

**THE EFFECT OF USING EXPERIENCE TEXT RELATIONSHIP (ETR)
METHOD ON READING COMPREHENSION OF RECOUNT TEXT
OF THE SECOND YEAR STUDENTS AT ISLAMIC JUNIOR
BOARDING SCHOOL DAREL HIKMAH
PEKANBARU**



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PEKANBARU
1434 H/2013 M**

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Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

This thesis entitled “*The Effect of Using Experience Text Relationship (ETR) Method on Reading Comprehension of Recount Text of The Second Year Students at Islamic Junior Boarding School Darel Hikmah Pekanbaru*” written by JOHARI NUR. NIM. 10714000800. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

Pekanbaru, Dzulqaidah 23rd 1433 H
October 9th 2012 M

Approved by

The Chairperson of English
Education Department

Dr. Hj. Zulhidah, M.Pd.

Supervisor

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ABSTRAK

Johari Nur (2012) : Pengaruh dari Penggunaan Metode Experience Text Relationship (ETR) terhadap Pemahaman Bacaan Siswa pada Teks Recount Tahun Kedua di MTs Ponpes Darel Hikmah Pekanbaru

Berdasarkan studi pendahuluan penulis, di temukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Mereka juga tidak bisa menjawab pertanyaan yang diberikan setelah membaca teks yang diberikan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di MTs Darel Hikmah Pekanbaru. Subjek dari penelitian ini adalah siswa tahun kedua MTs Darel Hikmah, dan objek dari penelitian ini adalah pengaruh dari metode Experience Text Relationship (ETR). Adapun jenis penelitiannya adalah *Quasi-experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari jumlah populasi adalah 127 siswa. Dikarenakan jumlah populasinya sangat banyak, peneliti menggunakan *random sampling* yang hanya mengambil dua kelas sebagai sampel: 8A2 yang terdiri dari 30 siswa sebagai kelompok eksperimen, dan 8A3 yang terdiri dari 30 siswa sebagai kelompok kontrol. Jadi, jumlah sample dari dua kelas tersebut adalah 60 siswa. Untuk data analisisnya, peneliti menggunakan Independent sample T-test melalui SPSS.

Setelah data di analisis, peneliti menemukan pengaruh yang signifikan dari penggunaan metode Experience Text Relationship (ETR) terhadap pemahaman bacaan siswa pada teks recount tahun kedua di MTs Darel Hikmah Pekanbaru, dimana t_{observed} menunjukkan 5.589 pada level signifikan 5% t_{table} adalah 2.00, dan pada level 1% t_{table} adalah 2.65. Maka, Null Hypothesis (H_0) ditolak, dan Alternative Hypothesis (H_a) diterima, ditunjukkan dengan $2.00 < 5.589 > 2.65$

Kesimpulannya, penggunaan metode Experience Text Relationship (ETR) memberikan sebuah pengaruh yang lebih baik terhadap pemahaman bacaan siswa tahun kedua di MTs ponpes Darel Hikmah Pekanbaru

ABSTRACT

Johari Nur (2012) : The Effect of Using Experience Text Relationship (ETR) Method on Reading Comprehension of Recount text of the Second Year Students at Islamic Junior Boarding School Darel Hikmah Pekanbaru

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text books at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. They could not also answer the questions given after reading a text. So, the writer was interested in carrying out the research about this problem.

The research was administered at Islamic Junior Boarding School Darel Hikmah Pekanbaru. The subject of the research was the second year students of Islamic Junior Boarding School Darel Hikmah Pekanbaru, and the object of this research was the effect of using Experience Text Relationship (ETR) method. The design of this research was quasi-experimental design.

The population of this research was all of the second year students. The total number of population was 127 students. Because the number of population was large, the researcher used random sampling by taking two classes only as sample, 8A2 consisted of 30 students as experimental group, and 8A3 consisted of 30 students as control group, so the number of sample from two classes was 60 students. To analyze the data, the researcher used Independent t-test formula by using SPSS.

After analyzing the data, the researcher found that there was significant effect of using Experience Text Relationship (ETR) method on Reading Comprehension of recount text of the second Year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru, where t_{observed} shows 5.589 at significant level of 5%, t_{table} shows 2.00, and at level of 1%, t_{table} shows 2.65. Thus, Null Hypothesis (H_0) is Rejected, and Alternative Hypothesis (H_a) is Accepted, which shows $2.00 < 5.589 > 2.65$

In conclusion, using Experience Text Relationship (ETR) method has given a better effect for students reading comprehension of recount text of the second Year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru.

جوهرى نور (2012): تأثير استخدام طريقة Experience Text Relationship إلى فهم الطلاب في قراءة النصوص القصصية لطلاب الصف الثاني بالمدرسة الثانوية بمعهد دار الحكمة باكنبارو.

كشفت الباحثة أساساً على الدراسة الأولية ضعف قدرة الطلاب على فهم القراءة من الكتب الدراسية. وتأتي هذه المشكلات من العوامل الآتية: لا يفهمون محتويات نصوص القراءة ولا يقدرّون تعيين الاستعلامات من نصوص القراءة. وهم أيضاً لا يقدرّون على إجابة الأسئلة بعد القراءة.

انعدت الدراسة بالمدرسة الثانوية دار الحكمة باكنبارو. الموضوع في هذه الدراسة لطلاب الصف الثاني بالمدرسة الثانوية دار الحكمة باكنبارو بينما الهدف في هذه الدراسة تأثير استخدام طريقة Experience Text Relationship. تتم هذه الدراسة على نوع شبه

الأفراد في هذه الدراسة جميع طلاب الثاني بقدر 127 طالب و استخدمت الباحثة عينة لثلاثة أفراد مع أخذ الفصلين لعينات هذه الدراسة و هما طلاب الثاني الألف الثاني فيه 30 طالبا للفرقة التجريبية و طلاب الصف الثاني الباء للفرقة الضبط، إذن، عدد العينات من الفصلين السابقين بقدر 60 . في تحليل البيانات استخدمت الباحثة عينة مستقلة تـ.

كشفت الباحثة بعد تحليل البيانات أن هناك تأثير هام من استخدام طريقة Experience Text Relationship إلى قدرة الطلاب على فهم قراءة النصوص القصصية لطلاب الصف الثاني بالمدرسة الثانوية بمعهد دار الحكمة باكنبارو مع أن ت ملاحظة تدل على 5 589

1 2.00 5
2.65. لذلك كانت الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة ما كانت ظاهرة
2 00 <5 589> 2.65

Experience Text Relationship يؤثر إلى فهم الطلاب في قراءة النصوص القصصية لطلاب الصف الثاني بالمدرسة الثانوية بمعهد دار الحكمة باكنبارو.

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the Lord of universe bless you all. Amin . . .

Pekanbaru, February 8th 2013

The writer

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CHAPTER I

INTRODUCTION

A. Background of Problem

In learning English, one of the main skills that the students should acquire is reading. Reading is an action of a person who reads ¹. Reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print. The skills that are needed include the ability to recognize letters and words, to match letters with sounds and to combine a series of sounds to create words. Reading also relies on the reader's ability to predict words in a text using knowledge about language such as sentence structure, word meanings and the meaning of the text².

Reading is one of the most effective media to see the world objectively, independently, and creatively. By reading, we will become creative, critical, and wise persons or at least we can move from people who do not know to be the ones who know.

Reading is one of the ways to get information. Through reading, we can enlarge our knowledge to get pleasure with many things, and increase our knowledge with scientific text books. In general, the aim of teaching reading is to make students able to read the text effectively and efficiently. They are not only supposed to understand the structure of the text but also to

¹ Hornby, A.S. *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*, (Oxford: Oxford University Press, 2005) p.138

² Browne Ann. *Developing Language And Literacy second Edition*.(London. Paul Chapman Publishing. 2001) p.27

comprehend the meaning of the texts. However, many students still get confused to understand and to interpret the ideas in each written English text.

Islamic Junior Boarding School Darel Hikmah Pekanbaru is one of the schools that is also applying School-Based Curriculum that the priority of the reading skill with the time allocation had been determined³. Reading is taught twice a week with duration of time 40 minutes for one meeting, according to school based curriculum. It means that they have to learn English for 160 minutes in a week. For reading at second year students of junior level school, the competency standard is to understand the meaning of short functional essay of recount and narrative texts in content daily life and to access knowledge⁴. There are some texts for Junior High School that should be taught by the teacher. They are learning about procedure text, descriptive text, recount text, report text, and narrative text. In this research, the writer only focuses on comprehending the recount text. Recount is a text which retells events or experiences in the past⁵.

To implement the curriculum, the English teacher of Islamic Junior Boarding School Darel Hikmah Pekanbaru used conventional method in teaching reading. During the activity, the teacher asked the students to read the text and found out the meaning of difficult words, and then answered the questions according to the text. By implementing this method, students were expected to be able to understand an English text and answer the questions. In fact, the writer found that some of the students could not understand about

³ KTSP 2010

⁴ Syllabus for the Second Year Students of Mts Darel Hikmah Pekanbaru

⁵ <http://pakpuguh.wordpress.com/2011/08/15/recount-text/>

the content of reading text and identify the detailed information of the text. They could not also answer the questions given after reading a text. Finally, they were not able to get Total Minimal Value (KKM) that is 60.

Based on the fact, the writer found many problems faced by students especially in reading comprehension. It can be seen from the phenomena as follows:

1. Some of the students do not know how to identify the main idea of the text.
2. Some of the students are not able to identify the meaning of vocabulary in the text
3. Some of the students are not able to identify information from the text
4. Some of the students are not able to identify the word reference in the text.
5. Some of the students are not able to identify the generic structure of the text.

To improve the students' reading comprehension, the teacher needs to choose appropriate strategy helping them as solution for their problems. There are actually many methods and strategies that can use by the teachers in teaching reading, one of them is Experience Text Relationship (ETR) method, it is a method based on discussion to link what the reader already knows (experience) to what she or he encounters in the text. It has essential

steps: Experience, Text, and Relationship⁶. Carrell states that ETR is a method that emphasizes reading comprehension (reading for meaning). It uses discussion to link what the reader already knows to what she or he will encounter in the text. She conducted a study on two metacognitive strategies, semantic mapping (SM) and the experience text relationship (ETR) method to study their effect on reading. While semantic mapping is used as a tool to assess students' schema, and the experience text relationship (ETR) method emphasizes comprehension (reading for meaning)⁷.

Based on the explanation above, the writer is interested in carrying out a research entitled “ THE EFFECT OF USING EXPERIENCE TEXT RELATIONSHIP (ETR) METHOD ON READING COMPREHENSION OF RECOUNT TEXT OF THE SECOND YEAR STUDENTS AT ISLAMIC JUNIOR BOARDING SCHOOL DAREL HIKMAH PEKANBARU”

B. Definition of the Terms

In order to avoid misunderstanding and misinterpretation about some terms used in the research, the writer defines them as follows:

1. Effect

⁶ Au, K. H. *Using The Experience-Text-Relationship Method With Minority Children*. Reading teacher, 1979, 32 (6), 677-679.

⁷ Carrel. Patricia. L. 1989. *Metacognitive Strategy Training For ESL Reading* . Vol. 23. No 4. (retrieved on September 15)

It is a change that something or somebody causes in something or somebody else, or result.⁸ Effect also as an influence that is appeared by something toward something else. In this research, effect is defined as the writer's identification of the result whether teaching English treated by using Experience Text Relationship (ETR) method can give contribution toward students reading comprehension or not

2. ETR

Experience Text Relationship (method) consists of students expressing their own experience of knowledge about the topic prior to reading. After the students have adequately shared knowledge, the text becomes the focus of the class. During this segment of this lesson, the teacher asks the students to read short sections of the text and then questions about the content. The teacher must be sensitive to those text areas that could elicit misunderstandings and work through any difficulties that the students may have. In the final stage, the teacher aids the students to draw relationships between personal experiences and the material discussed in the text stage⁹.

3. Reading comprehension

Scott G. Paris and Steven A. Stahl define that reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge¹⁰. In

⁸ Hornby, A.S. *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*, Oxford: Oxford University Press, 2005, p.138

⁹ Parviz ajideh. Schema Theory Based Pre-Reading Tasks : A Neglected Essential in the ESL Reading Class. Vol. 3. no. 1. <http://www.readingmatrix.com/articles/ajideh/article.pdf>

¹⁰ Scott G. Paris and Steven A. Stahl. *Children's Reading Comprehension and Assessment*. London: Lawrence Erlbaum Associates, Publishers. 2005. p. 134.

this study, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get informations and the meaning of the texts at the second year students of Islamic Junior Boarding School Darel Hikmah Pekanbaru.

4. Recount

It is a type of spoken or written text that deals with past experiences¹¹.

C. The Problem

1. Identification of the problem

Based on the background above, thus the problems of this research are identified as follows:

1. Some of the students are unable to identify main idea of the text
2. Some of the students are unable to identify the meaning of vocabulary in the text
3. Some of the students unable to identify information from the text
4. Some of the students unable to identify the word references in the text
5. Some of the students unable to identify the generic structure of the text

2. Limitation of the Problem

Based on the limitation of the problems, it was found that there are so many problems. So the writer limits the problems on strategies used by the teacher which do not optimize the students reading comprehension.

¹¹ <http://pakpuguh.wordpress.com/2011/08/15/recount-text/>

Therefore, the writer tried a new strategy is Experience Text Relationship (ETR) method. Which can help the students comprehend the reading text and to find out the effect of using Experience Text Relationship (ETR) method on reading comprehension of recount text of the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru.

3. Formulation of the Problem

The formulation will be appeared in some research questions as follows:

1. How is students' reading comprehension of recount text taught by using ETR method?
2. How is students' reading comprehension of recount text taught by using conventional strategy?
3. Is there any significant effect of using ETR method on reading comprehension of recount text of the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru?

D. The Objectives and Significance of the Research

1. The Objective of the Research

1. To find out students' reading comprehension of recount text taught by using ETR method
2. To find out students' reading comprehension of recount text taught by using conventional strategy

3. To find out whether or not there is significant effect of using Experience Text Relationship (ETR) method on reading comprehension of recount text of the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significances of the research are as follows:

- a. To fulfill one of the requirements for the writer to complete his undergraduate Study Program (S1) of English education department of education and teacher training faculty of UIN SUSKA Riau Pekanbaru.
- b. The research findings are to give information to the teachers about the effect of using Experience Text Relationship (ETR) method to improve the students' reading comprehension.
- c. To develop and enrich the writer's knowledge in term of reading ability and teaching English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Nowadays, Reading has become part of peoples' daily life or activities. They read anything, anytime, at any places for different purposes. For instance, they want to find out something or check some information. Reading is more than just receiving meaning in literal sense. It involves an individual's entire life experience and thinking power to understand what the writer has contended. It also covers the understanding of symbols, letters, words, sentence and meaning.

In addition, Nunan states that reading is also a fluent process of readers combining information from a text and their own background knowledge to build meaning¹². Reading is an active process which consists of recognition and comprehension skill¹³. The process of reading may be broadly classified into three stages:

- a. The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For instance, he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother

¹²David Nunan. *Practical English Language Teaching* (McGraw-Hill companies:Boston, 2003),p.68

¹³M.F Patel and Praveen M.Jain.*Language Teaching:Methods,Tools and Techniques*. (Vaishali Nagar,Jaipur:Sunrise Publishers and Distributors,2008),p.113

tongue and English and between the spelling conventions of two languages.

- b. The structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. The interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

According to Kalayo¹⁴, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. It means that reading is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. The reader also uses knowledge, skills, and strategies to determine what that meaning is. Readers knowledge, skills, and strategies include:

- a. Linguistics competence: the ability to recognize the elements of the writing system; knowledgeable of vocabulary; knowledge of how words are structured into sentences.

¹⁴ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as Foreign Language*. (Pekanbaru : Alif Riau Graham UNRI press, 2007), p. 115

- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistics competence: knowledgeable about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top- down strategies as well as knowledge of the language (a bottom-up strategy).

Reading is a process, which is complex between authors and reader that the messages are conveyed from authors to the reader. In addition, good readers are able to predict what they will read on the basis of their knowledge. Here are some factors in reading process:

- a. Internal factors

These are factors that come from students that include all personal factors. In addition, these factors can also be classified into intelligence (IQ), motivation, attitude and purpose of reading.

- b. External factors

External factors are the factors that come from outside of the students. These factors are as environment, social economic, background, reading facilities and reading habits.

To help the students to develop their ability in reading passage in teaching and learning process will involve these phases; pre- reading, whilst-reading, and post- reading activities.

- 1. Pre reading

Pre- reading activity is the activity before reading process. The aims of this are:

- a. To introduce and arise the interest of the students to the topic. In this case, the teacher introduces to the students about the topic, which they will discuss in English class.
- b. To motivate the students to give reaction for the reading text. Teacher can ask the students some questions related to the topic.
- c. To provide some language preparation for the text. In this term, teacher can show some language preparation, such as: the words, phrases, or sentences that can be used to lead the student's attention the material

2. Whilst reading

Whilst reading activity is the core of the lesson, what is done in this phase is to develop the students in reading skill. Through whilst reading tasks, students are trained how to read the text efficiently. For example to find out the purpose of the general idea of the reading text.

3. Post- reading

Post- reading is the activity done by the students by concluding the all of the reading text by using the real of life. They can share the idea of the text, knowledge based on the reading text.

It means that the primary activity of reading is to comprehend what the text is about. Many readers cannot catch the idea or what the writer talks

about. It is caused they do not know the exact meaning of the words that the writer uses.

Based on the definition of reading by the experts above, I conclude that reading is a reader activity having process and some purposes in reading a written language.

2. The Nature of Reading Comprehension

Reading is not an easy work. Because to understand the reading text, we need to have strategy or technique in order to get easy in comprehending reading text. Reading is a fluent process of reader combining information from a text and their background knowledge to build meaning. The goal of reading is comprehension¹⁵.

According to Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.¹⁶ Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.¹⁷

Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

¹⁵ David nunan, *Practical English Language Teaching* . first edition (New york; Mc graw hill, 2003) p. 68.

¹⁶ H. Douglas brown , *Teaching By Principle: An Interactive Approach To Language Paedagogy*. (USA: prentice hall, inc, 1994) p. 291

¹⁷ Kalayo hasibuan and M fauzan ansyari, Op, cit, p. 115

One reason for reading comprehension is that we want to understand other people's ideas; if we were identical, there would be no point in most communication. It means that the background knowledge of someone is important in understanding text. If the writer and the reader are closely similar in background, training, attitude and so on, the reader is likely to interpret the text with no conscious effort.

Karlin¹⁸ divided 2 models of comprehension:

a. Bottom up

Bottom up comprehension is the process to find out the information only after the act of reading activities. It means that the reader's understanding of the text will depend on the meaning of the words, sentences, and paragraphs. The meaning of the words will contribute the meaning of a sentence, and paragraph.

b. Top down

Top down comprehension is the process where the reader can find out the information of the text, and understand the text based on their knowledge about text. Many readers do not fully understand the text, because they do not have appropriate background knowledge about the text. In order to read confidently, students should understand what they have read.

In addition, Jack C. Richards and Richards Schmidt state that different type of reading comprehension are often distinguished, according to the

¹⁸ Karlin, Robert. *Teaching Reading in High School*. (New York: Harper and Row, Publishers Inc. 1984).p. 47

reader's purposes in reading and the type of reading effected. ¹⁹The followings are commonly referred to:

- a. Literal comprehension: reading is to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading is to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluative comprehension: reading is to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading is to gain an emotional or other kinds of valued response from a passage.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Comprehension will be usually found in the readers mind. It is clear that reading comprehension is not only a process of knowing the meaning of

¹⁹Jack C. Richards and Richards Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic. 3rd Edition* (Malaysia: Pearson Education Limited, 2002), p. 443

words semantically, but also a process of catching the idea of the text whether it is stated explicitly or not.

Based on definitions above, it can be concluded that reading is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively, a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

3. The Nature of Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience²⁰. A recount starts with an orientation which introduces participants (who) and provides the setting (where and when) following the orientation, a series of events recorded. Finally, which usually gives a reason, concludes recount.

A recount text is normally presented in the past tense and temporally sequenced. A summary of the characteristics of recount is presented in the following table. It is important to note that “orientation” and “re orientation” are also called “ introduction” and “conclusion”.

Text type	Purpose	Generic structure	Main grammatical features
Recount	To tell a series of events happening one after another	Orientation (who, where,) Records of events Reorientation	Past tense Temporal Sequence

²⁰<http://pakpuguh.wordpress.com/2011/08/15/recount-text/>

Types of recount text:

There are different types of recount:

- a. *Personal recount* : recounting an experience in which the author has been directly involved
- b. *Factual recount*: retelling an event or incident such as a newspaper report, an accident report.
- c. *Imaginative recount*: taking on a fictitious role and relating imaginary event.

Generic structure:

1. The focus is on a sequence of events, all of which relate to a particular occasion
2. The recount generally begins with an Orientation .
3. Giving the reader/ listener the background information needed to understand the text.
4. Then, the recount unfolds with a series of events.
5. Reorientation .

Example of recount text:

Embarrassing experience

Yesterday was a really hot day. I went home from my school at 1. p.m. After that I came to the town square to watch a local singing contest. I went there alone.

I never thought I would meet a friend. I choose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at house.

Suddenly, I found myself behind a young girl. I was really sure that he was my classmate, genie. I pinched a little and called her name. The girl was surprised. When she turned around, I finally realized that she was not my classmate. That moment was just embarrassing.

4. Experience Text Relationship (ETR)

Au states that the way to promote reading achievement is the ETR (experience text relationship), it uses discussion to link what the reader already knows to what she or he will encounter in the text²¹. It has essential steps: Experience, Text, and Relationship:

E : The teacher leads the students in discussion of their own knowledge or experiences that are related in some ways to the passage to be read.

T : students read the shorts parts of the texts, usually a page or two, and the teacher asks them questions about the content after each section is read. In this step, the teacher may also need to correct any misunderstanding of the text evidenced by the students.

R : The teacher attempts to help the students draw relationship between the content of the text (as developed in the text step), and their outside experience and knowledge (as discussed in the experience text).

In E phase, the teacher asks the children questions design to elicit from them background knowledge which may be important to an understanding of the text. In T phase, the teacher has the children read the text, and the subsequent discussion that focuses on the ideas, present in the text. Finally, in phase R, the teacher tries to weave together the children's background knowledge and the information from the text.

²¹ Au, K. H. *Using The Experience-Text-Relationship Method With Minority Children*. Reading Teacher, 1979, 32 (6), 677-679

The teacher generally has a central theme or main idea that he/she wants to lead the students in discussion.

Barbara says that in Experience Text Relationship (ETR) teachers begin to guide group discussions with a background building questions. What experience they had like then move to questions focusing on meaning construction from text and after reading, ask students to consider the relationship between their experiences and the ideas in the text.²²

Parviz²³ adds that the Experience Text Relationship (method) consists of students expressing their own experience of knowledge about the topic prior to reading. After the students have adequately shared knowledge, the text becomes the focus of the class. During this segment of this lesson, the teacher asks the students to read short sections of the text and then questions about the content. The teacher must be sensitive to those text areas that could elicit misunderstandings and work through any difficulties that the students may have. In the final stage, the teacher aids the students to draw relationships between personal experiences and the material discussed in the text stage.

Carrell²⁴, ETR is a method that emphasizes reading comprehension (reading for meaning). it uses discussion to link what the reader already knows to what she or he will encounter in the text. She conducted a study on

²² Barbara J. guzzeti, Literacy In America An Eyclopedia Of History, Theory and Practice.: <http://library.nu/docs/R5XLTMW4BA/Literacy%20in%20America%3A%20An%20Encyclopedia%20of%20History%2C%20Theory%2C%20and%20Practice>. (Retrieved on October 20)

²³ Parviz ajideh. Schema Theory Based Pre-Reading Tasks : A Neglected Essential In The ESL Reading Class. Vol. 3. no. 1. <http://www.readingmatrix.com/articles/ajideh/article.pdf>

²⁴Carrel. Patricia. L. 1989. Metacognitive Strategy Training For ESL Reading . Vol. 23. No 4. (retrieved on September 15)

two metacognitive strategies, semantic mapping (SM) and the experience text relationship (ETR) method to study their effect on reading. While semantic mapping is used as a tool to assess students' schema, and the experience text relationship (ETR) method emphasizes comprehension (reading for meaning).

The steps on teaching ETR method:

1. The teacher leads the students in discussion of their own knowledge or experiences that are related in some way to the passage to be read.
2. The teacher lets the students read the short parts of the texts, usually a page or two.
3. The teacher asks them questions about the content after each section is read.
4. The teacher may also need to correct any misunderstandings of the text evidenced by the students.
5. The teacher attempts to help the students draw relationship between the content of the text as developed in the text step, and their outside experience and knowledge as discussed in the experience text.

In all steps, the teacher is attempting to model and to guide the students systematically through the cognitive processes related to understanding a written text. An important requirement of the ETR method is

that the teacher is leading the students to discover the correct answers for themselves rather than telling them the answer directly²⁵.

B. Relevant Research

According to Syafii,²⁶ Relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research. Besides, we have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research, that of :

1. Ismi Mariati (2005). In her research, she focused on the effect of activating schemata on reading comprehension of the first year of SMAN I Bangkinang. Activating schemata is one of the good techniques, in which having schemata before reading activities is very important due to it helped the readers to understand and to improve their reading comprehension. Schemata needed to diagnose students' prior knowledge and provided necessary background knowledge so they were prepared to understand what they read, there were several procedures that had to do before reading the passage that of :

- a. Introducing key concept to students using word, phrase, or picture to initiate a discussion.

²⁵ Carrel. Patricia. L. 1989. Metacognitive Strategy Training for ESL Reading . Vol. 23. No 4. (retrieved on September 15)

²⁶ M. syafi'i s. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bmbngan Belajar Syaf Intensyif/ LBSI, 2007) p. 122

- b. Having students brainstorm words about the topic and record their ideas on the chart
- c. Presenting additional vocabulary and clarify any conceptions
- d. Having students draw pictures and write a quick-write about topic using words from the brainstormed list
- e. Having students share quick-write and asking questions to help clarify and elaborate quick-write.

At the end of her research, she concluded that there was a significant difference between the students' reading comprehension taught by activating schemata pre-reading plan and not activating schemata through pre-reading plan. It is provided by finding t -observed (3.08) is higher than t -critical (2.00).

2. Carrel, Patricia. L (1989). She conducted two metacognitive strategies, semantic mapping (SM) and the experience text relationship (ETR) method to study their effect on reading. While semantic mapping is used as a tool to assess students' schema, and the experience text relationship (ETR) method emphasizes comprehension (reading for meaning).

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. Operational concept is also used to clarify the

theories used in the research, to know the students' reading comprehension at the second year of Islamic Junior Boarding School Darel Hikmah Pekanbaru.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research is experimental research which focuses on gaining the effect of using Experience Text Relationship (ETR) method on reading comprehension of recount text.

Therefore, in analyzing the problem in this research, there are two variables used, they are:

1. Variable X is Experience Text Relationship (ETR) method as independent variable.
2. Variable Y is students' reading comprehension. Students' reading comprehension is dependent variable.

To measure each variable, the writer will identifies them in some indicators as follows:

“X” variable can be seen in the following indicators:

1. The teacher leads the students in discussion of their own knowledge or experiences that are related in some way to the passage to be read.
2. The teacher let the students read the shorts parts of the texts, that are usually a page or two pages.

3. The teacher asks them questions about the content after each section is read.
4. The teacher may also need to correct any misunderstanding of the text evidenced by the students.
5. The teacher attempts to help the students draw relationship between the content of the text as developed in the text step, and their outside experience and knowledge as discussed in the experience text.

“Y” variable can be seen in the following indicators²⁷:

1. The students are able to answer question of main idea in the reading text.
2. The students are able to answer the question of meaning of vocabulary in the reading text.
3. The Students are able to identify the information from the text.
4. The students are able to answer the question of word reference in the reading text.
5. The students are able to answer the question of generic structure in the reading text.

²⁷ Syllabus for the Second Year Students of Mts Darel Hikmah Pekanbaru

D. Assumption and Hypothesis

1. The assumption

In this research, the writer assumes that the result of this research shows there is significant effect of using Experience Text Relationship (ETR) method on reading comprehension of recount text of the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru

2. The hypothesis

H_0 : There is no significant effect of using Experience Text Relationship (ETR) method on reading comprehension of recount text of the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru.

H_a : There is significant effect of using Experience Text Relationship (ETR) method on reading comprehension of recount text of the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

The method of this research is experimental research, precisely quasi experimental research. Experimental research is a research in which the investigator determines whether an activity or material make a difference in result for participant.²⁸ Quasi experiment is a research that consists of control and experiment group and used intact group not random.²⁹ Quasi experiment is frequently used because educators often use intact group. There are two kinds of quasi experiment; they are pre- and post test design and post test only design.³⁰ The writer used pre- and post test design in this research. The writer assigned intact group the experiment and control groups, for a pretest to both groups, giving treatment for experiment group only, and then the writer administer a post test to assess the difference between two groups.³¹

In this research, the writer used two classes to be sample, namely experimental group and control group. The experimental group was taught by particular treatment (Experience- Text- Relationship) to improve their reading comprehension. While control group was only given a pre test and post test without particular treatment as will be given to experimental group.

²⁸ Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education Ltd., 2008),p. 60

²⁹ Tim Puslitjaknov, *Metode Penelitian Pengembangan*, 2008, p.3

³⁰ Creswell, John W, *Op. Cit*, p. 314

³¹ Creswell, John W, *Ibid*, p. 313- 314

Table III.1
Research Design

Class	Pre-test	treatment	Post test
Experimental group	Y1	X	Y2
Control group	Y1	-	Y2

B. The Time and Location of the Research

This research was conducted from April to June. The location of this research was at Islamic Junior Boarding School Darel Hikmah Pekanbaru.

C. The Subject and the Object of the Research

The subject of this research was the second year students of Islamic Junior Boarding School Darel Hikmah. The object of this research was the effect of using ETR method on reading comprehension of recount text of the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru

D. Population and Sample

a. Population

The population of this research was the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru in 2012 academic year, they were assumed to have the same level of proficiency and the same background.

Table III.2
Total Population at the Second Year Students of Islamic Junior Boarding
School Darel Hikmah Pekanbaru

NO	Class	Sample
1	VIII A1	35
2	VIII A2	30
3	VIII A3	30
4	VIII A4	32
TOTAL		127

b. Sample

Since the number of population was quite large, the writer used cluster sampling because the students were already formed into classes. In this occasion, the writer took a sample by using random sampling. The writer named cards based on every first year class in Islamic Junior Boarding School Darel Hikmah: VIII A1, VIIIA2, VIIIA3, and VIIIA4. After mixing these cards, the writer took two cards randomly as a sample of research. It was class VIIIA2 for experimental class and class VIIIA3 was for control class.

E. Technique of Collecting Data

In collecting the data for this research, the writer applied the techniques by the test. The kinds of the test were be given to the students as follows:

1. Test

In this test, students were required to answer the questions based on the text given. The test used was multiple choice, a multiple-choice test item is usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which is correct³². This test consisted of 25 questions and should be answered by the students.

1. Procedure of collecting data experimental group:

a) Pre-Test

The pre-test was carried out to determine the ability of students as the sample. Item used for pre-test consisted of 25 items. The test consisted of five texts. One text consisted of five questions. In this case, the teacher taught both classes by using conventional strategy or classical procedure.

b) Treatment (applying strategy)

The treatment for this research was using Experience Text Relationship (ETR) method in teaching reading comprehension. This strategy was applied for experiment class only, while control class was taught by using conventional strategy.

c) Post-Test

The post-test was administered for both classes and analyzed, used as final data for this research.

³² J. Weir, Cyril. *Communicative Language Testing*. University of Reading (Prentice Hall International LTD, 1996), P.43.

2. Procedures of collecting data for control group

a. Pre-test

The goals, items, and procedures of the test for control group were the same as those conducted for experimental group; the difference was only on the time.

b. No treatment

c. Post-test

Post-test was also given to control group and the result was analyzed and used as final data for this research.

Then, the score test and reading comprehension of recount test are classified in this table below:

TABLE III.3
THE CLASSIFICATION OF STUDENTS' SCORE³³

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

³³Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: PT. Rineka Cipta,2009) p.245

F. The Validity and Reliability of the Test

1. Test Blueprint

For further information about the instruction of the text, the writer showed the blueprint of both tests as follows:

Table III.4
The Blueprint of the Test

Number	Indicator of Items	Number of items	Items number
1.	Identify main idea	5 items	1,6,11,16,21
2.	Find the meaning of unfamiliar vocabulary	5 items	2,7,12,17,22
3.	Identify information	5 items	3,8,13,18,23
4.	Identify word references	5 items	4,9,14,19,24
5.	Identify generic structure	5 items	5,10,15,20,25

2. Validity

Before the tests were given to the sample, both of tests had been tried out to 30 students at the second year. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item of difficulty was determined as the

proportion of correct responses. The formula for item of difficulty is as follows:³⁴

$$P = \frac{B}{JS}$$

Where P : index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is **<0, 30** and **>0, 70**.³⁵ It means that the item test that is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

³⁴Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: PT. Rineka Cipta,2009) p. 245

³⁵*Ibid.* p. 210

Table III.5
The Students are able to identify Main Idea
in reading Text

Variable	Identify Main Idea in Recount text					N
Item no	1	6	11	16	21	30
Correct	17	17	15	15	16	
P	0.56	0.56	0.50	0.50	0.53	
Q	0.44	0.44	0.50	0.50	0.47	

Based on the table III.5, the proportion of correct answer for item number 1 shows the proportion of correct 0.56, item number 6 shows the proportion of correct 0.56, item number 11 shows the proportion of correct 0.50, item number 16 show the proportion of correct 0.50. Item number 21 show the proportion of correct 0.53. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulty level of each item number for identifying the main idea of reading text are accepted.

Table III.6
The Students are able to identify the meaning of vocabulary

Variable	Finding the information from text					N
Item no	2	7	12	17	22	30
Correct	14	14	17	15	15	
P	0.46	0.46	0.56	0.50	0.50	
Q	0.54	0.54	0.44	0.50	0.40	

Based on the table III.6, the proportion of correct answer for item number 2 shows the proportion of correct 0.46, item number 7 shows the proportion of correct 0.46, item number 12 shows the proportion of correct 0.56, item number 17 shows the proportion of correct 0.50. Number 22 shows the proportion of correct 0.50 .Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulty level of each item number for find the meaning of vocabulary is accepted.

Table III.7
The Students are able to identify the information

Variable	locate The Meaning Of vocabulary in recount text					N
Item no	3	8	13	18	23	30
Correct	18	18	15	16	17	
P	0.60	0.60	0.50	0.53	0.56	
Q	0.40	0.40	0.50	0.47	0.44	

Based on the table III.7, the proportion of correct answer for item number 3 shows the proportion of correct 0.60, item number 8 shows the proportion of correct 0.60, Item number 13 shows the proportion of correct 0.50, item number 18 shows the proportion of correct 0.53. Number 23 shows the proportion of correct 0.56. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulty level of each items number for identify the information is accepted.

Table III.8
The Students are able to identify the Word Reference

Variable	Finding the factual information					N
Item no	4	9	14	19	24	30
Correct	15	16	17	15	14	
P	0.50	0.53	0.56	0.50	0.46	
Q	0.50	0.47	0.44	0.50	0.54	

Based on the table III.8, the proportion of correct answer for item number 4 shows the proportion of correct 0.50, item number 9 shows the proportion of correct 0.53, item number 14 shows the proportion of correct 0.56, item number 19 shows the proportion of correct 0.50, number 24 shows the proportion of correct 0.46. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulty level of each item number for identify word reference is accepted.

Table III.9
The Students are able to identify the generic structure of reading Text

Variable	Identify the generic structure of Reading Text					N
Item no	5	10	15	20	25	30
Correct	14	16	14	14	14	
P	0.46	0.53	0.46	0.46	0.46	
Q	0.54	0.47	0.54	0.54	0.54	

Based on the table III.9, the proportion of correct answer for item number 5 shows the proportion of correct 0.46, item number 10 shows the proportion of correct 0.53, item number 15 shows the proportion of correct 0.46, item number 20 shows the proportion of correct 0.46. Number 25 shows the proportion of correct 0.46. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulty level of each items number for identify the generic structure text is accepted.

3. Reliability

According to H. Douglas Brown³⁶, that reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining similar results when measurement was repeated on different occasions or with different instruments or by different persons. The characteristic of reliability was sometimes termed consistency. Meaning that, we can say the test was reliable when an examinee’s results were consistent on repeated measurement.

To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it was purposed to measure. It means the test was valid to the extent that was measured what it was supposed to measure.

³⁶H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc. 2003). p. 19-27

The reliability coefficients for good identified kinds of text structure text and reading comprehension test were expected to exceed 0.0 and closed 1.00.

Heaton states that, the reliability of the test was considered as follows:

1. **0.0 – 0.20** = Reliability is low
2. **0.21 – 0.40** = Reliability is sufficient
3. **0.41 – 0.70** = Reliability is high
4. **0.71 – 1.0** = Reliability is very high³⁷

To obtain the reliability of the test given, the researcher used the formula as follows³⁸:

$$KR\ 20: r_t = \frac{n}{(n-1)} \left\{ \frac{s^2 - \sum pq}{s^2} \right\}$$

Where:

- n : number of items on the instrument
- Pi : proportion of subjects who answered the item correctly
- Q : proportion of subject who answered the item wrong (1-Pi)
- $\sum pq$: the multiplication result between p and q
- S² : total variance

Furthermore, to obtain the reliability of the test given, the data should be looked for first and then analyze it manually by the formula of statistic above (see the appendix to know the process of finding data). The data that were needed had been found after it calculated, they are as follows:

³⁷ J.B. Heaton, *Writing English Language Test.* (Cambridge: Cambridge University Press, 1988). p. 164

³⁸ Sugiyono. *Statistik untuk Penelitian.* Bandung: Alfabeta. 2007. p. 359

$$N = 25$$

$$M = 52,66$$

$$S = 4.64$$

In calculating by reliability test. The researcher used the formula as follows³⁹:

KR 20:

$$\begin{aligned} r_l &= \frac{n}{(n-1)} \left\{ \frac{s^2 - \sum pq}{s^2} \right\} \\ &= \frac{25}{(25-1)} \left\{ \frac{4.64^2 - 6.07}{4.64^2} \right\} \\ &= 1.04 \left\{ \frac{21.52 - 6.07}{21.52} \right\} \\ &= 1.04 \left\{ \frac{15.45}{21.52} \right\} \\ &= 1.04 (0.717) \\ &= 0.745 \end{aligned}$$

Then, the score obtained (0.745) comparing to the r product moment at the 5% significant is 0.444 and the 1% significant is 0.561. whereas the N is 25. Thus, it can read $0.444 < 0.745 > 0.561$. this mean the test of reading comprehension is reliable.

Based on the result above, it also can be stated that the reliability was **high**.

G. The Technique of Analyzing Data

In order to find out whether or not there was a significant effect of using Experience Text Relationship (ETR) method to improve reading comprehension, the data were analyzed statistically. In analyzing the data, the

³⁹ Sugiyono. *Statistik untuk Penelitian*. (Bandung: Alfabeta, 2007). P. 359

writer used score of the experimental and control class. The data were analyzed by using the statistical method. In this research, the researcher used “T” test in SPSS program.

Statistically the hypotheses were:

Ha : $t_o > t\text{-table}$

Ho : $t_o < t\text{-table}$

Ha was accepted if $t_o > t\text{-table}$ or there is a significant effect of using Experience Text Relationship (ETR) method on reading comprehension of recount text of the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru.

Ho was rejected if $t_o < t\text{-table}$ or there is no significant effect of using Experience Text Relationship (ETR) method on reading comprehension of recount text of the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Technique of Data Analysis

In order to find out whether or not there was a significant effect of using Experience Text Relationship (ETR) method to improve reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of the experimental and control class. The data were analyzed by using the statistical method. In this research, the researcher used “T” test in SPSS program.

Statistically the hypotheses were:

Ha : $t_o > t\text{-table}$

Ho : $t_o < t\text{-table}$

Ha was accepted if $t_o > t\text{-table}$ or there was a significant effect of using Experience Text Relationship (ETR) method on reading comprehension of recount text of the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru.

Ho was rejected if $t_o < t\text{-table}$ or there was no significant effect of using Experience Text Relationship (ETR) method on reading comprehension of recount text of the second year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru.

2. The Data of Experimental Group

Students' Reading Comprehension Taught by Using ETR method

The data of students' reading comprehension taught by using ETR method were gotten from pre-test and post-test of 8.A2 class as experimental group taken from the sample of this class (30 students). The data can be seen from the table below:

Table IV.1
The Score of the Students' Reading Comprehension Taught by ETR

NO.	Students	Experimental Class	
		Pre – Test	Post – Test
1.	Student 1	56	68
2.	Student 2	52	72
3.	Student 3	64	80
4.	Student 4	48	60
5.	Student 5	52	64
6.	Student 6	64	76
7.	Student 7	48	56
8.	Student 8	52	84
9.	Student 9	56	72
10.	Student 10	64	88
11.	Student 11	68	72
12.	Student 12	40	84
13.	Student 13	60	68
14.	Student 14	52	76
15.	Student 15	52	72
16.	Student 16	60	80
17.	Student 17	52	64
18.	Student 18	64	80
19.	Student 19	40	76
20.	Student 20	52	64
21.	Student 21	40	60
22.	Student 22	68	76
23.	Student 23	52	68
24.	Student 24	52	64
25.	Student 25	68	72
26.	Student 26	60	76
27.	Student 27	40	52
28.	Student 28	52	56
29.	Student 29	64	80
30.	Student 30	68	72
	Total	1660	2132

From the table IV.1, the writer found that the total score of pre test in experimental group was 1660, while the highest was 68, and the lowest was 40. Then, the total score of post- test in experimental group was 2132, while the highest was 88 and the lowest was 52. The frequency score pre test and post test which was significantly different can be seen below:

Table IV.2
The Frequency Score Pre-Test of Experimental Class

Score	Frequency	Percentage
40	4	13.3
48	2	6.7
52	10	33.3
56	2	6.7
60	3	10.0
64	5	16.7
68	4	13.3
Total	30	100.0

From the table IV.2, there were 4 students who got score 40 (13.3%); there were 2 students who got score 48 (6.7%); there was 10 students who got score 52 (33.3%); there were 2 students who got score 56 (6.7%); there were 3 students who got score 60 (10.0%); there were 5 students who got score 64 (16.7%), there were 4 students who got score 68 (13.3%).

Table IV.3
The Frequency Score Post-Test of Experimental Class

Score	Frequency	Percentage
52	1	3.3
56	2	6.7
60	2	6.7
64	4	13.3
68	3	10.0
72	6	20.0
76	5	16.7
80	4	13.3
84	2	6.7
88	1	3.3
Total	30	100.0

From the table IV.3, it shows there was 1 student who got score 52 (3.3%); there were 2 students who got score 56 (6.7%); there were 2 students who got score 60 (6.7%); there was 4 students who got score 64 (13.3%); there were 3 students who got score 68 (10.0.%); there were 6 students who got score 72 (20.0%); there were 5 students who got score 76 (16.7%), there were 4 students who got score 80 (13.3%). there were 2 students who got score 84 (6.7%). there were 1 student who got score 88 (3.3%).

Besides, the mean and standard deviation are also needed in analyzing data which were gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 16.0 to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

Table IV.4
The Mean and Standard Deviation of Pre-test and Post-test of Experimental Class

	Mean	Standard Deviation
Pre test	55.33	8.79
Post test	71.06	9.01

From the table IV.4 above, it shows that the mean of pretest was 55.33, and mean of posttest was 71.06. Standard deviation from pretest was 8.79, while standard deviation from posttest was 9.01.

3. The Data of Control Group

Students' Reading Comprehension Taught by Using Conventional Method

The data of students' reading comprehension taught by conventional method were also taken from pre-test and post-test of 8.A3 as control class taken from the sample of this class (30 students). The data can be seen from the table below:

Table IV. 5
The Score of the Students' Reading Comprehension Taught by Using
Conventional method

Numb.	Students	Control Class	
		Pre – Test	Post – Test
1.	Student 1	52	56
2.	Student 2	40	52
3.	Student 3	56	64
4.	Student 4	52	56
5.	Student 5	48	60
6.	Student 6	44	52
7.	Student 7	56	72
8.	Student 8	40	64
9.	Student 9	48	56
10.	Student 10	52	64
11.	Student 11	56	68
12.	Student 12	52	64
13.	Student 13	40	56
14.	Student 14	52	60
15.	Student 15	64	64
16.	Student 16	52	60
17.	Student 17	48	52
18.	Student 18	60	60
19.	Student 19	44	52
20.	Student 20	52	68
21.	Student 21	40	52
22.	Student 22	52	60
23.	Student 23	40	52
24.	Student 24	44	56
25.	Student 25	52	64
26.	Student 26	44	52
27.	Student 27	56	68
28.	Student 28	40	56
29.	Student 29	52	64
30.	Student 30	60	72
	Total	1488	1796

From the table IV.5, the writer found that the total score of pre test in control group was 1488, while the highest was 64 and the lowest was 40. In addition, the total score of post test in control group was 1796, while the highest was 72 and the lowest was 52.

It means that the students had little increasing of their reading comprehension and it was not as experimental group. Besides, the mean of pre test and post test of control group and experimental group also had a big difference. The frequency score and the mean of pre test and post test of control group can be seen below:

Table IV.6
The Frequency Score Pre-Test of Control Class

Score	Frequency	Percentage
40	6	20.0
44	4	13.3
48	3	10.0
52	10	33.3
56	4	13.3
60	2	6.7
64	1	3.3
Total	30	100.0

From the table IV.6, it shows there were 6 students who got score 40 (20.0%); there were 4 students who got score 44 (13.3%); there was 3 students who got score 48 (10.0%); there were 10 students who got score 52 (33.3%); there were 4 students who got score 56 (13.3%); there were 2 students who got score 60 (6.7%), there was 1 student who got score 64 (3.3%).

Table IV.7
The Frequency Score Post-Test of Control Class

Score	Frequency	Percentage
52	7	23.3
56	6	20.0
60	5	16.7
64	7	23.3
68	3	10.0
72	2	6.7
Total	30	100.0

From the table IV.7, it shows there were 7 students who got score 52 (23.3%); there were 6 students who got score 56 (20%); there were 5 students who got score 60 (16.7%); there was 7 student who got score 64 (23.3%); there were 3 students who got score 68 (10.0%); there were 2 students who got score 72 (6.7%).

Table IV.8
The Mean and Standard Deviation of Pre-Test and Post-test of Control Group

	Mean	Std. Dev
Pre test	49.60	6.77
Post test	59.86	6.25

From the table IV.8 above, it shows that the mean of pretest was 49.60, and mean of posttest was 59.86. Standard deviation from pretest was 6.77, while standard deviation from posttest was 6.25.

4. Data Presentation of the effect of using ETR method on Reading Comprehension

The following table is the description of pre-test and post-test of experimental class and control class.

Table IV.9
Students' Pre- Test and Post-Test of Experimental and Control Class

No	Student	Control Class			Experiment Class		
		Pre-Test	Post-Test	Gain score	Pre-Test	Post-Test	Gain score
1.	Student 1	52	56	4	56	68	12
2.	Student 2	40	52	10	52	72	20
3.	Student 3	56	64	8	64	80	16
4.	Student 4	52	56	4	48	60	12
5.	Student 5	48	60	12	52	64	12
6.	Student 6	44	52	8	64	76	12
7.	Student 7	56	72	16	48	56	8
8.	Student 8	40	64	24	52	84	32
9.	Student 9	48	56	12	56	72	16
10.	Student 10	52	64	12	64	88	24
11.	Student 11	56	68	12	68	72	4
12.	Student 12	52	64	12	40	84	36
13.	Student 13	40	56	16	60	68	8
14.	Student 14	52	60	8	52	76	24
15.	Student 15	64	64	0	52	72	20
16.	Student 16	52	60	8	60	80	20
17.	Student 17	48	52	4	52	64	12
18.	Student 18	60	60	0	64	80	16
19.	Student 19	44	52	8	40	76	36
20.	Student 20	52	68	16	52	64	12
21.	Student 21	40	52	12	40	60	20
22.	Student 22	52	60	8	68	76	8
23.	Student 23	40	52	12	52	68	16
24.	Student 24	44	56	12	52	64	12
25.	Student 25	52	64	12	68	72	4
26.	Student 26	44	52	28	60	76	16
27.	Student 27	56	68	12	40	52	12
28.	Student 28	40	56	16	52	56	4
29.	Student 29	52	64	12	64	80	16
30.	Student 30	60	72	12	68	72	4
	Total	1488	1796	330	1660	2132	464

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experimental class and pre-test and post-test in control class. It also can be seen from the difference of the gain post-test's score in the experimental class and control class. To make it clear, it was be analyzed in the data analysis.

B. The Data Analysis

To analyze the data in chapter IV, the writer used t-test formula by using SPSS program. The output of data analysis is as follows:

Independent samples T-Test

Table IV.10

Group Statistics

exp	N	Mean	Std. Deviation	Std. Error Mean
contrl 1	30	71.0667	9.01697	1.64627
2	30	59.8667	6.25732	1.14242

The table of output SPSS analysis above shows that the total students from each group was 30, the mean of experimental group was 71.06, and mean of control group was 59.86. Standard deviation from experimental group was 9.01, while standard deviation from control group was 6.25. Standard error mean from experimental group was 1.64, and control group was 1.14

Table IV.11
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
contrl Equal variances assumed	3.282	.075	5.589	58	.000	11.20000	2.00383	7.18890	15.21110	
Equal variances not assumed			5.589	51.673	.000	11.20000	2.00383	7.17842	15.22158	

Based on the output SPSS above, independent-sample T-Test shows Levene's Test to know the same variance.⁴⁰

Ho: Variance Population identical

Ha: Variance Population not identical

If Probabilities >0.05, Ho is accepted

If Probabilities < 0.05, Ha is accepted

Based on the output SPSS above, Ho is accepted because 0.075 >0.05. It means that the variance of the population is identical.

From the output above, it also can be seen that t_o ($t_{\text{observation}}$) = 5.589 will be compared to t_t (t_{table}). From df = 58, it is found that the level of significance of

⁴⁰ Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2008), pp,159.

5% is 2.00 and the level of significance of 1% is 2.65. It can be stated that $2.00 < 5.589 > 2.65$. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted.

In conclusion, teaching reading by using ETR method on reading comprehension of recount text of the second year students at Islamic junior boarding school Darel Hikmah pekanbaru is better than conventional method. Thus, there is significant effect of using ETR method on reading comprehension of recount text of the second year students at Islamic junior boarding school Darel Hikmah Pekanbaru

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

The students' improvement in comprehending recount text can be seen from the differences of the total mean scores after giving treatment between experimental class using ETR strategy and control class using conventional strategy.

After analyzing the data by using Independent t-test formula, the researcher found that the result of t_o was higher than t_{table} . It showed that null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. It means that there was significant effect of using Experience Text Relationship (ETR) method on reading comprehension of recount text of the second year students at Islamic junior boarding school Darel Hikmah Pekanbaru.

In brief, the differences of scores between students in experimental class and students in control class were influenced by different treatment. Of course, the students' ability in reading comprehension taught by using Experience Text Relationship (ETR) method has the significant positive effect rather than the students taught by using conventional strategy

B. Suggestion

From the conclusion of the research above, it is known that using ETR (Experience Text Relationship) method can give significant effect on students' reading comprehension. Because of that, ETR (Experience Text Relationship) method can be one of the choices for the English teacher in order to help students in comprehending reading text.

1. Suggestion for Teacher

The researcher expects English teacher to choose the suitable strategy in teaching learning process, in order to make the students interested and unbored to study English based on teaching experience of writer in this research.

- a. It is recommended to English teacher to use Experience Text Relationship (ETR) method in teaching and learning process, especially in reading subject,
- b. The teacher should have ability to guide and to construct creative learning for students,
- c. The teacher should encourage students' awareness about the importance of reading for their life,
- d. The teacher should makes reading as habitual activities for students in the school.

2. Suggestion for Students

- a. The students should pay more attention to the lesson that has been explained by the teacher,
- b. The students should do the discussion and share information in order to improve their comprehension in reading the English text,
- c. The students should more often read the English books,
- d. The students should try to understand the use of Experience Text Relationship (ETR) method in reading texts.

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