

Utilization VOA Learning English Learning Media in learning English, especially listening skills (Student Perception)

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ABSTRACT

The use of learning media in learning activities makes it easier for teachers to convey the material being taught to students. Likewise for students, the use of learning media can make it easier for students to understand the material that the teacher conveys. This study discusses the use one of online media in listening for senior high school. From various kinds of online media, the online media used is VOA Learning English. This study aims to know student responses to the use of online media, one of which is VOA Learning English in classroom learning. The research method used is qualitative research with open-ended questionnaire as instrument and students as object of the research. From the results of this study, researchers found that the use of online media in learning activities really helps students understand a material. The use of VOA Learning English is one of the online media used. With the features offered, such as the use of videos, it makes students enthusiastic and able to learn English effectively. In addition, VOA Learning English can be accessed anywhere and anytime so that students can use it outside of school hours.

Kata kunci: Use of Online Media; VOA Learning English; Student Perspective.

ABSTRAK

Penggunaan media pembelajaran dalam kegiatan pembelajaran memudahkan guru dalam menyampaikan materi yang diajarkan kepada siswa. Begitu juga bagi siswa, penggunaan media pembelajaran dapat memudahkan siswa dalam memahami materi yang disampaikan guru. Penelitian ini membahas penggunaan salah satu media online dalam menyimak untuk SMA. Dari berbagai macam media online, media online yang digunakan adalah VOA Learning English. Penelitian ini bertujuan untuk mengetahui respon siswa terhadap penggunaan media online salah satunya VOA Learning English dalam pembelajaran di kelas. Metode penelitian yang digunakan adalah penelitian kualitatif dengan instrumen angket terbuka dan siswa sebagai objek penelitian. Dari hasil penelitian ini peneliti menemukan bahwa penggunaan media online dalam kegiatan pembelajaran sangat membantu siswa dalam memahami suatu materi. Penggunaan VOA Learning English merupakan salah satu media online yang digunakan. Dengan fitur-fitur yang ditawarkan seperti penggunaan video membuat siswa antusias dan mampu belajar bahasa Inggris dengan efektif. Selain itu, VOA Learning English dapat diakses dimana saja dan kapan saja sehingga siswa dapat menggunakannya di luar jam sekolah.

Keywords: *Penggunaan Media Online; VOA Learning English; Perspektif Siswa.*

A. INTRODUCTION

At this time, the use of technology is increasingly massive in various aspects. No exception in the world of education, the use of advanced technology is very helpful in learning activities. Technological advances have created new challenges and demands for teachers and students (Sumakul, Hamied, and Sukyadi 2022). Sumakul (2019) explains that there are specific skills that teachers need to master. AI gives teachers new things that can influence existing classroom practices. This may apply in all fields of study, including English as a Foreign Language (EFL). From this perspective, AI can be seen as an instrumental companion not only for students but also for teachers (Sumakul, Hamied, and Sukyadi 2022). Referring to the quote above, the use of technology today can be used as an auxiliary instrument for the implementation of student and teacher learning activities. However, this must also be adjusted to the abilities of teachers and students in utilizing the technology used.

The massive use of technology among the public is in line with the creation of social media which is used by many people to communicate both locally and

long-distance. Social media makes it easy for users to connect without being limited by distance and time. For this reason, the use of social media really helps us to communicate with the world community using English. Currently the ability to speak English is very important for people to communicate with the global community (Samad and Fitriani, 2016). According to Marshall (2002:18) as cited in (Harahap, S. D. 2020: 891), new opportunities can be obtained by using technology. It offers users to connect with people around the world and provides many unique perspectives and experiences. Communication with the global community stimulates us to get used to hearing and speaking English. So, the more often we use English, it will make us accustomed to it and make it easier to learn English.

There are several online media that can help master listening skills in English. Listening skill is one way to master English. To help foreign speakers learn to speak and listen to the language, many types of technology have been created. Among them are media that can help improve listening skills such as podcasts, listen to music and radio (Harahap, S. D. 2020: 891). Listening is the foundation upon which all other abilities are formed and the principal medium by which students develop original interactions with their target language and culture. It is considered to be the most challenging language skill for learners of a particular language. Therefore, the presentation of audience object problems using sound (video) is expected to attract students' interest in the material presented through multimedia (text, images, pictures, sound images, videos) in various colors and attractive images (Lam Kieu et al. 2021).

One of the online or web media that can be used to master English, especially listening skills, is VOA Learning English. Research that focuses on online media that can help in students' listening skills. as stated by Van et al. (2021), using media to help students learn English will bring a strong potential to improve language skills for students and encourage the process of learning English. The online media used is the VOA Learning English website which has interesting features in it. The use of media in listening skills aims to make it easier for students to learn and get to know English through audio with visuals which help make it easier to show the meaning of the audio heard. According to Pham, D. T. T. (2021) the purpose of listening is to provide guidance to students or gather information from various types of messages or genres such as sounds, studies, directions, poems, songs, etc. And dialogue: debates, debates, films, etc.

Based on the description above, this study will discuss the use of online media, namely VOA Learning English in English learning activities, especially listening skills. Listening skill is one way to learn English (Harahap, S. D. 2020: 891). For this reason, researchers will examine how students respond when English listening skill learning activities use media, in this case the media used is

VOA Learning English. In addition, are students motivated to learn independently using this media. Thus, students' responses to the use of VOA Learning English can be identified and whether they are motivated or not to continue studying independently using VOA Learning English or other online media.

B. THEORITICAL FRAMEWORK

There are several theories underlying the formation of research that will be carried out. This becomes the basis for researchers in determining understanding and knowledge about the matter to be studied. This aims to align the perceptions of several keywords contained in the research that researchers are doing. According to Mayring, P. (2014), the theoretical foundation for the development of procedures for a qualitative content analysis. That is, the theoretical foundation can become the basic framework for forming research and developing the theory that will be analyzed in this study. Here are some theories used in this research, including:

1. Utilization Learning Media

Learning media is a set of tools or equipment that allows instructors and students to carry out learning activities (Prasetyo, et al., 2011: 16), in contrast to Permendikbud. 65 According to the 2013 Standard Process of Primary and Secondary Education, the production of learning tools is a vital aspect of learning planning and takes the shape of the syllabus, lesson plans, creation of learning media and learning resources, assessment tools, and learning scenarios. This is what causes the learning media is one of the components needed for learning. To increase the efficacy of learning attainment targets, learning media is required. That is, the learning process will take place if the recipient of the message communicates with the source/channel message via the media. This is consistent with the definition of instructional media, which is a medium used to transmit a learning message (Mediawati, 2011). As a result, the media-based learning process becomes more effective (Bulut, Akçakın, Kaya, & Akçakın, 2014).

Stem (2004:4) as cited in (Rohmawati and Fajri 2022) states that online learning is education that takes place over the internet. This is often referred to as "e learning" among other terms. In conducting online learning, the teacher must make sure that teaching and learning activities are going well even though the teacher and students are in different places. And the teacher must also be able to choose and design suitable teaching media to create student interest in learning so that learning objectives can be achieved (Rohmawati and Fajri 2022).

Furthermore Rohmawati, C., & Fajri, DR (2022) added that online learning can be carried out via personal computers or smartphones, and there are many Assisted

Learning Mobile Applications that provide various applications to choose from. So that many online media are used in this case to support students in facilitating learning, especially English. Obari (2021) found that many students were satisfied with the learning environment when applying media to mixed training. If there is contact between speaker and listener, communication occurs. Therefore, the use of media is proven to be very helpful for students in learning English activities.

2. VOA Learning English

Voice of America (VOA) provides news, information, and cultural programming via the Internet, cell phones, and social media. Specialized English, one of its columns, plays a key role in learning English with content such as Technology Reports, Science in News, Agriculture Reports, Economic Reports and so on. Agricultural dynamic information expressed in English, no doubt, acts as an effective way for English learners. In addition, those who spend a significant amount of time researching agriculture may benefit from VOA learning English (Li 2020). VoA (Voice of America) learning English video is an American broadcasting program released for English learners whose speakers are native English speakers and whose speech speed is slower than normal (Astuti, D., Dj, M. Z., & Musfirah, M, 2020).

If you quote on the official website <https://learningenglish.voanews.com/>, learning English is VOA's multimedia source of news and information for millions of English learners around the world. English learning began with Special English, launched by Voice of America in 1959. Special English newscasts and features have been a staple of VOA's international shortwave broadcasts for more than half a century. In 2014, our product line expanded to include more English teaching materials, and the service became known as Learn English. Inside there are several levels in learning including beginning level, intermediate level and advance level. At the beginning level, the Level 1 and Level 2 Programs are designed for beginner English learners by certified American English teachers. Ask a Teacher is a new program where students can ask questions and teachers answer them. News Words are short videos that explain words or terms used in the news. Then at the intermediate level, some language teaching methods are boring and disconnected from real life. People soon forget what they learn, or focus on words and phrases without context. Students absorb American English through content drawn from US and world news, Health and Lifestyle, Science and Technology, Arts and Culture, and other topics. Learners can build vocabulary, strengthen speaking skills and improve communication skills for work, school and everyday life. At the advanced level can read classic literature with American Stories, learn idioms and expressions with Words and Stories, study with Everyday Grammar, and keep up with innovations and trends in Education in the

US and around the world. Let's Teach English and News Literacy is a free online training program for advanced learners and English teachers.

3. Listening Skill

ISP Nation and Jonathan Newton define listening as the natural precursor to speaking; the early stages of language development in one's first language (and in the naturalistic acquisition of other languages) depend on listening (ISP & Jonathan, 2009). In other words, the first way to acquire language is listening. It can be observed through what the baby does. They acquire their first language or mother tongue through listening to other people around them, such as their parents, brothers, sisters and others. Before speaking, for the first time, they learn new vocabulary and learn how to pronounce it through listening (Astuti, D., Dj, M. Z., & Musfirah, M, 2020).

In teaching listening, there are three characteristics that must be completed. Wilson states that the following stages consist of:

a. Pre-Listening

In pre-listening, learners construct their background knowledge. Learners activate schemata by asking what they know, then finding out why they are listening and predicting what they will hear.

b. While Listening

In while-listening, the learner is given input, starting from listening to the core and then listening to the details. After that, they can check if what they hear is what they should hear. In addition, students monitor whether what they previously predicted was correct or not and whether they got success in doing the task.

c. Post-Listening

In the post listening the students checked the answers to their assignments and discussed the difficulties they had. They get feedback whether they can fulfill the task or not and how they can respond (JJ Wilson, 2008).

Several ideas require specific attention in the process of acquiring the ability to listen to and understand speech in a foreign language, according to Mukarrama, J., Jasurbek, A., and Kamoliddin, S. (2022). Listening comprehension is divided into three categories of concepts:

- 1) Concepts related to states and conditions of listening comprehension;
- 2) Concepts related to the perception of the components of the speech heard;

Concepts A and B above are general concepts that form the basis of understanding listening in all respects language, mother tongue or foreign language.

3) The form of the speech heard, namely the concepts related to the language spoken by the speech.

Hearing, according to ISP Nation and Jonathan Newton, is the natural predecessor to speaking; the early phases of language development in one's original language (as well as naturalistic learning of other languages) rely on listening (ISP & Jonathan, 2009). In other words, hearing is the initial step in learning a language. It is visible via what the infant does. They learn their first language or mother tongue through listening to others, such as their parents, siblings, sisters, and others. They learn new vocabulary and how to pronounce it by listening before speaking for the first time (Astuti, D., Dj, M. Z., & Musfirah, M, 2020).

According to Nunan (2001), as stated in Astuti, D., Dj, M. Z., and Musfirah, M (2020), listening is a six-stage process that includes Listening, Attending, Understanding, Remembering, Evaluating, and Responding. These stages occur in fast succession and in sequence.

- 1) Hearing is the perception of sound, not necessarily paying attention; you must hear to hear, but you do not have to listen to hear.
- 2) Attention refers to the decisions that our brains make. The brain filters out inputs and permits only a handful to be focused on.
- 3) The third step is understanding, which involves examining the meaning of what we've heard and comprehending the symbols we've seen and heard.
- 4) The following step is to remember. Remember is a key Listening process because it indicates that, in addition to hearing and comprehending the message, an individual must also add it to the mental storage bank, which means that the information will be memorized in our minds.
- 5) The communication that has been received is evaluated by the listener. The Listener actively assesses the information at this point, distinguishing facts from opinions and identifying the presence or absence of bias or prejudice in the communication.
- 6) We have Responding, which is a step in which the speaker verifies whether the message was successfully received based on the answer.

According on Babita Tyagi's research, Peterson classifies listening tactics into Top-Down and Bottom-Up strategies. Listening to primary ideas, forecasting, making conclusions, and summarizing are all examples of top-down methods.

Meanwhile, the Bottom-Up technique entails the following steps: (1) listening to precise information, (2) detecting cognate terms, and (3) recognizing word order patterns (Babita Tyagi, 2013).

C. RESEARCH METHOD

This study uses a qualitative method. Researchers use a qualitative approach to present the results of the analysis. Sources of data in this study are students. Students are also the object of research in this study because researchers will process data from student responses to the use of this online media. For that, the instrument used is a questionnaire. Researchers will distribute questionnaires to students about their responses from using VOA Learning English media. The procedure for collecting data is that the researcher asks students to fill out a questionnaire that has been prepared for students and then students fill it out within the allotted time. Next, the researcher processes the data based on the results of the most answers which will be presented in the results and discussion section.

D. FINDING AND DISCUSSION

Quoting from the official VOA website Learning English is VOA's multimedia source of news and information for millions of English learners around the world. English learning began with Special English, launched by Voice of America in 1959. English newscasts and special features have been a staple of VOA's international shortwave broadcasts for more than half a century. In 2014, our product line expanded to include more English teaching materials, and the service became known as Learn English. In it there are several levels in learning including initial level, intermediate level and advanced level. At the initial level, the Level 1 and Level 2 Programs are designed for beginning English learners by certified American English teachers. Ask a Teacher is a new program where students can ask questions and teachers answer them. Word News is a short video that explains the words or terms used in the news. Then at the intermediate level, some language teaching methods feel boring and disconnected from real life. People soon forget what they learn, or focus on words and phrases without context. Students absorb American English through content drawn from US and world news, Health and Lifestyle, Science and Technology, Arts and Culture, and other topics.

In this section, the writer wants to show the relationship between the use of VOA Learning English and one of the English language skills, namely listening skills. According to Ozbay quoted by Gulec & Durmus (2015), Listening is the ability to fully understand a message that is spoken or read aloud one's wishes to give. Listening is an important part of the communication and educational process (Gulec & Durmus, 2015). One of the sources for acquiring knowledge is by listening. For this reason, it is hoped that the use of VOA Learning English media with audio-visual features can become additional media and motivate students to absorb information or learn about English with their listening skills.

According to Astuti, D., Dj, M.Z., & Musfirah, M, 2020, in their research VOA Learning English was useful for them to use VOA English learning videos as an appropriate activity in teaching listening. In addition, by watching VOA's English learning videos, students can get to know the sounds of English. This is in line with several student statements which stated that the use of VOA Learning English made it easier for them to understand the material presented. In addition, the features available in media such as videos make them feel helped in understanding the material presented. The next feature is ability categories, starting from the initial level to the advanced level, making it easier for students to choose video material according to their abilities. This was corroborated by student statements which stated that, "VOA Learning English really helps students to understand English".

The researcher found a gap with previous research written by Dian Astuti, Muhammad Zuhri Dj and Musfirah (2019) with the title Developing Students' Listening Skills Through VOA (Voice of America) English Learning Videos. Dian Astuti, Muhammad Zuhri Dj and Musfirah conducted this research with the aim of knowing the development of high school students in listening skills using VOA Learning English media. VOA Learning English is a measuring tool to find out the increase in students' listening skills. The media is only used to test students' listening skills. While the research that the researchers did was a process of student learning activities in class. VOA Learning English is a learning medium for students inside and outside the classroom.

It can be concluded that the use of VOA Learning English at one of senior high school in Majalengka can motivate students in learning English, especially listening skills. The availability of videos and other features makes it easier for students to understand the material presented. Furthermore, the use of VOA makes it easier for students to choose the material students need. In addition, students can directly practice the material they have learned through videos. One of the student statements stated, "one of which is that we can know how to read, write and practice listening skills". This is proof that students are motivated by using VOA Learning English for their English learning activities, especially listening skills.

1. Students' Perceptions of The Use of Media In Learning Activities

In this section, researchers try to find out to what extent and what media are used by teachers during learning activities in class. Several questions have been distributed by researchers to students to find out student responses about the use of media in learning English.

In class learning activities, teachers use learning media to support their learning activities. Some of the learning media used are based on the most answers, namely student worksheets or worksheets and textbooks. Like the following answer according to one student, "the teacher uses worksheets as a learning medium". Furthermore, "because learning is taken from textbooks or others". The learning technique is that the teacher provides material based on the material already available in the textbook and LKS. Apart from that, textbooks and worksheets can be used as exercises to hone English skills. In the other hand, the use of learning media makes it easier for students to understand a material. As stated by one student, "using media is easier to understand and clearer, if you don't use media it will be difficult to understand". That is, the use of media helps students understand the material more effectively than not using learning media. In connection with the discussion above, the provision of learning media by the school is also very influential. Schools must provide appropriate learning media for the continuation of more effective learning activities. The schools that the researchers studied were sufficiently supportive in terms of providing media. As stated by one student, "In my opinion the LKS provided by the school has supported learning at school". On the other hand, there are opposing opinions from some students who say, "Not yet, because there is still a lack of learning media because it is still based on worksheets only". According to the researcher, differences of opinion can occur because students' abilities or students' understanding is different so that there are students who are dissatisfied with the learning media provided as if there are also those who are not satisfied with the learning media provided by the school.

The use of learning media in classroom learning activities is also determined by the teacher's ability to master the media. The researcher tries to find out the teacher's delivery in presenting the material using learning media from the student's perspective. Some students stated that "teachers can collaborate with interesting picture media so that we as lessons don't get bored with learning". There is also disagreement in answering this question. some students said that, "the teacher is not clear in explaining". This can also happen depending on the perfection of each student.

From some of the statements above it can be concluded that the use of media makes students understand the material easily and effectively. In addition, the use of media also makes students get a lot of additional references outside of the use of worksheets to broaden their knowledge. According to Van et al. (2021), using media to help students learn English will bring a strong potential to improve students' language skills and encourage the process of learning English. On the other hand, the use of media must also be followed by the ability of competent teachers to apply the media they use. This affects students' understanding of the material being studied. Sumakul (2019), explains that there are special skills that

teachers need to master regarding the use of media. For this reason, the use of media requires special skills in using it so that students are not confused with the teacher's explanation.

2. Students' Perceptions of The Use Of Online Media And Technology

Furthermore, researchers want to know what kind of online media use teachers usually carry out. In addition, what kind of online applications or media are used to support learning activities in class. Based on student statements, some teachers have never used online media during class learning activities. As stated by several students, "No because it is still based on LKS". However, the teacher used online media only during online learning during the covid-19 period. There teachers use google form, google classroom, youtube and other online media as learning media. In addition, teachers also use online media to carry out exams. As stated by several students namely, "Once, used during the exam". Teachers are more used to using LKS learning media or textbooks to hold during class.

The use of online media makes it easier for students to study independently outside of class hours. This is because online media is easy to access anywhere using a smartphone or laptop owned by students. Students can access online media to increase material knowledge according to the material studied in class or even to assist in solving problems. Several features found in online media such as Google translate can be used. As one student said, "I used Google translate because I was given the task of translating." In addition, the teacher has used the Google form in giving questions to students. as stated by one of the students, "with Google forms to fill out assignments". The use of online media is closely related to the mastery of the technology used. Technological advances have created new challenges and demands for teachers and students (Sumakul, Hamied, & Sukyadi, P 233, 2022). For this reason, students and teachers must master technology so that its use can suit the needs of students and teachers. Several technologies that must be mastered by teachers and students such as smartphones, laptops and other technologies. One of the technologies involved in teaching and learning activities in class is the use of a projector. One student stated, "the teacher has used technology in teaching, namely by using in focus". This is to display pictures or make it easier for all students to read the material explained by the teacher in learning activities.

It can be concluded that the use of online media at MAN 2 Majalengka is still relatively rare. Even the use of online media outside the classroom for students is still not effective. Students still cannot take advantage of technological advances by using mobile phones to learn English more broadly. The online media that they use is only Google applications such as Google Classroom and Google Translate to help complete student assignments. However, teachers and students still use

other media, namely worksheets as materials and training sources in increasing student knowledge.

3. Students' Perceptions of VOA Learning English

VOA Learning English is an online medium for learning English. The researcher wants to know how well students understand learning English using VOA Learning English media. In addition, researchers are trying to identify the use of VOA Learning English for students of MAN 2 Majalengka in learning English, especially listening skills. In this section, the researcher wants to confirm to students about students' perceptions of using VOA Learning English in learning activities. Here's the discussion;

VOA Learning English is an online medium that can be accessed by anyone, including students. Several students even after being confirmed they knew what VOA Learning English was. As stated by some that they know VOA Learning English as a medium for learning English because there are videos in it to hone students' listening and speaking skills. Its interesting features by providing various videos make it easier for users to understand a material contained in the media. As stated by several students of MAN 2 Majalengka that the conversations contained in the video and the way they say the words really help students in learning English. So that students indirectly learn several skills such as speaking skills, listening skills and pronunciation in one video. In addition, with the availability of various levels, anyone can access it because it consists of several levels according to the ability of the user.

Learning English using VOA Learning English makes it easier for students to understand the material they are studying. This media is an option for students to learn English independently at home because it is easily accessible via mobile phone or computer. Its features are attractive to students so they won't feel bored while studying. So that the motivation of students to learn English is increasing. As stated by several students, VOA Learning English is very motivating because it contains features such as videos with attractive visuals and makes it easier for students to understand English with the help of these videos. In addition, VOA Learning English displays easy to difficult levels so that students can adapt their abilities. On the other hand, there were students who answered no because the web was not well understood by some students.

VOA Learning English can hone several skills in English, including speaking, listening and pronunciation. One focus of the researchers is the use of VOA Learning English for listening skills. Students agree that this media is highly recommended for students to study independently because it contains video features that make it easier for students to learn at least two skills at once, namely speaking and listening. In addition, students can immediately practice after watching the video. On the other hand, there are students who still doubt VOA

Learning English because not all of them are enthusiastic about opening the website.

It can be concluded that VOA Learning English attracts students' interest in learning English especially to hone students' listening skills. This is influenced by the VOA Learning English feature which presents interesting videos so students can more easily understand the material. English learning video VoA (Voice of America) is an American broadcasting program released for English learners whose speakers are native English speakers and whose speech speed is slower than usual (Astuti, D., Dj, M.Z., & Musfirah, M, 2020). Students also use VOA Learning English for independent study at home. This is because the media is easy to understand and can be adapted to the abilities of each student. From the students' answers, it can be seen that the use of VOA Learning English media is able to increase student learning motivation because this media presents interesting features such as video material that is easy to understand and can be practiced easily.

E. CLOSING

Students' perspective on the use of VOA Learning English media in students' motivation to learn English, especially listening skills is done by distributing questionnaires to students. The research results show that students are interested in VOA Learning English because it has several features. Among the video features, students can easily understand the material by watching the available videos. In addition, using VOA Learning English as a learning medium makes learning more effective because the medium is very easy to understand. Students can also practice directly on their understanding of the material explained by the teacher. With this, students feel motivated to learn English using VOA Learning English.

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