (SLB) Negeri Banyuates tahun ajaran 2023/2024 yang diajar dengan menggunakan media pembelajaran bahasa Inggris berbasis website. Penelitian ini merupakan penelitian kuantitatif dengan metode quasi eksperimen yang bertujuan untuk mengetahui efektivitas penggunaan media VoA dalam website pembelajaran bahasa Inggris untuk meningkatkan kemampuan berbicara siswa autis. Penelitian ini melibatkan dua kelompok yang diamati dalam desain penelitian ini yakni kelompok eksperimen dan kelompok control. Penelitian ini bertujuan untuk mengumpulkan data terkait dengan efektivitas penggunaan VoA sebagai situs web pembelajaran bahasa Inggris untuk meningkatkan kemampuan berbicara siswa autis. Hasil penelitian menunjukkan bahwa penggunaan VoA efektif yang diketahui dengan cara membandingkan hasil nilai antara kelompok eksperimen dan kelompok kontrol dan mendapatkan hasil  $< 0,05$  yang berarti  $H_0$  ditolak dan  $H_1$  diterima. Dapat disimpulkan bahwa VoA Learning English efektif sebagai media dalam proses belajar mengajar untuk meningkatkan kemampuan berbicara siswa jika hasil signifikan tailed  $< 0.05$ .

**Kata Kunci** : Pembelajaran Bahasa Inggris, siswa autis, VoA (Voice of America)

## 1. Introduction

Children with special needs have more effort to study at any academy, both regular seminaries and special seminaries that handle children with special requirements.

It is in the family terrain that children begin to form comprehensions, not all children witness normal development. numerous of them witness obstacles, dislocations, detainments, or have threat factors in their development, so that to achieve optimal development, special treatment or intervention is demanded.

Voice of America (VOA) may be a interactive media universal broadcaster possessed by the Joined together States government, which has broadcast different programs in 53 dialects since 1942 based in Washington, DC.

### English Learning Media

To create learning English fun, you would like media that's reasonable for extremely introverted children since learning without innovation will ended progressively surrendered and appear less curiously.

Innovative developments are getting to be more advanced day by day with various features and capacities utilized to assist human life. One of the technological improvements that's developing quickly is contraptions. Contraptions are a frame of electronic gadget that has the most work of broadcast communications but is additionally supported by different highlights (applications) to back different other uncommon exercises. One shape of contraption could be a smartphone or superior known as a unique gadget since its work isn't as it were utilized as a implies of communication but can moreover be utilized as a implies of data, entertainment center and lifestyle.

A gadget that obeys For many individuals, it encompasses a huge negative affect on children's growth and improvement. In reality, in the event that utilized appropriately, contraptions ended up one of the foremost viable learning interactive media and curiously.

Gadgets are a pathway out for instructors who have challenges in conveying fabric. By utilizing one of the highlights within the gadget, for case video, instructors can plan curiously and intelligently learning materials. Devices can also improve students' skills and creativity in learning activities. (Wahyono:2022)

The use of devices for learning activities is starting to be used for children with special needs (ABK). Children with special needs have their own difficulties and challenges in participating in the learning process. (Rahayu : 2013)

In orther that need the user friendly and more esier to austim student's, there are lot of media today to learning English Language one of them is the VoA Learning English, VoA Learning English is one of the famous media such as Discovery Channel, British Broadcaster (BBC) or Al-Jzeera and has a YouTube Channel and the website (<https://learningenglish.voanews.com/>). This channel contains the latest topics that are relevant, factual, and interesting. (Alavijeh : 2019)

VoA has numerous highlights, one of which is total English learning from tenderfoot to progressed level and is exceptionally client inviting, simple to get to, parcels of interactive media

highlights and this media is certainly appropriate for application to extremely introverted children in learning English very user friendly at Extraordinary Schools (SLB).

The extraordinary School in this investigate was founded in Banyuwates Sub District, a District of Sampang since it has been set up for a long time, to be exact in 1984.

Siti Suharsih investigated English learning for children with uncommon needs employing a relevant instructing learning and descriptive approach at the Aceh Uncommon School. The hardest challenge confronted by instructors when educating is students' unsteady behavior and feelings. Apart from that, instructors ought to alter the fabric and rearrange the Lesson Plan (RPP) so that understudies can effectively get it the fabric as well as educating arrangement and the challenges confronted by instructors when educating English to children with extraordinary needs. Underneath are displayed the contrasts in educating methodologies and planning for the categories of children with extraordinary needs, to be specific moderate learners, mental hindrance, consideration shortfall hyperactivity clutter and Down disorder. In this research, it was also found that the obstacle in the English learning process was that mentally retarded is a condition that has limitations in intellectual function and communication function. Mental impairment has three levels, namely mild, moderate and severe. In this paper, respondents taught mentally disabled students with mild and moderate Down syndrome categories. Respondents chose CTL as their learning strategy, it means by giving repeated instructions slowly word by word. (Siti Suharsih : 2017).

Students with autistic are also categorized as students with special needs. Ningrum, Wuryani, and Lianty (2021) define students with autism as those who encounter developmental disabilities in the aspect of communication, perception, behavior, and social. According to Nugraheni dan Sudarto (2021), the effects of autism on students revolve around disruptions in communication and social interactions. The social interaction hindrances obstruct students from aspiring their wants or opinion and comprehending the interaction during the learning processes.

Therefore, the development of a particular learning method effective for students with autism is required to enhance their academic and non-academic development. The students with autism spectrum (mild to moderate) can learn science by textbooks, e-text, or computer programs. Some studies have shown about effective learning to students with autism spectrum. A deeper literature review is needed to summarize the information of prevailing studies comprehensively. The current literature review summarized about effective learning for students with autism spectrum. (Ediyanto 2023).

The problem of difficulties in carrying out daily activities in children with autism spectrum disorder must be intervened immediately, it is best to start the intervention early so that it can be handled more quickly so as to help improve daily life skills in children with autistic, by providing appropriate and structured support, children. These children have the potential to improve their ability to overcome everyday challenges.

The research results of Domire & Wolfe (2015) show that the findings indicated that using video prompting proved to be a successful intervention method for instructing various targeted skills, and individuals with ASD demonstrated the capability to apply and sustain the learned skills, and research from Yanti (2015).) about self-development through single subject research

shows that the simulation method is effective in improving self-development abilities for children with autism at the Autism SLB YPPA Padang.

Based on the problems above, it is necessary to conduct research on daily skills assessment for autistic students. Assessing skills are essential for crafting an intervention program that is effective for individuals diagnosed with autism spectrum disorder (Luiselli, et al , 2011). For this reason, the author took the initiative to conduct class 4 at SDLB Al-Ishlah Purwadadi, Subang Regency. This research aims to find out how autistic students are able to carry out daily activities at home? It is hoped that the results of this research will be the basis for class teachers to create intervention programs for autistic students. Siti Dedah Holiday (2024)

## 2. Method

This research was a quantitative by applying quasi experimental research which aimed at finding out the effectiveness of using VoA as a Learning English website to improve the autistic student's speaking ability.

Quasi experimental includes assignment, but not random assignment of participants to groups. Moreover, this study used quasi experimental design because the participants were well organized in the class, where randomization is not possible. (Creswell : 2020)

This research involved two groups that were observed in this research design. They were the experimental group and the control group.

The formula of quasi experimental research can be presented as follows:

**Table 1** Design of Quasi Experimental

E	O1	X	O2
C	O3		O4

(Cohen & Manion, 2018)

### Explained:

E : Experimental Group

C : Control Group

O1 : Pre-test for the Experimental Group

O2 : Post-test for the Experimental Group

O3 : Pre-test for the Control Group

O4 : Pre-test for the Control Group

X : Treatment for experimental group using VoA Learning English

Both groups were given the same learning targets, but they were taught using different media. This study observed the quality of the subject by giving pre test - post test to find out the speaking skill and their achievement, then gave the students treatment. The experimental group were treated by using VoA as a Learning English in treatment and the control group received usual treatment or conventional ways as the usual teaching in teaching and learning process.

After being given the different treatments, both of the experimental and control groups were given post-test. The purpose of the test was to find out the differences in the results between the experimental group and the control group after giving different treatment through implementing different media.

The population of this study was fourth grade students of SLB in the academic year of 2023/2024. The whole students were 21 in the class and all of this population was the sample of this research because less than 100. This research took one class as the sample in this research because this school only had one class of fourth grade and the researcher divided them in two phases. The first phase was class, fourth grade by using VoA Learning English as the experimental group and fourth grade class as the control group in the second phase without using VoA Learning English. The sampling technique in this research was convenience sampling, which means that data collected from a group of people who are easily accessible and available. The individuals in the sample were selected not because they were most representative of the overall population, but because they were most accessible to the researcher. (Sanusi : 2019).

In this research, there were two variables. They were the independent variable and the dependent variable. The independent variable was a variable that influenced or became the cause of the emergence of the dependent variable. The independent variable in this research was VoA Learning English. Meanwhile, the dependent variable was a variable that was influenced or became the result of the independent variable. The dependent variable in this research was the speaking ability of autistic students.

### Instrument of The Research

The test was used as the instrument of this research; the test was a method of measuring a person's ability, knowledge, or performance in doing something (Brown: 2019). In this research, the test was intended to investigate the effectiveness of "VoA Learning English" on the improvement of students' speaking skills. There were two kinds of tests used in this research: they were the pre-test and post-test. The purpose of giving the pre-test was to investigate students' speaking skills and their scores before applying the treatment. Meanwhile, the post-test was used to find out the improvement of speaking skill and the score of their speaking skill after applying the treatment.

In addition, the pre-test and post-test were conducted orally. To make the test valid and reliable, this research also examined the validity and reliability of the instrument before collecting the data. The test was validated by using content and face validity through expert judgment, while the reliability was determined by inter-rater reliability.

### Validity of The Instrument

Validity was a measure that showed the level of valid data of an instrument (Carmines and Zeller: 2018). Validity was an important key to show the effectiveness of the study. If a piece of research was not valid, then it could not be used. Validity tests were useful to know the validity or suitability used in studies for measuring and obtaining research data from respondents.

The validity of a test was the extent to which it measured what it was supposed to measure and nothing else. Validity had several types: construct validity, content validity, face validity, and criterion validity (Heaton: 2018). This study used content and face validity as an instrument to analyze the data. Content validity was the validity associated with the good or bad sampling of a population (Azwar: 2018). Face validity was a test conducted to show that statement items had the impression of being able to reveal the research concept to be measured (Riffie: 2019). Face

validity was very important in measuring individual abilities such as measuring intelligence, talent, or skills. Face validity aimed to combine items that had the same meaning into one item (Hartling: 2018).

### Reliability of The Instrument

Reliability showed the extent to which the results of measurement research with the tool could be trusted (Klaytis: 2019). Besides that, it was stated that reliability was a measuring tool to determine whether the measuring instrument used was accurate, stable, or consistent (Klaytis and Anderson: 2019).

Inter-rater reliability was a measure used to test agreement between two people (evaluators or observers) on categorical variables. If there were more than two raters, then the inter-rater technique could be used. In this study, the reliability of the student assessment response instrument was tested using Cronbach's Alpha. The Alpha Cronbach method was used to measure student responses because this method was often used. Reliability analysis using Cronbach's Alpha produced a range of reliability values between 0-1. The level of reliability of the instrument used in this study referred to the value of the interpretation of the coefficients, as shown below:

**Table 2** Interpretation of Reliability Coefficient Value

<b>Coefficient Value</b>	<b>Reliability Level</b>	<b>Percentage of Reliability</b>
Above 0.90	Very strong	82 – 100 %
0.08 – 0.90	Strong	64 – 81 %
0.60 – 0.79	Average	35 – 63 %
0.40 – 0.59	Weak	15 – 35 %
0.20 – 0.39	Minimal	4 – 15 %
0 – 0.20	Poor	0 – 4 %

### . Technique For Data Collection

1. Test  
The study used an oral test, and four aspects were scored: pronunciation, vocabulary, grammar, and fluency. There were two kinds of tests:
2. Pre-test  
Pre-test was conducted on the students in the control class and experimental class to find out the speaking skill performance before the treatment. The results of the pre-test were compared with the post-test. This study took the students' scores to know their speaking skills before giving the treatment. This study used the pre-test as an objective test conducted by an oral test, a type of speaking test in the form of monologue text.
3. Post-test  
Post-test was conducted after the treatment to know the influence of VoA Learning English on whether or not it could improve speaking skills after students were given the treatment. The type of test and the scoring system were the same as in the pre-test.

**b. Data Collection Procedure**

There were several steps to collect the data in this study to support the data of the teaching and learning process, as follows:

1. Choosing two classes as a sample from the population and dividing them into the experimental group and the control group.
2. **Conducting Pre-Test**  
Before doing the treatment, the students were given a pre-test to know the students' abilities. It was intended to see the students' prior knowledge of speaking ability. This method was used to determine the performance of students' speaking skills before being given treatment in the experimental group.
3. **Giving Treatment**  
After giving the pre-test in the experimental group, the students were treated to implement using VoA Learning English as a teaching medium to help students in the experimental class improve their speaking skills. Both the experimental and control groups tried to practice with the same material. After the post-test was administered, the scores of the two groups were compared to determine whether they differed significantly or not.

**Table 3** Treatment Planning Activities

Day	Activities	Material	Time	Target Treatment
1.	<ul style="list-style-type: none"> <li>- Teacher opens the lesson with greetings/prayers.</li> <li>- Teacher attends or checks student attendance.</li> <li>- Teacher informs the material to be studied together.</li> <li>- Teacher plays video about "VoA Learning English" with interesting topic.</li> </ul>	VoA learning English Beginning Level: How to Pronounce My name	40 minutes	Understand the pronounce words of the name

Day	Activities	Material	Time	Target Treatment
2.	<ul style="list-style-type: none"> <li>- Teacher opens the lesson with greetings/prayers.</li> <li>- Teacher attends or checks student attendance.</li> <li>- Teacher informs the material to be studied together.</li> <li>- Teacher plays video about "VoA Learning English Channel" with other interesting topics.</li> </ul>	Spelling names and friends' names	40 minutes	Students are able to spell the word of friend's name

Day	Activities	Material	Time	Target Treatment
3.		Grammatical	40 minutes	Student's can identify the

<ul style="list-style-type: none"> <li>- Teacher opens the lesson with greetings/prayers.</li> <li>- Teacher attends or checks student attendance.</li> <li>- Teacher informs the material to be studied together.</li> <li>- Teacher plays video about “VoA Learning English”.</li> <li>- Teacher asks each student to understand the video.</li> <li>- The teacher asks students to speak spontaneously what they got from the video.</li> <li>- Teacher says thank you and closes the class.</li> </ul>	about pronouncing my name		grammar about telling names.
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1) Conducting Post-test

Post-test was given after the treatment has been completed. It was used to know the effect of using VoA Learning English to improve their speaking skills as teaching media after they were given the treatment.

2) Scoring

This study obtained the data from the pre-test and post-test as the sample group to find out how effective VoA Learning English is as learning media.

3) Analyzing

After speaking assessment, the data were analyzed using SPSS to find out the average value of all students after being given the treatment.

**a. Scoring Technique**

To assess of students' speaking ability, this study used scoring rubric which includes the criteria, as follows:

Speaking Rubric Score			SCORE		
Name of Students :			Class :		
Criteria	1	2	3	4	5
<b>Fluency</b>	Speech is slow, hesitant and strained. The voice is inaudible.	Speech is frequently hesitant with some sentences left incomplete, the voice very soft.	Speech is relatively fluent; some hesitation caused by repetition and searching for words, sound vibrated.	Some hesitation but manages to continue and a slight search for words.	Smooth and fluid speech. no hesitation. no attempts to search for words. the voice is excellent.

<b>Pronunciation</b>	Multiple problems with pronunciation. Pronunciation is lacking and hard to understand.	Some problems with pronunciation/ intonation that may interfere with communication.	Nice pronunciation. Some effort at accent, but it looks unclear	Pronunciation when pronouncing words is very good. Nice accent and sounds clear.	Pronunciation when pronouncing words is very good. Nice accent and sounds clear.
<b>Vocabulary</b>	Bad or inaccurate word choice, vocabulary that is used does not match the task	Weak of language control. basic vocabulary choices words clearly lacking.	Adequate language control. vocabulary range is lacking.	Good language control. good range of relatively well-chosen vocabulary.	Rich and varied use of vocabulary. Excellent control of language features.
<b>Grammar</b>	Frequent grammatical errors, meaning is obscured.	Frequent grammatical errors even in simple structures that at times are not based on meaning.	Little variation in structures. Grammar is sometimes not appropriate for the level.	Some errors in grammatical structures possibly caused by attempts to include a variety	Accuracy & variety of grammatical structures
<b>TOTAL SCORE</b>					

The formula for speaking scoring rubric is:

$$\text{Total Score } 20 \times 5 = 100$$

The students speaking score from scoring rubric was calculated into a numerical scale of 0-100. The students speaking score from scoring rubric was calculated into a numerical scale of 0-100. After getting the score, the rubric score was used to rate composition of task criteria. It was used to measure the students' speaking skill in "VoA Learning English" can be interpreted, as follows :

**Table 4** Level of Rubric Scoring Ability

Score	Achievements
95 – 100	Excellent
85 - 90	Good
70 – 80	Proficient
55 – 65	Intermediate
Less than 50	Poor

Data Analysis :

The gathered data used in order to determine whether or not the experimental group achieved a good result than the control group on students' speaking skill of fourth grade of Banyuates Special School. It was purposed to determine whether using VoA Learning English as a medium in teaching speaking creates significant results on students' speaking skills or not. This study used two tests to analyze. To deal with it, this study used statistical calculation through t-test formula in manual calculation and SPSS (Statistics Product and Statistical Solution).

The t-test for independent sample is a straight forward ratio that divides the observed difference between the means by the expected difference. There are some requirements that must be completed such as normality testing and homogeneity testing before doing the test. (Arikunto : 2019)

1) Normality Testing

Normality test is a test to measure whether the data has normal distribution or not. To analyze normality testing of the data, this study used the Kolmogorov-Smirnov test in SPSS. The statistical test was carried out by comparing the data distribution with the normal idea data distribution, with the same mean and median. (Baharudin : 2018)

The data divided by normal or not normal can be interpreted as follows :

**Table 5** Normality Testing Hypotheses

Variance	The Percentage	Categories
Test significant score	< 0.05	data is not normal
Test significant score	> 0.05	data is normal

2) Homogeneity Testing

The calculation of homogeneity is to compare an attitude, intention, or behavior (variance) in two population groups.(Widhiarso : 2019)

The homogeneity test aims to ensure that the data to be measured does come from a homogeneous (same) population. After the data is normal, the homogeneity testing knows whether the experimental or control group has the same variance. It can be seen, as follows:

**Table 6** Homogeneity Testing Hypothesis

Comparison	The percentage	Hypothesis	
H0		H1	
t-test > t-table and significant	< 0.05	Rejected	Accepted
t-test < t-table and significant	> 0.05	Accepted	Rejected

After the collection of comparison calculations on normality and homogeneity data has been carried out, the final results of this study were obtained. The data is categorized valid and normal if the data is significant on 2 tailed > 0.05 and the hypothesis H0 is accepted. However, if the data obtained exceeds < 0.05 then the data is declared abnormal

Therefore, the use of VoA Learning English is effective if the data stating the comparison between the experimental group and the control group get results < 0.05, which means H0 is rejected and H1 is accepted.

It can be concluded that the VoA Learning English is effective as a medium in the teaching and learning process to improve students' speaking skills if the significant 2 tailed results are < 0.05.

### 3. Result and Discussion

This study took an experimental because this study aims to determine the effectiveness of influence VoA Learning English by giving treatment to the experimental class while the control class is given treatment but use the conventional method.

a. Validity and Reliability of the Instrument

1) Validity

The instruments validation of this study used content and face validity. This validity was assessed through the professional judgement of the content and appearance of the test. Moreover, the test content was suitable with the syllabus and clearly identified in appropriatness what would be measured. An approval of the English teacher was also asked to validate the instruction test that was used in this research.

2) Reliability

The reliability instrument is intended to test the degree of consistency and to check students' abilities. The reliability of the instrument in this study was calculated using the *Cronbach's Alpha* formula with the help of SPSS 23.00 for windows operating system. The criteria used to determine the reliability of the instrument were based on the value obtained from the calculation results. The result of inter-rater reliability can be presented below:

It showed that the inter rater reliability correlation was 0.833. The 2 items in the table were take based on the scores of all agreements between experts or raters in assessing each indicator on the instrument. It can be concluded that the score of first rater correlates with the second rater, then it could be said that the test is reliable.

The scoring students score of Pre-test and Post-test from 2 assessors, can be seen on the table below:

**Table 7** Rater 1 and 2 Students Pre-test

**PenilaiPretest\_1 \* PenilaiPretest\_2 Crosstabulation**

Count		PenilaiPretest_2						Total
		20.00	25.00	30.00	35.00	40.00	45.00	
PenilaiPretest_1	20.00	3	0	8	0	0	0	11
	25.00	0	1	0	0	0	0	1
	30.00	1	0	2	0	0	0	3
	35.00	0	2	0	0	0	0	2
	40.00	3	0	13	0	0	0	16
	45.00	0	0	0	1	0	0	1
	50.00	0	0	11	0	6	0	17
	55.00	0	0	0	0	0	9	9
Total		7	3	34	1	6	9	60

Data on table 1 showed that the Rater 1 and Rater 2 in students pre-test giving the students score no more than 55. It means all of the students had the same average and there was no different significant in pre-test.

**Table 8 Rater 1 and 2 Students Post-test**

**PenilaiPosttest\_1 \* PenilaiPosttest\_2 Crosstabulation**

Count		PenilaiPosttest_2								Total
		40.00	45.00	50.00	55.00	60.00	65.00	70.00	75.00	
PenilaiPosttest_1	45.00	0	0	0	4	0	0	0	0	4
	50.00	10	0	0	0	9	0	0	0	19
	55.00	1	9	0	0	0	5	0	0	15
	60.00	0	0	4	0	1	0	0	0	5
	65.00	0	0	0	0	0	5	0	0	5
	70.00	0	0	0	0	1	0	4	0	5
	75.00	0	0	0	0	0	0	0	7	7
<b>Total</b>		11	9	4	4	11	10	4	7	60

Data on table 2 showed that the Rater 1 and Rater 2 in students post- test giving the students better score than in pretest. The students can improve their skill. It means there was any different significant in post-test.

b. Analysis of Pre-test

This sub-chapter contains Pre-test Mean score, Pretest Standard Normality, and Pretest Standard Homogeneity.

Pre-test was given before conducting the experimental and control group treatment. The pre-test aims to measure the students ability in speaking skill. After calculating the result of the students score, the pretest mean score of the students’ speaking ability at the Fourth Grade class of Special Elementary School both of two groups can be presented the following table:

**Table 9.** The Classification Speaking Skill of the Experimental group in Pre-test

Group	Score	Classification	Number of Students
Experimental	85 - 100	Excellent	0
	75 – 85	Good	0
	65 – 75	Proficient	0
	50 - 65	Intermediate	6
	Less than 50	Poor	4
<b>TOTAL</b>			<b>10</b>

Data on table 3 showed that the classification of scores in the experimental group in the pre-test that consisted of 10 students, most of 6 students achieved intermediate level and the 4 students still achieved the category of poor scores. There are none of the students got good score.

**Table 10.** The Classification Speaking Skill of the Control group in Pre-test

Group	Score	Classification	Number of Students
		<b>n</b>	
<b>Control</b>	85 – 100	Excellent	<b>0</b>
	75 – 85	Good	<b>0</b>
	65 – 75	Proficient	<b>0</b>
	50 - 65	Intermediate	<b>5</b>
	Less than 50	Poor	<b>6</b>
<b>TOTAL</b>			<b>11</b>

Data on table 4 showed that the classification of scores in the experimental group in the pre-test that consisted of 11 students, most of 5 students achieved intermediate level and the other students still achieved the category of poor scores and the 6 students still achieved the category of poor scores There are none of the students got good score.

Based on table experimental and control group above, it can be concluded that the classification speaking skill between of the Experimental and Control group gained the same score in Pre-test. In experimental group the students got neither very good and in controlled group not to got very good too.

c. Pretest Standard Normality

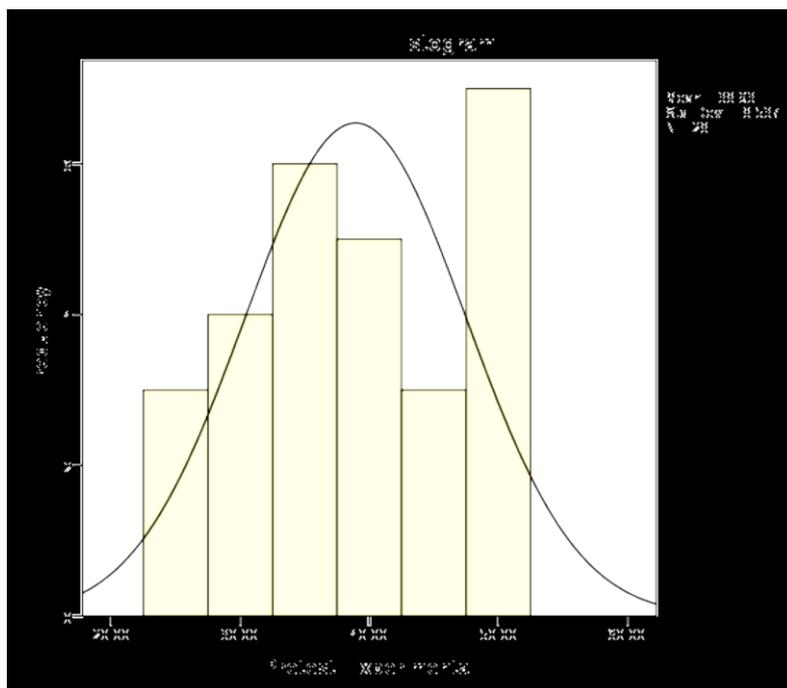
Normality test was used to determine whether the data normally distributed or not. The data used in the study was data that has a normal distribution. The normality test in this study used Kolmogorov Smirnov. The normality test was carried out used SPSS 23.

The decision making criteria was carried out by comparing the distribution data obtained at a significance level of 5%. If sig > 0.05 then the data is normally distributed and if sig < 0.05 then the data is not normally distributed.

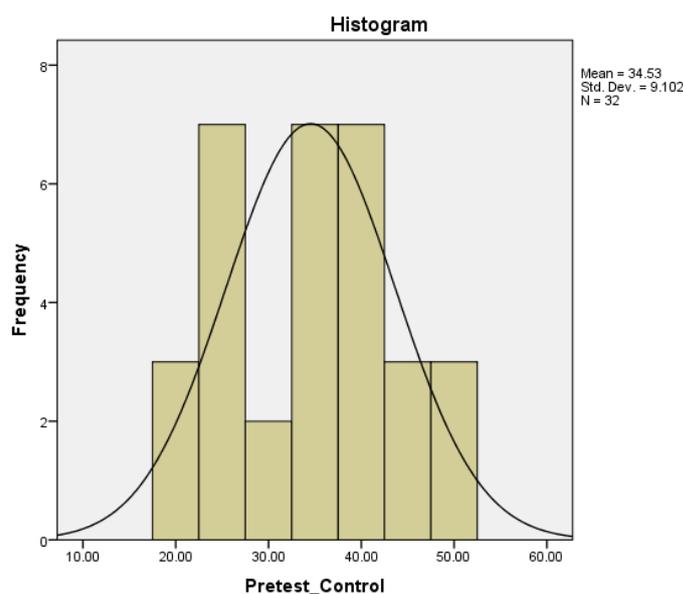
**Table 11** Normality table of Pre-test

<b>One-Sample Kolmogorov-Smirnov Test</b>			
		Pretest Experimental	Pretest Control
N		<b>12</b>	<b>9</b>
Normal Parameters <sup>a, b</sup>	Mean	31.4286	26.1667
	Std. Deviation	7.05234	5.20002
Most Extreme Differences	Absolute	.187	.189
	Positive	.187	.189
	Negative	-.134	-.169
Test Statistic		.187	.189
Asymp. Sig. (2-tailed)		.013 <sup>c</sup>	.008 <sup>c</sup>

a. Test distribution is Normal.



**Figure 1** The Histogram of Pre-test Score Experimental Group



**Figure 2** The Histogram of Pre-test Score Control Group

d. Pre-Test Standard Homogeneity

Homogeneity test is required before comparing the two group or more. In this study, the homogeneity test can use *Levene's test* using SPSS 23. The

decision-making criterion in the homogeneity test is if the sig value  $> 0.05$  then it is said that the variance of two or more data population groups is the same, and if the sig value  $< 0.05$  then it can be said that the variance of two or more groups of population data is not the same.

e. Homogeneity of Pretest

### Test of Homogeneity of Variances

Hasil\_Pretest

Levene Statistic	df1	df2	Sig.
.039	1	58	.844

From the table above, it showed that the homogeneity pretest score of experimental group and control group using *Levene Statistic* was 039 with the Sig. 844. In addition, the Sig. 844  $> 0.05$ , it means that both of experimental and control group have a homogenous variance.

f. Treatment Analysis

This research was started on November 23 – 3 December 2023. Data were collected from two groups there were experimental and control groups. Fourth grade class as experimental group consisted of 11 students and 10 students as control group. The experimental group was treated using "VoA Learning English" video. Treatment was carried out with 3 meetings in the experimental group.

The first treatment was conducted at 25 November 2023. In the experimental group treatment, the teacher asked and explained to the students the media of VoA English Learning. Then, the students were asked to watching the video from "VoA Learning English". Based on the video, students were asked to pay attention and understand the contains information in the video. The teacher asked students to make a note from the video. The teacher asked to the students to summary what they get from the video. After that every students explained their opinion.

The second meeting was conducted at 26 November 2023. In this section, the students asked to practice their speaking skill about the some topics on VoA Learning English videos. The practice in the treatment was conducted to determine the students' English speaking ability.

The last treatment conducted on 27 September 2023. In the last treatment, the teacher asked the students to watch VoA Learning English video with the topic that had been choose before. In some points, the students also can explain about the information by the topic "My Hero" based on the contains in VoA "Learning English Channel" videos.

In treatment, there were some students were hesitant to speak as they were not confident and felt afraid to make mistakes. They tended to rely on their notes and even

just read aloud the monologue. Most of the utterances were grammatically incorrect and most of the words were pronounced incorrectly. When the students practiced their speaking skill in every treatment, the judges was reviewed and evaluated the process of improvement of their speaking. After treatment, the students’ speaking skill in pre-test and post-test were scored.

g. Analysis of Post-Test

In this section, after getting all of the data from experimental group and control group the next step is calculation to getting the result. The result of collecting the data can be seen below:

**Table 12** Descriptive Statistic of Post test

Group Statistics				
Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai Experimental	12	59.8214	9.37709	1.77210
Control	9	54.3750	9.56725	1.69127

Table above showed the mean score post-test of the students’ experimental group was 59.8214, and the mean score of control group was 54.3750. Standard deviation of experimental group was 9.37709 and standard deviation of control group was 9.56725. It means there was an improvement of students,, speaking skill using VoA Learning English video.

This study used hypothesis testing to get the result. To prove the hypothesis, the result of t-test calculation was tested can be described as follows:

- 1.) If the Sig. (2-tailed) was higher than 0.05 and the null hypothes was accepted.
- 2.) While, if the Sig. (2-tailed) was smaller than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted.

**Table 13** Independent Sample test of Post-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	.026	.872	2.220	58	.030	5.44643	2.45298	.53626	10.35660
	Equal variances not assumed			2.223	57.231	.030	5.44643	2.44964	.54154	10.35132

From the table above showed that the Independent Sample test of post-test that Sig. (2-tailed) was 0.030 < 0.05. It means that H0 rejected and Ha

accepted. It means that there was significant difference between the students' speaking skill before and after using VoA Learning English video.

#### 4. Conclusion

The VoA Learning English film was a crucial piece of media for the kids. The t-test value post-test for the students in the experimental group was 59.82, which was higher than the table value for the control group, which was 54.37. The hypothesis test revealed that H<sub>0</sub> was rejected and H<sub>1</sub> was accepted in light of the outcome. Put another way, the fourth-grade pupils at the School for Special Needs at Banyuates were able to improve their speaking skills thanks to the VoA Learning English program.

Additionally, the data from the Independent Sample test of the post-test shows that the students' fluency and clarity in speaking in the Fourth Grade at the School for Special Needs in the academic year 2023/2023 was further supported by the fact that the Sig. (2-tailed) was 0.030 < 0.05. It indicated that H<sub>a</sub> accepted and H<sub>0</sub> declined. It indicated that the students' speaking abilities before and after seeing the VoA Learning English video differed significantly. The outcome indicated that the VoA Learning English video is a Media is a useful tool for teaching English, particularly for speaking, and it can help students at Banyuates School for Special Needs enhance their speaking abilities in grade four. Additionally, the VoA learning method can provide students with a supportive and fulfilling environment.

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