THE EFFECT OF VOICE OF AMERICA (VOA) APPLICATION ON STUDENTS' READING COMPREHENSION OF TENTH GRADE OF SMK PUTRA ANDA BINJAI STUDENTS

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Abstract

This study aimed to find out whether using VOA application affects students' reading comprehension of the tenth grade students of SMK Putra Anda Binjai. In this study, using VOA application as the independent variable (X) and students' reading comprehension as the dependent variable (Y), The population of this study is the all of tenth grade students of SMK Putra Anda Binjai. The sample was taken by using random sampling, that consist of 56 students. Then, the sample was divided into two groups, the group taught by using VOA application as the experimental group and the group taught without VOA application is the control group. The writer uses multiple choice test as the instrument of collecting data. The data analyzed by using t-test formula. The high score of pre test in control group the students got 80, and for post test the students got 90, while the low score of the pre test the students got 50, and for post test the students got 60. The high score of pre test in experimental group the students got 85, and for post test the students got 90 while the low score the students got 65 and for pre test the students got 60. Based on the data analysis, it was found that the value of t-observed (t0) was higher than the value of t-table, (tobserved = 2,19 > ttable = 1,674). Therefore, the hypothesis proposed by the writer was accepted. In the other words, using VOA application affects the students' reading comprehension of tenth grade students of SMK Putra Anda Binjai.

Keywords: Voice Of America (VOA) application, reading comprehension

INTRODUCTION

Reading includes the science of Language because with the discourse, the authors have interacted with the readers by conveying information or messages on a reading discourse in the form of texts, signs and images. Reading is means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis.

Reading is the process of transferring information or messages from discourse to us, in other words reading is an activity where we seek meaning or meaning of the author of the discourse that we read with benefit to add insight or our knowledge with information from the discourse and use it in the activities of life-day. so reading is a very important and fundamental activity for those of us who learned from early childhood or early age entered the school world. Reading is considered as an additional tool of communication to listening and speaking. People who have no chance to talk with native speakers of the target language can have an access through reading to their literature, journals, and then understand much about their civilization. In this sense, reading is the window through which other cultures can be seen and more generalor specific knowledge can be gained. Reading helps you learn to think in the new language. Reading helps you build a better vocabulary. Reading makes you more comfortable with written Reading as an active and complex process that involves understanding written text, developing and interpreting meaning, and using meaning as appropriate to type of text, purpose and situation. Consequently, Reading comprehension is essential to develop students' reading skills without comprehension, reading

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words is reduced to imitating the sounds of language, repeating text is simply memorization and oral drill.

Reading comprehension is the most important skill to be taught in school and the ability to read accurately and fluently is the most important need for the Palestinian student. The students will be trained for: (1) Information and understanding: collect data, facts, or ideas; discover relationships, concepts, or generalizations; and use knowledge generated from text, (2) Aesthetic Response: enjoy and appreciate texts, relate texts to oneself, and respond sensitively to texts with diverse social, historical, and cultural dimensions. (3) Critical Analysis and Evaluation: Use personal and objective criteria to form opinions or to make judgments about ideas and information in written texts. Obviously, reading comprehension enables students to communicate effectively and appropriately with the written text, and then obtain an education (Ali and Uldaini, 2013).

In English there are four basic skills that must be studied by the intended students such as reading, and the other is listening, writing, and speaking. Reading is one of the most important for because by reading we can understand the messages or information from materials in learning English and the process to more understanding the meaning of the text that also called reading comprehension that consist to context of the text. so in reading comprehension students just not read the texts but find out the context and the summary of the texts.

Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer. An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading.

As we know that reading is a very important activity, but in the era of now some students are sometimes lazy to read, the writer has asked some students in SMK N 2 Binjai during teaching practice when the writer ppl in that school, that reading for them is boring especially English with different pronunciation of its writing, and they do not understand what the text means. They prefer to go play with other friends or play games on their phones, because in today's increasingly technologically advanced technology is very easy for them to play exciting games on mobile phones.

So as a student of education, the writer uses mobile phones as a mean to increase interest in reading students, where in today's vocational high school students most already have mobile phones that can download applications, one of them is an application that is expected to increase interest in reading the students, VOA (Voice Of America) application where this application can be downloaded for free, and the writer hope the VOA can make the students realize that reading is important and increasing their interesting for read, and more comprehension what are the mean the texts.

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OPEN ACCESS

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LITERATURE REVIEW

1. VOA (VOICE OF AMERICA)

Voice of America (VOA) is a U.S. government-funded international radio broadcast source that serves as the United States federal government's official institution for non-military, external broadcasting. As the largest U.S. international broadcaster, VOA produces digital, TV, and radio content in more than 40 languages which it distributes to affiliate stations around the globe. Primarily viewed by foreign audiences, VOA programming has an influence on public opinion abroad regarding the United States and its leaders.

Originally established in 1942, the VOA charter (Public Laws 94-350 and 103-415) was signed into law in 1976 by former President Gerald Ford. The charter contains its mission, "to broadcast accurate, balanced, and comprehensive

news and information to an international audience", and defines the legally mandated standards in the VOA journalistic code.

2. Example of article about educational in VOA

"Some US Colleges Offer Full Scholarships to Gamers"

Most Americans would never put an activity like video gaming in the same group with a physically demanding sport like football or basketball. But gaming has reached such a high level of competition that some schools are now offering what are being called full "esports" scholarships. They provide financial aid to students who play for their esports teams.

One of the first colleges to offer a full gaming scholarship was Harrisburg University of Science and Technology in Harrisburg, Pennsylvania. Harrisburg University recently announced creation of an esports team with 16 varsity players.

Just like members of college sports teams across the country, the varsity esports players can receive money for their schooling and housing. The 16 are known as competitive gamers.

3. Reading and Reading comprehension

3.1 Definition of Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear).

Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

3.2 Definition of Reading Comprehension

Comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Comprehension instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what's happening, and consider what lesson they can learn from the book.

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. Comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It is also a strategic process which can be taught. As comprehension takes place, words are decoded and associated with their meaning in the reader's memory and phrases and sentences are processed rapidly or fluently enough to that the meanings derived from one world, phrase, or sentence are not lost before the next is processed. Yet, Reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text.

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3.3 The four categories areas follow :

a. Literal Comprehension

Literal comprehension refers to the idea and facts directly stated on the printed page. In fact, literal and facts are clearly stated. The literal level of comprehension is fundamental all reading skill at any level because the reader must first understand what the author said before he can draw an inference or make an evaluation. In others word, this category requires a lower level of thinking skills than other three levels.

b. Interpretation

This category demand a higher level of thinking ability because the question on the category of interpretation are concerned with answer that are not directly stated in the text book, but are suggested or implied to answer questions at the interpretative level, readers must have ability and be able to work at various level of abstraction. The interpretation level is

the one at which the most compulsion exists. The compulsion is the term inference may be defined as something derived by reasoning something that is not directly stated but suggested in the statement, a logical conclusion that is draw from statements a dedication and induction.

c. Critical Reading

Critical reading is a higher level than other two categories because it involves evaluation the making of the personal judgment, a reader must be able to collect, interpret, apply, analyze the information to criticize of merit, for example in those part of the material where the writer expressed his ideas or his facts better perhaps than others writer on the same subjects.

d. Creative Reading

Creative reading use different thinking skills to go beyond the literal comprehension, interpretation, and critical reading level. In creative reading, the reader tries to come up with the new or alternative solutions to there, present by the writer.

2.4 Kinds of Reading

There are three reading technique that are commonly known. They are skimming, scanning, and semantic mapping or clustering:

a. Skimming

Perhaps the two most valuable reading strategies for learners as well as native speaker are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text can essay, article, or chapter, for example: to get the gist. Skimming give readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas.

b. Scanning

The second in the "most valuable" category is scanning, or quickly search for some particular piece or pieces of information in text. Scanning may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning is to extract certain specific information without reading through the whole text. For academic English, scanning is absolutely. In vocational or general English, scanning is important in dealing whit genres like schedule, manuals, form.

c.Semantic Mapping or Clustering

Readers can easily be overwhelmed by along string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for productive group work technique as students collectively induce order and hierarchy to passage.

2.5 Types of Reading

a .Oral Reading

Oral reading vocalizes the printed word one by one. Thus, a reader who does oral reading must have good pronunciation. Oral reading is used when a reader is learning to combine words

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with meaning." Oral reading can be divided into group reading and individual reading. Reading in group is done with a whole group readingloudly usually by imitating the teacher. This type intends to check pronunciation and intonation of the students one by one.

b. Silent Reading

Silent reading does not mean that a reader reads without sounds. A reader my sound in respond to words. But there is no need to say out each word. A reader, in silent reading only says the words in his mind, thus, the main aim in silent reading understand without any references to pronunciation, stress, or intonation.

2.6 Factors That Influence Reading comprehension

There are many factors that might affect comprehension of printed materials. Some of the factors that will be explained here are characteristic of the materials, syntactical structure, and the appearance of print.

a. Vocabulary

One of the important factors in herein; a reader's comprehension is the familiarity with the vocabulary, where the successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabulary in a reading selection is familiar to the readers.

b. Concept of the Material

Familiar words are used to express elusive concepts can also provide the barrier to the reader's comprehension. Therefore, successful readers must have background knowledge (concept) on a reading material. However, the type of material also affects reading difficulty. In fact, informational reading usually requires greater concentration and cognitive process than fiction.

c. Syntactical Structure

Another factor can probably provid barrier to comprehension is the syntactical structure of passage is written in familiar words and concepts with a reader, but still difficult to comprehend the tortuous of grammatical structure. To comprehend them, the student should be familiar with them by giving a lot of exercises deal with sentence structures. Materials for beginning readers are usually written in short sentence and are composed primarily of nouns and verbs. Materials of readers at higher levels contain noticeably longer sentence. This practice reflect an awareness of students' language development and is an attempt to match the language level of reading materials with that of student' oral language.

d. The Appearance of Print

The format of reading materials can influence the ease in comprehending them. The number of word per page, the print and spacing style are necessary. It is considered that a high density of words and printed in small size on a page can discourage the less capable readers. On the others hands, the primer offensive materials can make the older reader bored.

METHOD

This study conducted on tenth grade students in academic year 2018/2019 of SMK (Vocational High School) Putra Anda Binjai, that located at JL. W.R Mongonsidi no.22, kel. Satria kec. Binjai kota, kab. kota Binjai. The writer chooses this school because the location of this school was strategic, furthermore reason was not similar research had been done in this school, the teacher using conventional teaching methods, so the students were less deeply into general lesson such as English.

This study was quantitative research. It meant that the writer attempted to describe a casual relationship between independent and dependent variable. This design was applied to investigate the effect of semantic mapping strategy on students' writing recount text achievement. "Experimental research involves a study of the effect of the systemic manipulation of one variable on another variable" (Ary, 2002). Therefore, this study also dealt with two groups, they were: experimental and control group. Experimental group is the class that receive treatment by using

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VOA application, while the control group is not treatment or taught conventionally or without use VOA application. The pre-test and post-test is given to both group

Population is the whole subject research in other words A population is defined as all members of any well-defined class of people, events, or objects (Arikunto, 2006). The population in this study was all tenth grade of SMK Putra Anda Binjai Students in academic year 2018/2019. There were some majors in this school such as TKJ, TAV, Perkantoran, Akuntansi, Tata boga, Busana Butik, Pemasaran, TSM, and Body repair and the tenth grade students in academic year 2017/2018 aggregate 387 students. A sample is a portion of a population. Sample is representative of the majority or the population study (Ary et al., 2006). "If the subject of population consist of a large number, the sample can take from 10%-15% or 20%-25% or more" Sample of this Study was TKJ class and TKJ in this school there are two classes. The writer used random sampling to choose TKJ class. In conducting research, the data collection was an important part. In collecting data, the writer instructed to answer the questions based on the article about education in VOA LEARNING ENGLISH application. In the test there were 20 questions of multiple choices, the score in each question is 5 for correct answer. the writer give the same test for experimental and control class, but the test for experimental class the text of the article is not print, the students must looking for the article text using the VOA LEARNING ENGLISH application.

RESULTS AND DISCUSSION

A. The Data

The data of this study were the students' reading comprehension scores which collected during the pre-test and post-test given. There were 56 students involved in this study. The students were divided into two groups namely quasi, the Experimental Group and Control Group. The following were the results of the Pre-test and Post-test of two groups.

Table 1. The Score of Pre – test of Experimental Group

Low	High
60	85

As the result of every students' score can be seen in appendix 5.

Table 2. The Scores of Post-test of the Experimental Group

Low	High
65	90

As the result of every students' score can be seen in appendix 5.

Table 3. The Score of Pre – test of Control Group

Low	High
50	80

As the result of every students' score can be seen in appendix 6.

Table 4. The Scores of Post-test of the Control Group

Low	High
60	90

As the result of every students' score can be seen in appendix 6.

B. The Data Analysis

To find out the whether the applying of VOA application had effect on the SMK students' reading comprehension, the result of the test was calculated by using t-test formula.

The calculation shows that :

a. The gained M, of Experimental Group. (the data can be seen in appendix 7)

$$M_x = \frac{X}{N}$$

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$$M_x = \frac{245}{28}$$
$$\mathbf{M_x = 8,75}$$

Note :
M$_x$: the mean of the score difference between T1 and T2
T1   : the score of pre-test
T2   : the score of post- test
M   : the total score difference between T1 and T2

b. The gained M, of Control Group. (the data can be seen in appendix 8)

$$M_y = \frac{Y}{N}$$
$$M_y = \frac{175}{28}$$
$$\mathbf{M_y = 6,25}$$

Note :
My   : the mean of the score difference between T1 and T2
T1   : the score of pre-test
T2   : the score of post- test
M   : the total score difference between T1 and T2.
     From the score of the table above, the following data were obtained :
Mx = 8,75
My = 6,25
dx2 = 406,18 (appendix 9)
dy2 = 606,8 (appendix 10)
Nx = 28
Ny = 28

The data showed from tables above, than were calculated and analyzed by using t-test formula :

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

$$t = \frac{8,75 - 6,25}{\sqrt{\left[\frac{406,18 + 606,8}{28 + 28 - 2}\right]\left[\frac{1}{28} + \frac{1}{28}\right]}}$$

$$t = \frac{2,5}{\sqrt{\left[\frac{1012,98}{54}\right][0,07]}}$$

$$t = \frac{2,5}{\sqrt{18,75 \; x \; 0,07}}$$

$$t = \frac{2,5}{\sqrt{1,31}}$$

$$t = \frac{2,5}{1,14}$$

$$\mathbf{t = 2,19}$$

C. Testing the Reliability of the test

To obtain the reliability of the test, the researcher used Richardson Formula (KR-21) as follows:

$$R = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{KS^2}\right)$$

$$R = \frac{20}{20-1}\left(1 - \frac{8,75(20-8,75)}{20(3,87)^2}\right)$$

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$$R = \frac{20}{19}\left(1 - \frac{8,75(11,25)}{20\,(14,97)}\right)$$

$$R = \frac{20}{19}\left(1 - \frac{98.43}{299,4}\right)$$

$$R = \frac{20}{19}(1 - 0,32)$$

$$R = 1,05\,(0.68)$$

$$\mathbf{R = 0,71}$$

note :

K = 20   M = 8,75   S2 = 14,87

The criteria of the evaluation of coefficient reliability is :

0,00- 0,20 = very low
0,21- 0,40 = low
0,41 -0,60 = significant
0,61 - 0,80 =high
0,81 – 1,00 =very high

Based on calculation the criterion for the evaluation of coefficient reliability is high (0,71)

D. Testing Hypothesis

After calculating the data above, the value of t-table for the df (degree of freedom) of 54 (n1 + n2 – 2 or 28 + 28 -2) at level significance (α) 0,05 is1,673 .The result of computing t-.test shows that the value of t-test is higher than the value of t-table as follows.

Based on the calculation of the data, the critical value or t-observed (t0) is higher than the value of t-table (t0 = 2,19 > tt = 1,673). It means that the alternative hypothesis is accepted.

CLOSING

Conclusion

From the result of the data analysis in the previous chapter, the writer compose a conclusion that in testing the hypothesis, the value of t-observed (t0) is higher than the value of t-table, (t0) = 2,19 > tt = 1,674). Therefore, the hypothesis proposed by the writer is accepted. In other words, using VOA application affects reading comprehension of the tenth grade students of SMK Putra Anda Binjai

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