

Improving Reading Comprehension by using Experience Text Relationship (ETR)

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ABSTRACT

Comprehension is the main goal of reading. Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas in reading text. A reader needs comprehension to catch the content of message or information from the text. One of the alternative methods to improve the students' reading comprehension is with Experience Text Relationship method. The purpose of this study is to improve the students' reading comprehension, by implementing Experience Text Relationship (ETR). The method in this study is Classroom Action Research (CAR) which has several sequenced procedures including planning, action, observation, and reflection. The technique of data analysis is divided into two namely quantitative which came from the reading tests, and qualitative data which came from the observation sheets. The result of the study shows that the ETR technique is one of the most effective strategies for teaching English especially to improve students' reading comprehension because the students had more chance to tell their stories that might be related to the materials that were taught.

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1. Introduction

The English language is a global language that plays an important role in communication. English is taught as a foreign language in Indonesia from junior high school to university level. English is an important language to master in this day and age of globalization. The English language is important in a variety of fields, including communication, education, economics, politics, and culture.

There are four skills that must be taught when learning the English language. They are speaking, listening, reading, and writing at the same time. Reading is one of the language skills. Reading is an activity that helps to understand the authors' content. Reading is also a form of communication that allows the author to convey the message he or she wishes to convey. Reading is an important skill that must be honed. Students can gain a lot of information and knowledge by reading. Sergio (2012) argues that reading is important for academic purposes because it is one of the most commonly used language skills in everyday life, as evidenced by the use of the internet. According to Triani and Jufri (2018), reading is one type of communication that is commonly used to assist a person in finding various types of information. Reading, in addition to the task of communication, is in charge of establishing connections between readers and authors so that written information can be accepted by the reader.

Reading comprehension, as defined by Jarmianik (2012), is the ability to drive meaning from written material. Readers are considered successful when they understand the meaning intended by the writer. Furthermore, Klingner, Vaughn, and Boardman (2015) defined reading comprehension as a complex process involving the interaction of many components, including readers' background knowledge, reading strategies, the text, readers' interest in the topic, and readers' knowledge of type. When reading a printed text, these components interact with one another. When interference appears in those interactions, the readers' reading comprehension improves.

Reading's primary goal is comprehension. Reading comprehension is the attempt to comprehend, evaluate, and recognize the author's ideas in a reading text. A reader's comprehension is required to grasp the message or information contained in the text. According to Birsch (2011), reading comprehension is the ability to derive meaning from what is read. According to Tompkins (2011), reading comprehension is the level of understanding of a text.

There are numerous factors that influence teaching reading, including teachers' factors, facilities and infrastructure, methods of study, techniques, and so on. In order to achieve the objectives, the teacher must be able to select the appropriate method and technique during the teaching and learning process. The method of improving the quality of English learning by employing appropriate techniques. To overcome this problem, find an appropriate method and technique for increasing students' interest in reading text. English teachers are expected to find appropriate methods and techniques to help students understand and enjoy reading the text (Junariyah, 2014).

The researcher will try to apply the "Experience Text Relationship" method as one of the effective methods to improve students' reading comprehension as one of the alternative methods to improve students' reading comprehension. Experience Text Relationship (ETR) makes use of the students' prior knowledge and experience (Jarmianik, 2012). By using this method, students are expected to be able to activate and use their prior knowledge to comprehend a text, as well as provide the teacher with an easy way to prepare the material and be comprehensive in their teaching reading comprehension. ETR is a teaching model that develops as a comprehensive reading activity to improve students' comprehension (Jarmianik, 2012). This means that this method can help students learn to read.

2. Methodology

This study used a Classroom Action Research design (CAR). According to Pramanik (2015), classroom action research is research conducted by teachers in their own classes by collaboratively planning, implementing, and reflecting action with the goal of improving their performance as teachers so that students' learning outcomes can be improved. In this study, the researcher worked as a collaborative teacher with the English teacher at SMK Negeri 2 Kolaka. This research was prepared in collaboration with the researcher and the collaborative teacher.

This study belonged to the category of classroom action research, which consists of several sequential procedures. In order to conduct this type of research, four procedures were followed: planning, action, observation, and reflection (Burns, 2010). This study's procedures are based on the cyclical action research study proposed by Kemmis and McTaggart in Yulianti (2014). The following are the model's subsequent steps.

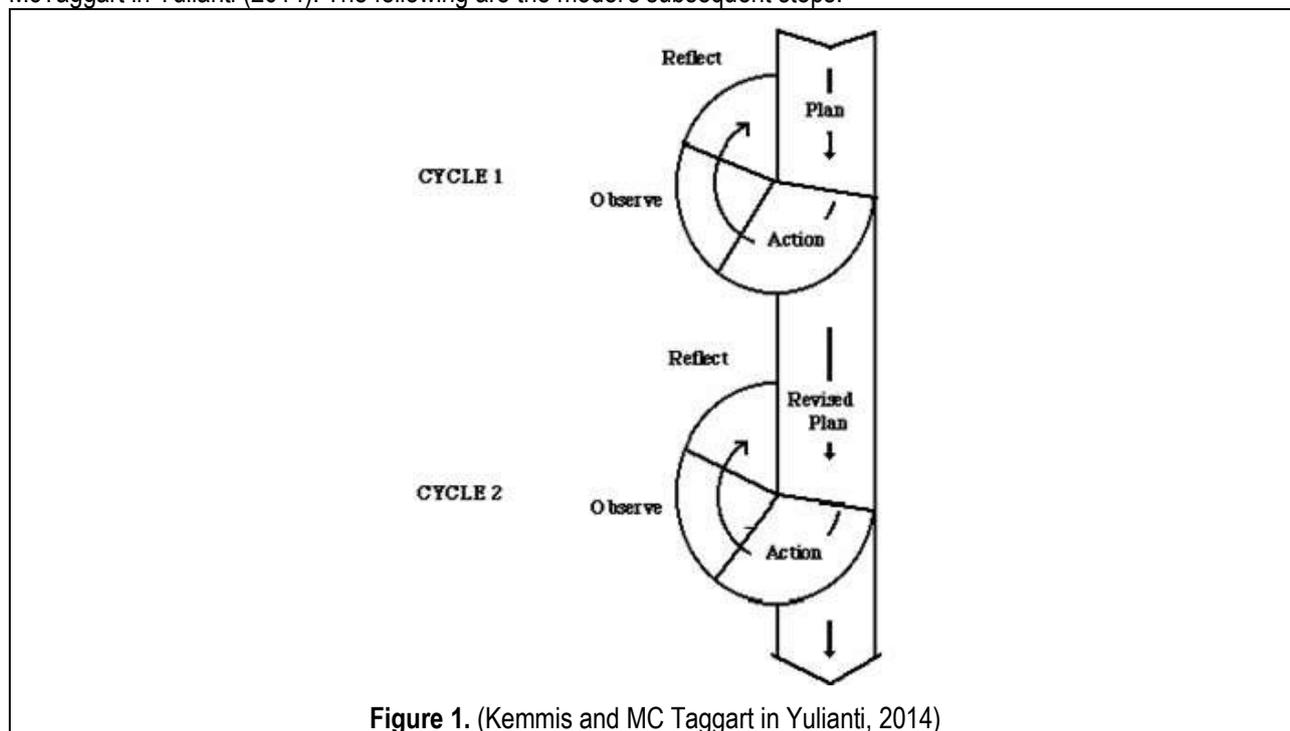


Figure 1. (Kemmis and MC Taggart in Yulianti, 2014)

2.1 Planning

This is the first stage, which is planning. At SMPN 2 Mowewe, the researcher examined the competency standards and basic competencies (syllabus). Furthermore, the researcher prepared and created the lesson plan for implementing learning (RPP) to be used with the Experience Text Relationship (ETR) method, as well as the research instruments and worksheets for the students.

2.2 Action

The following procedures were followed by the researcher and the collaborative using the Experience Text Relationship (ETR) method is divided into several steps, namely pre-activity, during activity, and the following activity. Firstly, Pre activity, in this step the researcher introduces the students to ETR, examines the students' attendance records and discusses the Experience Text Relationship (ETR) method, which was used in the teaching and learning process. Secondly, during activity, in this step the researcher gives expertise (E), such as giving each student a worksheet containing narrative text, inquiring of the students about the topic that was taught, informing the students about the topic covered in class, and allowing students to share their personal experiences related to the topic. After giving expertise, the researcher giving written text (T) and telling students to read the narrative texts on the worksheet and Instructing students to complete the worksheet questions. after that, the researcher gives Personal Relationship (R) such as instructing students to look for connections between what happens in the story and what happened to them in real life and instructing students to explain the content of the text. Thirdly or the last step is following- up activity, in this step the teacher inquires of the students as to what they have learned, providing a conclusion and concluding the meeting.

3. Result and Discussion

In this study, two types of observation data were used: observation sheets from teachers and observation sheets from students. Each observation sheet served a specific purpose. The former was used to track the researcher's performance as a teacher in the classroom during teaching activities, whereas the latter was used to track the students' activities.

Table 1. Examining the Student Observation Sheet before ETR method

Cycle	M1	M2	M3	Average	Category
I	30.4 (Poor)	38.3 (Poor)	52.5 (Enough)	40	Poor

The students were only able to achieve an average score 30.4 in the first meeting. It indicated that the students' performance in class was subpar. Their performances, however, gradually improved over time. They were able to obtain an average score of 38.3 in the second meeting, which still placed them in the "poor" category. Fortunately, they were able to obtain a significant increase in terms of average score at 52.5, which was under the "enough" category, in the final meeting of the first cycle. Overall, they were only able to obtain an average score of 40.4 in the first cycle, indicating that the students' performance over the course of three meetings was poor.

Table 2. Analysis of the Teacher's Observation Sheet before ETR method

Cycle	M1	M2	M3	Average	Category
I	29.4 (Poor)	41.1 (Moderate)	42.6 (Moderate)	84.7	Good

The researcher performed poorly in the first meeting, receiving an average score of 29.4. The next meeting saw a significant increase in the researcher's average score, which rose to 41.1, placing him in the "moderate" category. In contrast to the previous meeting, there was only a very slight increase at 42.6, which was also classified as moderate.

Table 3. Analysis of the Students' Reading Tests before ETR method

	Name	Score
1.	Number of students	23
2.	Minimum score	70
3.	Minimum completeness	80%
4.	Number of students who passed	15
5.	Number of students who failed	8

6.	Highest score	77
7.	Lowest score	44
8.	Students' completeness	65%
9.	Conclusion	FAIL

According to the table above, only 15 (65%) of the total 23 students passed the minimum score (70). Because the minimum completeness percentage (80%) of this research was not met, the first cycle was declared a failure by the researcher and collaborative teacher.

Table 4. Examining the Student Observation Sheet after ETR method

Cycle	M1	M2	M3	Average	Category
II	53.2 (Enough)	71.7 (Good)	88 (V. good)	70.9	Good

The students achieved an average score of 53.2 in the first meeting. It meant that the students' performance in class was sufficient. Then, by the second meeting, their average score had increased significantly to 71.7. (good). Again, they performed so well in the third meeting that they were classified as (very good) with a total average score of 88.

To summarize, their performance in this phase in terms of engagement, courage, and cooperation was good, with an average score of 70.9. This demonstrates that the make a match method is a fun and engaging method that can be used in classrooms.

Table 5. Analysis of the Teacher's Observation Sheet after ETR method

Cycle	M1	M2	M3	Average	Category
II	61.7 (Moderate)	75 (Good)	95.5 (Very good)	77.4	Good

Similarly to the students, the teacher's performance in this cycle improved significantly throughout the meetings. The researcher was able to obtain a score of 61.7 (moderate) during the first meeting. By the second meeting, the number had risen to 75 (a good result). Finally, another participant was present at the third meeting. A significant increase occurred, with the teacher achieving an average score of 95.5. (very good). Overall, the researcher's average score for the meetings in this cycle was 77.4, indicating that the researcher engaged in "good" teaching activities.

Table 6. Analysis of the Students' Reading Tests after ETR method

No.	Name	Score
1.	Number of students	23
2.	Minimum score	70
3.	Minimum completeness	80%
4.	Number of students who passed	19
5.	Number of students who failed	4
6.	Highest score	79
7.	Lowest score	50
8.	Students' completeness	82%
9.	Conclusion	Success

According to the table above, 19 (82 percent) of the 23 students passed the minimum score (70). It meant that only four students on the second cycle failed to meet the minimum score. It can be stated that the ETR method is effective in improving reading skills.

4. Conclusion

Based on the result of this research. It was concluded that implementing Experience Text Relationship (ETR) method improved the students' reading comprehension at the eight grade students of SMPN 2 Mowewe. Based on the data analysis, it was proven that the students' reading test. In the first cycle, the students were able to get 65%. It was failure because less 80% of the criteria of the success. Only 15 students of 23 students were able obtain the minimum score (70) or higher. The students' performances in the first meeting also showed the students only were able to get average score 61.2. It was seen three aspects of the students' observation sheet. Firstly the engagement, some of the students still looked minimum engagement during the lesson. Secondly the courage, some of the students still looked afraid to ask questions, give opinions or report result/ presentation. Lastly the cooperation, some of the students also showed minimum cooperation.

The result of the second meeting showed that the students' reading test were able to get 82%. It was more than the criteria of the success of this research 80%. There were 19 students of 23 students had been able to pass the minimum score (70) or higher. It was also seen the students' performances showed that the students were significant increase. The students were able to obtain average score 80.6 under category "good". It was proven of the three aspects of the students' observation sheet in the last meeting. Firstly the engagement, most of the students were actively engaging during the lesson. Secondly the courage, most of the students were dare to ask questions, give opinions, or report result presentation after being encouraged minimally. Lastly the cooperation, most of the students were actively cooperating

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