



## **The Effect of Using New American Lecture Strategy on Students' Reading Comprehension**

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### **Abstract**

The purpose of this research was find out whether there is any significant difference of using New American Lecture strategy on students' reading comprehension in narrative text at State Junior High School 1 Tanah Putih Rokan Hilir Regency. The number of respondents of this research was 50 students. They were required to answer the question provided by the researcher. To analyze the data, the researcher applied Independent sample T-test and paired Sample T-test formula through SPSS 16. However, the type of this research was *quasi-experimental design*. After analyzing the data, the researcher found that there was a significant difference of using New American Lecture strategy on students' reading comprehension in narrative text at State Junior High School 1 Tanah Putih Rokan Hilir Regency, where Paired sample T-test shows 11.308 in the significant level 5% was 2.01, and in the level 1% was 2.80. Then alternative hypothesis ( $H_a$ ) was accepted. which was shown by  $2.01 < 11.308 > 2.68$ .

*Key words: New American Lecture Strategy, Reading Comprehension.*

### **1. Introduction**

Reading is one of language skills that should be mastered by the students. This is an activity that has a purpose (Kalayo, 2007: 114-115). This skill has very important role especially to obtain information from the English text or book. A person may read in order to gain information or to verify existing knowledge, or in order to critique a researcher's idea.

Reading is fluent process of readers combining information from a

text and their own background knowledge to build meaning (David, 2003:68). It means that, by reading learners will make greater progress and development in all areas of learning. By reading we can get many things, especially getting information. Reading is an essential part in learning language because reading provides multiple opportunities for students to study language, such as vocabulary, grammar, punctuation, and the way to construct sentence, paragraph and text.

Kalayo (2007: 114-115) says that reading is an interactive process

that goes on between the reader and the text, resulting in comprehension. The goal of reading is comprehension. According to Sharon (1952:98-99) reading comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text.

### **Problem and Objective of the Research**

The problems of this research can be formulated into three research questions:

- a. Is there any significant difference on students' reading comprehension in narrative text before using New American Lecture Strategy for experimental class and without using New American Lecture Strategy for control class of the eighth grade at State Junior High School 1 Tanah Putih Rokan Hilir Regency?
- b. Is there any significant difference on students' reading comprehension in narrative after using New American Lecture Strategy for experimental class and without using New American Lecture Strategy for control class of the eighth grade at State Junior High School 1 Tanah Putih Rokan Hilir Regency?
- c. Is there any significant difference on students' reading comprehension in narrative text between pre-test and post-test scores by using New American Lecture Strategy of the eighth grade at State Junior High School 1 Tanah Putih Rokan Hilir Regency?

Then, the objectives of this research were: To find out information whether there is or not a significant difference on students' reading comprehension in narrative text before using and without using New American Lecture Strategy, to find out information whether there is or not a significant difference after using and without using New American Lecture Strategy, and to find out information whether there is or not a significant difference on students' reading comprehension by using New American Lecture Strategy of the eighth grade at State Junior High School 1 Tanah Putih Rokan Hilir Regency.

## **2. Review of Related Literature**

### **Reading Comprehension**

Reading is one of the most important skills besides listening, speaking, and writing. Reading is very helpful in teaching and learning process. Moreover, it plays an important role in guiding students to be successful in learning language, especially in learning foreign language. Because by reading, the learners can understand about the material taught. Reading can be enjoyable activity when it is carried out effectively by people whom read text or a book.

Reading comprehension is the main purpose of the reading activity by someone. Pertain to Westwood (2008:31) Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend the text, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page.

Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Dealing with Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge and strategy used) as well as variables related to the text itself (interest in text and understanding of text types). It means that the primary activity of reading is to comprehend what the text about. It is because they do not know the exact meaning of the words that the researcher uses. That is why reading comprehension section always be given along with vocabulary section.

Paris (2005:76-77) points out three levels of comprehension, it is useful to distinguish three separable (although interacting) levels of comprehension processes in reading, as follows: Decoding processes refer to the perceptual and conceptual, propositions are interrelated in a complex network, called the *microstructure* of the text, and the process of meaning construction process beyond the text itself.

## **Narrative Text**

Narrative text is a natural method of telling a story step by step. The topic in narrative text can be about people, a moment, fact or fiction that is usually organized to time order. In line with Kierman (2005:58) stated that this is a word

often associated with the sophisticated world of literary fiction or oral tradition; however, more mundane narratives form an important part of our daily conversation. Through narrative, people rationalize their experiences, creating a coherent sense of self (a life story). The topic in narrative text can be about people, a moment, fact or fiction that is usually organized to time order. In line with Kierman (2005:58) stated that this is a word often associated with the sophisticated world of literary fiction or oral tradition; however, more mundane narratives form an important part of our daily conversation. Through narrative, people rationalize their experiences, creating a coherent sense of self (a life story).

Inference to Berman (1994: 64) stated that Structural analyses of narrative are highly valued for presenting categories and rules.

- a. The orientation follows an abstract to present the background information, such as time, setting, participants, and circumstances. This gives the audience enough information to interpret the story.
- b. The complicating action is the main part of a story in which the events are described.
- c. The evaluation appears throughout the story and takes the form of the speaker's comments on the events.

## **New American Lecture Strategy**

In accordance with Silver (2007:26) New American Lecture is brain-based strategy that significantly increases students' abilities to remember, comprehend, and think actively about the content

of a lesson. When students read verbal texts, imagery serves as a bridge between “affect and cognition, affect and text world, text world and real world” as stated by Fleckenstein in Worley (2002: 193). As each reading illustrates, imagery and word cannot be separated. Word, seemingly so divided from imagesoaked in imagery. Image, to be used, must be named. Those called graphic, diagram, picture, and etc and also to grow as readers of text it is imperative that our students become comfortable with reading and creating textual images.

In line with Commander (1997:61) New American Lecture strategy is based on the traditional lecture, but integrates research on memory retention, such as using a graphic organizer and allowing student’s time to reflect and recall information. This strategy has connection to memory. Because so much of the success of the lesson depends on students’ abilities to get the content we deliver into their permanent memories. If students remember what we present, then the lesson proves to be a marvel of efficiency, allowing us to cover a lot of ground quickly; but if students lose the context within hours, then lesson becomes a waste of precious classroom time. There are four distinct principles of memory related to lesson in the classroom; Connection, Organization, Dual Coding, and Exercise and Elaboration.

Regarding with Silver (2007: 28), the procedures of New American Lecture strategy are as follows:

- a. The teacher prepares the students for the lesson by hooking their attention with a provocative question or activity. Allowing them to jot down and compare ideas with a partner (kindling), and then building a bridge between student responses and the new content.
- b. The teacher distributes or works with students to create a visual organizer about the lesson.
- c. The teacher presents the lesson by using auditory, visual, kinesthetic, and/or emotive cues to make the lesson vivid and memorable.
- d. The teacher pauses the presenting every five minutes or so. Allow students to review and process learning by posing questions that engage different styles of thinking.
- e. The teacher asks the students to evaluate and reflect on the content and the process of the lesson.
- f. The teacher assesses the lesson by using a synthesis task or more traditional evaluation technique such as a comprehension test.

### 3. Method of the Research

The type of this research is experimental research. According to L.R Gay (2000:367) stated that experimental research is the only type of research that can hypothesize to establish cause and effect relationship. The design of this research was quasi-experimental design. A quasi-experimental design in here by using pretest-post-test non-equivalent group design (Lois, 2007:283).

**Table 1**  
**The Research Design**

<b>Class/Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
<b>Experimental</b>	O1	X	O2
<b>Control</b>	O3	⊖	O4

The target of the population of this research was the eighth grade students of State Junior High School 1 Tanah Putih Rokan Hilir regency. It consisted of 4 classes. The total number of the eighth grade students was 100 students. Considering the population of this research was bigger, thus, in choosing the sample, the researcher used cluster sampling technique.

The researcher chose two classes randomly as the sample of the research. The classes chosen were VIII.2 as experimental class and VIII.1 as control class. The experimental group consisted of 25 students, while the control group consisted of 25 students. Moreover, 50 students were representative enough to be sample of this research.

To find out the data of this research, the researcher used a test as instrument. There were two terms of the test, namely pre test and post-test. Pre-test that was given before treatment, and the posttest was given after treatment intended to obtain students' reading comprehension of the eighth grade at State Junior High School 1 Tanah Putih Rokan Hilir Regency.

Moreover, the type of the test was multiple choice items. The researcher decided the multiple choice items as the research instrument

because of some considerations, such as; reliability, efficiency, and also rather sophisticated. Heaton (1998:116) stated that multiple choices are standardized test that will be the inevitable result. It is also supported by Sofyan (2013: 87), the research instrument should be valid and reliable, and the result can not be denied by the people.

The procedures to collect the data as follows:

1. Pretest was given to the students in the experimental and control class. It used to know the basic of the students' reading comprehension.
2. The treatment gave to the experimental class and for control class only used a conventional strategy
3. Posttest was given both classes. The posttest was applied in order to know the development of the students' reading comprehension after practicing New American Lecture strategy and who did not use the same strategy.

#### **4. Research Findings**

The students' score are presented in table in order to find out the difference of both classes.

**Table 2**  
**Students' Score of Experimental Class and Control Class**

No	Students	Experimental class		Gain	Control class		Gain
		Pre-test	Post-test		Pre-test	Post-test	
1	Student 1	64	84	20	60	72	12
2	Student 2	48	64	8	52	64	12
3	Student 3	68	80	12	60	64	4
4	Student 4	52	72	20	48	52	4
5	Student 5	60	76	12	52	56	4
6	Student 6	52	72	4	60	64	4
7	Student 7	56	80	24	68	80	12
8	Student 8	60	80	8	60	64	4
9	Student 9	60	68	8	56	64	8
10	Student 10	72	84	12	60	64	4
11	Student 11	68	76	8	56	64	6
12	Student 12	72	84	12	72	76	4
13	Student 13	56	72	16	60	68	8
14	Student 14	68	76	8	56	64	8
15	Student 15	52	80	8	52	64	12
16	Student 16	68	88	20	56	64	4
17	Student 17	64	68	4	52	60	8
18	Student 18	52	76	8	60	64	4
19	Student 19	64	80	16	60	72	12
20	Student 20	56	64	8	64	72	8
21	Student 21	52	72	8	68	72	4
22	Student 22	56	56	4	52	56	4
23	Student 23	48	72	12	56	56	0
24	Student 24	56	72	16	64	72	8
25	Student 25	60	76	4	52	64	8
	<b>Total</b>	<b>1484</b>	<b>1872</b>	<b>280</b>	<b>1456</b>	<b>1632</b>	<b>166</b>
	<b>Mean</b>	<b>59.36</b>	<b>74.88</b>		<b>54.28</b>	<b>65.28</b>	

To determine the significant difference of the students' reading comprehension before and after giving the treatment for the experimental class and non-treatment for the control class,

the researcher used independent sample t-test by using SPSS 16 to compare students' post-test scores of the experimental class and control class. The output of data analysis as follows:

**Table 3**  
**Group Statistic Pre-Test Experimental and Control class**

group	N	Mean	Std. Deviation	Std. Error Mean
score experiment	25	59.3600	7.27370	1.45474
control	25	58.2400	5.89689	1.17938

**Table 4**  
**Group Statistic Post-Test Experimental and Control class**

group	N	Mean	Std. Deviation	Std. Error Mean
score experiment	25	74.8800	7.35028	1.47006
control	25	65.2800	6.60505	1.32101

To find out significance difference of using New American Lecture Strategy in reading comprehension in experimental class, the researcher used compare students

score before and after using New American Lecture Strategy. The data can be seen in the following table:

**Table 5**  
**Group Statistic Pre-Post Experimental**

	Mean	N	Std. Deviation	Std. Error Mean
Pair Pre-exp	59.3600	25	7.27370	1.45474
Post-exp	74.8800	25	7.35028	1.47006

Moreover, in determining whether there was a difference of the students' reading comprehension before and after giving the treatment for the

experimental class, the researcher used Paired Sample t-test by using SPSS 16. The output of SPSS 16 as follows:

**Table 6**  
**Paired Sample Test of Pre-Posttest Score in the Experimental Class**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 preexp - postexp	1.552001	6.86246	1.37249	12.68732	18.35268	11.308	24	.000

From the table above, the output of Paired sample test showed that the t-test result was 11.308, its df was 24. Significance was 0.000. Mean difference was 1.5520, standard error difference was 1.372. Lower interval of the difference was 12.687 and upper interval of the difference was 18.352

Then to find out the result of significance, the researcher used two ways:

1. By comparing  $t_o$  (t-obtained) to t-table. From  $df = 24$ , the level of significance of 5% was 2.06 and the level of significance 1% was 2.80. It can be seen that  $2.06 < 11.308 > 2.80$ . It means that

the alternative hypothesis ( $H_a$ ) was accepted, while null hypothesis ( $H_o$ ) was rejected.

- By comparing number of significance. If the probability  $> 0.05$ , null hypothesis ( $H_o$ ) is accepted. If probability  $< 0.05$  alternative hypothesis ( $H_a$ ) is accepted. Because the significance was  $0.000 < 0.05$ , thus,  $H_a$  was accepted, while  $H_o$  was rejected.

Then, the researcher found out the effect size between pre-test and post-test of experimental class by eta squared formula. Its effect size was 0.726 and it was **large**. Then, the researcher found out the percentage of significant difference of experimental class by looking for the coefficient effect as follows:

$$r^2 = \frac{t^2}{t^2 + n - 1}$$

$$r^2 = \frac{11.308^2}{11.308^2 + 50 - 2}$$

$$r^2 = \frac{127.87}{127.87 + 48}$$

$$r^2 = \frac{127.87}{151.87}$$

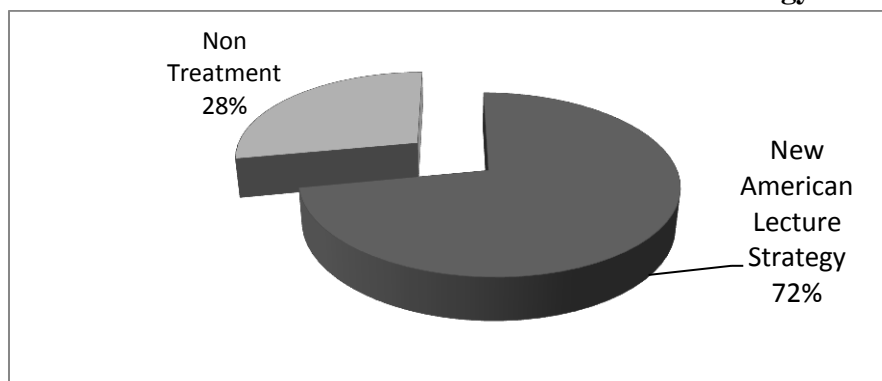
$$r^2 = 0.72$$

$$K_p = r^2 \times 100\%$$

$$K_p = 0.72 \times 100\%$$

$$K_p = 72\%$$

**Chart. 1 The Role of New American Lecture Strategy**



## 5. Conclusion and Suggestion

The researcher concluded this research as follows:

- There is no a significant difference before using New American Lecture Strategy in experimental and control class. Mean of both classes were categorized into **enough** level.
- There is a significant difference after using New American Lecture Strategy in experimental class if compare to the control class. Mean scores were categorized into **good** level.

- From the analysis of Paired T-test formula, it can be seen that  $t_o$  is 11.308. It is higher than t-table either in significant  $5\% = 2.06$  or in significant  $1\% = 2.80$ . So, the researcher found that  $2.06 < 3.750 > 2.80$ . It can be said that alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. It shows that using New American Lecture Strategy has a significant difference and a positive effect in improving students' reading comprehension.



From the result that is obtained from the difference of New American Lecture Strategy, it was found that the students' achievement in reading comprehension was much better taught by using New American Lecture Strategy. It is recommended to the teachers to apply New American Lecture Strategy as an alternative in teaching reading especially teaching reading narrative text.

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