

Digital literacy in learning listening skill between English and Non-English Department students through educational video

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ABSTRACT

As the usage of ICT in teaching and learning, digital literacy becomes well-liked for Indonesian English department and non-English department students from Jakarta and Central Java. This research is to investigate both the students' listening comprehension and their insight into educational videos for improving their listening skills. The objectives are: 1) finding out the students listening comprehension through watching VOA Learning English, 2) obtaining the students' perception of listening to English?, 3) exploring students' preferences to listen through video?, 4) investigating the listening media and topic the students like to listen to?, 5) probing the students' familiarity with VOA Learning English? This research was a comparative study including descriptive statistics. The questionnaire results revealed that the students from the two campuses shared similarities and differences in their preferences to increase their listening skills through video. The students of the English department and non-English department listening comprehension were categorized as fair since most of them reached scores between seventy and eighty. The majority of both English department and non-English department students like to listening English. However, they prefer watching a video in the form of a combination between monolog and dialog. They were enjoy the song for improving their listening skill. They also commit that the VOA video was interesting since it was designed to help them in developing their English skills daily. Likewise, such videos performed native speakers as role models which are favored by English department and non-English department students. Besides, they like to receive the questions after the video ends.

Keywords: Digital Literacy, Listening Skill, Educational Video, Voice of America

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Introduction

The development of technology changes the learning orientation from conventional learning to digital learning (Kurniawan and Kuswandi, 2021). Technology plays a very important role in people's lives today and can be used in various aspects of life. For example, today's society tends to use technology in activities and find job information, complete work, and even search for information via the Internet. It has grown rapidly so that everyone can access a variety of useful information for the development of each individual through the Internet. Countless information found on the Internet leads to be implemented for teaching materials. Teaching materials via the general internet are more up to date, not surprisingly, many students are interested in

reading and accessing this.

Martinez-Alba (2018) stated that numerous websites may assist individuals in learning languages, but the Voice of America (VOA) Learning English (<http://learningenglish.voanews.com>) and the British Broadcasting Cooperation (BBC) Learning English (<https://www.bbc.co.uk/learningenglish/>). For English learners, these national broadcasting sites include audio and video programs as well as assistance resources (Nunan & Richards, 2015).

VOA is an example of educational media or multimedia (audiovisual), which is material that may be viewed as well as heard (Risawati, 2020). It may assist pupils in hearing natural language or actual speech from a native speaker in the real world. For English teachers, VOA is an international news program housed in a

computer application that can be viewed and downloaded over the Internet. They may choose the format of VOA (audio, video, audiovisual, or multimedia) that best suits their needs. On this channel, we will learn American English through news broadcasts but at a slower pace and find subtitles in each video so we can practice our listening skills. Besides listening, we might also learn slang, grammar, and vocabulary.

In VOA, we can learn listening skills. Listening is potentially the most difficult skill in life (Burton, 2012). Riddell (2012) also states that listening is a difficult skill for students. Listening for comprehension is one of the difficult skills to acquire (Ellias, 2020). Pinter (2017) states that listening is an active skill, and many factors contribute to its difficulty. Becker (2019) stated that the art of listening, much like the art of talking, can be a difficult skill to practice. There are several factors related to listening skills, they are listener, speaker, message, visual support also social and cultural elements. Because of the complexity that underlies the listening process, it has been seen as the hardest of the four skills to master (Usó-Juan and Martínez-Flor, 2008). Despite all the difficulties, listening is a skill that can be improved (Güneş, 2018). Due to the importance of listening comprehension in language acquisition, listening instruction is an element of the English curriculum in schools and universities, and it should be considered a critical component of any EFL program (Fitria, 2021a).

There are studies related to listening skills by using VOA. Sabinus et al. (2013) state that the qualification of the students' score of the t-test (11.60) was greater than the t-table (2.402) on the level of significance of 5%. Nuryadi et al. (2013) state that teaching listening comprehension via VOA indicates success, the effect size (ES) calculation was determined to be 1.27. Bayani et al., (2018) state that the majority of them believe that VOA news videos are useful for media education. Astuti et al. (2020) state that the average score of the students' listening in the Pre-Test and Post-Test improved by using VOA. Andansari (2020) states that VOA has many educational advantages, including motivating, enthusing, and engaging students in listening classes in acquiring new information and vocabulary. Laeli (2021b) states the use of VOA encour-

ages students to participate actively in listening exercises. Vaishnavi and Gandhi (2020) demonstrated that utilizing the program VOA can enhance one's listening abilities. VOA makes it simple to learn a language by listening to the audio and videos. Bedjou (2006) explored that VOA programs enable the instructor to teach English via content.

Related to the rationalization above, the researchers are interested to do research related to listening skills for English Department Students and on-English Department students. Therefore, the five research questions proposed: (1) How is the result of the students listening comprehension through watching the video? (2) What is the students' perception of listening to English? (3) What are student preferences to listen through video? (4) What kind of listening media and topic do the students like to listen to? (5) Are the students familiar with the VOA video?

Research Method

Research Design and Instruments

The researchers deployed a comparative study with descriptive statistics. A comparative study is a study to compare two or more conditions, events, activities, programs, and others (Sukmadinata, 2005). This research tried to compare students listening comprehension through downloadable videos from different campuses, categorized as English department and non-English department students. This analysis means providing a more detailed description of a symptom or phenomenon (Prasetyo and Jannah, 2005). It can expose the patterns regarding the phenomenon raised as well.

The two instruments of the research were a set of questions or indicated as a test and survey. Both the test and survey were conducted through online mode. The test was administered to measure the students listening comprehension and an online survey was performed to gather the data. Implementing more than one method or resource such as test and questionnaire for triangulation (data collection) could help the researchers obtain appreciation from more samples, as a consequence, this increases the research findings' credibility (Creswell, 2014).

Research Participants and Settings

Several 313 male and female undergradu-

ate students were involved in this research. Mostly, their ages ranged between 20 – 26 years old. We implemented an information-oriented sample for determining the participant. We equally focused on academic context, i.e. the students who already accomplished the subject of general English, and focused on their agreement to take part in this study voluntarily.

Regarding investigative settings, the current study was occurred in a natural setting and included two higher private institutions of different provinces, namely College of Teacher Training and Education (STKIP) Kusuma Negara East Jakarta and Institute of Technology Business AAS Indonesia Central Java. In detail, 90 students came from Jakarta and 223 came from Java. It is considered that the students stayed in Jakarta as an English department group and those who stayed in Java as a non-English department group. Given these facts, these research sites remain proper to reinforce the researchers in ascertaining their investigative problems and garnering the data.

Procedures in Collecting Data

The researchers arranged two types of collecting data. The first type was quantitative data. We compile the data into two phases of the online method. For the first phase, the participants were assigned to watch a video produced by VOA (lets-learn-english-lesson-39 itsunbelievable). After watching the video, then, they answered the questions dealing with the lesson of the story. For the second phase, yet again, they watched another VOA (lets-learn-english-lesson-46-may-i-borrow-that) and answered the questions for their understanding. The questions were 20 num-

bers and designed with multiple-choice items. The video duration is about 5-10 minutes.

The qualitative data was collected through an online survey in the form of closed-ended questionnaires. The participants were asked to complete surveys for acquiring information about students' perception of increasing their listening skills through video. All of the participants answered the whole questionnaire questions by clicking the box of the selected options. The data collection methods were summed up in Table 1.

Procedure in Analyzing Data

In analyzing the research data, the researchers employed a combination of quantitative and qualitative approaches. As this was a comparative study, we divided the data into two groups, namely, the first group went to English department students and the second group went to non-English department students.

The quantitative data comprised of listening comprehension scores from the source of watching a video by the participants. The set of questions consisted of a combination of statements explicitly and implicitly from the spoken language in the video. In total, they were 20 questions. To examine the result of the test, we used the classifying of test scores based on percentile which was developed by the psychologists (Flanagan et al., 2007). There were five classifications, namely (1) superior, percentile 92%-100%, (2) above average, percentile 76%-91%, (3) average, percentile 25%-75%, (4) low average, percentile 9%-24%, and (5) below average, percentile below 9%.

Table 1. Summary of Data Collection Methods

Research Questions	Methods
What is the result of the students listening comprehension through watching the video?	Test
What is the students' perception of listening to English?	Online survey
What are student preferences to listen through video?	Online survey
What kind of listening media and topic do the students like to listen to?	Online survey
Are the students familiar with the VOA video?	Online survey

Table 2. Score Range Category

Score	Category
91-100	Excellent
81-90	Good
70-80	Fair
45-69	Poor
0-44	Very Poor

We combined the data from both groups to determine the test score range for each category, i.e. excellent, good, fair, poor, and very poor. Afterward, we implemented this range upon the English department and non-English department groups.

Despite all those efforts, for analyzing the qualitative data, we employed a thematic

analysis. The obtained data from the online survey then were scrutinized for meaning units or constructs (Bryman, 2016). The constructs, in this case, referred to the different themes (e.g. the perception, the preferences, the media and topic, and the familiarity of video to increase the students' listening skill), based upon the findings. The themes, however, were adopted entirely from the survey. It contained a collection of questions with 15 numbers. The reporting of the constructs in the research paper was categorized based on the research questions as the main themes. In brief, the qualitative data which comprised of students' responses were analyzed through data description, data display, data reduction, and verification. Table 3 is a depiction of questions for the online survey.

Table 3. Description of Questions

No.	The topic of the Questionnaire	Description	Number Items
1	Students' perception of listening to English	Participants' insight of listening, such as whether or not they like listening and whether or not the listening is difficult. In addition, they should measure their ability toward listening to English.	1,2, 3
2	What are student preferences to listen through video?	Participants' conveyed their views of understanding the listening with native and nonnative speakers as well as the topic of the listening and kinds of conversation presented.	8,9,10,11,12, 13
4	What kind of listening media and topic do the students like to listen to?	Participants' delivered the device and the media that they used for listening, and the topic they like to watch a video.	4,5, 6
4	Student familiarity with VOA video	Participants' expressed their experience watching the VOA video and stated its quality for learning English.	7, 14, 15

Findings and Discussion

Findings

The students' scores indicate their listening comprehension after watching the two videos. In general, 61% of English department students and 46% non-English department students achieved a score between 70 and 80. In other words, both their listening comprehension of the English department and non-English department students with that range of scores were categorized as fair. However, only 1% of EFL and 33% of non-English department students obtained a score above 82

classified as good. It meant that the difference was 33 times larger, showing an affirmation that more non- English department students were good at understanding the listening in English. Those who reached a score of more than 91, named as excellent, arrived from non- English department students. The details are displayed in Figure 1.

In exploring the difficulty of the questions after watching the videos, there was merely a single question missed for English department students and three questions missed for non-English department students,

namely (1) "Is the product loved by people?" (2) "Will her delivery arrive soon?" and (3) "Will the color of Marsha cloth help her friends to find her easily?" These questions were missed because they did not state explicitly in conversations made by speakers. Therefore, it seemed that the students ought to think seriously to answer. The reason was they should draw an inference from the conversation. This illustrated that 20 EFL students have answered the first question correctly out of 90 while 44 non-EFL students answered it correctly out of 223. After that, below 45 non-English departments, students selected a correct answer to the second and

Student perception of listening English

Both the number of the female English department and non-English department students dominated, namely 82 out of 90 and 163 out of 223. Furthermore, nearly half of the students, 44, in the English department students group thought that listening to English was easy. In contrast, a lot of students of the non-English department students group, 104, stated that it was quite easy. Discussing their ability to listen to English, the majority of students from the English department and non-English

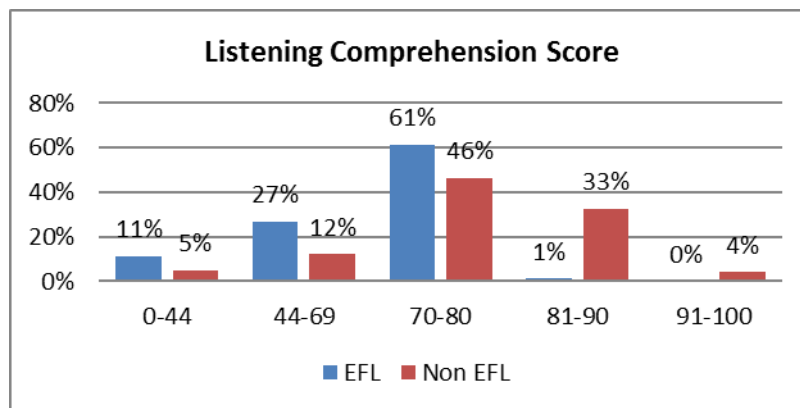


Figure 1: Students' Listening Score

department group, i.e. 48 and 107 acknowledged fair. As opposed to 27 English department students and 95 non-English department students felt that they lack the ability to listen to English.

To find out whether or not listening to English becomes a popular subject, we also discovered that most English department students, 57, and most of the non-English department students, 162, expressed a similar statement i.e. all of them like to listen to English. Thus, a few numbers of students voiced that they hated to listen to English i.e. 3 EFL and 30 non-English department students as shown in Table 4.

Students' perception about listening English VOA Student preferences to listen English through Video

Generally, over 50% of English department and non-English department students preferred to listening English by video with a maximum duration of five minutes. The Eng-

lish subtitle on the screen was liked by nearly 90% of both English department and non-English department students when they watched the video to improve their English skills. This implied that the subtitle will help them to provide more understanding of the the message conveyed by the speakers in the video.

As 64.4% of English department students favored seeing native speakers in the video rather than in combination between native speakers and Indonesian. The contradictory phenomenon of non-English department students, i.e. above 50% supported watching the conversation between native speakers and Indonesian. Interestingly, both English department and non-English department students, greater than 80%, approved to watch the entertainment, such as video clip and vlog, with daily life theme and the rest, 20% English department and non-English department students, accepted to watch a particular of knowledge such as economy, politic, and

health to practicing their listening skill. Additionally, less than 5% of English department and non-English department students like to see the speakers with monolog type. More than 40% of English department and 45% of non- English department students preferred the type of dialog. Finally, above 50%, English department and non-English department students favored the type in combination between monolog and dialog. The proof can be seen in Table 5.

Students' favorite media and device to listen to English

Audio and video were the well-known media for students to practice their listening skills since more than 90% respectively of

English department and non-English department students confirmed. In addition, over 70% of English department and non-English department students chose the song as the best media for them to enjoy listening to. Meanwhile, less than 15% of English department and non-English department, students selected news as their habit to listen to English.

Nowadays, to watch a video, numerous devices can be used such as personal computers, laptops, tablets, and smartphones. More than 75% of English department and non-English department students tended to turn on their smartphone phones to watch a video. This is proved in Table 6.

Table 4. English department and non-English department

Group	Students' Response		
	Really like	Like	Dislike
Non-English Department Students	13.9 %	72.6 %	13.5 %
English Department Students	33 %	63.7 %	3.3 %

Table 5. EFL and Non-EFL Students' Preferences

Group	Students' Response		
	Monologue	Dialogue	Monologue + Dialogue
Non-English Department Students	5.4 %	48.4 %	46.2 %
English Department Students	3.3 %	42.9 %	53.8 %

Table 6. EFL Students' Favorite Media and Device to Listen English

Group	Students' Preferences			
	Computer	Laptop	Handphone	Tablet
Non-English Department Students	4.4 %	6.7 %	88 %	0.9 %
English Department Students	2.2 %	19.8 %	78 %	0 %

Table 7. Students Familiarity with VOA Video

Group	Students' Preferences				
	Very Interesting	Interesting	Quite Interesting	Less Interesting	Not Interesting
Non-English Department Students	28.3 %	48.4 %	22.9 %	0.4 %	0 %
English Department Students	38.5 %	41.7 %	19.8 %	0 %	0 %

Students' familiarity with VOA video

Since video became one of the educational sources for listening, 59% of English Department and 42.6% non-English Department students recognized this VOA video before they were involved in this research. This indicated that English Department students have more exploration to develop their listening skills. Another contradiction was shown by these two groups. 60% EFL and 40.8% non-English Department students committed that the quality of the video in terms of audio and picture was very clear. The video presented the native speakers with clear pronunciation so that it enables the students to follow the story smoothly. Approximately 41.1% of English Department students and 48.4% non-EFL agreed that the content of the VOA video was interesting. This is shown in Table 7.

Discussion

The listening comprehension of English department and non-English department students with the range of score gained i.e.70 to 80 was categorized as fair. This indicated that the student's ability in listening comprehension was not satisfied yet since research by Pratiwi (2017) explored student difficulties in listening comprehension, compared to other English skills, such as reading and writing.

Most students preferred to watch a video with a duration of five minutes. This is in line with Guo (2014) who stated that students were able to watch the entire video of six minutes in length. The longer the broadcast time, the lower the students can understand the material presented. Therefore, educational videos have to (1) perform conversational language so that students are invited to get involved and they can understand in a short time, (2) speak quickly and enthusiastically which will make students interested in paying attention to the material explained, (3) present the material which is addressed to the class, meaning that it can be reused for different classes, (4) adjust between audio and visual channels, for example, the speaker's face should be highlighted when he is telling a story.

In this research, the smartphone became the most apparatus used by students to listening English through video. Based on Dweikat and Hasan (2021), the use of

smartphones offers a positive attitude for teaching and learning. The majority of English department and non-English department expressed the entertainment like song and daily activities topic were suitable for improving listening skill. The research proposed by Azmi (2021) focused on implementing the pop song for mastering listening skills leads to success.

Rahmaningtyas and Mardhiyyah (2021), states that learners were cheerful with their learning experience because they were allowed to choose resources that were relevant and suited for their proficiency level and interests, according to the findings. The students realized that studying through VOA Learning English is convenient and beneficial in improving their vocabulary and broadening their understanding of the world, although they did not enjoy completing the weekly diary given after extensive listening.

Educational video such as VOA was one of the favorite media by students because it was clear and interesting. Additionally, it involved native speakers so that the students simply imitated the way they speak (Laeli, 2021) conducted a study dealing with VOA video that the students were highly motivated to learn English and more practice in listening comprehension and that the students gave positive responses to VOA videos for their listening class.

According to McKay and Brown (2015), VOA Learning English provides videos in three different levels of difficulty, from levels 1, 2, and 3 in both audio and video formats. Level 1 is beginning, level 2 is intermediate, and level 3 is advanced. In the beginning level, there are programs of "Let's Learn English" for Level 1 and Level 2. These programs are developed by qualified American English instructors for beginning English learners. "Ask a Teacher" is a new initiative in which students may ask instructors questions and get answers. A brief film describing a phrase or term used in news articles is called News Words.

In the intermediate level, there are programs "English in a Minute, English @ the Movies, Everyday Grammar TV, and Learning English TV". They are audio programs and captioned films that use upper-beginner and intermediate vocabulary. The programs are read at a third the pace of regular English. People may read, listen to, and study Ameri-

can English and much more via online texts, MP3s, and podcasts.

At the advanced level, Advanced English learners may read great literature in American Stories, acquire idioms and phrases in Words and Their Stories, study in Everyday Grammar, and keep up with educational innovations and trends in the United States and across the globe in Words and Their Stories. The programs "Let's Teach English" and "News Literacy" are two free online training programs for advanced students and instructors of English.

VOA Learning English is something a bit different. The channel offers subtitled news reports that are read out at slower speeds than normal. This gives the viewer time to hear every word clearly (Kumar, 2021). Besides audio, VOA Learning English also offers a video version. As the name implies, Voice of America (VOA), Fitria (2021b) states that VOA is one of the channels for learning Listening English with the American Style.

Conclusion

The listening comprehension through watching a video of both English department and non-English department students was classified as fair since most of them reached scores between seventy and eighty. This proved that these two groups shared similarities in terms of their understanding to listen to the story in the video. For missed questions, the English Department students group had a single and the non-English Department students group had three questions. The reason was the answer to the questions was not stated in conversation produced by the speakers involved. Therefore, it seems that non-English department students owned more difficulty absorbing the message delivered such type.

The majority of both English department and non-English department students thought that they like to listening English. However, they acknowledged preferring watching a video in the form of a combination between monolog and dialog as well. They were eagerly enjoying the song for improving their listening skill. Furthermore, nearly all of them hold a smartphone to practice listening with a video compared to other devices, namely laptops or tablets with entertainment content. They also commit that the VOA video was interesting since it was designed to help Eng-

lish learners all over the world develop their English skills daily. Likewise, such videos performed native speakers as role models which are favored by English department and non-English department students.

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