

## TEACHING READING COMPREHENSION BY USING EXPERIENCE-TEXT-RELATIONSHIP METHOD TO SENIOR HIGH SCHOOL STUDENTS

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### Abstract

This research aimed to improve reading comprehension of public senior high school students by using Experience-Text-Relationship method. The research was done in two cycles and involved 31 eleventh-grade students of a public senior high school in SimpangDua, Ketapang in the Academic Year of 2018/2019. The researcher used observation field notes and reading tests to collect data of the study. A collaborator was involved during the observations and practices to build trustworthiness of the study. The data from the observation field notes were analyzed qualitatively and the data from the reading test results were analyzed by using descriptive statistics. The analysis of the observation field notes shows that the students became active and polite, had high enthusiasm in the teaching and learning processes. The analysis of the reading test results also reveals that the students had improved their reading comprehension. In conclusion, Experience-Text-Relationship method can improve the students' reading comprehension.

**Keywords:** Experience-Text-Relationship method, reading comprehension, English language teaching.

### Abstrak

Penelitian bertujuan untuk meningkatkan pemahaman membaca siswa SMA negeri menggunakan metode Experience-Text-Relationship. Penelitian ini menggunakan dua siklus dan melibatkan 31 siswa kelas sebelas di salah satu SMA negeri di SimpangDua, Kabupaten Ketapang pada Tahun Akademik 2018/2019. Peneliti menggunakan catatan lapangan observasi dan tes membaca untuk mengumpulkan data penelitian. Seorang kolaborator dilibatkan selama pengamatan dan praktik untuk membangun penelitian yang dapat dipercaya. Data dari catatan lapangan observasi dianalisis secara kualitatif dan data dari hasil tes membaca dianalisis dengan menggunakan statistik deskriptif. Analisis catatan observasi lapangan menunjukkan bahwa siswa menjadi aktif dan sopan, memiliki antusiasme yang tinggi dalam proses belajar-mengajar. Analisis hasil tes membaca juga mengungkapkan bahwa terjadi peningkatan pemahaman membaca siswa. Kesimpulannya, metode Experience-Text-Relationship dapat membantu meningkatkan pemahaman membaca siswa.

**Kata Kunci:** metode Experience-Text-Relationship, pemahaman membaca, pengajaran Bahasa Inggris.

## INTRODUCTION

Reading comprehension allows students to understand contents of a book and other reading texts. It also serves as a key in learning many things. However, to build good reading comprehension is not easy. Based on the pre-observations

and teaching practices at a public school in SimpangDua, Ketapang, West Kalimantan, Indonesia, the researcher found problems faced by students of eleventh grade in learning reading comprehension. The students had difficulties in understanding a main idea of a text, finding explicit and implicit information, learning vocabularies and reference. The students were also less motivated in learning English. They made noises and chatted with their friends when the teacher explained learning materials in front of the class.

To overcome this problem, this study proposes Experience-Text-Relationship (hereafter ETR) to teaching reading comprehension to the students. ETR is a method developed by Au (1979) in teaching reading comprehension for children by stimulating their prior knowledge. Building the students' prior knowledge may facilitate not only reading comprehension but also the students' motivation in reading (Deshpande, 2016; Lawrence, 2007). ETR method procedures consist of three stages, namely experience (E) stage, text (T) stage, and relationship (R) stage.

Here, the experience (E) stage is used by a teacher or a lecturer to organize a discussion between the students before reading a text. The teacher could ask a few questions related to the topic that they are studying. The text (T) stage that follows the experience stage is applied after the experience stage where the teacher could instruct the students to read a text and then ask a few questions related to the text. The last stage is relationship (R) where the teacher should accommodate the students in linking the students' prior knowledge with the content of the text (Triani and Jufri, 2018). To ensure that ETR could work effectively, the teacher or the lecturer should provide guidance to help the students in learning and understanding the text before they could work on their own (Aunurrahman, et al., 2017).

The previous studies about the use of ETR had been conducted (Triani and Jufri, 2018; Jarmianik, et al., 2013; Samosir and Meisuri, 2013). These previous studies provide a point for the researcher to apply ETR to a different context, that is, to students in a public senior high school in SimpangDua, Ketapang regency. Specifically, the researcher would like to conduct a classroom action research to

help improve reading comprehension by using Experience-Text-Relationship (ETR) method to the eleventh-grade students of a public senior high school in SimpangDua in the academic year of 2018/2019.

## **METHOD**

This study has applied a classroom action research (hereafter CAR) to achieve the purpose of the study. The purpose of CAR is to identify a problem and provide improvements towards the problem. The study conducted two teaching cycles of ETR to help improve the students' reading comprehension. Each cycle consists of four stages, namely planning, acting, observing, and reflecting that would allow the researcher to identify problems, make and observe improvements, and evaluate the results of the improvements (Burns et al., 2016; Burns, 2010).

Here, planning began by identifying the students' issues and planning the teaching and learning processes by using ETR. Acting and observing were conducted to see the implementation of ETR with the help of a collaborator. The collaborator was Mrs. Efrensia Atrimita Mimito who helped this study in building trustworthiness of the data collection. Reflections were conducted after the teaching sessions as part of evaluation of the teaching and learning activities that had been conducted and to provide better experiences for the next cycle.

The study was conducted on April 10 to April 27, 2019 at a public senior high school in SimpangDua, Ketapang in the academic year of 2018/2019. The researcher selected a class of eleventh-grade students by using purposeful sampling. The class was selected purposefully based on the pre-observations that had been conducted by the researcher where the students had difficulties in finding the main idea of a text, finding explicit and implicit information, learning vocabularies and reference.

The instruments used in this study were observation field notes and reading tests. Observation field notes are used to record teaching and learning activities and students' reactions and feelings in the classroom (Lodico, et al., 2010). The data collected from the observation field notes were analyzed qualitatively. Here,

the procedures of qualitative data analysis used are based on Miles and Huberman (1994) that consist of data reduction (selecting relevant information from the field notes), data display (displaying selected information), and conclusion (describing the data that has been displayed).

Then, reading test sessions were conducted in two teaching cycles which serve as an instrument to measure the students' reading comprehension improvement (Fraenkel, et al., 2011; Ary, et al., 2010) after the application of ETR in the classroom.

**Table 1 Blueprint of the Reading Test**

Skill	Text	Indicators of Reading Comprehension	Number of Item	Total Item
Reading Comprehension	Hortatory Exposition Text	Main idea	1, 6, 11, 16, 21, 26	6
		Implicit	2,7, 12,18, 23, 27	6
		Explicit	3, 8, 13, 17, 22, 28	6
		Reference	4,9,15, 24, 20 29	6
		Vocabulary	5,10,14, 19, 25, 30	6
<b>Total</b>				<b>30</b>

The data collected from the reading tests were analyzed by using descriptive statistics that allows the researcher to present and to interpret the means scores of the results of the reading tests sessions (Ary, et al., 2010).

## FINDINGS AND DISCUSSION

This section will show the findings of the study based on the analyses of the observation field notes and reading tests followed by a discussion. The observation field notes will provide descriptions of the teaching and learning activities, which include students' feelings and reactions (Lodico, et al., 2010). The descriptions will be provided based on the two teaching cycles that had been applied by the researcher.

## **First Cycle**

In the first cycle, the researcher planned the teaching and learning activities by preparing a lesson plan and learning materials. The collaborator, Mrs. Efrencia Atrimita Mimi helped the researcher to provide them. The theme of the teaching activities for the first cycle was “Corruption” in the form of hortatory text. The collaborator also helped the researcher to fill the observation field notes during the application of ETR in the acting stage that followed the planning stage in the first teaching cycle.

In the acting stage of the first cycle, the researcher applied the ETR method. Here, the researcher acted as the teacher. The teaching activities began with (1) Experience where the students in groups shared their prior knowledge or experience towards the theme provided. The teacher provided guided questions verbally to ease the students to activate their prior knowledge. The examples of questions are as follow.

What do you know about corruption?

Why can corruption happen anytime and anywhere?

Following the guided questions provided, the students predicted the purpose of a text that they will read. This activity led the students to the second stage of ETR, that is, (2) Text where the students explored a text about “Corruption.” Here, the teacher provided a hortatory text. 5 questions are provided by the teacher to help the students to explore the text. The questions are based on the indicators of reading comprehension such as main idea, implicit and explicit information, vocabulary, and reference. An example of questions given by the teacher is as follow.

What is the main idea of paragraph one?

Afterward, the researcher began the last stage of ETR, that is, (3) Relationship where the teacher invited students to confirm their prior knowledge or background knowledge. The teacher pointed out questions that helped the students to connect with their life experiences. The examples of the questions are as follows.

Do you know the characters mentioned in the story?

If you are the characters mentioned in the story, how do you deal with the problem?

To end the teaching and learning activities, the teacher asked the students their difficulties in learning the materials provided. Here, the students mentioned that they had difficulties in finding the main idea of a text, finding explicit and implicit information, and using vocabularies and references. In the following week, the researcher conducted a reading test session. To be noted, the steps of ETR method used in the first cycle were also applied in the second cycle. Certainly, the application of ETR method in the second cycle had been done based on the observations and reflection provided in the first cycle as described in the following paragraphs.

The observations were conducted during the acting stage. Here, the observation field notes show that the students were noisy when the teacher presented the learning material. Inactive students were only busy with their friends, which made the classroom noisy. Students only obeyed the teacher's instructions rather than understanding the purpose of the teacher's instruction. The observation field notes also reveal that the teacher had difficulties in managing the class. Moreover, the teacher looked nervous.

At the reflection stage, the researcher as the teacher and the collaborator discussed and looked back everything that happened during the teaching learning process which had been done in the class based on the observations that had been conducted in the first cycle. It could be seen that the students were confused as they did not pay attention to the teacher's explanation. Also, the students seemed passive as they never asked questions to cope with their confusion in learning the teaching material provided by the teacher. Nevertheless, the teacher played her role to guide the students during the application of ETR method. It is important that a teacher should provide explicit guidance to help the students in learning (Aunurrahman, et al., 2017; Emilia, 2012), especially for students who are dealing with ETR for the very first time.

Accordingly, in the next cycle, the teacher would ask the students to make notes in the form of a small sheet of paper where the students could jot down questions about things that they do not know or do not understand about the teaching material. The notes were also used by the students to evaluate the teacher's performance. Moreover, the researcher and the collaborator believed that it was essential to give motivation to increase their interest to understand the teaching material.

### **Second Cycle**

Similar to the first cycle, the researcher and collaborator planned the lesson and teaching activities and materials for the students. However, this time, the researcher attempted to provide a better one for the students based on the reflection that had been conducted earlier in the first cycle as the purpose of CAR is to make changes or improvements (Creswell, 2012). The theme that had been explored in the second cycle was "Education."

The acting stage followed the planning stage where the researcher as the teacher applied ETR method to the students. At the same time, the collaborator observed the teaching and learning activities. Here, the teacher had changed her way of teaching where she explained the teaching materials slowly that gave more time for the students to cope with the teaching and learning activities. Unlike in the first cycle, the students were active in providing questions about things they did not understand. The teacher also provided guidance and used the Indonesian language to provide better guidance in learning the materials as a first language can help the students to learn a foreign language (Moore, 2013).

At the end of the teaching and learning activities, the teacher discussed the small notes that contain the students' comments, especially the difficulties experienced by the students. The students commented on their learning experiences during the application of ETR. They claimed that they liked the way the teacher taught them. They also mentioned that when they had difficulties, the teacher provided guidance that they needed. The teacher also apologized to the students if

she made mistakes during the teaching and learning activities. In the following week, a reading test session of the second cycle was conducted.

Furthermore, the observation field notes reveal that the researcher as the teacher had attempted to manage the class by asking naughty students to sit at front. The students seemed eager to learn and listen to the teacher's explanation. In the end, the teacher provided motivation for the students to learn English better. In the reflection stage of the second cycle, the discussion of the researcher as the teacher with the collaborator had come to a point that the students had good progress in terms of attitude and performance in the teaching and learning activities based on the observation field notes. However, this is not enough. The researcher also provides an analysis of the students' reading comprehension tests to show the students' improvements in reading comprehension, which will be discussed afterward.

### Students' Improvements in Reading Comprehension

This section will discuss the results of the analysis of the reading comprehension test sessions that had been conducted in the first and second cycles of the study. The results of the analysis of the reading comprehension test in the first cycle reveal are provided in Figure 1.

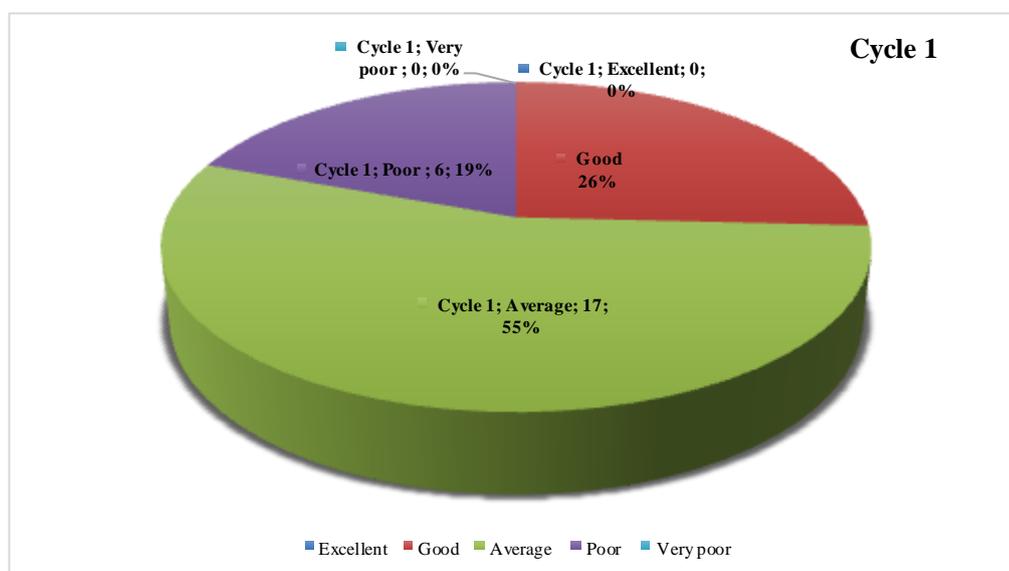
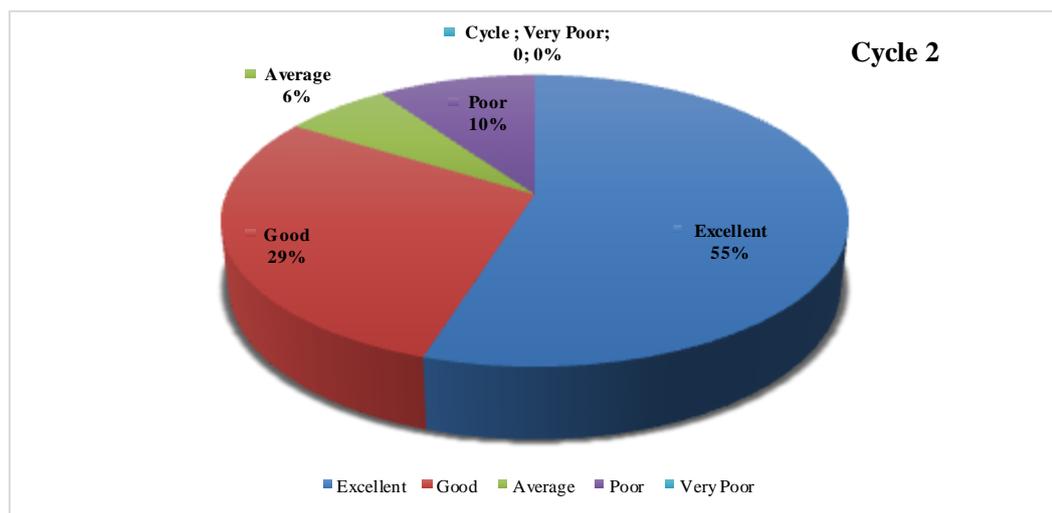


Figure 1 Students' Reading Test Scores in the 1<sup>st</sup> Cycle

Figure 1 shows that 55% of the students are mainly fall to average category. Meanwhile, the rest of the students fall to poor category (19%) and good category (26%). The total score of the reading comprehension test is 1967 with mean score of 63.45. This mean score is lower than the passing grade of the public school, that is, 75 which indicates that the study should proceed with the second teaching cycle to make improvements or changes. Figure 2 will show the students' reading test scores in the second cycle.

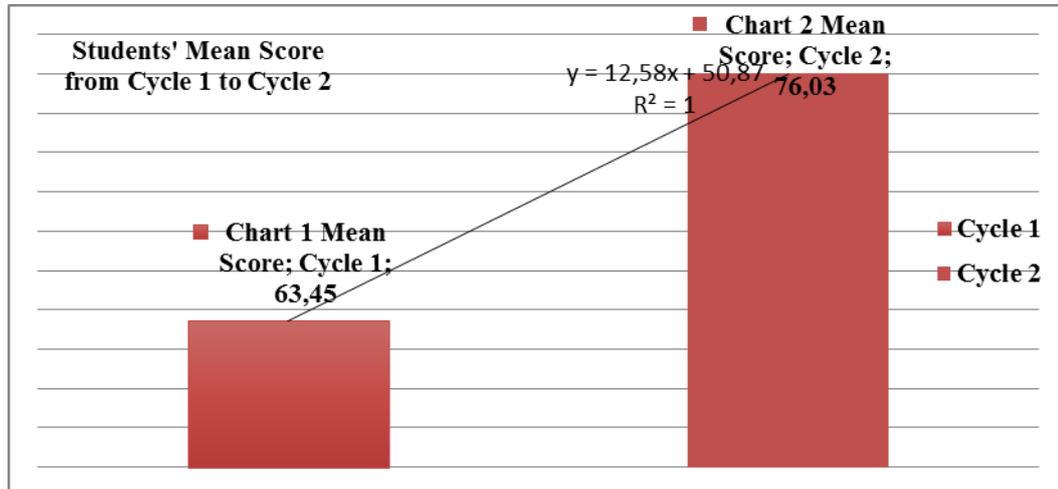


**Figure 2 Students' Reading Test Scores in the 2<sup>nd</sup> Cycle**

Figure 2 reveals that 55% students are mainly fall to excellent category and 29% of students fall to good category with less students fall to poor category (10%), and average category. The total score of the reading comprehension test is 2357 with a mean score of 76.03. It can be seen that the students had shown good improvement as more students fall to excellent and good categories even though a few students still need to be paid attention. The comparisons of the mean scores are illustrated in Figure 3.

Figure 3 shows that the means score of the reading comprehension test in the second cycle (76.03) is higher than the passing grade of the school and is also higher than the mean score of the reading comprehension test in the first cycle (63.45). This finding indicates that the students had improved their reading comprehension. This means that the application of ETR method can help improve

the reading comprehension of the students of a public school in SimpangDua in the academic year of 2018/2019.



**Figure 3 Comparison of the Mean Scores of Cycle 1 and Cycle 2**

These findings are in line with previous studies (Triani and Jufri, 2018; Jarmianik et al., 2013; Samosir and Meisuri, 2013) where this study and the previous studies have shown that ETR could help to improve the students' reading comprehension in different contexts in Indonesia. Yet, the researcher who acted as the teacher played an essential role in achieving the success of the teaching and learning experiences. Here, explicit guidance is applied by the researcher to help the students in learning the material provided before they could work on their own (Aunurrahman, et al., 2017; Emilia, 2012).

## CONCLUSIONS

The conclusion of this research is the application of Experience-Text-Relationship method to the students of a public senior high school in SimpangDua ran well. After the application of the Experience-Text-Relationship method, the students could activate their knowledge of the experience of the texts before reading, understand the contents of the texts, and relate their experiences toward the texts that they had read. The application of ETR ran successful where the students had better attitude towards the teaching and learning activities. The results of the reading comprehension tests show that the mean score of the reading comprehension test in the second cycle is higher than the passing grade of the

school and the mean score of the reading comprehension test in the first cycle. This indicates that the students had improved their reading comprehension even though a few students still fall to poor reading comprehension category.

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