

# OPTIMIZING VIDEO VOICE COMMAND (VVC) MULTIMEDIA TO ENHANCE STUDENTS' ENGLISH READING COMPETENCE THROUGH SCIENTIFIC APPROACH IN THE 2013 ENGLISH CURRICULUM IMPLEMENTATION

**Puput Gunadi**

SMA Purwareja Klampok, Banjarnegara  
Central Java, Indonesia

email: mr\_gunslo@yahoo.com

## ABSTRACT

*The objective of this research is to identify whether: (1) Video Voice Command (VVC) multimedia can improve students' reading competence; and (2) to describe the class situation when the interactive multimedia is used in the teaching and learning process of reading competence in the class. The research was conducted in SMA N 1 Purwareja Klampok, Banjarnegara regency. The subject was the first grade students of language program consisted of 37 students in the second semester of 2014/ 2015 academic year. This classroom action research was conducted with two cycles which each cycle had three meetings. The procedures of the research consisted of planning, acting, observing, and reflecting. The result of the research shows that (1) Video Voice Command (VVC) multimedia could enhance students' reading competence in term of raising students' achievement in the case of finding out (a) explicit information, (b) reference of pronouns, (c) communicative purpose of the author, (d) words' meaning, (e) main idea in the paragraph, and (f) implicit information in the text; and (2) the interactive multimedia could enhance class situation, in term of (a) the students' attention that make them concentrate on the lesson, (b) their participation and interaction when having and responding teacher's questions, (c) the motivation to join the teaching and learning process in the class.*

**Keywords:** *Video Voice Command, Scientific Approach, Reading Competence and the 2013 Curriculum*

## Introduction

In the Senior High School One of Purwareja Klampok Banjarnegara, reading in the 2013 English curriculum is one of the four skills taught in an English language classroom. The competence standard of students' reading competence especially in the grade X of language program is to understand the meaning of short functional written texts of simple essay in the form of *recount*, *descriptive*, and *narrative* in the daily life context and to access sciences.

The achievement target in the English reading competence is expected 75 as the minimum standard to pass the competence. In addition, there are some reading indicators that students have to pass, those are finding main idea, interpreting words' meaning based on the context, identifying explicit information, identifying implicit information, identifying reference, and identifying the author's purpose in the text. To achieve these goals, a learning need to be supported with new tech-

nologies which enable to facilitate learning; one of them is *Video Voice Command*, VVC.

The objective of this study is to find out whether or not the VVC *multimedia* can enhance students' reading competence through scientific approach in the 2013 English curriculum implementation and to describe class situation when the multimedia is applied in the reading class through scientific approach in the 2013 English curriculum implementation.

## THEORETICAL REVIEW

### Reading

According to Finachiaro and Bonomo in Tarigan (1990: 8), reading is defined as bringing meaning to and getting meaning from printed or written material. It means that understanding a written text means extracting the required information from it as efficiently as possible. The reader looks at and understands what has been written. Menyan and

Leeuw (1965: 9) as quoted by Sabrina (2002: 5) state that reading is digestive process and it has two principles, first they are learning by understanding, it means selecting, discriminating, and organizing. The second principle is flexibility. He must take time to read slowly when the meaning of word recognition and intellects and emotion interrelated with prior knowledge to understand the message communicated (Callahan and Clark, 1988: 245).

Based on all the definitions above, it can be concluded that reading is an active cognition process to establish the meaning involving both perception and thought. This process is done by employing prior knowledge, linguistic as well knowledge of word recognition to understand the message communicated.

Competence is the ability to perform in a way of specifying objective. Reading competence is a mental process and someone's ability to interpret the meaning of text by finding main idea, interpreting words' meaning based on the context, identifying explicit information, identifying implicit information, identifying reference, and identifying the author's purpose in the text. There are so many factors influencing the teaching and learning process of reading competence. One of them is the use of multimedia in the class. In order to make the teaching reading competence successful, the teacher should use challenging and suitable teaching technique or multimedia. Here, the researcher proposes the use of VVC interactive reading multimedia.

### Reading Strategy

Good readers understand the processes involved in reading and consciously control them. This awareness and control of the reading processes is called metacognition, which means "knowing about knowing". Poor readers tolerate such confusion because they either don't realize that it exists or don't know what to do about it. Poor readers focus on the facts, whereas good readers try to assimilate details into a larger cognitive pattern.

Reading strategy is needed to identify language message in written or printed form, involving reader, text, and the interaction of them. The indicators of reading competence are as follows: (a) finding main idea; (b) interpreting words' meaning based on the context; (c) identifying explicit information; (d) identifying implicit information; (e) identifying ref-

erence, and (f) identifying the author's purpose in the text.

### Scientific Approach in the 2013 English Curriculum

The teaching and learning process in 2013 English curriculum is conducted through the scientific approach. The implementation of the approach explores the ability of students to be more active in teaching and learning process through a five-step activity. The activities start from *observing, questioning, experimenting, associating, and communicating activities*, both spoken and written. These steps can help the teachers engage their students from the beginning of a reading lesson by activating prior knowledge and keep students interested.

### Video Voice Command (VVC) Multimedia

*Video Voice Command (VVC)* multimedia is an interactive program made from Visual Basic Fox Pro, applied in teaching learning process at school. This is very useful to support students in teaching learning process. This can be used to make communication and interaction between teacher and student more effective and interesting. It is changing the way we communicate with each other. The way we send and receive messages is more effectively done and better comprehended. The inclusion of multimedia elements in the program reinforces the message and the delivery, which leads to a better learning rate.

### Teaching Reading Using VVC Interactive Multimedia through the Scientific Approach

In the teaching learning process using the VVC interactive reading multimedia through the scientific approach, Newby (2004: 44) explains that the teacher can apply some steps, as follows:

**Step 1: Engage the student.** The first step in teaching reading to students is to get the students warmed-up by engaging them in the topic of the reading passage. The purpose of engaging the student is to introduce the theme or topic of the reading. The student can be engaged, for example, by using visuals or a "warm-up" conversation. If you use visuals, you can ask a question such as, "who do you think lives here?" The teacher should elicit responses from the students. Remember that lessons should be student-focused, so the ma-

majority of the talking should be done by the students

**Step 2:** *Pre-teach new vocabulary (Observing)*. When preparing for reading activities, decide the vocabulary (lexis) that is critical for the learners to know to understand the story. Decide how you will teach the new words or key words. You don't have to teach every word that you think the student may not know, just those that are critical to understanding the reading passage. This part of the lesson shouldn't take too much time.

**Step 3:** *The students read (Observing)*. Be sure to allow enough time for the students to read the entire passage. You'll have to watch the students to see how they are doing and when they're done. If one student is taking a particularly long time, you may not need to wait until he or she finishes.

**Step 4:** *Ask questions about the reading (Questioning)*. The students are given the opportunities to ask some questions. This is one of ways to teach students' creativity in formulating a question. The question can be dealing with the topic being discussed or the objective of teaching and learning at the day.

**Step 5:** *Follow up with a task (Experimenting)*. The students are asked to find out main idea, interpret words' meaning based on the context, identify explicit information, identify implicit information, identify reference, and identify the author's purpose in the text. If the students are unable to answer the questions, allow the students to read the passage again. A lesson plan teaching reading to students should always be followed up with a task. The task can be oral or written. This allows the student to bring in his or her knowledge on the topic, and helps to reinforce comprehension and the learning process.

**Step 6 :** *Follow up with an activity (Associating)*. The teacher can include another reading activity by asking the students to compare the material in the students' book with the other learning sources with different point of views. This could be additional reading practice. It's helpful to have a specific activity built in to your lesson plan, but you can also be flexible. If something comes up that the students seem particularly interested in, use this topic for the students to read about or

to continue with a reading activity. In addition to teaching reading comprehension, the teacher can also use these reading strategies to teach grammar embedded in the reading passage.

**Step 7 :** *Students' Performance (Communicating)*. By presenting the result of group discussion both spoken and written, the students have opportunity to express their ideas, thought, and opinion based on the material given with better understanding. Besides, this can be used as a tool of students' assessment. Through the communicating activity, the students are trained to be active and creative in the class.

## RESEARCH METHODOLOGY

The research methodology used in this study was classroom action research. The researcher used four steps: planning, action or implementation, observation, and reflection. It was stated by Kemmis and McTaggart in Burns (1999: 3) that "Action research occurs through a dynamic and complementary process which consists of four essential moments of planning, action, observation, and reflection". To collect the data, some instruments namely: tests, questionnaire, interview, and class observation were used. To analyze the quantitative data which were taken from the result of students' score, the researcher applied a descriptive statistics to know their enhancement in reading. Meanwhile, the researcher employed three action steps of data analysis: (1) reducing the data, (2) presenting the data, and (3) making the conclusion to analyze the qualitative data.

## FINDING AND DISCUSSION

Having implemented the research in two cycles, researcher and the collaborator discussed final reflection. Based on the result of observation and post test of cycle, it showed that there were some improvements in students' reading competence between condition of the preliminary research and after the implementation of the research. The students' competence in reading comprehension improved.

Besides the improvement on students' competence in reading comprehension, class situation also improved. The indicators were the students' activity in doing group work. The independent activities were maximized by individuals in applying VVC interactive reading multimedia in finding main idea, explicit information, implicit information, words' meaning, communicative purpose, and reference.

*Video Voice Command (VVC)* multimedia helps students more change to enhance their understanding toward text. The multimedia also demolished students' passivity and the dominancy of the teacher in the classroom.

### **VVC interactive multimedia can improve students' reading competence**

Based on the findings, it can be theorized that the use of VVC multimedia can enhance the students' reading competence. The enhancement is identified from scores to scores in each cycle.

*The interactive multimedia is helpful to find out the words' meaning in the text.*

This can be seen from how they guess the meaning of difficult words by relating the words to the rest of the sentence. In the interactive multimedia, the students are facilitated with the completed dictionary. They can write the words that they do not know the meaning in the column provided on the multimedia, and then press or click the enter button. As a result, the interactive multimedia will show many various meanings of words asked based on the context. In addition, the column of "Filling the Gaps" actually can be used to train their vocabularies. They can practice to guess the meaning of non-specific words more often. Students eventually improve their reading vocabulary as they encountered the different texts. It is in a line with Sternberg (1987: 89) in *Comprehending Verbal Comprehension* stating that most vocabulary is learned from context by contextual guessing. The impact of this process can take place successfully or not depends on several moderating variables such as the density of unknown words. In this way, a large number of unknown words with the result that no learning takes place may overwhelm the learner.

*The VVC interactive multimedia can be used to find out the explicit information in the text.*

The students are trained with more reading texts and also exercises. Besides, they are given the explanation on how to find out the problem, that is by scanning. They will be accustomed to finding out the explicit information in the text faster. They will get better understanding of the texts given, as the result, their performance is better. To get the text and the question, they can click on "Reading Practice" button provided on the multimedia. Good understanding of text can be trained by reading, and completing its comprehension questions as many as possible. Furthermore, Grellet (1981: 3) in *Developing Reading Skill* states that understanding an explicit information of a reading text means that the reader extracts the required information from it as efficiently as possible.

*The VVC interactive multimedia is helpful to find out the communicative purpose of the author in the text.*

This is done by asking the students to skim the text for the specific information. This activity enables them to find out the communicative purpose. Besides, "Reading Practice" column provided on the multimedia allowed the students to overcome the problem. As many as they practice for finding out the communicative purpose, it become easy to overcome the problem. It is supported by Deacon, Brad, and Murpher (2001: 15) that to overcome the difficulty of the author's communicative purpose, the use of multimedia is recommended which can help language learners in improving his knowledge of vocabulary, grammatical structure, and pronunciation. Besides, the skimming is also used to get the communicative purpose faster.

*Interactive reading multimedia is helpful to find out the reference of pronouns in the text.*

The students are given more reading texts and also exercises related to the reference' problem. "Multiple Choice" column can be used to train the students to identify the reference of pronouns in the text. In addition, the students are also trained to scan the reference of the pronouns being asked in the text. Moreover, Richards (2001: 240) states that since the students have read more than once and been familiar with the meaning of words in the text, the students can find the reference of pronouns easily.

*Interactive reading multimedia is helpful to find out the main idea in the paragraph.*

They are able to get the main idea in the certain paragraph since the multimedia has provided with illustrations or pictures, movies and exercises related to the problem. By seeing the illustrations, it will be easy for them to identify the point of it. In addition, "Reading Practice" column provided on the multimedia allowed the students to overcome the problem with many exercises. The students, then, can check their own answers whether it is correct or not by clicking on the "Check Answer" button. By doing the activity, the students are trained to use skimming more intensively so that the problem can be solved. As many as they practice for finding out the main idea of the certain paragraph, it become easy to overcome the problem. Furthermore, Willis (1996: 80) states that the main idea can be found out by showing each paragraph of the text provided on the interactive reading multimedia, then asking the students to read and write the main idea or the content of the paragraph based on their memory. By giving this activity, the students will read the paragraph carefully and memorize it, so that they can find out the main idea of the certain paragraph easily. Sometimes, the author states the main idea explicitly somewhere in the paragraph either at beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is topic sentence of that paragraph. However, an author, often will not state his or her main idea explicitly, leaving the reader to infer what the author intended.

*The VVC interactive multimedia can be used to solve the students' problem related to finding out the implicit information in the text*

The students are asked to read the text to find out the implicit information from the idea of the text. This can be done by looking at subtleties of verbal expression, reasoning, making involvement of the reader experience to determine how the character in the text might fell. "Reading Practice" column provided on the multimedia can be used to identify the implicit information in the text by using skimming skill.

#### **Implementing VVC multimedia can improve students' class situation.**

There is a significant improvement achieved through VVC multimedia offering some applications to overcome the students' problems in the class.

*The interactive reading multimedia can attract the students' attention that make them concentrate on the lesson.*

The interactive reading multimedia is one of the multimedia that could be used to attract the students' attention so that they concentrated on the lesson given. Baker in Abdullah (2004:14) states that attention is a key factor in learning, and one of the ways to attract students' attention is by using interesting multimedia. Allodi, Dokter & Kuipers (1998: 47) states that the multimedia which is supported with pictures, videos, and audio has attracted the students' attention so that they are interested to get involved and be active in reading activity. They feel comfortable in the teaching and learning process. The classroom situation is more alive, and the students are very excited to study English. They will concentrate and fully involve in reading activity when multimedia is used. It has attracted the students' attention so that they were interested to get involved and be active in reading activity. As they are interested, their motivation increases, and their performance is better. Finally, their competence in reading enhances.

*The interactive reading multimedia can motivate the student in the class.*

The activities done in the teaching and learning process using the VVC interactive multimedia are supported with the interesting scene. In fact, it can help students to motivate themselves to learn reading. Allan (1991: 49) states that the combination of variety, interest and entertainment derived from video makes it an aid which can help develop motivation in learners. In line with Allan, Guthrie (2004: 56) states that the interactive multimedia which is fun, engaging, and interesting usually motivates students to learn and take part in the process of teaching and learning. Since they are interested, their motivation increases.

*The interactive reading multimedia can enhance the students' participation in the class.*

When the students realize how interactive multimedia works to enhance their reading competence, they become more enthusiastic and feel more comfortable to follow the class, and to participate along the teaching and learning process in the class. Through the multimedia, communication and interaction between teacher and students are more effective and interesting. It actually gives their reading competence enhanced. Luck (2008: 316) asserts that multimedia-based reading is very natural to students and likely had a sub-

stantial impact on their participation to follow the class. Moreover, the interactive reading multimedia has increased the students' participation in the ways of providing students with many opportunities, giving a comfortable and encouraging environment, and providing a discussion rubric that includes good students' participation. These shape the students to be active and creative. In addition, they join the class attentively.

### **The Comparison between previous condition and condition after the Research**

After implementing the research and collecting the data, there were many things, which the researcher would like to summarize. They were condition of each cycle and the teaching learning result.

### **Summary of Finding in Cycle 1 and in Cycle 2**

The researcher applied the teaching reading competence using interactive reading competence to overcome students' problems on finding out the main idea, explicit information, implicit information, words' meaning, communicative purpose, and reference.

#### **The Strength (Cycle 1)**

Based on the observation in the first cycle, it could be concluded that there were four indicators that had passed the minimum requirement, 75.00. Those were explicit information (76.84), words' meaning (76.47), reference of pronouns (77.45), and communicative purpose of author (75.50). Meanwhile, the highest score in the post test 1 was 80.00. There were two students that got the score. There were twenty students who got scores above the passing grade, 75.00.

Looking from the teaching and learning process in the first cycle, it showed that the class became alive, and interesting. The students' participation was high, and they had given attentive to the lesson. When the researcher clearly explained the use of interactive reading multimedia, the students got their understanding better. The reading comprehension also enhanced better. Vocabulary building was very significant.

#### **The Weaknesses (Cycle 1)**

There were the indicators of main idea (73.20), and implicit information (72.06). From the previous data, it could be said that the students still had the low competence in reading.

Although some of them had more than the passing grade, 75.00, the average was still less than it. It meant their reading competence still needed to be enhanced because most of their marks were still below the grade.

Viewed from the teaching and learning process in the class, what bothered a lot was the longer time used to open the interactive reading multimedia. At the first time, the class was still noisy. It was because the students were confused with the way the interactive reading multimedia work. It was not surprising because it was their first time; first experience studying using the multimedia. They did not know what to do when they made a mistake in clicking or typing in completing their task in the multimedia. That was why they kept calling the teacher or collaborator for their helps. It triggered noise in the class. Secondly, the preparation in multimedia laboratory took at least 7 minutes for each meeting. It means that the time allotment for the lesson declined. In completing exercises, especially essay tasks, the students could not manage their time effectively. The time allotment for this task was not sufficient. Finally, the limitation of computer and laptop made the interactive teaching and learning process conducted once. It was because of the multimedia laboratory usage schedule was full. The head of the laboratory only gave two chances for cycle 1 to conduct the interactive class.

Furthermore, the researcher would like to overcome the problems of class situation, the passivity of the students in the classroom, the students' motivation in reading competence, and students' role in collaborative work. Having implemented the VVC interactive reading multimedia, the researcher divided the class phase into three. They were pre-reading activities, during reading activities, and the post reading activities. From three meetings, the researcher conducted in sequence of giving model of the use of interactive reading multimedia in reading competence and time sharing, giving group work activities, and giving independent activities. The researcher found out that there were enhancements in both students' attitude toward reading comprehension and students' competence. During modelling session, students paid attention to the teacher's explanation. Interactive reading multimedia was something new for them, therefore, it was challenging for them. Therefore they were motivated to follow the class. Few

students came late and few students went during class. Interactive reading multimedia had put them into more active situation to the students. The group activities still needed long assistance; therefore the researcher could give equal guidance to the other groups. Furthermore, the material was difficult for students. This showed when they got group work activity. Another important thing to mention was about the speed of the researcher in presenting. Finally, the bravery of the students to ask and respond questions was still low, in somewhat should be improved. From those weaknesses, the researcher revised the plan to make in Cycle 2 based on the consideration from them.

In Cycle 2, the researcher implemented the use of VVC interactive multimedia focusing on finding out main idea and implicit information.

#### **The Strength (Cycle 2)**

The two indicators, main idea and implicit information, had passed the criteria for minimum requirement, 75.00. The score for main idea was 77.12, and 76.10 for implicit information. It meant that all of six indicators had significant improvement when the researcher applied the interactive reading multimedia in the class. The highest score gained by the students was 84.44. The lowest score was 75.56. The average was 78.17.

During the teaching and learning process in the first meeting of Cycle 2, the situation changed significantly compared with that of Cycle 1. No students came late and no students went out during the class process. Students' participation in groups' activities improved significantly. Group work activities provided students more chance to have interaction with their friends; as a result they could build the good atmosphere in the class by exchanging ideas actively. They not only asked the questions for the teacher, but also for any friend that could help them. The text taken into this cycle was descriptive text with different topic with the previous cycle. During implementing the multimedia, the researcher could find out solution from the weaknesses in Cycle 1. Therefore, there were improvements both in students' attitude toward reading comprehension and the achievement of students in reading competence. The vocabulary mastery also improved as the students encountered with the text. It meant that the students improved their reading competence. The students were really motivated to get in-

involved in reading activity using the multimedia, and they wanted to use it for other genres.

#### **The Teaching Learning Result**

To know the students enhancement, the researcher gave the students post test after each cycle and compares the score of the previous condition, post test cycle 1, and post test cycle 2. There were two sets of scores that the researcher would like to compare among of the previous condition, post test cycle 1, and post test cycle 2.

There were enhancements among students' scores in preliminary research, post test of cycle 1, and post test of cycle 2. The highest score increased from 77.78 in preliminary research, 80.00 in post test of cycle 1, and 84.44 in post test of cycle 2. The lowest score increased from 62.22 in preliminary research, 68.89 in post test of cycle 1, and 75.56 in post test of cycle 2. The average score increased from 69.93 in preliminary research, 75.09 in post test of cycle 1, and 78.17 in post test of cycle 2.

#### **CONCLUSION**

Based on the result of the hypotheses testing, the research findings are as follows: (1) VVC interactive reading multimedia could enhance students' reading competence in term of raising students' achievement in the case of finding out (a) explicit information, (b) reference of pronouns, (c) communicative purpose of the author, (d) words' meaning, (e) main idea in the paragraph, and (f) implicit information in the text; and (2) Interactive reading multimedia could enhance class situation, in term of (a) the students' attention that make them concentrate on the lesson, (b) their participation and interaction when having and responding teacher's questions, (c) the motivation to join the teaching and learning process in the class.

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