

THE INFLUENCE OF VOICE OF AMERICA (VOA) LEARNING ENGLISH IN READING COMPREHENSION AT SMAN 18 MAKASSAR

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ABSTRACT

The objective of this research aimed to find out the influence of using Voice of America (VOA) Learning English on students' reading comprehension of the eleventh-grade students at SMAN 18 Makassar. The design of this research was experimental research. The population of this research were the eleventh-grade students of SMAN 18 Makassar. The sample of this research was the students in XI science 1. The research instruments used by the researcher were test and questionnaires. The test was used to measure the students' reading comprehension before and after treatment and the questionnaire was used to collect information about the students' interest in learning reading by using VOA Learning English. The form of the test was multiple choices and consist of twenty items. The techniques used in collecting the data were pre-test and post-test. Pre-test was administered before the researcher began the teaching learning process and post-test was administered after treatment. In testing the hypothesis, t-test was employed. The calculation was done by using SPSS v.20 The findings of this research was T-test result revealed that sig. (tailed) was 0.000. The outcome indicated that the sig. (2-tailed) table was less significant than the level of significance. As a result, the alternative hypothesis (H1) was accepted, while the null hypothesis (H0) was rejected. It means that implementing Voice of America (VOA) Learning English in the eleventh grade of science 1 at SMAN 18 Makassar in the academic year 2023/2024 can improve students' reading comprehension ability. Therefore, it can be concluded that teaching English reading comprehension by using VOA Learning English had a significant influence and it was more effective.

Keywords: Reading, Comprehension, VOA Learning English, Influence.

INTRODUCTION

The Education is a deliberate attempt to pass on cultural heritage from one generation to the next. Education is realized through the learning environment and process, so that the student actively develops his or her ability to have religious spiritual force, self-control, personality, intelligence, noble morality, and the required skills for himself and society (Rahman, et.al, 2022). Education is going to guide and steer one's abilities and competence. Education is also commonly utilized as a barometer of a person's worth. Education is a very important aspect of individual survival. Kindergarten,

elementary school, junior high school, senior high school, and college are all phases of education. Moreover, in the 21st century, we are faced with digital era where English language skills are very important to have.

English is a worldwide language since it is the primary language of the majority of the world's countries. Furthermore, English is considered to be one of the most significant international languages to know or study. Lots of digital information features are made using English. By mastering English, we will know how to operate technology which includes computers, the web, smartphones as well as additional technologies. As a result, having English skills as become essential to have in this digital era. There are lots of jobs that require us to be able to speak English, for example, corporate HR, translators, public relations, diplomats, airline stewardesses and others. So, it is very necessary to have the ability to speak English for the children of the Indonesian nation as the next generation of the country to advance in the future, but still not to convey the regional language and Indonesian.

In the Republic of Indonesia English, being a foreign language, plays a vital role in Indonesian society. This is evident in Indonesian schooling. English is one of the subjects taught to children from elementary, middle, high school to collage levels. Various English learning approaches can undoubtedly increase students' interest in studying. This is something that is challenging for English teachers. Teachers must continue to innovate in order for students to be actively involved in their educational experiences. In the course of studying and teaching English, four skills are acknowledged as very important; listening, speaking, reading and writing. The researcher will concentrate on reading comprehension in this study.

Education is most strongly important aspect in the development and prosperity of any country. Education influences people's personalities and intelligence. It also cultivates talent and motivation in each individual. The traditional higher educational system is analogous to a brick-and-mortar type commercial system, in which a student receives systematic instruction from a college/university by physically attending needed courses on a regular basis (Aithal, et.al, 2015). Being capable of to engage in reading provides access to fresh information and opportunities to understand text in a foreign language (English). This enables learners to obtain information, have fun and as well as many other things that people around the entire world do. Better reading skills also enable people to be successful in the academic field (Suryanto, 2017) related to Iftanti. According to a recent study, the greater students' reading skills, the better their chances of gaining broad insights. (Akbasli, et.al, 2016). However, factually, the English proficiency among Indonesian students and citizens is remains lacking in contrast to neighbour countries; Malaysia, Singapore, and Brunei Darussalam. Based on the 2022 report, English First (EF) released the findings of the worldwide investigations 'The English Proficiency Index' (EPI) Indonesia ranks 81st out of 111 countries, or down one rank

compared to last year's position. The EF EPI is the nation's biggest English proficiency measurement and is considered the international benchmark for adult English proficiency. The EF EPI 2022 version was developed using test data from 2.1 million people who took the exam in 2021. The exam participants were chosen at random. This edition of the index includes 111 countries and territories. A country had to have at least 400 participants in the tests in order to be considered.

In Asia, Singapore still ranks 1th while Indonesia ranks 15th out of 24 countries. Indonesia has a score of 469 out of 800 or an increase of 3 points from last year's 466. Indonesia's score is in the middle order or equivalent to level B1 in the Common European Framework for Reference. Still the same as last year, the score is below the Asian regional average score of 500. Then the researcher conclude that the result in low English skill in Indonesia one of causes is because of reading ability and comprehension of Students' English textbook is lack. The capacity to read and interpret material is critical as a student in order to obtain the information provided by the text. As result, enhancing the efficacy of English in synergy for the comprehension of students' reading is urgently not only for learning English, but additionally to further enhance the whole quality of students' Knowledge.

Reading comprehension is the degree of the reading process or further reading skills. There are no less than two different stages in (expertise) reading. The initial understanding stage and the stage of comprehension. At the first level, the teacher exposes students to an orthographic language in the form of separated groups of letters. The teacher will normally teach the student some basic English words at this point to establish the phonological understanding of the alphabet. Reading comprehension, on the other hand, is a higher level of reading ability. Students are needed to be able to apply cognitive abilities in order to recognize the interconnected circumstances between spoken and written communication are different from one another (Oakhill, et.al. 2015). There are so many problems that caused reading comprehension on students is very low one of the causes is because the of instruction used by the teacher is uninteresting. To overcome the problems in this research researcher employed Voice of America (VOA) Learning English as a medium to improve students' reading comprehension.

VOICE of America (VOA) is a multilingual a global company multimedia station providing in over 40 languages. It was formed on February 1, 1942 centered in Washington DC, and the VOA charter was ratified in 1976 by President Gerald Ford. The charter contains the agency's charter of broadcasting reliable, regulated, and accurate updates and knowledge to all nations around the world, as well as declaring legal standards in VOA's journalistic code. The Voice of America (VOA) Learning English is one of the parts of VOA Special English. The text contained in it include an audio description the sentences are short and the audio reporting is slower than

usual. These programs include up-to-date global news as well as knowledge regarding science, healthcare, schooling, economics, popular culture, the history of the United States, and so on.

The main reason for using VOA Learning English media is because this VOA Learning English, besides providing lots of interesting reading references to improve reading skills. VOA Learning English media is also able to improve students' listening skills from the audio report. In improving their reading skills, students must know how to pronounce each word, so the VOA Learning English will make it easier for students to improve their reading skills, if they have no idea how to pronounce every word in English, it will be difficult for them to read English texts. So, the VOA Learning English may provide students with a wealth of information.

Based on the explanation of the context, it is required to take action by means of educational research. In this instance, a theme was adopted, namely: the influence of VOA Learning English in reading comprehension at SMAN 18 Makassar.

METHOD

The type of research used in this research was experimental research which examines whether there is an effect of reading ability before and after using Voice of America (VOA) Learning English in class IX students at SMA Negeri 18 Makassar. The research design implemented in this study was the pre-experimental method, in this research design using "one group pretest-posttest design", namely research carried out in one class without using a control class, beginning with given a pretest to identify students' capability. This research was took place at SMA Negeri 18 Makassar which is a high school located in Paccerakang, Biringkanaya District, Makassar City, South Sulawesi. The research was conducted during the odd academic year of 2023/2024. The population in this study was a class of IX that consist 327 students from SMA Negeri 18 Makassar for the academic 2023/2024 school year. The sample used in this research was all students of class IX IPA 2 SMA Negeri 18 Makassar totalling 33 students consisting of 13 female and 20 males. There are two types of variables in this study: Voice of America (VOA) Learning English as independent variables and dependent variable is students' reading comprehension. In this research, the data collection technique was questionnaire to know the students' interest and test which consist of three steps of process: Pre-test, treatment, and Post-Test. The pre-test was given to students at the start of the meeting; the exercise aimed to determine the students' initial reading ability with 20 questions that students had to answer. The post-test was then administered at the end of the meeting after being handled with an interactive approach and a group work model. This task was an evaluation of whether or not the teaching methodology that was taught was successful. In testing the hypothesis, t-test was employed. The calculation

was done by using SPSS v.20.

FINDINGS AND DISCUSSION

Findings

The The research result was obtained from the percentage of students that passed their tests the researcher administered a pre-test and a post-test to examine the students' prior knowledge of reading comprehension. The information reported in that part was acquired via a multiple-choice exam.

Considering a finding that the average score has improved resulting from treatment, the null hypothesis (H0) in this research study that introducing Voice of America (VOA) Learning English in the eleventh grade of Science 1 at SMAN 18 Makassar in the academic year 2023/2024 could not increase students' reading comprehension. The alternative Hypothesis (H1) suggested that utilizing Voice of America (VOA) Learning English in the eleventh grade of science 1 at SMAN 18 Makassar in the academic year 2023/2024 can increase students' reading comprehension. where the significance value is 2 or sig. (2-tailed) less than 0.005. H1 accepted and H0 rejected.

Table 1. The Result of T-test

		Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-23.93939	10.80781	1.88140	-27.77168	-20.10711	-12.724	32	.000

The T-test result revealed that sig. (tailed) was 0.000. The outcome indicated that the significance (2-tailed) table was less significant than the acceptable level of significance. As a result, the alternative hypothesis (H1) was accepted, while the null hypothesis (H0) was rejected. It means that implementing Voice of America (VOA) Learning English in the eleventh grade of science 1 at SMAN 18 Makassar in the academic year 2023/2024 can improve students' reading comprehension ability.

The survey of questionnaire was carried out on Saturday, June 26, 2023. This questionnaire was meant to gather information about students' interest in acquiring vocabulary through the usage of VOA Learning English. There were 10 questions and five responses on the questionnaire. The results of the questionnaires are shown in the table below.

Table 2. The result of questionnaire

No	STATEMENT	SA	A	N	D	SD
1.	It is good that the teacher provides VOA in class	54,5 %	30,3 %	9,1%	6,1 %	0%
2.	The use of VOA Learning English supports the teaching and learning process	24,2 %	42,2 %	27,3 %	6,1 %	0%
3.	I motivated when read text from VOA	24,2 %	33,3 %	33,3 %	9,1 %	0%
4.	Trough VOA Learning English I can improve my reading	18,8 %	43,8 %	34,4 %	3,1 %	7%
5.	Through VOA Learning English I can improve my pronunciation fluency	30,3 %	36,4 %	24,2 %	3%	6,1 %
6.	I enjoyed when learn through VOA	21,2 %	45,5 %	23,7 %	3%	3%
7.	VOA is interesting to use	18,2 %	48,5 %	24,2 %	9,1 %	0%
8.	It is effective to use VOA Learning English then another texts	33,3 %	36,4 %	27,3 %	3%	0%
9.	VOA is easy to find	43,8 %	25%	28,1 %	3,1 %	0%
10.	Through VOA I can enrich my Vocabulary	27,3 %	48,5 %	18,2 %	3%	3%

From the presented data above, the highest percentage rate on questionnaire is on strongly agree, agree, and neutral. As a result, it was possible that, many students were interested when the Voice of America (VOA) Learning English was implemented as a medium in learning English.

Discussion

The The researcher describes the Pre-Test and Post-Test of research findings in this section. The study's findings demonstrated that Voice of America (VOA) Learning English can influence students' reading comprehension. It can be seen from the improvement of the students score after being given treatment. In this study, the researcher needed three days to conducted her research. On the first day of the research the researcher entered the eleventh grade Science 1 class for the first time. The researcher began by introducing herself to the students, and then the students introduced themselves too. After the introduction session, the researcher inquired about the student's growth or skill in English. The

researcher then distributed a Pre-Test, which had 20 multiple-choice questions. This test was designed to assess the preexisting knowledge of the students. On the Pre-test, Students got 43.03 mean score and 15.7 of standard deviation. The score in this test was classified as very poor because it did not receive a regular grade in school, and students had no prior awareness of Voice of America (VOA) Learning English.

According to a statistical examination of the students' reading comprehension based on their Pre-Test Score, none were categorized as excellent, very good, or good, while 6 (18%) were grouped as fairly good, 4 (12%) as fairly, 8 (24%) as poor, and 15 (45 %) were classified as very poor. The students' reading comprehension, on the other hand, could possibly be regarded as very poor.

After conducted the Pre-Test at the beginning of the meeting, the researcher then gave treatments at the next meeting. At this stage, researcher explained to students' material about the Voice of America (VOA) Learning English. The researcher explained the definition, the use, and the benefits of Voice of America (VOA) Learning English in the learning process of teaching in class on English subjects. After the students have clearly learned about the Voice of America (VOA) Learning English, the researcher then invited the entire students to download the VOA app or access it through a link. The researcher gave a reading of the article to the students and then invited two students to read it in front of the classroom. After that, the students worked on the quiz contained in the article. After answering the quiz, the researcher invited students to analyze what the question of the quiz need and find the answer in the next. In this treatment, the researcher also presented the text to the students and asked them to determine the major theme from the text, as well as solve the quiz jointly. The students identified the importance of paying attention and being excited to learn by using Voice of America (VOA) Learning English, so that they can become more engaged and curious during the teaching and learning process. To make it easier for students answer and comprehend the reading questions, the researcher suggested utilizing Voice of America (VOA) Learning English to improve students' vocabulary, pronunciation, and reading practice.

The researcher conducted Post-Test at the last meeting. The researcher asked the identical questions as in the Pre-test in this Post-test. This post-test was done with 33 students from SMAN 18 Makassar's eleventh grade Science 1 to see if there was any improvement in reading comprehension resulting from treatment. In this test students got the mean score was valued at 67.27 classified as fairly good category with a standard deviation obtained of 10.23.

The average student had a fairly good score on their Post-Test, and the t-test analysis revealed that there was a substantial difference between the Pre-Test and Post-Test results. It demonstrates that after implementing Voice of America (VOA) Learning English, students' reading comprehension improved significantly. The t-test result showed that sig. (2-tailed) was 0.000. The findings indicated that

sig. (2-tailed) the table was less significant than the level of significance. This result indicates that there was a substantial difference between the Pre-Test and Post-Test results. On the other hand, using Voice of America (VOA) Learning English can help pupils enhance their reading comprehension. This research had a number of advantages. Students learned a lot from Voice of America (VOA) Learning English. The important things where Voice of America (VOA) Learning English made students Excited, gave students motivations to read more English text in order to improve their reading comprehension, and also students can learn how to pronounce every word of the article they read. However, in this research the researcher found disadvantages when using Voice of America (VOA) Learning English by students. The text of the articles was difficult for the students to understand, and the researcher found it's difficult to modify to the predetermined time.

Based on the data and the prior explanation. It could be concluded that using Voice of America (VOA) Learning English has any effect in reading comprehension at SMAN 18 Makassar of eleventh grade science 1.

CONCLUSION

Based The findings of this research indicate that there was an influence of Voice of America (VOA) Learning English in reading comprehension at SMAN 18 Makassar. The Post-Test scores of the students demonstrate the success of this research. The use of Voice of America (VOA) Learning English helped students gain enthusiasm to read English texts. To increase reading comprehension in order to comprehend the context of the reading text, students must pay higher focus and attention on what they read. The development did not happen by chance, but it does show that after three meetings, student reading comprehension may be steadily increased.

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