

THE USE OF VOA APPLICATION IN IMPROVING STUDENTS' READING ABILITY AT MAN 3 MAKASSAR

Nur Athifah Idris

(Universitas Muslim Indonesia)
nurathifahidris8@gmail.com

Hadijah

(Universitas Muslim Indonesia)
hadijah.hadijah@umi.ac.id

Rizkariani Sulaiman

(Universitas Muslim Indonesia)
rizka.sulaiman@umi.ac.id

Abstract

The objective of the research was to improve students' reading ability by using the VOA application in tenth grade of MAN 3 Makassar. The data was collected through pre-experimental design with one group pre-test and post-test. The research consisted of 6 meetings included treatment. The sample of this research was class X IPS 2 which consists of 28 students. The instrument of this research were test and questionnaire. The research findings indicated that the mean score of post-tests was 81,78 which greater than the mean score of pre-tests was only 51,42. It could be concluded that students' reading ability has improved after being given treatment by using the VOA application. This was supported by significant t-test value (2-tailed) was $0,000 < 0,05$ the H_0 is rejected and H_1 was accepted. In conclusion, the use of VOA application could improve students' reading ability.

Keywords: *The VOA application, improve, reading, ability.*

Abstrak

Tujuan penelitian ini adalah untuk meningkatkan kemampuan membaca siswa dengan menggunakan aplikasi VOA di kelas X MAN 3 Makassar. Pengumpulan data dilakukan melalui desain pre-experimental dengan satu kelompok pra-tes dan pasca-tes. Penelitian ini terdiri dari 6 kali pertemuan termasuk perlakuan. Sampel penelitian ini adalah siswa kelas X IPS 2 yang berjumlah 28 siswa. Instrumen penelitian ini adalah tes dan angket. Hasil penelitian menunjukkan bahwa nilai rata-rata pasca-tes adalah 81,78 yang lebih besar dari nilai rata-rata pra-tes yang hanya 51,42. Dapat disimpulkan bahwa kemampuan membaca siswa mengalami peningkatan setelah diberikan perlakuan dengan menggunakan aplikasi VOA. Hal ini didukung oleh nilai signifikan t-tes (2-ekor) adalah $0,000 < 0,05$ maka H_0 ditolak dan H_1 diterima. Kesimpulannya, penggunaan aplikasi VOA dapat meningkatkan kemampuan membaca siswa.

Kata kunci: Aplikasi VOA, meningkatkan, kemampuan, membaca

1. Introduction

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading ability is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

According to Hamra and Syatriana (2010:27) that since English in Indonesia is a foreign language, most students at any levels of education get difficulty in reading English text. Therefore, the students must have a good reading ability. By having a good reading ability, the students will have a good reading comprehension.

Through reading we could explore the world, countries that have never been visited before, the minds and ideas of great people in the past, all of which will enrich our experience and knowledge. If students' reading ability are lacking, they will have difficulty in learning. And if they have good reading ability, they will do better in school. From the statement above we know the importance of reading for students at school and after they graduate their study at school.

According to Dalman (2014:5), reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is a thought process to understand the content of the text read. Therefore, reading is not only looking at a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourses, but more than that reading is an activity to understand meaningful writing so that the message conveyed by the author be accepted by the reader.

Reading must be taught by the teacher because through reading, students are expected to be able to get more certain knowledge, information and pleasure. Reading is actually not an easy task to do. Reading is thinking process. The act of recognizing words requires the interpretation of graphic symbols.

Reading becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. The primary purpose of reading is to improve the students' ability to understand English as it is used in written material.

When the students are good in reading ability, they will be able to interpret the text and get many vocabularies from what they have read. Because of that importance of reading, teaching reading must be started from the early age or well known as young learners.

2. Method

This research was quantitative research. Quantitative research relied on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest (Gay, Mills, & Airasian, 2009). The researcher used pre-experimental design method and applied one group pre-test and post-test design. According to Arikunto (2010:173) population was the whole subject of research. Thus, the population in this research was the tenth grade of MAN 3 Makassar. There were number of populations is 28 students and the sample was class X IPS 2. The instrument of this research were test and questionnaire. Garcia (2001:8-38) has suggested some types of tests, which are suitable to measure students' ability during reading, namely Multiple-choice. The researcher gave pre-test and post-test to find out if there was improved in the class.

The scores of students obtained from pre-test and post-test and the researcher collected the data by using SPSS 21.0.

3. Findings and discussion

Table 1. The Pre-Test Score

Num.	Pre-Test Scores	Number of Students
1	30	9
2	40	7
3	50	1

4	60	2
5	70	9

From the table above show that in 28 students, 9 students got score 30 (poor), 7 students got score 40 (poor), 1 student got score 50 (fair), 2 students got score 60 (fair), 9 students got score 70 (good), and no one student got very poor and very good score.

Table 2. The Post -Test Score

Num.	Post-Test Scores	Number of Students
1	70	5
2	80	13
3	90	10

From the table above show that in 28 students, 5 students got score 70 (good), 13 students got score 80 (good), 10 students got score 90 (very good), and no one student got very poor, poor, and fair score.

Table 3. Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest Reading	51.43	28	10.079	1.905
	PostTest Reading	81.79	28	7.228	1.366

Table 4. Paired Sample Test

Paired Samples Test								
		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df
					Lower	Upper		Sig. (2-tailed)
Pair 1	PreTest Reading - PostTest Reading	-30.357	7.927	1.498	-33.431	-27.284	-20.265	27
								.000

Based on the table above showed that the total sample was 28 students, the mean score in pre-test was 51,43 while the mean score in the post test was 81,79, the standard deviation in pre-test was 10,079 while in the post-test was 7,228, the mean error in the pre-test was 1,905 while the mean error in post-test was 1,366.

According to Singgih Santo (2014), the guidelines for decision making in the paired sample t-test are based on the significance value (Sig.) of the SPSS output result, are as follows.

If the value significance (2-tailed) < 0.05, the H0 is rejected and H1 is accepted. Meanwhile, if the value of significance (2-tailed) > 0.05, the H0 is accepted and H1 is rejected. From the table paired sample statistic, showed the mean grade in pre-test and post-test. It was concluded that H0 rejected and H1 accepted because mean grade in the post-test higher than mean grade in pre-test. Therefore, the researcher concluded that using the VOA application was effective in improving reading ability.

Table 5. The result of Questionnaire

Num.	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
1	1	3,6%	7	25%	17	60,7%	3	10,7%	28	100%
2	1	3,6%	1	3,6%	22	78,5%	4	14,3%	28	100%
3	3	10,7%	20	71,4%	3	10,7%	2	7,1%	28	100%
4	4	14,3%	17	60,7%	6	21,4%	1	3,6%	28	100%
5	4	14,3%	16	57,1%	8	28,6%	0	0	28	100%
6	3	10,7%	18	64,3%	7	25%	0	0	28	100%
7	5	17,9%	17	60,7%	6	21,4%	0	0	28	100%
8	5	17,9%	10	35,7%	13	46,4%	0	0	28	100%
9	8	28,6%	12	42,8%	8	28,6%	0	0	28	100%
10	4	14,3%	16	57,1%	7	25%	1	3,6%	28	100%

Discussion

Using the VOA application is the right strategy to apply in class in learning to read. This strategy is useful for improving students' reading ability. In this research, several things have been concluded. First, for all students in class X IPS 2, they tend to have the same problem when they did the pre-test in the first meeting. Most of them had difficult in reading texts. The results of the pre-test were much poorer than the post-test because the lack of reading ability so they got lower scores. Second, after applying the use of the VOA application, students in the pre-experimental class showed an improved in reading and even most of them were interested in using the VOA application in learning.

The results of the data that was explained previously in findings and description of students' reading ability between pre-test and post-test. Here was the description: Before using the VOA application, students had difficult in reading. However, after using the VOA application, students' reading ability was improved. Improved in students' reading ability could be seen between the pre-test and post-test. Student results differed significantly before and after using VOA application in teaching reading. The pre-test showed that the students were difficult in reading.

In the treatment of 4 meetings with the VOA application, the first treatment discussed autumn news, the second treatment discussed the report text, the third treatment discussed the beauty of flowers in autumn, and the fourth treatment discussed gardening. After being treated for 4 meetings with the VOA application, students' reading ability to read reading texts was improved. Most of the students' reading ability was lacking in the first meeting when they were given data collection instruments by the researcher.

4. Conclusion

Based on the result of the data analysis, research findings and discussion, concluded that before the students got treatment (pre-test) the mean score that got 51,42 which lower than score after the students got treatment (post-test) their mean score improves become 81,78. Learning reading through the VOA application could improve students' reading ability.

Reference

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT.Rerika Cipta.
- Aswar, M. (2019). *The Use of VOA Learning English Application in Increasing Reading Ability AT SMAN 21 Makassar*. Makassar.
- Chambers, E & Gregory, M. (2006). *Teaching and Learning English Literature*. London: Sage Publication.
- Dalman. 2014. *Ketrampilan Membaca*. Jakarta: PT Grafindo Persada.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). *Educational research: competencies for analysis and applications (9th ed.)*. Upper Saddle River, N.J.: Merrill/Pearson.
- Goestina. 2016. *The Effect of Explicit Instruction Strategy to Increase Reading Comprehension at the Eleventh Grade Students of Sma Pesantren Putri Yatama Mandiri Kabupaten Gowa*. Makassar Muhammadiyah University.
- Grabe, William and Fredricka L. Stoller. 2002. *Teaching and Researching Reading*. New York: Pearson Education.
- Hamra, Arifuddin & Syatriana. (2010). *Developing a Model of Teaching Reading Comprehension for EFL Students*. TEFLIN journal, (Online), Vol. 28, Number 1.
- Hernawati, Dwi. 2011. *Improving Students' Reading Comprehension through Triple Read Outline technique to the Eight Grade of SMPN 4 Denpasar in academic year 2010/2011*. Denpasar. Unpublished Thesis: Mahasaraswati University Denpasar.
- Linse, T.C., editor Nunan, David. (2005). *Practical English Language Teaching to young learners*. McGraw-Hill.
- Mickulecky, S.B, and Jeffries, L. (2004). *More Power Reading*. Pearson Longman.
- Nurhadi 2016. *Teknik Membaca*. Jakarta: Bumi Aksara.

- Patel, M.F & Jain, Praveen M. 2008. *English Language Teaching: Methods, Tools & Techniques*. Jaipur: Sunrise Publishers & Distributors.
- Santoso, Singgih. 2014. *Statistik Parametrik Edisi Revisi*. Jakarta: Elex Media Komputindo.
- Sugiyono. 2009. *Metode Penelitian Kuantitatif, Kualitatif, dan RAD*. Bandung. Alfabeta.
- Tarigan, H.G (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung. Angkasa.