

The Effect of Lecturing Technique on the Students' Reading Achievement

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Abstract: The objective of the research was to improve the students' reading achievement of grade X students at SMKN 1 Beringin academic year 2018-2019 by using the lecturing technique. The researcher used the experimental research. The population of the research was grade of students X TKJ1 and X TKJ2, and two classes were chosen as sample of the research in which there were 32 students for experimental class, and 32 students for control group. The actions implemented in this research were using lecturing technique, giving more explanation in English, making use of the LCD projector optimally, and providing activities that enabled the students to improve reading achievement. The research results of the resesarch showed that the use of lecturing technique in the English teaching and learning process was effective to improve the students' reading achievement. There was an increase in the means score from 8.43 in pre-test to 25.31 in the post-test. There were some good improvements in some aspects such as their familiarity in reading descriptive texts in English. Also, they become actively participating in discussions during the teaching and learning process. They were more aware of mistakes due to correction from other students. In addition, this technique successfully attracted the attention of students. In short, they understood comprehensively the purpose of the text that had been given.

Keyword : *Effect, Lecturing Technique, Reading Ability*

I. INTRODUCTION

Education has an important role in educating the life of the nation and state. Through education, the nation becomes a nation that is strong, independent, character and competitive. In addition, education is also one aspect that has a central role in preparing young people in the future. In the conversation of each subject, a teacher / teacher always uses power and effort so that students can understand and understand what is received or so that students get changes in it with the new knowledge delivered by the teacher.

Language is important in communication, because it is a means of transferring ideas in communication activity. English as an international language also has that function. Although English has been taught for a long time, the result of teaching English are considered unsatisfactory. In fact, the role of English is absolutely important in every fields of life. For that reason of learning, English in the classroom is expected to give the necessary skills for student continue their studies to the next education level or to communicate with others. Ideally, students have to enjoy learning and have a positive attitude toward English. In fact, most of students are still afraid of English. The students' anxiety to study might be caused by the lack of motivation from the teachers. Moreover, the final examination score of Senior High School graduates show that students arnot succesful in mastering English.

In reading comprehension, the message to be imposed in the written form is the most of reading is to know the students must recognize, because the primary purpose of reading is to know

the thoughts expressed in the printed material. Grade X students of SMK Negeri 1 Beringin face some problem in reading because they have less vocabulary and less practice. Therefore, reading with comprehension is only a way for the students to arrive at what students X of SMK Negeri 1 Beringin want to know from the reading material. However, the problem is how to make students of SMK Negeri 1 Beringin comprehend. For the students from elementary to university level, reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson.

According to Kustaryo (1988: 2) it is certainly not easy to present the English reading for Indonesian students whose language system is different. Reading is a complex process which involves not only the read the text but also their experience to comprehend it. Because of its complexity, many teachers of English at junior and senior high school find difficulties in teaching reading and prefer teaching structure to reading.

Swish and Johnson (1980) express the three problems that students usually have in reading text, they are word recognition, new word recognition, and the language system.

In order to affect grade X of SMK Negeri 1 Beringin reading comprehension, the implementation of lecture method is expected to increase the students' reading comprehension. The lecture method is one of the most widely used teaching methods in the teaching and learning process. This lecture method is done by conveying the subject matter to students directly or by verbal means. The use of this method is very practical, the lecture method is a very traditional way of teaching and has long been applied in the world of Islamic education. The time of the Prophet Muhammad SAW this method already existed by teaching by lecturing. From the beginning the teacher in an effort to convey his knowledge to students, was given by oral or lecture. This method is sometimes spent, the implementation requires certain skills, the presentation style is not easy and can attract students' attention in learning. Teachers have an important role in teaching and learning activities, especially in using methods.

Based on the above explanation, this study attempted to answer these research questions as follows:

1. To what extent the students' ability in reading descriptive text ?
2. Does lecture technique significantly affect on students' reading achievement?

II. LITERATURE REVIEW

2.1 Reading Skill

Moreillon (2007 : 10) states that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. In order to be readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and images *mean* something.

Reading is process of getting information texts to the mind. Reading comprehension strategies including, scanning which is applied when the reader goes through a text very quickly to find particularly points and information, skimming is very fast reading. Effective skimming requires the reader to be able to process a text rapidly in order to get overall picture of it.

Reading skill enable readers to turn writing into meaning and achieve the goals of reading independence, comprehension, and fluency. If reading skills appear to be lacking, then a reading skills assesment is recommended. A reader having a specific reading disability (also called dyslexia) has average to above average general intellectual ability, but well below average reading ability. The profile for a reader with a specific reading disability is characterized by average to above average performance on the simple perception tasks and the letter identification tasks, but below average performance on the remaining tasks.

2.2 Types of Reading

In teaching reading comprehension, a teachers should know some type of reading in order to be able know what kinds of reading, the students should study. According to Grellet (1986: 2), theoretically there are four types of reading, namely :

1. Passive reading

This type of reading concentrates of the receptive activity done by the comform of the pupose of this reading is the pleasure of escapism, the comform of relaxation or namely reading one self to sleep.

2. Scanning

Scanning is a syle of reading. Which adopted when you know exactly what you are looking for by rejecting quicly what you do not need.

3. Skimming

Skimming is a way of reading by which guides us to focus our attention on discovering as quickly as possible what authors has to say.

4. Critical Reading

Critical reading is the heart of reading it is the most active form of reading it involves engaging in a dialogue whit the text.

Furthermor, Grellet in Nasution (2015: 2) studed that there are two types of reading:

1) Intensive reading,

2) Extensive reading

3)

2.3 The Purposes of Reading

According to Grabe and Stoller (2002 : 13) classify the reading purposes are classified into :

1. Reading to search for simple information and reading to skim.

Reading to search for simple information is a common reading ability. It is used so often in reading tasks that is probably best as a type of reading ability.

2. Reading to learn from texts

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from text.

3. Reading to integreted information, write and critique text

Reading to integreted information requires addtional decisions about the relative importance of complementary, mutually supporting or conflicting information to accomodate information from multiple sources.

4. Reading for general comprehension.

Reading for general information is the most basic purpose for reading, underlying and supporting most other purpose of reading.

2.4 The Basic Skills of Reading

According to Finocchiaro (1969 : 137) stated that the basic skills of reading as follow :

1. Pronunciation

Pronunciation is the utterances of any sound symbol or word. It is important in recognizing a word because the correct pronunciation of a word would help the reader to recall the meaning of it.

2. Stuctural system

Stuctural system is the part of a word that form unit of meaning or sound. The unit may be pasts of an inflectional ending. It compound word, prefis, suffix, syllable.

3. Vocabulary

Vocabulary is a list of words in which reader can find words to express the meaning.

4. Comprehension

Comprehension is the combination of knowledge in structure and vocabulary which situation the language. Reading comprehension means an understanding of what material that has been read. It is an active thinking process depends not only on skill but also student and prior knowledge.

2.5 The Development of Stages of Reading

(Vygotsky,1978) Teacher should encourage and expect independence in tasks appropriate for that stage of development

- 1) Emergent Reading : The emergent reading stage is characterized by natural, unstructured learning.
- 2) Beginning Reading : The beginning reading stage is characterized by the young reader tackling the written language system
- 3) Reading for Consolidation : The reading for consolidation stage is characterized by the fluency readers now have in identifying unfamiliar words and predicting their meaning
- 4) Reading to Learn the New : Reading to learn the new stage is characterized by readers adapting to changes in the kinds of text read and the purposes for reading.
- 5) Reading for Independence : Reading for Independence is the stage in which readers refine their abilities to work with subject matter.
- 6) Mature Reading : Mature readers can reconstruct meanings or shape ideas for their own uses.

2.5 Students' Reading Achievement

Achievement is something which someone has succeed in doing, especially after a lot of effort. Achievement, as the output or outcome of teaching learning process, is behavioral patterns, values, deffitions, attitudes, appreciations, and skill (Suprijono,2009:42).

Students' achievement are concerned with how a student has done in relation to a particular course or program. They usually come at the end of program and deliberately based on the content covered in it. Achievement tests are useful to the teacher as well as the students. They indicate how well teaching is succes, and where the improvements need to be made (Johnson, K, 2001:282).

From definition above , the achivement is not only how to comprehend the text, but achievement is the way of teachers to get the students' interested in reading. In achievement, the teachers are demanded to be creative in creating the better technique or strategy. It means that the teacher plays a major role in determining the effectiveness of reading program.

2.6 The Problem in Reading Text

Usually reading is resulted on students' schemata. Schemata are concepts in readers' mind or frameworks on which new information can be attached. Sometimes, after reading a text, a student does not know what the topic of the text is. He is unable to understand the paragraph he has read. In order to understand a paragraph he must have appropriate meaning for the key words. Not only he should understand the keywords but also he should understand the meaning of all words and their relationship within the paragraph.

2.7 Descriptive Text

Descriptive or description text is to describe a particular person, place or thing. Descriptive text focused on the desribe something in details in order to enable the reader to see, smell, hear, feel, and touch it directly or to describe an object based on its specific chacterization. Its purpose to describe and several a particular person, place or thing. According to Gerot and Wignell (1994 : 208) "defined that description or text is how to describe a particular person, place or thing in terms of social function."

Tomkins (1994 : 111) stated that writing a descriptive paragraph is like painting a picture with words. Description can occur as ("stand alone") texts often past of longer text, such as a distinct text

type it is feel thar the ability to describe someone or something in detail as an important skill that can contribute to a number and different text types.

2.7.1 Example of Descriptive Text

The following is an example of descriptive text :

IDENTIFICATION

Borobudur is Hindu – Budhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

DESCRIPTION

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

2.8 Lecturing Technique

According to Brown (1994: 81) defined that technique is specific activities many feasted in the classroom that are consistent with a method and therefore in harmony with an approach as well. So technique is a way or method that must be mastered by teacher to teach or serve the lesson to students in the classroom, in order to make students to understand the lesson. Every the teaching technique that given by the teacher must appropriated with the material. The teacher must use different teaching technique for different purpose because of that teacher must know, learn and master more different teaching technique.

From the above discussion four main features can be suggested for the stages of lecturing (Brown, 1987).

1. Intention: The teacher intentions may be considered to provide coverage of a topic, to generate understanding and to stimulate interest. Consideration of these goals of lecturing as also the knowledge of the earlier learning of the students are essential constituents of lecture preparation.

2. Transmission: A teacher sends a message verbally, extra verbally and non- verbal ly to the learners. The verbal messages may consist of definitions, descriptions, examples, explanations or comments. The 'extra verbal' component is the lecturer's vocal qualities, hesitations, errors and use of pauses and silence. The 'non verbal' component consists of the teacher's gestures, facial expressions. All of these types of messages may be received by the students, and what they perceive as the important messages may be noted.

3. Receipt of Information: The information, meaning, and attitudes conveyed by the teacher may or may not be perceived by the students. Attention fluctuates through out the process of lecture. The attention of students can be increased if the lecture includes some short activities for students such as brief small-group discussions or simple problem solving. Any change of activity may renew attention. Therefore, the receipt of information is an important feature in the process of lecturing which has to be considered by the instructor

5. Output: Any instructional strategy should lead directly to the objectives and interrelated goals for a course of study (Gropper, 1976). So the student's response or "output" is very essential in the process of lecturing and it may occur on immediate reactions to the lecture and the lecturer. But more important than the immediately observable responses to n lecture are the long- term changes in student. A lecture may change a student's perception of a problem or theory, it may increase a student's insight, and it may stimulate the student to read, think, and discuss ideas with others. The probabilities of these events are depending upon the student's knowledge, attitudes, and motivation to learn and on the lecturer's preparation, lecture structure and presentation.

2.8.1 Types of Lecturing Technique

Lowman (1987) has classified the major types of lectures as follows:

- **Formal Oral Essay**
- **Expository Lecture**
- **Provocative Lecture**
- **Lecture Discussion**
- **Lecture – Recitation**
- **Lecture Laboratory**

In this research, lecturing technique used is taken from one of five type lecturing technique that is "lecture discussion". Discussion is a process of seeing two or more individuals involved verbally and facing each other about goals or objectives that have been determined by means of exchanging information, maintaining opinions, or solving problems. While the lecture discussion is a way of presenting lesson material when the teacher gives the opportunity to students (groups of students) to conduct scientific research to gather opinions, make conclusions, or arrange various alternative solutions to a problem (Taniredja, 2011: 23)

TABEL I
STAGES OF IMPLEMENTATION

No	Stages of Implementation of Lecturing Technique
1	Students are asked to read the text at a glance

- 2 Students are asked to explain what they read in front of the class
- 3 Students are asked to choose one friend to explain again what the previous students have said. (at this stage students are given the opportunity to choose 10 other students)
- 4 Students are given a worksheet to create questions related to the text that has been read to student

2.8.2 Advantages Lecturing Technique

The lecture technique was criticized during the days. There are a number of instructors who question the effectiveness of the lecture as a technique of teaching. As Bugueliski (1977) suggested the lecture model is not useful in teaching factual information. Some of instructors suggest the reading of materials as an alternative to lecture technique. Samuel Johnson said in 1766 “people have got a strange opinion that everything should be taught by lectures. But I cannot see that lectures can do so much good as reading the books from which the lectures are taken”. And he says in 1781, “Lectures were once useful; but now, when all can read, the books are so numerous, lectures are unnecessary. If your attention fails and you miss part of a lecture, it is lost; you cannot go back as you do upon a book (Boswell, 1952). But in spite of these questions, Hergenbahn and Olson (1993) say, “Even with the possible shortcomings of the lecture, there appear to be at least three conditions under which its use is clearly justified”. And then they say, first, it may be the best way to disseminate new ideas that are not yet available in print. Second, most of people enjoy listening to prominent individuals presenting his ideas to an audience. Third, a good lecture can instill in a topic because of his enthusiasm and manner of presentation. Thus a good lecture can sometimes motivate students to learn in a way that printed material cannot. Finally the advantages and disadvantages of lecture model can be summarized as follows (Sampath et al., 1987).

Advantages

- The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- Many facts can be presented in a short time in an impressive way.
- The lecture can stimulate very good interest in the subject.
- Greater attention could be secured and maintained, as interest leads to attention.
- Spoken word has greater weight than mute appeal by books.
- The language may be made suitable to all the members of the audience.
- Lecture can present a number of facts belonging to different subjects and also it can facilitate inter-disciplinary approach to topics.

In conclusion, the flaws of lectures technique may depend upon inadequacies in the preparation, presentation and structure of particular lecture rather than upon the lecture method per se (Brown, 1987). And also viewing the learner as an active information processor rather than as a passive recipient of knowledge can transform the lecture into the completely new medium. The purpose of a lecture explanation should be to facilitate the objectives of the course, not to present unusable information to passive listeners. (Dubais et al., 1979).

2.9 Relevant Researches

Related researches had been done several times in different aspect of reading descriptive text. First, research was done by Nor Jannah (2016) title “The Reading Comprehension of Descriptive Text of The Seventh Grade Students os SMPN 2 MEJOBOKUDUS in The Academic Year 2015/2016”. The finding of this research showed that : reading a process is which done by reader to get message or information from the writer through printed media. By reading a lot, we know a lot of information around us. This research is an experimental research with one group, pre-test and post-test design. The population used is the seventh grade students of SMPN 2 Mejobo Kudus in the academic year 2015/2016. The form of the test is multiple choices and it consists of 20 items.

III. RESEARCH METHODS

3.1 Design of the Research

This research was designed as ‘quantitative research’. Method in which it was to describe and to find. The effect of lecturing techniques on the students’ achievement in reading. In this case, will undertake the treatment by implementing lecturing Technique.

3.2 Population and Sample

3.2.1 Population

Population can be central focus in this research. A research used population and sample called a research of population or a research of census.

“Populasi adalah keseluruhan subjek penelitian. Apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi. Studi atau penelitiannya juga disebut studi populasi atau sensus (Arikunto, 1993 : 102)”. The population of the research was all the grade X of SMKN 1 Beringin academic 2018-2019 which consists of 128 student.

3.2.2 Sample

Karena tidak mungkin menyelidiki selalu berlangsung untuk menyelidiki populasi yang genap, padahal tujuan penyelidikan ialah menemukan generalisasi yang berlaku secara umum, maka sering sekali penyelidikan terpaksa mempergunakan sebagian saja dari populasi yakni sebuah sample. (Surakhmad, 1982 : 93)

The good result of the research will achieved by it if he or she can used all of the population become resource of the required data, but if it is impossible for it to used all the population, he or she many took sample. Winaryo Surakhmad said : “Sample means a small part of the population or in other words we may say sample is the representative of the population” (Surakhmad, 1982 : 20).

According to the theory above, the research or wrote decides 2 classes chosen as the sample of the research, namely :

TABLE II
SAMPLE

NO	GRADE	TOTAL NUMBER
1	X ¹	32
2	X ²	32

3.3 Variable and indicator

Based on the statement of the problem and the objective of the research stated in the chapter one, this research used two variables, namely : dependent and independent variables; dependent

variable were lecturing technique, and students' reading achievement as independent variable. In other words, the indicator are the mean of the students in answering the from the text after reading.

3.3.1 Assessment Indicators Reading

Post-reading activities were activities to strengthen learning outcomes that have been obtained previously. Pasca-reading activities are used to help students integrate the new information they read into the scheme so that a higher level of understanding is obtained. Nuttal (in Abidin 2012) provides an alternative that teachers can choose in pasca-reading activities. Based on several activities that are oriented towards increasing ability reading and character development carried out by the student was then made by the LKP at the post-reading stage. Making this LKP is also complemented by scoring relevant rubrics. For the following example, there are some process worksheets pasca reading in the form of guide questions

TABLE III
WORKSHEETS FOR STUDENTS

WORK SHEET AFTER READING

Name : _____

Class : _____

School name : _____

Write 5 Questions about what you know based on the text you have read before!

- 1.
- 2.
- 3.
- 4.
- 5.

TABEL IV
THE INDICATORS OF READING ACHIEVEMENT BY MAKING QUESTION PASCA-READING ACTIVITY

Score/Item	Description
4	- Students make 5 questions in full.
(Very Good)	- The five questions relate to the contents of the reading. - The five questions are logical and can be answered.
3	- Students make 5 questions in full.
(Good)	- The five questions relate to the contents of the reading. - The five questions are illogical and cannot be answered.
2	- Students make 3-4 questions.

(Good Enough)	- The five questions relate to the contents of the reading. - The five questions are illogical and cannot be answered.
1	- Students make 1-2 questions in full.
(Not Good)	- The five questions are not related to the contents of the reading. - The five questions are illogical and cannot be answered.
Maximum Score	5 Correct answer x Maximum score = 20

Based on the indicator above the technique score achieved by student is 20 in which it is formulated as follows :

$$\text{Example} \quad : \quad \begin{aligned} \text{Sample 1} &= \frac{\text{Obtained score}}{\text{Maximum score}} \times 100 \\ &= \frac{20}{20} \times 100 \\ &= 100 \\ \text{Sample 2} &= \frac{15}{20} \times 100 \\ &= 75 \end{aligned}$$

3.4 Instrument of Collecting Data

The instrument of this study was a test (text, rpp) of reading ability in lecture techniques. There are two research tests. The first test asks students to make questions after they have read the text and previously they are given a technique that uses lecture discussion technique. The second technique students immediately make questions after they read the text without being given a lecture discussion technique. It was expected that student outcomes was similar to what was expected from the curriculum. On the other hand, the test was further selected by research to be carried out through general and specific objectives.

3.5 Technique of Collecting the Data

In collecting data and information, it used some methods below :

- Written questions: that was by distributing written worksheets to sample students.
- Check the test answers and give a score. If students can answer or make questions correctly.
- Tabulation of scores.

3.6 Technique of Analyzing Data

After collecting the data from the experimental group and control group, the test was corrected accurately. In order to know whether the using the effect of lecturing technique on the students' reading achievement was effected in reading achievement, the writer used t-test by Arikunto, 2006 as shown below :

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{na + nb - 2} \right] \left[\frac{1}{na} + \frac{1}{nb} \right]}}$$

Where:

t : Total Score

Ma : Mean of experimental group

- Mb : Mean of control group
Da : Standard deviation of experimental group
Db : Standard deviation of control group
Na : Total number of experimental group student
Nb : Total number of control group student

IV. RESEARCH RESULTS AND DISCUSSION

4.1 The Data

The data were taken from students' reading worksheets after implementation of lecturing technique on reading achievement. The students' scores were taken from the questions they answered. In this case, the researcher found out the students' score after applying the post test in the experimental and control groups. The results of the pre test and post test of the two groups can be seen in tables V and VI

TABLE V
THE SCORE OF PRE-TEST EXPERIMENTAL GROUP

No.	Students' Initial Names	Scoring Worksheets After Reading Question					Total Score PreTest
		1	2	3	4	5	
1	AH	2	1	4	3	4	70
2	AIN	3	2	3	2	4	70
3	AF	4	3	2	4	3	80
4	AA	2	2	4	4	2	70
5	DS	3	2	3	3	2	65
6	DD	2	3	2	2	3	60
7	DS	2	4	3	3	1	65
8	DP	4	4	2	2	1	65
9	ES	3	2	3	3	2	65
10	EY	2	3	2	2	2	55
11	FS	3	1	4	3	3	70
12	FNM	3	1	1	3	3	55
13	FF	2	2	1	2	3	50
14	FR	2	3	2	2	2	55
15	GA	3	3	3	2	2	65
16	LD	2	2	2	3	3	60
17	LA	2	1	4	3	4	70
18	MAS	3	3	3	2	2	65
19	MH	4	2	1	3	3	65
20	MFH	4	1	2	4	2	65
21	MIFH	3	2	2	3	2	60
22	MIS	2	2	2	4	1	55
23	MIZ	3	2	2	4	3	70
24	MRR	4	1	1	4	2	60
25	MT	3	1	1	4	3	60

26	NA	4	4	2	2	1	65
27	NER	2	2	2	2	2	50
28	RW	2	2	2	3	2	55
29	RJ	3	2	2	2	2	55
30	SP	3	1	3	3	1	55
31	SI	4	3	2	4	1	70
32	TD	3	2	3	2	3	65
Total		91	69	75	92	75	2.005

From table V above, it clearly showed that there were 2 students got lowest with 50. While, there was only 1 student who got highest score with 80. Mostly, the scores achieved by the students were moderate score with 65.

TABLE VI
THE SCORE OF POST-TEST EXPERIMENTAL GROUP

No.	Students' Initial Names	Scoring Worksheets After Reading Question					Total Score PreTest
		1	2	3	4	5	
1	AH	3	3	3	4	4	85
2	AIN	4	3	4	4	4	95
3	AF	3	4	4	3	2	80
4	AA	3	3	3	4	3	80
5	DS	4	4	4	3	4	95
6	DD	4	2	4	4	4	80
7	DS	2	3	3	3	4	75
8	DP	4	4	4	2	4	90
9	ES	4	4	4	4	4	100
10	EY	3	3	3	4	2	75
11	FS	4	4	4	4	4	100
12	FNM	2	4	4	3	4	85
13	FF	4	3	4	4	4	95
14	FR	3	4	3	4	4	90
15	GA	3	4	2	3	4	80
16	LD	4	4	4	4	4	100
17	LA	2	4	3	4	4	85
18	MAS	4	4	4	4	4	100
19	MH	2	3	3	4	4	80
20	MFH	4	4	4	4	3	95
21	MIFH	4	4	4	4	4	100
22	MIS	2	4	3	4	4	85
23	MIZ	3	2	3	3	3	80
24	MRR	4	4	4	4	4	100
25	MT	2	3	3	3	4	75
26	NA	4	2	4	4	4	90
27	NER	3	2	3	3	4	75
28	RW	2	4	4	4	4	90
29	RJ	3	4	4	4	4	95
30	SP	2	4	3	4	4	85
31	SI	3	2	3	4	3	75
32	TD	4	4	4	4	4	100

Total	102	110	113	118	120	2825
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Table VI that in the post experimental group, there were 5 students got lowest score with 75. While 7 students got highest score with 100. In this case, student scores was calculated based on 5 questions, and the highest questions worth 4 and the lowest with a value of 1.

The results of the experimental group post-test can be seen in the following table:

TABLE VII

THE SCORE OF PRE-TEST OF CONTROL GROUP

No.	Students' Initial Names	Scoring Worksheets After Reading Question					Total Score PreTest
		1	2	3	4	5	
1	AR	2	3	2	1	3	55
2	AAPL	2	1	2	1	3	45
3	APR	1	1	2	2	1	35
4	AAZ	2	3	1	1	2	45
5	AS	1	1	2	3	2	45
6	AP	3	2	1	2	1	45
7	BA	2	1	3	1	2	45
8	DF	1	2	1	2	1	35
9	EA	1	1	2	2	2	40
10	EL	2	3	3	1	2	55
11	ETW	1	2	1	2	1	35
12	EP	2	1	3	1	2	45
13	FYP	1	1	1	2	2	35
14	FYK	2	1	2	1	1	35
15	GPP	1	2	1	2	3	45
16	JS	1	1	2	2	3	45
17	JP	1	1	1	2	3	40
18	KD	1	3	1	3	3	55
19	KS	2	1	1	1	2	40
20	MHS	3	1	1	1	2	40
21	MSN	1	2	2	1	1	35
22	MRA	2	2	3	2	2	55
23	PSM	1	1	2	1	4	45
24	RSN	3	2	1	1	4	55
25	RP	2	1	1	2	1	35
26	RM	1	1	1	1	3	35
27	RHS	1	1	4	2	3	55
28	RAP	4	1	1	1	1	40
29	SWA	1	3	3	1	3	55
30	S	2	2	2	2	4	60
31	SAS	1	1	3	1	3	45
32	SDN	2	2	4	1	3	60
	Total	53	51	60	49	73	1.435

Table VII show that in the pre control group, there were 8 students got lowest score with 35. While that are 2 students got highest score with 60.

TABLE VIII
THE SCORE OF POST-TEST OF CONTROL GROUP

No.	Students' Initial Names	Scoring Worksheets After Reading Question					Total Score PreTest
		1	2	3	4	5	
1	AR	3	3	2	1	4	65
2	AAPL	2	2	2	2	4	60
3	APR	1	2	2	2	2	45
4	AAZ	2	4	1	1	3	55
5	AS	1	2	2	3	2	50
6	AP	3	2	2	1	1	45
7	BA	2	1	4	1	3	55
8	DF	1	2	2	2	2	45
9	EA	1	1	2	3	2	45
10	EL	3	3	3	1	3	65
11	ETW	1	2	1	3	2	45
12	EP	2	1	3	2	2	50
13	FYP	1	1	1	2	3	40
14	FYK	2	1	2	2	1	40
15	GPP	1	2	1	3	4	55
16	JS	2	1	2	3	3	55
17	JP	1	1	2	2	3	45
18	KD	1	3	3	3	3	65
19	KS	1	1	1	2	3	40
20	MHS	1	1	2	2	2	40
21	MSN	1	1	2	3	4	55
22	MRA	3	1	3	3	3	65
23	PSM	2	2	2	2	2	50
24	RSN	2	1	3	3	4	65
25	RP	1	1	1	3	2	40
26	RM	1	2	2	2	3	50
27	RHS	2	1	3	2	4	60
28	RAP	2	2	2	2	4	60
29	SWA	1	1	3	2	4	65
30	S	1	2	3	4	3	65
31	SAS	2	3	2	2	3	60
32	SDN	1	2	3	3	4	65
Total		51	55	69	72	92	1.705

Table VII and VIII showed that in the control group, the score were gained. It was obtained that in control group the lowest score for pre-test is 35 and the highest score is 60, while the lowest score for post test is 40 got 5 students' and the highest score is 65 got 8 students'.

In other words, the experimental group, which is taught by applying lecturing technique affect significantly to the students' in making question achievement, it can be seen from the score on the pre-test that is compared with the score of post-test. While the control group, which is taught without lecturing technique did not affect significantly on the students' in making question achievement.

Based on the explanation it showed, the researcher concluded that the results of the questions of 1 student were still low in the post-test.

After getting the students' scores in pre-test and post-test both groups, it can be known that there is a difference of student's ability after receiving the treatment.

Further more, the researcher continued to calculated their scores by using the t-test. It is aimed to show the differences between both group. The aplication of the formula is shown by the following.

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{Na + Nb - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

Dirgayasa (2005: 354)

Where:

t = the effect

Ma = the mean of experimental group

Mb = the mean of control group

da² = the standard deviation of experimental group

db² = the standard deviation of control group

Na = the total number samples of experimental group

Nb = the total number samples of control group

4.2 Data Analysis

Based on the table above, the following table is progress of students' scores between pre-test and post-test in both experimental and control groups.

TABLE IX

THE PROGRESS OF STUDENTS' SCORES BETWEEN PRE TEST AND POST TEST OF THE EXPERIMENTAL GROUPS

No.	Students' Initial Names	Pretest (T ₁)	Post test (T ₂)	T ₂ -T ₁ (d ₁)
1.	AH	70	85	15
2.	AIN	70	95	25
3.	AF	80	80	0
4.	AA	70	80	10
5.	DS	65	95	30
6.	DD	60	80	30
7.	DS	65	75	10
8.	DP	65	90	25
9.	ES	65	100	35
10.	EY	55	75	20
11.	FS	70	100	30
12.	FNM	55	85	30
13.	FF	50	95	45
14.	FR	55	90	35
15.	GA	65	80	15
16.	LD	60	100	40
17.	LA	70	85	15
18.	MAS	65	100	35
19.	MH	65	80	15
20.	MFH	65	95	30

21	MIFH	60	100	40
22	MIS	55	85	30
23	MIZ	70	80	10
24	MRR	60	100	40
25	MT	60	75	15
26	NA	65	90	25
27	NER	50	75	25
28	RW	55	90	35
29	RJ	55	95	40
30	SP	55	85	30
31	SI	70	75	5
32	TD	65	100	35
Total		2.005	2.825	810

Based on the table above, it clearly showed that total pre-test (T1) was 2.005 and total post-test (T2) experimental group was 2.825, and total D1 was 810.

$$ma = \frac{d_1}{n_a}$$

$$ma = \frac{810}{32}$$

$$ma = 25,31$$

After calculating the ata, it was obtained $ma = 25,32$. It means that find out there was significant effect of lecturing technique on students' reading achievement.

TABLE X
THE PROGRESS OF STUDENTS' SCORES BETWEEN PRE TEST AND POST TEST OF THE CONTROL GROUP

No.	Students' Initial Names	Pretest (T ₁)	Post test (T ₂)	T ₂ -T ₁ (d ₂)
1.	AR	55	65	10
2.	AAPL	45	60	15
3.	APR	35	45	10
4.	AAZ	45	55	10
5.	AS	45	50	5
6.	AP	45	45	0
7.	BA	45	55	10
8.	DF	35	45	10
9.	EA	40	45	5
10.	EL	55	65	10
11.	ETW	35	45	10
12.	EP	45	50	5
13.	FYP	35	40	5
14.	FYK	35	40	5
15.	GPP	45	55	10
16.	JS	45	55	10

17	JP	40	45	5
18	KD	55	65	10
19	KS	40	40	0
20	MHS	40	40	0
21	MSN	35	55	20
22	MRA	55	65	10
23	PSM	45	50	5
24	RSN	55	65	10
25	RP	35	40	5
26	RM	35	50	15
27	RHS	55	60	5
28	RAP	40	60	20
29	SWA	55	65	10
30	S	60	65	5
31	SAS	45	60	15
32	SDN	60	65	5
Total		1.435	1.705	270

Based on the table above, it clearly showed that total pre-test (T1) was 1.435 and total post-test (T2) control group was 1.705, and total D1 was 270.

$$mb = \frac{d_2}{n_b}$$

$$mb = \frac{270}{32}$$

$$mb = 8,43$$

it was proved by the mean score of experimental class was higher with 25,31% that the mean score of control class with 8,43%

Next, the researcher was counting the data of deviation that taken from the students' scores of pre-test and post-test from both experimental and control group. It can be seen in the table as follows:

TABLE XI
THE DEVIATION FROM EXPERIMENTAL GROUP

NO	Students' initial names	$T_2 - T_1$ (d_1)	$d_1 - ma$ (da)	(da^2)
1.	AH	15	-10,31	106,33
2.	AIN	25	-0,31	0,09
3.	AF	0	-25,31	640,69
4.	AA	10	-15,31	234,45
5.	DS	30	4,68	21,97
6.	DD	20	-5,31	28,21
7.	DS	10	-15,31	234,45
8.	DP	25	-0,31	0,09
9.	ES	35	9,68	93,85
10.	EY	20	-5,31	28,21
11.	FS	30	4,68	21,97

12.	FNM	30	4,68	21,97
13.	FF	45	19,68	387,61
14.	FR	35	9,68	93,85
15.	GA	15	-10,31	106,33
16.	LD	40	14,68	215,73
17	LA	15	-10,31	106,33
18	MAS	35	9,68	93,85
19	MH	15	-10,31	106,33
20	MFH	30	4,68	21,97
21	MIFH	40	14,68	215,73
22	MIS	30	4,68	21,97
23	MIZ	10	-15,31	234,45
24	MRR	40	14,68	215,73
25	MT	15	-10,31	106,33
26	NA	25	-0,31	0,09
27	NER	25	-0,31	0,09
28	RW	35	9,68	93,85
29	RJ	40	14,68	215,73
30	SP	30	4,68	21,97
31	SI	5	-20,31	412,57
32	TD	35	9,68	93,85
	Total	810	25,86	4.196,65

Based on the table above, the researcher wants to know the deviation of the experimental group. D1 was explained the result from T2 - T1 (post-test – pre-test) in experimental group, and to found Da can searched with Ma 25,31 where 25,31 was mean of experimental group. After found Da, the researcher search again Da2 from each student. And after than the researcher was sum all of the result of students’ in Da2 and got 4.196,65 as the deviation of the experimental group.

Note:

da = Deviation score of the experimental group

da² = The square of the deviation of the experimental group

To assess the students’ speaking achievement in the pre-test and post-test, the researcher used a rubric which involved five aspects of make question.

TABLE XII

THE DEVIATION FROM CONTROL GROUP

NO	Students’ initial names	$T_2 - T_1$ (d_2)	$d_2 - mb$ (db)	(db^2)
1.	AR	10	1,57	2,46
2.	AAPL	15	6,57	43,16
3.	APR	10	1,57	2,46
4.	AAZ	10	1,57	2,46
5.	AS	5	-3,43	11,76
6.	AP	0	-8,43	71,06
7.	BA	10	1,57	2,46
8.	DF	10	1,57	2,46

9.	EA	5	-3,43	11,76
10.	EL	10	1,57	2,46
11.	ETW	10	1,57	2,46
12.	EP	5	-3,43	11,76
13.	FYP	5	-3,43	11,76
14.	FYK	5	-3,43	11,76
15.	GPP	10	1,57	2,46
16.	JS	10	1,57	2,46
17.	JP	5	-3,43	11,76
18.	KD	10	1,57	2,46
19.	KS	0	-8,43	71,06
20.	MHS	0	-8,43	71,06
21.	MSN	20	11,57	133,86
22.	MRA	10	1,57	2,46
23.	PSM	5	-3,43	11,76
24.	RSN	10	1,57	2,46
25.	RP	5	-3,43	11,76
26.	RM	15	6,57	43,16
27.	RHS	5	-3,43	11,76
28.	RAP	20	11,57	133,86
29.	SWA	10	1,57	2,46
30.	S	5	-3,43	11,76
31.	SAS	15	6,57	43,16
32.	SDN	5	-3,43	11,76
	Total	270		771,72

Based on the table above, the researcher wants to know the deviation of the control group. D2 was explained the result from T2 - T1 (post-test – pre-test) in control group, and to found Db can searched with Mb 8,43, where 8,43 was mean of control group. After found Db, the researcher search again Db2 from each student. And after than the researcher was sum all of the result of students' in Db2 and got 771,72 as the deviation of the control group.

Note:

db = Deviation score of the control group

db² = The square of the deviation of the control group

Based on the data above, the calculation is obtained as follows:

$$Ma = 25,31$$

$$Mb = 8,43$$

$$da^2 = 4.196,65$$

$$db^2 = 771,72$$

$$Na = 32$$

$$Nb = 32$$

$$Df = Na + Nb - 2$$

$$= 32 + 32 - 2$$

$$= 62$$

Based on the data above then calculated with t-test formula as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{na + nb - 2}\right] \left[\frac{1}{na} + \frac{1}{nb}\right]}}$$

$$t = \frac{25,31 - 8,43}{\sqrt{\left[\frac{4.196,65 + 771,72}{32 + 32 - 2}\right] \left[\frac{1}{32} + \frac{1}{32}\right]}}$$

$$t = \frac{16,88}{\sqrt{\left[\frac{4.968,37}{62}\right] \left[\frac{1}{16}\right]}}$$

$$t = \frac{16,88}{\sqrt{\frac{4.968,37}{992}}}$$

$$t = \frac{16,88}{\sqrt{5,01}}$$

$$t = \frac{16,88}{2,24}$$

$$t = 7,53 (t_{\text{observed}})$$

Based on the calculation of t_{test} above, t_{observed} is 7,53, having the data is computed by using t_{test} formula, it is showed that the critical value is 7,53. The value would be used to find out whether the alternative hypothesis was accepted or not. Then, after seeking the table of distribution t critical as a basis of counting t critical in certain degree of freedom (df), the calculation showed that $df = (Na + Nb - 2)$ df was $32 + 32 - 2 = 62$. The df of 62 is 1,99.

4.3 Research Finding

The obtained “t” value of 7,53 was took compared against the t-critical value. The following statistic table the value of t at various df as follows:

TABLE XIII
NUKLA FOR “T” USED FOR VARIOUS Df
Critical Value of “t” in the significant level of

Df or Db	Critical Value of “t” in the significant level of	
	5%	1%
12	2,17	3,05
22	2,07	2,81
32	2,03	2,73
42	2,01	2,69
52	2,00	2,67
62	1,99	2,65
72	1,99	2,64
82	1,99	2,63

92	1,98	2,63
102	1,98	2,62

After the data was analyzed, the researcher found that t-test is 7,53 which $df = n-2=62$, and the df is referred to the t-table which approached the nearest df in 64 with a standard significance of 5% is 1,99 and 1% is 2.65. So, the value of “t” was higher than “t” table ($7,53 > 1,99$ in 5%) and ($7,53 > 2,65$ in 1%).

4.4 Discussion

This research was conducted to find out the significant effect of lecturing technique on students’ reading achievement. In this research, according to Lowman (1987) lecturing technique was classified into five types, namely :

- **Formal Oral Essay**
- **Expository Lecture**
- **Provocative Lecture**
- **Lecture Discussion**
- **Lecture – Recitation**
- **Lecture Laboratory**

In this research, lecturing technique used is taken from one of five type lecturing technique that is “lecture discussion”. Discussion is a process of seeing two or more individuals involved verbally and facing each other about goals or objectives that have been determined by means of exchanging information, maintaining opinions, or solving problems. The researcher conducted by using an experimental design with two group. They were experimental and control group. The research procedure was done during the teaching learning process. It divided into four steps. The first step was giving pre-test to the students’ in the purpose to know the students’ reading achievement before being taught by using lecturing technique. The researcher got the students’ score in pre-test by giving some test. The second step was giving treatment to the same students’ by applying lecturing technique as a technique in teaching reading. The third step was giving post-test to the students’ in order to know the students’ reading achievement after giving treatment by using lecturing technique. The last step was scoring test, in the scoring test the researcher used a rubric which involved five aspects of making question.

Based on the research findings, it showed that the mean scores seem significant different between pre-test that using conventional technique or lecturing technique.

The finding of the research was supported by the the research by Miss Tasnim Saroh (2015) in Malang : Result of research by the author can conclude that the lecturing technique was one technique used in the PAI and can improve the learning of islamic education (PAI) in rungrate wittaya songkhla, Southern Thailand. the prevision of learning support media which will help the students who are less satisfied or lazy in following the teaching methode.

The research by : Ismail Effendi (2018) in Mojokerto This research uses quantitative. The object of this study was the XI grade students of MAN 5 Sleman. The subject of this study influenced the lecturing technique on student learning motivation. Data collection techniques in this study are observation, documentation, and questionnaires. Questionnaire as the main technique in collecting data in this study, in determining the number of samples used Random Proportional Cluster technique

Samples, with the number of research subjects amounting to 209 and a sample of 68. The data analysis technique used was a simple linear regression technique. The results of this study indicate a

significant influence between the lecturing technique variables on student learning motivation of 0.436 (43.6%). Changing the lecturing technique was an important factor in student learning motivation. Hopefully this studio can be a better way to increase student learning motivation.

V. CONCLUSION

5.1 CONCLUSION

After analyzing the data, the conclusion were drawn as the following:

- 1) There is a significant effect on students' achievement in reading taught by using lecturing technique. It can be seen from the result showed that the result of t-test with 7,53 in which value with higher than t- table 7,53 (1,99).
- 2) The students who were taught by using lecturing technique in reading achievement got better a achievement than the student who were not taught by lecturing technique It can see from the result of test (post-test that the researcher gave to the student where the mean of the experimental group (Ma) is 25,31 mean while the mean of control group (Mb) is 8,43
- 3) The students taught by lecturing technique were able to comprehend the text, and the way students understood the text is showed through the test given to the student in which the students were asked to create a question after reading process.

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