CHAPTER I

INTRODUCTION

1.1 The Background of Study

Based on the Standard of Contents for Junior High School (SMP/MTs) stated in Badan Standard Nasional Pendidikan (BSNP), English is one of the compulsory subjects to be studied (2006:13). There are four skills that students have to master they are listening, speaking, reading, and writing. The aim of studying English is to improve students' ability in those skills so that students can communicate orally or written in their daily life (BNSP,2006: 123) (Yulianti, 2014).

English is an international language used to communicate and English reading skills are very important. According to((Tarigan (1990:7) in Jaenal 2010), 2014) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. In the educational realm, the ability to read English becomes a demand. English Learners need to have the ability in reading since many professional, technical, and scientific literature are published in English. The learner will be able to master any up-to-date knowledge if they can read in English (Training & Faculty, 2012)

According to Sipayung and Pangaribuan (2019) (Sipayung & Pangaribuan, 2019), English for a specific purpose is more relevant than general English in many aspects of vocation. The aims of this research are 1) to develop teaching materials on tourism vocational school in grade eleven, 2) to describe the result of content, media, and materials design from the experts, 3) to describe the result of

the test from peers and students, 4) to describes the experimental test. Source of data in this study are from experts of learning, teachers" peers, students, control groups, and experimental groups. The data are collected through questionnaire and test techniques. This study is conducted with descriptive quantitative and qualitative. The result of this study showed that: 1. The test on the first teaching material from the expert stated that content: 94,81%, media: 98%, design: 92% with minor revision. 2. The test on the first teaching materials content from the teacher peers: 98%, the students: 95% need a minor revision. 3. t-test is higher than the t-table which indicates that an alternative hypothesis is accepted.

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 to get pleasure with many things and increase our knowledge with scientific textbooks. In general, teaching reading aims 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 comprehend the meaning of the text. However many students still get confused to understand and to interpret the ideas in each written English.

SMP Sidamanik 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 determined. Reading is taught 40 minutes for one meeting, according to a school-based curriculum. It means that they have to learn English for 160 minutes in one week. For reading at second-year students of the junior level school, the competency standard is to understand the meaning of short functional essay of the recount and narrative text in content daily life and to access knowledge. There is

some text of junior high school that should be taught bt 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 reading comprehension by using the Experience Text Relationship Method.

By implementing this method, students were expected to be able to understand an English text and answer the question. The writer found that some of the students could not understand the content of reading text and identify the detailed information of the text. They could not also answer the question given after reading a text. Finally, they were not able to get the Total Minimal Value (KKM) which is 75.

Based on the fact, the writer found many problems faced by the students, especially in reading comprehension. It can be seen from the phenomena: some of the students do not know how to identify the main idea of the text, some of the students are not able to identify the meaning of vocabulary of the text, some of the students are not able to identify information from the text, some of the students are not able to identify the word reference of the text, and some of the students are not able to identify the genetic structure of the text

To improve the students" reading comprehension, the teacher needs to choose an appropriate strategy helping them as the solution to their problem. Many methods and strategies can use by the teacher in teaching reading, one of them is the Experience Text Relationship (ETR) method, it is a method based on discussion to link what the reader already knows (experiences) to what she or he encounters in the text. It has essential steps: Experience, Text, and Relationship. Carrel (1989:647) (Samosir & Meisuri, n.d.) states that ETR is a method that

emphasizes reading comprehension (reading for meaning) ETR was found to be an effective method for helping students to use their background knowledge. Based on the explanation above, the writer is interested in carrying out research entitled "The effect of using experience text relationship (ETR) method on reading comprehension of eighth-grade students at SMP Sidamanik."

1.2 The Problems of the Study

The problem discussed in this study are as follow :

1. Does Experience Text Relationship method affect on reading comprehension of eighth-grade students at SMP Sidamanik?

1.3 The Objective of the Study

Based on the research problem statements above, the objectives of the study are to find out the effect of Experience Text Relationship (ETR) Method on reading comprehension of the eighth-grade students at SMP Sidamanik.

1.4 Scope of the Study

The scope of this study is only focused on Experience Text Relationship (ETR) Method to affect the students reading comprehension and limitation on narrative text. Meanwhile, this study is limited to the students of the eighth grade at SMP Sidamanik. The school and the class are selected due to the preliminary study result that showed the students" score in reading comprehension, particularly in   reading   comprehension.

1.5 The Significance of the Sudy

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

1.5.1 Theoretically

1) The result of this study is to know the effect of ETR method in reading comprehension.

2) The next writer can make references for further research.

1.5.2 Practically

1) The teacher will be able to increase teaching reading better and the teacher can use it as a reference for an English teacher who wants to develop their students reading comprehension.

2) The students will be able to improve their ability in reading comprehension.

1. 6 Research Hypothesis

    The hypothesis the research proposed in terms of the null hypothesis (Ho) and the alternative hypothesis (Ha).

Ha   : Direct Activities Related to ETR method significantly can affect the students"ability in reading comprehension at eighth-grade students in SMP Sidamanik.

Ho   : Direct Activities Related to ETR method does not significantly affect the students" ability in reading comprehension at eighth-grade students in SMP Sidamanik.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

In conducting the research, the writer will explain the related material to this study to strengthen this study. The theories used in this context aim to give a clear concept of how to reach the goals of the research. It is very important to discuss and clarify the concept and theories so that the readers can get the point.

2.2 Reading

2.2.1 Defenition of Reading

According to Lehr (2013)("Improving reading comprehension through Literature Circles," 2017), Reading Comprehension is a process of simultaneously extracting meaning through interaction and involvement with written language. This means that reading comprehension is an active process, being able to read many different materials and being able to understand them (Fitriani,2015; Samad, Jannah, Fitriani,2017)("Improving reading comprehension through Literature Circles," 2017)

According to Harmer (1998:68) in (Geometry & Analysis, n.d.)," reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in the student minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging".Meanwhile, reading is a construction of new meanings through the manipulation of concepts already possessed by the reader with resulting meaning. After the reader reads the text, the reader tries to get the meaning word by word

and sentence by sentence then later on he interprets the meaning based on the context that brings the result of what the reader has read. Michigan (2009,p 17) ("Improving reading comprehension through Literature Circles," 2017)has said that "reading is the process of constructing meaning through the dynamic interaction among : (1) the readers existing knowledge,(2) the information suggested by the text bring read, and (3) the context (purpose) of the reading situation". This means that reading is an active process of reconstructing meaning from written language. Comprehension is an important aspect of reading.

Reading comprehension is the essence of the reading process. Snow (2014) ("Improving reading comprehension through Literature Circles," 2017) has said that reading is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language that consists of three elements: the reader, the text, and the activity or purpose of reading. In conclusion, comprehension is the whole point of reading. Comprehension involves prior knowledge, knowledge of text structure, and an active search for information. This means that reading comprehension is a search of meaning, actively using the reader"s knowledge of collocation and idioms with the text being to understand each new thing the reader reads.

Reading is a process shaped partly by the text, partly by the reader"s background, and partly by the situation, the reading occurs in (Hunt,2004,p. 137 in(Hermida, 2009)). Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author. In other words, readers negotiate the meaning with the

author by applying their prior language to it (Maleki & Heerman,1992 in (Hermida, 2009))

But this process is only possible if the reader uses a series of categories of analysis, some of which are specific to each academic discipline. Thus, working with a text and recreating its meaning entails both discipline's specific strategies. The expert reader has incorporated these categories and applies then almost intuitively. But, the first-year student ignores these categories of analysis. So, professors in each discipline need to teach both the general analytical tools the discipline-specific values and strategies that facilitate disciplinary reading and learning (Bean,1996,p.133 in (Hermida, 2009))

Reading is not only to get information but it needs understanding and comprehension to get some points from the text. In this case, reading and understand are related to each other. Reading itself contains the activity to understand the text and information in the text. To understand or to get some pointers from the text, we need comprehension from the text. Therefore reading cannot be separated from comprehension. According to Pang, et.al., (2003:14)(*Teaching Reading Comprehension By Using 3-2-1 Strategy*, n.d.) states that comprehension id the process of deriving meaning from connected text. It involves drawing inferences from the words and expressions that the writer use to communicate information, ideas, and viewpoint.

2.2.2 Purpose of Reading

The activity of comprehending reading text has some specific purposes. Wallace (1996:6-7 in (Submitted et al., 2012) classifies the purposes of reading based on personal reasons. The purpose included:

2.2.2.1 Reading for Survival

Reading for survival involves an immediate response to a situation. This kind of purpose is very crucial for life, for example, a warning sign, an admonition sign, an instruction sign, etc. Survival reading serves immediate needs.

2.2.2.2 Reading for Learning

Reading for learning is expected to be exclusively school-related. This purpose of reading is intended to support learning. The reader needs to translate the text literally or metaphorically, to learn vocabulary, to identify "useful" structure or collocation, to use a text as a model for writing, and to practice pronunciation.

2.2.2.3 Reading for Pleasure

Doing „reading or pleasure‟ aims at getting happiness. The reader wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment. The important by-product of reading for pleasure is fluency.

2.2.3 Types of Reading

Besides, there are four types of reading. According to Brown (2004: 189-190) (KARTAWIJAYA, 2017), several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks. The four types   are:

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2.2.3.1 Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words punctuation, and another graphemic symbol. Bottom-up processing is implied. Perceptive reading requires students to process separate letters, words, punctuation, and other graphemic symbols of larger stretches of discourse.

An example of a very basic grapheme recognition task would require students to decipher differences in similar words. This assessment tests for the students" understanding of simple graphemic characters; Graphene Recognition.

2.2.3.2 Selective

Selective reading requires students to recognize lexical, grammatical, or discourse features of language within a very short text (a sentence, a brief paragraph, or a simple chart or graph). The following example requires students to prove their comprehension of 20 short statements. Students read one statement at a time and choose the answer that has the same meaning as the statement; Selective Reading Sentence-Level Comprehension.

This category is largely an artifact of assessment formats. To ascertain one"s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. stimuli include sentences, brief paragraph, and simple charts and graphs. Brief responses are intended as well.

2.2.3.3 Interactive

Interactive reading types are stretches of the language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, interact

with the text. That is, reading is a process of negotiating to mean; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

Interactive reading can require students to read several paragraphs to one of the text or more and psycho-linguistically interact with the text (negotiate to mean) to identify relevant features and retain information that is conceptually processed. One such example entails a paragraph about Autumn and a multiple-choice comprehension-check question following passage. This would be good for ESL students in the beginning stages of interactive reading; Short Passage with Multiple Choice Follow Up Questions.

2.2.3.4 Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here is the definition messaged a little to encompass any text longer than a page).

Extensive reading requires students to read articles, essays, technical reports, short stories, or books to assess a global understanding of a text rather than the understanding of minute details. A very common example of an extensive reading assessment is to have students summarize the long text. The following example is for very advanced students; Summarizing Text.

2.2.4 The Concept of Reading

In teaching reading, the teachers should be able to bridge the reading theory to practice. Drucker (2003) in (Orozco et al., 2013) stated that to delineate the movement from theory to practice is starting from such a theoretical assumption, working through the approach, design, and procedure framework.

1. The Importance of Teaching Reading

    Hedge (2003) in (Orozco et al., 2013) stated that any reading component of an English language course may include a set of learning goals for:

    a) The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside the EFL/ESL classroom.

    b) Building a knowledge of the language which will facilitate the reading ability

    c) Building schematic knowledge.

    d) The ability to adapt the reading style according to reading purpose (i.e.skimming, scanning).

    e) Developing an awareness of the structure of written texts in English

    f) Taking a critical stance to the contents of the texts

2. The technique for Teaching Reading Skills

Hadley (2000:207) in (Orozco et al., 2013) pointed out that a whole range of practice activities might be used in concert to integrate individual skills so that higher levels of proficiency might be achieved. She has developed a five-stage plan for reading instruction that can be used in the classroom, in individualized

instructional settings, or computer-adaptive instruction. The five stages of identifies are:

1. Pre-teaching/Preparation Stage.

    This important first step helps develop skills in anticipation and prediction for reading or graphic material. Phillips pointed out that students need to build expectancies for the material that they are about to read. This assertion is supported by the research reviewed, where we saw how important advance organizers and contextual cues are in helping readers build and/or retrieve from memory appropriate schemata to help comprehend. Some activities Phillips recommend for the first stage of reading include:

a. Brainstorming to generate ideas that have a high probability of occurrence in the text

b. Looking at visuals, headlines, titles, charts, or other contextual aids that are provided with the text

c. Predicting or hypothesizing based on the title or first of a text what significance it might have or what might come next

2. Skimming/scanning stages.

    Both of these steps are distinct processes involving as we saw earlier, getting the gist (skimming) and locating specific information (scanning). Phillips pointed out that skilled readers do some scanning while attempting to skim a text; however, she feels that practice is needed in each skill for second-language students. Some of the practice activities needed for this stage include:

a.Getting the gist of short readings, paragraphs, or other graphic materials

b.Identifying topic sentences and main ideas

c.Selecting the best paraphrase from multiple-choice options of the main idea of a text of the conclusions

d. Matching subtitles with paragraphs

e. Filling in charts of forms with key concepts

f. Creating titles or headlines for passages

g. Making global judgments or reacting in some global fashion to a reading passage

Then, Nuttall (1996:48) in (Orozco et al., 2013) stated that Scanning and skimming, the idea that some parts of a text may be ignored or skipped to some students, but efficient reading and specifically the techniques of skimming, require it. By scanning, we mean glancing rapidly through a text either to search for a specific piece of information (e.g. a date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with particular plan disease). By skimming we mean glancing rapidly through a text to determine its gist. For example to decide whether a research paper is relevant to our work (not just to determine its field, which we can find out by scanning) or to keep ourselves superficially informed about matters that are not of great importance to us: much newspaper reading is skimming.

3. Decoding/Intensive Reading stage. Phillips maintained that this stage is most necessary when students are "learning to read" rather than "reading to learn." Decoding involves guessing from context meaning of unknown words or phrases

and may be needed at the word, intersentential, or discourse level. The extent of decoding that will go on in this stage will depend on the purpose of reading a given passage. As Phillips states, "in the final analysis, conscious, detailed, decoding is not a common goal reading". Rather fluency and rapid understanding are the most common objective in reading, and it"s only when comprehension is impeded by unknown words, complex structures, or very unfamiliar concepts that skilled readers resort to decoding.

4. Comprehension Stage. In the step, Comprehension checks or various sorts are made to determine if the students have achieved their reading purposes.

5. Transferable/integrating skills. In his final stages of teaching reading, Phillips maintains that exercises should be used that help students go beyond the strategies. Exercises that encourage usage, and effective rereading. Strategies to confirm hypotheses are among those identified as especially helpful in this stage.

2.2.5 Reading Comprehension

Reading comprehension is a complex, multiple task ability. These processes were divided into two equally difficult main types, lower-level, and higher-level processes. The lower level abilities include word recognition, graph phonic, and others, while the higher-level abilities included syntactic, semantic, and other processes.

The process of reading with comprehension appears to involve several essential and interrelated phases: (1) Information intake; focusing and attending to the pertinent environmental stimuli. (2) Fluency and vocabulary; associating the words on the page with stored knowledge to bring meaning to the text. (3)

Patterning and networking; recognizing familiar patterns and encoding new information by linking it with prior knowledge.

Reading is not only to get information but it needs understanding and comprehension to get some points from the text. In this case, reading and understand are related to each other. Reading itself contains the activity to understand the text and information in the text. To understand or to get some points from the text, we need comprehension of the text. Therefore, reading cannot be separated from comprehension.

According to Pang, et.al., (2003: 14) in (*Teaching Reading Comprehension By Using 3-2-1 Strategy*, n.d.)states that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Comprehension is not a passive process, but an active one. The reader actively engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas, and viewpoints. Brown (2000: 306) in (*Teaching Reading Comprehension By Using 3-2-1 Strategy*, n.d.), states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.

According to Richards and Renandya (2002: 277) in (*Teaching Reading Comprehension By Using 3-2-1 Strategy*, n.d.), reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult text awareness of the main ideas in a text and exploring the organization of a text is essential for good comprehension. In other words, reading comprehension is the primary purpose of reading to raise students'

awareness of the main ideas in a text. Furthermore, Nunan (2006: 71) in (*Teaching Reading Comprehension By Using 3-2-1 Strategy*, n.d.)states that reading comprehension refers to reading for meaning, understanding, and entertainment. In other words, reading comprehension is reading the text to get the meaning and understanding of the text. Moreover, Pang et al., (2003: 6) in (*Teaching Reading Comprehension By Using 3-2-1 Strategy*, n.d.) state that reading is about understanding written texts. It is a complex activity that involves both perceptions and thought. Reading consists of two related processes: word recognition and comprehension. Further, they explain that Word recognition refers to the process of perceiving how written symbols correspond to one"s spoken language. Then,comprehension refers to the process of making sense of words, sentences, and connected text. They also state that readers typically make use of background knowledge, grammatical knowledge, experience with text, and other strategies to help them understand written text.

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

2.3 Experience-Text-Relationship

2.3.1 Defenition of Experience-Text-Relationship

Carrell et al. (1988) in (Training & Faculty, 2012)claim that the Experience-Text-Relationship (ETR) emphasizes in reading for meaning. This method can help students to activate background knowledge to draw the meaning of a text that is useful for text comprehension.

According to Jarmianik (2012)(Training & Faculty, 2012), ETR is a model of teaching that develops as a total reading activity to improve the students` comprehension. It means that this method can help students in teaching reading. Besides, Edwards (2003) in (Triani, 2018) said that Experience Text Relationship is a method that gives spirit to the students and make them be interested and help them to develop their comprehension in reading.

Experienced Text Relationship (ETR) is a teaching strategy proposed by Kathryn Au. Au applied this strategy to the minority children in Hawaii in 1979. As a result, the children get better comprehension after trying this strategy. The main point of this strategy is background knowledge building or experienced activation. Students" experiences will contribute to reading achievement when the teacher uses text containing stories directly related to their world.

Wood and Blanton (2009)(Triani, 2018) stated that Experienced Text Relationship is a strategy that draws on background knowledge and prior experience. Furthermore, Medina (2012: 83)(Triani, 2018) said that Experience Text Relationship (ETR) helps learners to act and develop their background knowledge of the text. Similarly, Lawrence (2007: 59) in (Triani, 2018)claimed that Experience Text Relationship (ETR), instructing students to act and build upon their prior knowledge facilitates both reading motivation and comprehension.

Based on the experts" opinion above, it can be concluded that Experience-Text- Relationship (ETR) is a strategy can be used in teaching reading that helps teacher to monitor the students in expressing their own experiences and guide them to relate their own experiences to the text provided. So this strategy

appropriate to be used in teaching recount text which is a text that retells events or experiences in the past.

2.3.2 Step of Experience-Text-Relationship

The ETR method has three basic steps. The three steps of ETR can be applied in the classroom as follows:

1. Experience (E) for pre-reading, have students discuss their personal experiences that relate to the theme, topic, or main idea of the text to be read. Then have students generate predictions about the story.

2. Text (T)While reading, either read the text aloud as the students follow along or allow students to read silently on their own. Read-only one section of the story at a time. Discuss the section read and confirm and change predictions. Make sure that students tie their thoughts, comments, and predictions back to the text. Clarify any misconception or miscomprehension. Ask if there were any sections or words that were confusing and clarify these. Continue to alternate between reading and discussing small sections.

3. Relationship (R)For post-reading, help students integrate the information from the text with their experiences to develop an understanding of the text.

K.H(Latif, n.d.) 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 text. It has essential steps: Experience, Text, and Relationship: (1) Experience (E) The teacher leads the students in a discussion of their or knowledge or experiences that are related in

some ways to the passage to be read. (2) Text (T)Students read the shorts parts of the texts, usually a page or two, and the teacher asking 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. (3) Relationship (R)The teacher attempts to help the students draw a relationship between the content of the text (as developed in the next step), and their outside experience and knowledge (as discussed in the experience text). In the 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 the 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.

2.4 Previous Researchers

The writer takes two previous research which is related to the teaching strategy. The first previous research was written by Juwita Purnama Sari entitled "*The effect od using Experience Text Relationship on the Student's Reading Comprehension*". The research found that there is the effectiveness of the ETR Method on the students reading comprehension.
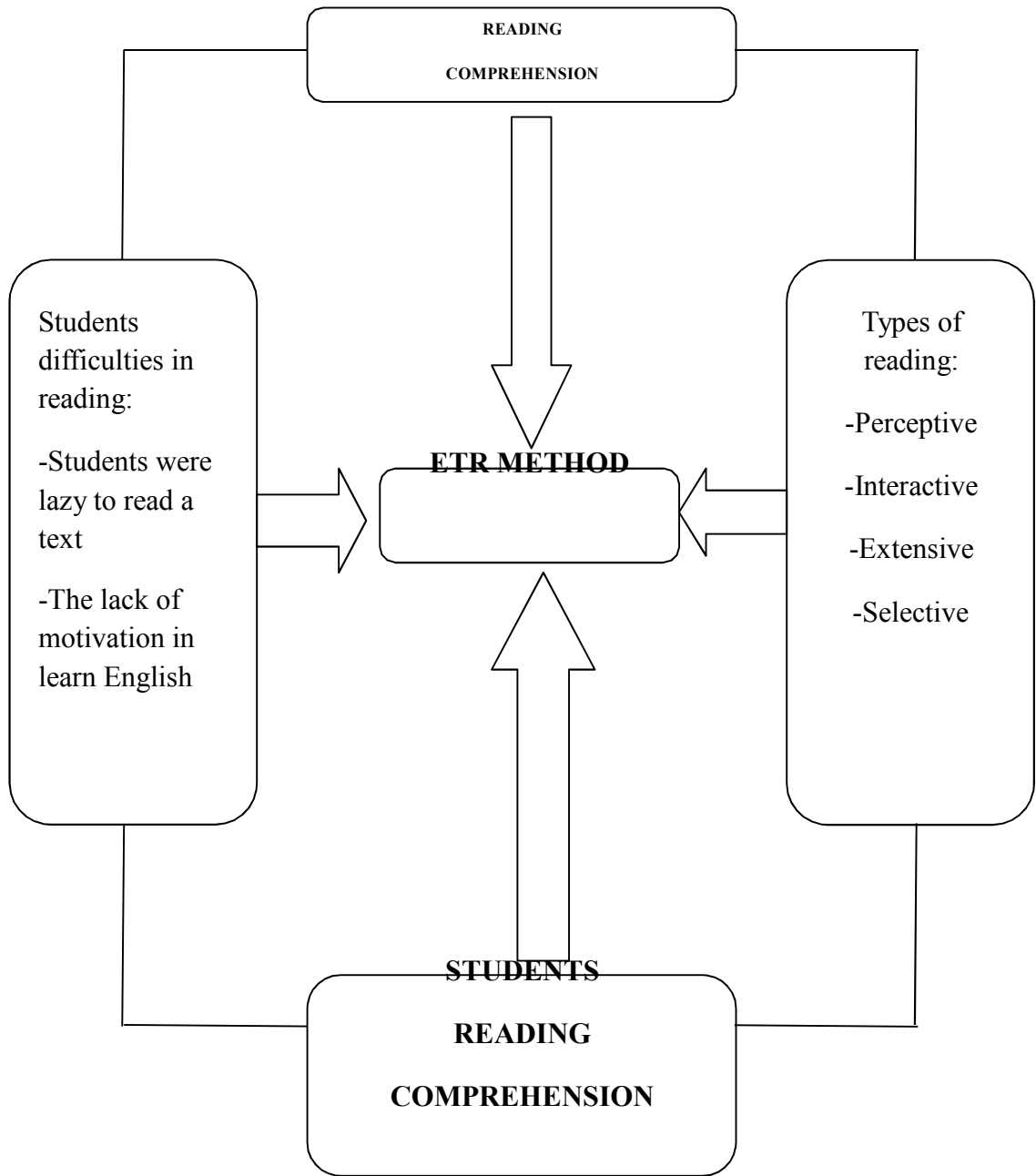
The second previous research was written byNur Khoidah Khayati *"The Reading Comprehension on the Tenth Grade Students MA Ismaliyyah Nalumsari Jepara in the Academic year 2013/2014 taught by using Experience-Text-Relationship"*. The researcher found that ETR Method is an effective method and the students are getting more encouraged and motivated to study.

Based on the result of the previous research above the writer interest to make it a reference to research whether Experience Text Relationship is an appropriate method to improve students' reading comprehension. The difference between the writer's research with the previous research is using a different strategy in teaching reading. The similarity of the writer's research with previous research is to improve students reading comprehension.

2.5 Conceptual Framework

Reading is regarded as one of the essential skills to be taught in foreign language settings. Furthermore, it is noteworthy that reading is the most difficult skill to be developed as it is multidimensional and a kind of complex mental process. Reading is assumed to be the primary means for learning new information and gaining access to interpretations in almost every aspect of our daily lives (Grabe & Stoller, 2001)(Cakici, 2017).

As Nunan (1999: 249) states in (Cakici, 2017) ,reading involves highly complex cognitive processing operations˝. A wealth of studies related to the reading process has appeared in both foreign language and L2 language settings. Researchers are in fairly strong agreement that reading is an active and complex process for making sense out of what you read. Indeed, reading is the capacity through which the reader receives knowledge from a text and integrates it with his/her knowledge and assumptions (Grabe, 1991)(Cakici, 2017). Namely, reading entails combining information taken from the text with the reader˝s background knowledge to make meaning (Anderson, 2003) in (Cakici, 2017).

READING COMPREHENSION

Students difficulties in reading:

-Students were lazy to read a text

-The lack of motivation in learn English

ETR METHOD

Types of reading:

-Perceptive

-Interactive

-Extensive

-Selective

STUDENTS READING COMPREHENSION

Figure 2.5

Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study is was an experimental quantitative design to know the effect of using ETR method in reading comprehension. In conducting this design, the subjects of the writer were divided into two classes. The experimental group is the group was taught by using the ETR Method. While the control group is the group taught by using the conventional method, it opens a dictionary on the students' reading comprehension. The design in this research was one group pretest-posttest design.

The research design which is stated by Setiyadi (2006:132) in (*Dwi Fitriyaningsih*)could be presented as follow:

T1 X T2

T1: Pre-test

T2: Post-test

X: Treatment (teaching reading using ETR Method)

Table 3.1 Research Design

Group of Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	Using ETR Method	√
Control Class	√	Without ETR Method	√

3.2 The Population and Sample

This study was conducted at the school of SMP Sidamanik and the writer was implemented in the eighth-grade in the academic year of 2020/2021.

3.2.1 Population

Thompson and Trochim,2004(Kindy et al., 2016) define that the Population of research is defined as the people who appeal to the interest of the researchers in generalizing the outcomes of the research. The population in this research is eighth-grade students of Sidamanik. The total populations are 20 students.

3.2.2 Sample

As the sample, the writer has selected two classes, the first class as a sample randomly. Because of the limitation of time and each of classes consist of the students that have the same qualifications, from all classes only two class will be selected randomly, in the first-class selected, There are 10 students, and in the second class selected, there are 10 students.

3.3 The Instrument of Data Collection

The writer used reading as an instrument, by using pre-test and post-test in the experimental and control classes. Two kinds of tests to collect data. The students in the experimental and control class were taught by using a different method. The student in the experimental class learns about reading by using the ETR method.

Meanwhile, the students in the control class learned about reading without the ETR method. The writer gave the same topic in the pre-test and post-test. The kind of test id multiple choice. The writer used a pre-test to investigate reading

comprehension before treatment. And then the writer used a post-test to evaluated how far students in reading comprehension after treatment applied. The writer used twenty questions of multiple-choice in the pre-test and post-test.

3.4 The Technique of Collecting Data

In this particular part, the writer gave the test, the kind of test is multiple-choice, which is consists of 20 items of multiple choice. The maximum point or value is 100, and each correct answer will give 5 scores. The type of test is a T-test. The test was held before and after the treatment was applied.

3.5 The Technique of Analyzing Data

The technique of this research is taken from the experimental and control group. The data is analyzed by using T-test, the T-test formula is used to analyze the effect and the result of the research, the formula is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

In which :

M$_x$: mean of the experimental group

M$_y$: mean of the control group

X: the deviation square of the experimental group

Y: the deviation square of the control group

N$_x$: the total number of samples of the experimental group

N$_Y$: the total number of samples of the control group

25

3.6 The Scoring System

To know the score of the student and see the influence of the students reading comprehension, the writer would be using a score ranging 0-100 by counting the correct answer and will be applying this formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of the test

R = Number of the correct answer

N = Number of the test items

3.7 Validity and Reliability of the Test

There are two important characteristics that every measuring instrument should process. They are validity and reliability. Validity and Reliability are qualities that are essential to the effectiveness of any data gathering procedure.

3.7.1 Validity of the Test

A test is said to be valid if it measures accurately what is intended to measure. There are some types of validity; content validity constructs validity, and face validity. Heaton (1988: 160) mentions in (Hanafi, 2016)that content validity depends on a careful analysis of the language being tested and the particular course objectives. This research used reading text that was supposed to be comprehended by the eighth grade of junior high school students. The test is considered valid in content validity since the test of reading constituted a representative sample of the language skill and structure and also the material used was chosen based on the 2013 English Curriculum for junior high school.

Table 3.3

Test Specification of Reading Test

NO	Indicators	Items	Score	Max Score	Kind of Text
1	Orientation	4	4x5	20	Multiple Choice
2	Evaluation	4	4x5	20	Multiple Choice
3	Complication	4	4x5	20	Multiple Choice
4	Resolution	4	4x5	20	Multiple Choice
5	Re-Orientation	4	4x5	20	Multiple Choice
	Total	20		100	

3.7.2. Reliability

AccordingtoArikunto (2010:178)(Syofriani et al., 2018), reliability shows an instrument that can be trusted using as a tool for collecting the data because it has already good enough. A good instrument is tendencies to lead the respondent in choosing a certain answer. If the data appropriate to the fact, the result will be the same although it"s an exercise many times. So the reliability is the way to collect data and find out whether the test is reliable or not.

$$(KR21) = \frac{K}{K-1}\ \ 1 - (\frac{K - M}{KS^2}$$

Where :

R   : Reability of Instrument

K   : The number of items in the test

M   : The mean of the test score

S   : Standard deviation of the test score

The calculation of the reliability:

0.0-0.20   : Very Low

0.20-0.40   : Low

0.40-0.60   : Fair

0.60-0.80   : High

0.80-1.0   : Very high