



TEACHING READING COMPREHENSION BY EXPERIENCE-TEXT-RELATIONSHIP (ETR) STRATEGY TO THE EIGHT GRADE STUDENTS OF SMP SANDIKA PALEMBANG

MENSI RESOLUSI

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Abstract: The objective of the study is to find out whether or not there is a significant different on students' reading comprehension who were taught using Experience- Text- Relationship (ETR) Strategy and who were taught using method usually used by teacher to the eighth grade students of SMP SANDIKA Palembang. The population of the study was the Eighth Grade Students of SMP SANDIKA Palembang in the academic year of 2013/2014. The sample of the study was taken from convenience sampling. The writer was selected the class VIII 2 as the control group and VIII 1 as the experimental group. It consisted of 83 students, 40 students for control group and 43 students for experimental group. In this study, the writer used quasi experimental design. The instrument used in collecting the data was written test. The test was administered twice, as the pre-test and post-test for both control and experimental group. The results of the test were analyzed by using t-test. The result showed that teaching reading using ETR had a significant difference on the students' comprehension. It can be seen from the result of pretest to post-test of each group. The achievement of experimental group was higher than the achievement of control group. Based on the independent t-test analysis from students' pretest to posttest score in experimental group taught using Experience – Text - Relationship (ETR) strategy, it was found that t-output was lower than p-value or t-obtained was higher than t-table. From the table analysis, p-output was 0.000 and the t-obtained 7.312. The result was consulted to t-table at the significance level 0.05 in two-tailed testing with the degree freedom (1.989). since the p-output was lower than 0.05 level than t-value was higher than critical value of t-table, so the H_0 (the null hypotheses) was rejected and the H_a (the alternative hypotheses) was accepted. It means that there was a significant difference on students' reading comprehension taught using Experience- Text- Relationship (ETR) strategy of SMP SANDIKA Palembang.

Keywords: Teaching, Reading, Experience- Text- Relationship (ETR)

Introduction

Language is a system of arbitrary conventionalized vocal, written, gesture symbol that enable members of a given community to communicate intelligibly with

one another (Brown, 2000: 5). Through language people can communicate among people all over the world. Language can also be the facility to explore knowledge, technology, arts, science and culture.

The existences of English language are not odd anymore in the world. English has many functions, one of them is English as a lingua franca. English as a lingua franca' (ELF) has emerged as a way of referring to communication in English between speakers with different first languages (Seidhofer, 2005: 339). English is also to facilitate people from different countries in getting and giving information.

English has important role in Indonesia. Lauder (2008: 10) stated that English is widely recognized that it is important in Indonesia and the reason most frequently put forward for this is English is global or international language. English is the most common language at the elementary school to university. There are four language skills that must be mastered by the students. They are listening, speaking, reading, and writing. Besides that, the students also have to learn the language components. They are pronunciation, vocabulary, grammar and spelling. All these language skills are related to each other. The students must be trained adequately in all the four basic skills to make them easily practice and use the language. Learning to read is an important educational goal.

Reading is regarded as the important among four skills to support the communicative competence. Ruddell (2005: 31) defines reading is the act of constructing meaning while transacting with text in the process of reading, the reader interacts dynamically with the text. Reading skill is the key to be successful, because through reading people can develop new knowledge, get information from the text, increase ability, enjoy literature, and enlarge the experience.

After doing informal interview to the English teacher of eighth grade students of SMP SANDIKA Palembang. The writer found that the students faced difficulties in comprehending the text. Some factors caused the failure of students in reading achievement. First, it is about pronunciation, it is hard for them to pronounce the



word correctly. Second, the students lack of vocabulary, they do not know the meaning of words. It means that the students just read without knowing what the text about, and it can make them get bored in reading process.

There are many strategies can help the students improve their reading comprehension, for the example mind mapping, read aloud, scaffolding etc. One of the strategies makes student's reading become master and the students will be easy to comprehend the text. The strategy is Experience-Text-Relationship (ETR) Strategy. Considering that background the writer formulates the problem of this study as follows: "is there any significant difference on students' reading comprehension achievement who are taught using -Text-Relationship (ETR) strategy and those who are taught using method usually used by teacher to the eight grade students of SMP SANDIKA Palembang?"

Teaching Reading Comprehension

Reading is not only to get information but it needs understanding and comprehension to get some points from the text. In this case, reading and understand are related to each other. Reading itself contains the activity to understand the text and information in the text. In order to understand or to get some points from the text, we need comprehension for the text. Therefore, reading cannot be separated from comprehension. According to Pang, et.al., (2003: 14) state that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Comprehension is not a passive process, but an active one. The reader actively engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas, and viewpoints. Brown (2000: 306), states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.

According to Richards and Renandya (2002: 277), reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult text awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. In the other word, reading comprehension is the primarily purpose for reading to raise students awareness of main ideas in a text. Furthermore, Nunan (2006: 71) states that reading comprehension refers to reading for meaning, understanding, and entertainment. In the other word, reading comprehension is reading the text to get the meaning and understanding of the text. Moreover, Pang et al., (2003: 6) state that reading is about understanding written texts. It is complex activity that involves both perception and thought. Reading consists of two relates processes: word recognition and comprehension. Further, they explain that word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Then, comprehension refers to the process of making sense of words, sentences and connected text. They also state that readers typically make use of background knowledge, grammatical knowledge, experience with text and other strategies to help them understand written text.

From the definition above, it can be assumed that reading comprehension is an interactive process between reader and text to comprehend the writer's message. The reader uses their prior knowledge to develop and understanding the new information from the text.

Experience-Text-Relationship (ETR) Strategy

Experience-Text-Relationship (ETR) is a strategy that draws on background knowledge and prior knowledge and experience (Wood and Blanton, 2009: 135). Furthermore, Medina (2012: 83) states that Experience- Text- Relationship (ETR) helps learners to active and develop their background knowledge of the text. ETR



also helps learners to monitor their reading comprehension and become aware of the reading strategies they use when the teacher uses the reading strategy instructions.

According to Lawrence (2007: 59) Experience- Text- Relationship (ETR), instructing students to active and build upon their prior knowledge facilitates both reading motivation and comprehension. Similarly, Au (1998: 102) states that, Experience- Text- Relationship (ETR) is a method that uses discussion to link what the child already knows to what she or he will be reading about in the basal reader. ETR as one method in beginning reading that does try to use the child's experiences, the child's experiences will also contribute to reading achievement when the school uses a basal text containing stories directly related to the child's own world. It can be assumed that Experience- Text- Relationship (ETR) strategy is one method that appropriates to apply for young learners in reading comprehension achievement. And in this study the writer took eighth grade students of SMP SANDIKA as a sample in conducting this research.

Based on the experts' opinion above, it can be assumed that Experience-Text-Relationship (ETR) is a strategy where provides teachers guide the students through the reading process, monitor the students' comprehension, and guide the students, this strategy is also consists of students' expressing their own experience of knowledge about the topic prior the reading.

There are the following steps that help the teacher to presents word splash strategy.

According to Blanton and Wood (2009: 135) Experience- Text- Relationship (ETR) can be applied in classroom as follows:

1. Experience : for pre reading, have students discuss their personal experiences that relate to the theme, topic, or main idea of the text to be read. Then have students generate predictions about the story.
2. Text: while reading, either read the text aloud as the students follow along or allow students to read silently on their own. Read only one section of the story at a time. Discuss the section read and confirm and change predictions. Make

sure that students tie their thoughts, comments, and predictions back to the text. Clarify any misconception or miscomprehension. Ask if there was any sections or words that were confusing and clarify these. Continue to alternate between reading and discussing small sections.

3. Relationship: for post reading, help students integrate the information from the text with their experiences to develop an understanding of the text.

Research Design

In this study, the writer used a quasi-experimental method. According to Fraenkle, et. al., (2012: 265), experimental research is one of the most powerful research methodologies that researchers can use. In this research, the writer used the pretest-posttest nonequivalent groups design. According to Best and Khan (1995:151), the form of pretest-posttest nonequivalent design as follows:

O ₁	X	O ₂
O ₃	C	O ₄

Where:

O₁: Pretest of experimental group

O₂: Posttest of experimental group

O₃: Pretest of control group

O₄: Posttest of control group

X : Treatment of experimental group by using ETR Strategy

C : Treatment of control group by using strategy that usually used by the teacher of SMP SANDIKA Palembang

Populations and Samples

According to Frankle, et. al, (2012: 92), the population is the group of interest to the researcher, the group to whom the researcher would like to generalize the



results of the study. In this study, the population is the eighth grade students of SMP SANDIKA Palembang of the second semester in the academic year of 2013-2014. There are five classes on the average, each classes have different number of students with the total population 204 male and female students.

According to Cohen, et. al, (2007: 100), sample is a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study. A sample in a research study is the group on which information is obtained. The sampling method that used in this study was convenience sampling technique. A convenience sample is a group of individuals who (conveniently) are available for study (Fraenkle, et. al., 2012: 99). Thus, the writer decided to study two classes at the Eight grade where VIII.1 was as the experimental group and VIII.2 was as control group, both of the classes have the problem in English, especially in reading. The number of the sample was 83 students, 43 students for experimental group and 40 students for control group.

Research Instrument Analysis

The data of the study were collected by using a test. In this study, the type of test was multiple choices. A test should be considered valid if it asks about something else. The way of testing materials have high validity. Validity has been defined as referring to the appropriateness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect (Fraenkle, et. al., 2012: 148).

Beside validity test, a test should be considered the reliability of test. Reliability test measures whether research instrument used for pretest and posttest activities is reliable or not. Cohen *et.al.*, (2007: 146) state a reliable instrument for a piece of research will yield similar respondents over time. Further, Fraenkle, et. al., (2012: 154) state that reliability refers to the consistency of the scores obtained-how

consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

The test would be reliable if the result of the data measurement was higher than 0.70. according to Frankle and Wallen (2012: 157) for the purpose a rule of thumb is that reliability should be least 0.70 and preferably higher.

From the following table, the result of test shown that the reliability coefficient was 0.944 and higher than 0.70. the test is indicated reliable whenever the p-output is higher than 0.70. it means that the assessment result was reliable.

Findings and Discussion

Based on the findings above, some interpretations were made as follows: First, the writer analyzed the normality and homogeneity test of the sample data of the pretest between control and experimental groups to prove that the data was normal and homogenous. The test can be categorized normal whenever it is higher than 0.025 and it is homogenous whenever it is higher than level of significance at 0.05. The result showed the normality of pretest scores in control group was 0.355 and pretest scores in experimental group was 0.371. Furthermore, the result of homogeneity test of pretest scores in control and experimental groups was 0.226. It could be concluded that the students' pretest scores in control and experimental groups was normal since it was higher than 0.025. The data homogenous since it was higher than level of significance at 0.05. So, the students in control and experimental groups have the same ability and could be given the treatments.

Second, after the treatment was given, the writer analyzed the normality and homogeneity test of the data of the posttest between control and experimental groups. The result showed the normality of posttest scores in control group was 0.254 and posttest scores in experimental group was 0.371. Furthermore, the homogeneity of posttest scores in control and posttest scores in experimental groups was 0.306. From the results of the output, it could be concluded that the students' posttest in control



and experimental group was normal since it was higher than 0.025 and it was homogenous since it was higher than the level of significance at 0.05 and the analyzing of independent sample t-test can be done to answer the hypothesis of the study.

Third, from the result analysis of measuring a significant difference on students' posttest scores in experimental and control groups, it was found that the value of t-obtained was 7.312 and the p-output was 0.000. It could be interpreted that there was a significant difference on students' posttest scores taught by using word splash strategy and the group of students were not taught by using word splash strategy since the value of t-obtained was higher than t-table ($df = 81 = 1.989$) and the p-output was lower than 0.05 level.

ETR strategy made the students become more competent in improving reading comprehension, developed prediction skill that they got from the text and they thought that reading is interesting subject after they studied reading by using ETR strategy. It is indicated that ETR strategy was significant improvement than teacher's method. It is related to Lawrence (2007: 59) Experience- Text- Relationship (ETR), instructing students to active and build upon their prior knowledge facilitates both reading motivation and comprehension.

Conclusion

Based on the findings and interpretation in the previous chapter, it can be concluded as follows:

1. There was significant differences from students' posttest scores in experimental group taught using Experience- Text- Relationship (ETR) Strategy and control group taught using teacher's method.
2. The result of teaching narrative and recount text ability in experimental group was significantly higher than control group. It can be seen from the result of

experimental. So it can be concluded H_0 (the null hypothesis) was rejected and H_a (the alternative hypothesis) was accepted.

3. Experience- Text- Relationship (ETR) Strategy gives positive effect on students' reading. The researcher assumed that Experience- Text- Relationship (ETR) Strategy has increased the score in students reading ability because it can stimulate, develop, and improve reading ability of the students at SMP SANDIKA Palembang.

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