
IMPROVING THE TENTH GRADERS' READING COMPREHENSION USING ETR METHOD

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ABSTRACT: Reading comprehension is the act of understanding of a text. It means that reader can understand the meaning, main idea, topic and summary of the text. Experience –Text – Relationship (ETR) is a strategy that draws on background knowledge, prior knowledge and experience. The objective of this research were to find out whether or not there was any significant improvement in reading comprehension of narrative text by using ETR method, and to find out whether or not there was any significant difference in students' reading comprehension of narrative text between those who were taught by using ETR method and those who were not. This research involved 70 students as the sample, chosen by using purposive sampling technique. There were two groups involved, experimental and control group. Each group consisted of 35 students. A reading test was used to obtain the data for pretest and post-test. The obtained data were analyzed by using Paired Sample T-test and Independent-Sample T-test. Based on Paired Sample T-test, it was found that there was significant improvement on experimental students' reading comprehension. Furthermore, based on the Independent Sample T-test, it was found that there was significant difference on reading comprehension between the students who were taught by using ETR method and those who were not.

Keywords: *reading comprehension, tenth graders, ETR method*

MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS X MENGGUNAKAN METODE ETR

ABSTRAK: Pemahaman membaca adalah tindakan memahami sebuah teks dimana pembaca dapat mengerti makna, ide pokok, topik dan ringkasan dari teks yang ada. Experience-Text-Relationship (ETR) adalah strategi yang diterapkan berdasarkan pengetahuan dan Pengalaman yang telah dimiliki sebelumnya. Penelitian ini bertujuan untuk mengetahui ada atau tidaknya peningkatan pemahaman siswa dalam membaca teks naratif dengan menggunakan metode ETR dan untuk mengetahui ada atau tidaknya perbedaan yang signifikan pada kemampuan pemahaman membaca antara kelompok eksperimen dan kontrol. 70 siswa dilibatkan sebagai sampel yang dibagi menjadi Kelompok eksperimen dan kontrol. Tes pemahaman membaca digunakan sebagai teknik pengumpulan data. Teknik analisis data yang digunakan adalah Paired Sample T-test dan Indent Sample T-test. Hasil Paired Sample T-test menunjukkan bahwa ada peningkatan yang signifikan pada pemahaman membaca siswa dari kelompok eksperimen. Sementara itu, hasil Independent Sample T-test menunjukkan bahwa ada perbedaan yang signifikan pada pemahaman membaca antara kelompok eksperimen dan kontrol.

Kata kunci : *pemahaman membaca, siswa kelas sepuluh, metode ETR*

INTRODUCTION

In English as a foreign language (EFL) classroom, reading is a kind of crucial activity since it can contribute to improve the students' general language skills in English, such as building students' vocabulary, improving students' writing and speaking skills, facilitating students to get new language knowledge. However, students to be passive when they are following a reading class. Grabe (2009, p. 4) states that reading is something that many people take for granted. He claims that as a part of modern societies, a person must be a good reader to be successful in comprehending the text because reading can contribute advantages for a person to develop his or her abilities in English. It means someone becomes a skilled reader in English when he or she uses his or her reading skills to engage in advanced studies, get a good job, gain access to information, become more cross culturally aware, and communicate with other.

Reading comprehension is the act of understanding a text. It is the main goal of reading activity. Reading without constructing the comprehension is not really reading. It emphasizes that readers should be able to understand the meaning, main idea, topic and summary of the text. Reading comprehension refers to the act of processing the information from the text by activating the reader's mind to construct meaningful and deeper understanding (Westwood, 2008). Hasibuan (2007) defines reading as an active process that goes on between the reader and the text, resulting in comprehension. It means that when reading a text, the readers' minds will actively proceed the information provided in the text to fit their learning goals.

However, in Indonesia building meaning of an English text by EFL learners is a challenging task. Since English is a foreign language, most learners faced difficulties in comprehending the text. As the result, students' ability in reading comprehension still needs improvement. Nur (2013) found that the problem of English reading comprehension were some of the students did not know how to identify the main idea of the text, some of the students were not able to identify word meaning in the text, some of the students were not able to identify information from the text, some of the students were not able to identify the word reference in the text, some of the students were not able to identify the generic structure of the text (p. 3). Based on the researcher's preliminary studies, it was found that the students lacked vocabulary mastery and lacked reading motivation. Those reading problems demand the teacher to vary their teaching technique and to consider which reading technique fits well with the students' needs.

Nunan (2003: 68) affirms that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning or reading. Reader's ability to activate and relate their background knowledge with the information from the texts affects their reading comprehension. Students' background knowledge can support them to grasp and to construct meaning form reading activity. It is clear that the teachers need to create learning atmosphere that triggers the students to activate their background knowledge while they are reading a text.

Experience-Text-Relationship (ETR) is a teaching method that draws on background knowledge and prior knowledge and experience (Wood & Blanton: 2009). In addition, Medina (2012) confirms that the Experience-Text-Relationship method enables the students to activate and develop their personal background of the text. By using this method, students can use their prior knowledge to support their reading

comprehension. This method emphasizes on a discussion-based activity that enables the teacher and the students to communicate interactively in discussing and relating the students' personal experience with the existing knowledge from the reading topic discussed (Au, 1993).

In the context of reading class, there are some benefits using ETR method as a teaching variety. First, ETR method can encourage the students develop their comprehension, practice their thinking skill, and engage them to class sharing and interaction session (Au, 1993). Next, this method not only stimulate the students to be more active in building their prior knowledge, but also it can increase the students' comprehension and motivation (Lawrence: 2007). Based on those explanations, it is clear that ETR method can be an effective teaching method that enables the students to trigger their thinking in activating their personal background knowledge to support their reading comprehension.

This method comprises three systematic stages: experience stage, text stage, and relationship stage. In experience stage, students share what they already know about the topic discussed based on their experience. In text stage, the students firstly read the text to proceed the information from the text and then they pose some questions dealing with the content. In relationship stage, the students draw the relationship between their background knowledge and the existing knowledge they grasp from reading activity (Ajideh: 2003). The teachers can set those stages as pre-reading activity, during reading activity, and post reading activity. Each reading activity demands the students to interact each other to express their ideas.

Some researches' findings showed positive contribution of ETR method toward students' reading achievements. Pramanik (2015) found that ETR method implementation could improve students' reading comprehension. Similarly, Nur (2013) revealed that ETR method could significantly improve students' reading comprehension in recount text. Meanwhile, Resolusi (2016) compared the students' achievement of reading comprehension between the students who taught using ETR and those who were not. He found that ETR method implementation could help the experimental group students performed better than the control group in their reading comprehension achievement. a

Based on the above explanation, the researcher proposed to conduct a research investigating the implementation of ETR (Experience Text Relationship) method. Narrative text was the genre practiced in this research. This research mainly aimed at finding out whether or not there was any significant improvement in reading comprehension of narrative text by using ETR method and whether or not there was any significant difference in reading comprehension of narrative text between those who were taught using ETR method and those who were not.

METHODOLOGY

This research was carried out using a quasi-experimental research design. Quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment. (Cresswell, 2012, 309). In this research, the writer applied pre- and post-test design approach. There were two groups involved, experimental and control group. Each group

was given a pre-test and post-test to measure their reading comprehension achievement before and after the treatment. ETR method was given to the experimental group while discussion method was given to the control group. Table 1 presents the quasi experimental design applied in this research.

Table 1. A Quasi Experimental Research Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experience-Text-Relationship (ETR) method	Posttest

In conducting this research, there were some procedures carried out: 1) the researcher identified the problems faced by the students and made a research plan; 2) the researcher designed a reading test as the data collection tool; 3) the researcher tried out the reading test and measured the test item validity; 4) the researcher administered the pre-test to the samples; 5) the researcher gave treatments for 8 meetings for each group; 6) the researcher administered the post-test; 7) the researcher analyzed the obtained data and answered the research questions; and 8) the researchers wrote the report of the research result. Figure 1 portrays the research procedures.

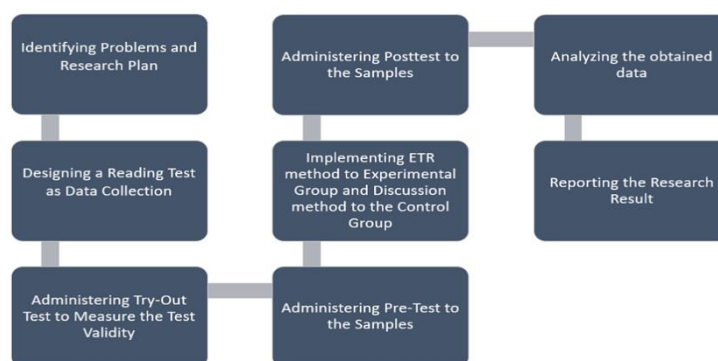


Figure 1. Research Procedures

This research was conducted at Madrasah Aliyah Negeri (MAN) 2 Palembang from April 29 to May 28, 2019. The researcher taught each group for eight meetings. The learning topic was about narrative text. The teaching procedures carried out for implementing this method were divided into three main reading activities: pre-reading activity, while reading activity, and post-reading activity. In pre-reading activity, the students had their turn to share their prior knowledge and personal experience related to the topic discussed. They were required to link the ideas about the topic and the main ideas with what they had already known. Then, they generated the prediction about the text. In while reading activity, the students read the text silently. They were asked to read one section at a time. After they read the text, they discussed the section, confirm whether they made a right prediction or not. They could change their prediction. Then, they were required to have small discussion session to generate their ideas and thoughts based on the information found in the text. The researcher would clarify the misconception or misunderstanding made by the students during the discussion session.

In post-reading activity, the students, guided by the researcher, linked the information or ideas from the text with their background knowledge and experience to generate an understanding about the text read.

70 tenth grade students were involved as the participants of the study chosen by using purposive sampling technique. 35 students were assigned as the experimental group and the rest was assigned as the control group. A reading test was administered as the data collection technique. Before administering the test to the sample, the researcher did a try-out test to 33 students of X-MIA4. The try-out test result was analyzed by using corrected item-total correlation to examine the test item validity. The result of the validity test found that 28 test items in the form of multiple choice were valid with the reliability coefficient was 0.87. To measure students' reading comprehension before ETR method implementation, the pre-test was administered to the participants. Meanwhile, the post-test was carried out to the sample to measure the students' reading comprehension after the ETR method was implemented.

The data gathered then were analyzed by using percentage analysis, Paired-sample T-Test, and Independent-Sample T-Test. Percentage analysis was applied to classify the achievement level of students reading comprehension of narrative text. Then, Paired-Sample T-Test was used to measure the students' progress in their reading comprehension after they were taught using ETR method. While Independent-Sample T-Test was administered to measure the significant difference between the two groups toward their achievement of reading comprehension.

FINDINGS AND DISCUSSION

The Results of Pre-Test and Post-Test for Experimental and Control Group

Based on pre-test result of experimental group, it was found that the minimum score was 14 and the maximum score was 60, the mean score was 29.39 with standard deviation was 13.58. Then, post-test result of experimental group showed that the minimum score was 78.60 and the maximum score was 96, the mean score was 73.85 with standard deviation was 4.99.

Meanwhile, pre-test result of control group revealed that, the minimum score was 10 and the maximum score was 85.70, the mean score was 52.75 with standard deviation score was 16.48. Then, the result of the control group post-test showed that the minimum score was 50 and the maximum score was 89.30, the mean score was 76.42 with standard deviation score was 8.27. The summary of descriptive analysis result is presented in Table 2.

Table 2. Descriptive Analysis for Experimental and Control Group

	N	Mean	Std. Dev	Minimum	Maximum
Pre-test Exp.	35	29.39	13.58	14.30	64.30
Post-test Exp	35	87.44	5.00	78.60	96.40
Pre-test Con	35	52.75	16.48	10.70	85.70
Post-test Con	35	76.42	8.27	50.00	89.30

Reading Achievement Level for Experimental and Control Group

The percentage analysis of experimental group revealed that 3 students (8.6%) were in enough level, 2 students (5.71%) were in less level, and 30 students (85.71%) were in fail level before the implementation of ETR method. Meanwhile, after implementing ETR method, it was found that 32 students (91.4%) were in very good level, and 3 students (8.6%) were in good level. The summary of reading comprehension achievement level for the experimental group is presented in Table 2.

Table 2. Summary of Reading Comprehension Achievement Level for Experimental Group

Score Range	Level of Achievement	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
80 – 100	Very Good	-	-	32	91.4
66 – 79	Good	-	-	3	8.6
56 – 65	Enough	3	8.6	-	-
40 – 55	Less	2	5.71	-	-
30 - 39	Fail	30	85.71	-	-
Total		35	100	35	100

Meanwhile, the percentage analysis of control group pre-test showed that 2 students (5.71%) was in very good level, 4 students (11.43%) were in good level, 12 students (34.2%) were in enough level, 9 students (25.71%) were in less level, and 8 students (22.86%) were in fail level. Then, for the control group post-test, it was found that 11 students (31.43%) were in very good level, 20 students (57.14%) were in good level, and 4 students (11.43%) were in enough level. The summary of reading comprehension achievement level for the control group is presented in Table 3.

Table 3. Summary of Reading Comprehension Achievement Level for Control Group

Score Range	Level of Achievement	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
80 – 100	Very Good	2	5.71	11	31.43
66 – 79	Good	4	11.43	20	57.14
56 – 65	Enough	12	34.2	4	11.43
40 – 55	Less	9	25.71	-	-
30 - 39	Fail	8	22.86	-	-
Total		35	100	35	100

From the data above, it could be seen that the students' level of reading comprehension achievement significantly improved. The reading comprehension of the experimental group was categorized as very good. Meanwhile, the control group also improved in their reading comprehension even though their progress was not as much as the experimental group. Their reading comprehension was categorized as good.

Student's Reading Comprehension Progress After ETR Method Implementation

Paired-Sample T-test was administered to examine whether or not ETR method could improve students' reading comprehension of narrative text. The result of Paired Sample T-test showed that the value of t_{obtained} was 24.52. It was higher than the value

of t_{table} (2.0322). In addition, the significant value of Paired Sample T-Test was 0.00 and it was lower than 0.05. Table 4 presents the summary of Paired Sample T-Test result.

Table 4. Summary of Paired Sample T-Test Result

Paired	t	df	Sig. (2tailed)
Pre-test and Post-test	24.528	34	0.000

Based on those above findings, it could be concluded that there was a significant progress on students reading comprehension after they got a treatment by ETR Method. Initially, most of students were categorized as failed in reading comprehension achievement level of reading comprehension. After ETR method was implemented, their level of achievement in reading comprehension significantly improved. Most students were categorized as very good in reading comprehension. It confirmed that ETR method was effective to help students to develop their reading comprehension. It is line with Pramanik (2015) who was found that the students' reading comprehension was improved after the experience-text-relationship method was implemented in the teaching and learning process. Students were active to express their own ideas during learning activities. In addition, Nur (2013) found that there was a significant improvement of using Experience Text Relationship (ETR) method on reading comprehension of recount text. He stated that ETR can make students more critical and follow the teaching and learning activities actively. The post-test mean scores of experimental group was higher than their pre-test mean score. It indicated that the ETR method implementation could help the students achieve better scores. It meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

The Differences between Experimental and Control Group's Reading Comprehension

The researcher used Independent Sample T-Test to examine the mean score between the experimental and the control group regarding their reading comprehension achievement of narrative text. The result of Independent Sample T-Test revealed that the Sig. (2 tailed) was 0.00. It was lower than 0.05. In addition, the value of t_{obtained} was 6.747 and it was higher than the value of t_{table} (1.995). Those findings signified that there was a significant difference in students' reading comprehension between those students who were taught by using ETR method and those who were not. It indicated that the null hypothesis was rejected and the alternative hypothesis was accepted. The summary of Independent Sample T-Test result is presented in Table 5.

Table 5. Summary of Independent Sample T-Test Result

	Levene's Test for Equality of All Variances		t	Df	Sig. (2-tailed)
	f	Sig			
Equal	3.220	0.077	6.747	68	.000

variances
assumed

It indicated that the students of the experimental group outperformed the students of the control group for reading comprehension achievement. It was in line with Resolusi (2016) who found that there was a significant difference in students' reading comprehension achievement between those who were taught using ETR strategy and those who were not. The students in the control group had good progress in their reading comprehension. However, their progresses were lower than the students in the experimental group. The level of students' achievement in post-test of experimental showed that most of students were in very good level. Meanwhile, the level of students' achievement in control were in good level. It could be interpreted that the students who were taught by using ETR method were more active and motivated in reading comprehension than the students who were not.

CONCLUSION

In the light of the discussion of this research, there are some conclusions that could be drawn. First, ETR method could significantly improve the tenth graders' reading comprehension of narrative text. It could be concluded that the first null hypothesis (Ho1) was rejected and the alternative hypothesis (Ha1) was accepted. ETR method can be good alternative for the teachers of English to teach reading class. Second, there was a significant difference in reading comprehension of narrative text between the experimental and control group. It could be concluded that the second null hypothesis (Ho2) was rejected and the second alternative hypothesis (Ha2) was accepted. The experimental group students performed better in reading comprehension of narrative text than the control group students. Third, ETR method can be an alternative for the teachers of English to improve the students' literacy skills, especially reading skill. Moreover, this method can also encourage students practice their thinking skill and promote class interaction and sharing session during class discussion.

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