

ANALYSIS OF EXPERIENCES TEXT RELATIONSHIP (ETR) METHOD IN THE JOURNAL ARTICLE

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ABSTARCT

Reading was an activity of seeing, observing a series of written symbols and understanding the information contained in a paragraph. Reading be important skill that must be mastery by students. The aimed of the research were to describe the students' problem in learning Reading Comprehension and to describe Experiment-Text-Relationship (ETR) method play a role in improving students' reading comprehension. This research designed in qualitative method that focused in library research. The subject in this research was seven articles that published in the journals. In collecting the data, the writer reding research article in ETR and in analyzing the data, the writer identifying and classifiying. The results showed : students had less spirit in following the lesson and they confuse about understanding part of the reading skills. After used Experiment-Text-Relationship (ETR) method, students' score were increase from the post test data. It can be concluding that Experiment-Text-Relationship (ETR) method as solution in teaching reading comprehension.

Keyword : , Comprehensioan, Experiment-Text-Relationship, Method, Reading.

I. INTRODUCTION

Education is the process of acquiring knowledge which consists of skills, attitudes and actions taken by a person or group to improve their standard of living. According to the Indonesian Dictionary KBBI, (2016), education is the process of changing the attitudes and behavior of a person or group in an effort to mature humans through teaching and training.

Education is started by someone from the family environment, where this starts from life skills and secondly in the school environment. In the school environment, children will receive education such as norms, society and language. In this school environment, children are taught to use the Indonesian national language at a basic level and are introduced to a foreign language, namely English as a provision of language skills.

Language consist of national language and international language, and one of international

language is English. English as a world language is not merely an international language. The notion international language can be understood as a language which is used in any international communication which involves people from two or more countries. (Rohmah, 2005)

English used as International language because almost people in the world use English as communication. English has certain countries where in people speak it as a first language .USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa and several Caribbean countries are among the thirty territories that use English as the first language (Crystal,1997). It means that English used by several country as the first language. English also used as second language at several countries so it important to learn by people in the world. English have four skills, such as: Listening, Speaking, Reading , and Writing.

English has four skills that must be master by students namely: listening, reading, speaking, writing. reading is understand the meaning each words of the text to get information. In the reading after the readers read text and get information, they can share to other people. Reading is not only to get information from a text but also reading for pleasure So it is a good thing for language students, because through reading the students will get knowledge easily if they always do reading activity. And also by doing reading activity, the students will be more active in learning process because they can use their knowledge that they Reading is about understanding written texts.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.t from reading. (Pang, 2003)

It clear the reading is activity in getting information from the text. By reading people can understand and know the news that conveyed.

Reading is purpose to comprehension a person in finding various kinds of information or idea in a text. According to L, Donald Bouchard (1997) Reading is a complex activity dependent upon the thinking and language skill of the reader. Reading is not only to read,

but also needs thinking and other language skills, especially in reading English text. Without using that skill, someone will get misunderstanding comprehending what the author is message on the text. According to Pang, et.al.,(2003), 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 inference from the words and expressions that a researcher uses to communicate information, ideas, and viewpoints. Reading comprehension is an interactive process between reader and text to comprehend the researcher's message. Additionally, according to Pang et al,(2003) that reading about understands written text. It refers to the process of making sense of word, sentences and connected text.

Mastering reading comprehension is not easy, because students need a deep analysis and vocabulary mastery to get the point of text. Based on the case that faces by researcher in several sources relate reading comprehension both in Journal articles and in the class room at school thorug interview. And the result students have difficulties in understanding content of material and the students do not have good reading comprehension. The lack of vocabulary and knowledge of structure make the

students can not read well. difficulties that have not been found in previous studies such as students motivation and reading habit, material of reading, reading skills and reading strategy used, with the assumption that every student may have different difficulties

Thus, to overcome the problem above, the teacher should consider more method or strategy to improve the students' reading comprehension in reading the text. There are many strategies in teaching reading comprehension and one of them is Experience- Text-Relationship Strategy which is commonly abbreviated as ETR. According to Au in Jarmianik (2012), ETR is a model of teaching that develop as a total reading activity to improve the students' comprehension. It means that this method can help students in teaching reading. This strategy consisted of three systematic stages: those are experience stage, text stage and relationship stage. In this activity, a discussion refers to interactive communication between a teacher and students talking about a particular topic.

According to Lawrence, (2007) Experience-Text-Relationship (ETR) instructing students to active and build upon their prior knowledge facilitates both reading motivation and

comprehension. ETR as one strategy in beginning reading that does try to use the child's experiences; the child's experiences will also contribute to reading achievement when the school uses a basal text containing stories directly related to the child's own world. It can be assumed that Experiment-Text-Relationship (ETR) strategy is one strategy that appropriates to apply for young learners in reading comprehension achievement. This strategy also has been used by several researchers to increase the students' skill that has published in the journal article. Related to the facts above, the researcher is interested to investigation the effectiveness of teaching reading using Experience Text Relationship (ETR) in several journal articles.

II. METHOD

This research used descriptive qualitative method. Qualitative research was the process of collecting, analyzing, and interpreting non-numerical data, such as language. Gay, Mills, and Airasian (2006:399) explained that "qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insight into a particular phenomenon of interest"

This information usually expressed in everyday language using every day concepts. Qualitative research can be used to understand how an individual subjectively perceives and gives meaning to their social reality. (Saul McLeod, 2019) This research was concluded macro analysis object learning. It learned about language with related to the external factors of language such as using language in group or society in culture. Qualitative research tends to be an effort to generate description and situational interpretation of phenomena which the researcher can offer colleagues, students, and others for modifying their own understanding of the phenomena.

In this research, the researcher used library research technique in doing the research. According to Allen, (2017) Library research is an integral component of research projects in most academic settings. Researcher was charged with the responsibility to carefully examine relevant information in order to determine usefulness, reliability, and authority in regard to the research projects in which they are involved. George, (2008) states that, library research involves identifying and locating sources that provides a factual information or

personal/expert opinion on a research. Necessary component of every other research method at some points. The subjects of this research were 8 articles in the national journal and E-digital library that was published.

After the researcher got the data, the researcher started to analyze them. According to Zoran, (2009) there are four techniques to analyze the data qualitative. The steps explained in the following terms:

1. Identifying the data

In analyzing the data, the researcher searched the sources of the data such as journal and book. The researcher read the data to find the students' problem in reading comprehension and the benefit of ETR in increasing students' ability

2. Classifying the data

After that, the researcher classified the data based on the intrinsic problem and effectiveness of ETR

3. Analyzing the data

And then, the data analyzed based on the problem and effectiveness of ETR from ten national journal.

III. RESULT

1. Students' problems in learning reading comprehension

Reading was an activity to search for information from the text, to get the information detail, students must understand the context by translating the meaning of the paragraph. They must master English vocabulary to make the essay by reading the paragraph, but in reality, students felt difficult in getting the information from the paragraph. In this research, the researcher found the problem of students in the mastery of reading from the eight research articles and the data showed at bellow

Author	Subject	Problem
Christy Dewi Pramanik	grade VIII students of SMP N 9 Yogyakarta	Most students find it difficult to construct the meaning of an English text or to comprehend a text

Fedlysya Triani and Jufri	Senior High School	students' factor, that is vocabulary, grammar, and motivation. The majority of the students had very limited vocabulary.
Fitriani. S, Nurhamdah , Ismail Latif	The tenth-grade office administration students of SMK Negeri 1 Pinrang	first the student's difficulties in decoding text. It causes them to lack motivation to learn reading finally their comprehension of reading is low. Second, they were hard to concentrate as they read and most of them are lazy to read the text. The next problem came from the teacher related to the methodology, the technique, and the strategy of teaching reading used by the teacher.
Dr. Farida Repelitawaty Br. Kembaren, Ernita Daulay, and Fifi Lidyani	siswa di kelas delapan MTs Al-Washliyah Tembung Medan	Students have less vocabulary, have less grammar, and don't understand the way to find out the main idea. Besides that, the teacher still used the contention method so that the
*Dessy Natalia Samosir	second grade of SMP N 41 Medan, class VIII	Most of the students were still at a low level of reading comprehension. It is difficult for the students to comprehend English text
Jarmianik	Most of the students were still at a low level of reading comprehension. It is difficult for the students to comprehend English	<ol style="list-style-type: none"> 1. Students' had difficulty identifying the main idea in the text. 2. Students' got difficulty identifying communicative purposes in the text 3. Students' got difficulty in finding out information both explicit and implicit in the text

	text	<p>4. Students' had difficulty identifying the meaning of the word in the text.</p> <p>5. Students' had problems determining the reference</p>
<p>Yatafati Lahagu, Jontra Jusat Pangaribuan, Meikardo Samuel Prayuda</p>	<p>SMA Swasta Palapa Medan</p>	<p>the students lack comprehending reading texts and they are always confused when they are reading English texts. There were some facts indicating the problems. First, the student's interest in reading was still low. Second, the students had difficulties comprehending a text. They got difficulty understanding sentences and finding the meaning of the sentences.</p>

The data above showed that subjects in each article have problems in facing reading comprehension, most of the students had less spirit in following the lesson and they confuse about understanding part of the reading skills that must be mastered. So the researcher tried to apply The Experience Text Relationship(ETR) Method. It chose as the alternative to increase the students' ability in reading text comprehension.

2. Experiment-Text-Relationship (ETR) plays a role in improving students' reading comprehension.

Experience-Text-Relationship (ETR) is the solution or method that is used in teaching reading. It helped students in expressing their experiences and connecting to the text given by the instructor. instructing students to actively build upon their prior knowledge facilitates both reading motivation and comprehension. From the data taken from the subjects, all the researchers tried to use this method to solve their students' problems in reading text. The data from the eight articles' research showed that after teaching used Experience-Text-

Relationship, their students increase their ability in reading comprehension, which can be shown below:

Author	Title	Result
Christy Dewi Pramanik	The Implementation Of The Experience Text Relationship(Etr) Method To Improve Grade Viii Students' Reading Comprehension At Smp N 9 Yogyakarta In The Academic Year Of 2014/2015	there was an improvement in the students' reading comprehension after the experience-text-relationship method was implemented in the teaching and learning process. It was indicated by the increasing mean scores of the students' pre-test and post-test results (66,52 to 77,41).
Fedlysya Triani and Jufri	Using Experience Text Relationship In Teaching Reading Recount Text To Senior High Schools' Student	the writer uses three steps of teaching. This can be called the conventional method where the teaching and learning process is distributed by pre-reading at the experience stage, whilst reading at the next stage, and post-reading at the relationship stage. It would help the students in improving their reading ability. thus, both teacher and

		students would not get bored with when teaching and learning process
Fitriani. S, Nurhamdah , Ismail Latif	Improving Reading Comprehension Of The Tenth Grade Office Administration Students Of Smk Negeri 1 Pinrang By Using The Experience-Text-Relationship (ETR) Method	the students' mean score on the pretest is 34.54 and the mean score on the post-test is 87.08. It can be concluded that the rate percentage in the post-test was higher than the rate percentage in a pre-test in teaching reading.
Farida Repelitawaty Br. Kembaren, Ernita Daulay, and Fifi Lidyani	Improving Students Reading Comprehension Achievement in Narrative Text Through Experience Text Relationship Method At VIII Grade MTs Al-Jam'iyatul Washliyah Tembung.	The results of data analysis showed that the average pretest was 53.02 and the average student score for post-test I in cycle I was 77.44 and post-test II in cycle II was 92.09. The percentage of student teachers in learning narrative texts in the pre-test is 16.27% which is lower than my post-tests 72.09%, and lower than post-test II is 100%
Dessy Natalia Samosir	Improving Students' Reading Comprehension Achievement In Narrative Text Through Experience-Text Relationship (ETR) Method	the students' reading comprehension achievement. The students' mean scores showed significant improvement, the mean of Cycle I = 64, 38, and the

		mean of Cycle II = 77, 20.
Jamanik	Most of the students are still at a low level of reading comprehension. It is difficult for the students to comprehend English text	Most of the students are still at a low level of reading comprehension. It is difficult for the students to comprehend English text. The students' mean score for the pre-test was 39.2. the second increased to 63,8 in post-test 1 and it finally rose to 73 in post-test 2.
Yatafati Lahagu, Jontra Jusat Pangaribuan, Meikardo Samuel Prayuda	Improving Students' Reading Comprehension On Narrative Texts Through Experience Text Relationship (Etr) Method At Sma Swasta Palapa Medan In The Academic Year Of 2020/2021	The result of the test showed that the students' mean score in the pretest is 51.59 with 4 students (13,79%) students got a score ≥ 70 , in the formative test the mean score is 68.69 with 15 students (51,72%) of the students got score ≥ 70 , and in post-test, the mean score is 77.66 with 21 students (72,41%) of the students got a score ≥ 70 .

The data above showed that after researchers got the problem and tried to solve it by Experience Text Relationship (ETR) Method, the students' had good progress by gape of scores between pre and post-test. It means that Experience Text Relationship (ETR) was one method that was suitable to use in teaching reading.

IV. CONCLUSION

All of the researchers got the problem from the students' ability in reading text or paragraphs, and their problem the translating the word (limited vocabulary mastery). Comprehending the sentence is very low. As the result, all the research showed there was progress after using the Experiment Text Relation (ETR) method in teaching reading comprehension. There was a significant grew up looked at from the final score from pre-test or trial test 'very poor' and post-test or final test ' very good' that can be seen in the finding. Experience-Text-Relationship (ETR) method can be applied in the English teaching-learning process, particularly in the attempt of improving reading comprehension by using the Experience-Text-Relationship (ETR) method.

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