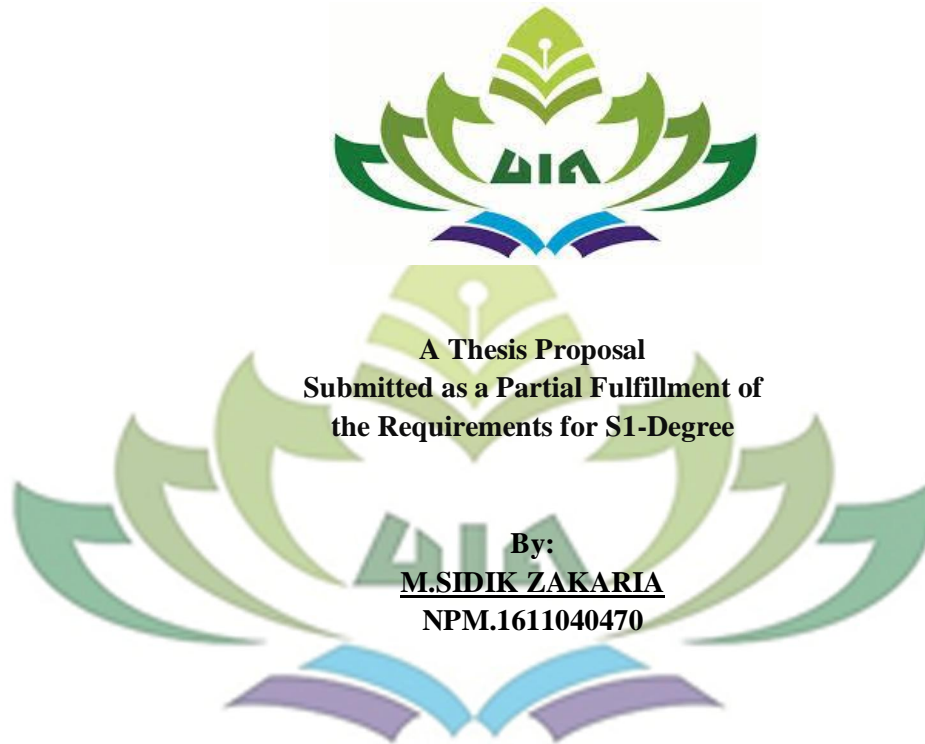


**THE INFLUENCE OF USING EXPERIENCE TEXT RELATIONSHIP
STRATEGY TOWARDS STUDENTS' READING COMPREHENSION AT THE
FIRST SEMESTER OF THE ELEVENTH GRADE
SMK PGRI 04 BANDAR LAMPUNG IN THE ACADEMIC YEAR
2022/2023**



**A Thesis Proposal
Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

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2022/2023**

ABSTRACT

THE INFLUENCE OF USING EXPERIENCE TEXT RELATIONSHIP STRATEGY TOWARDS STUDENTS' READING COMPREHENSION AT THE FIRST SEMESTER OF THE ELEVENTH GRADE SMK PGRI 04 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2022/2023

BY:

M. SIDIK ZAKARIA

This research was conducted based on the preliminary research, it was found out that the students could not comprehend the meaning of texts in their books at the school. This problem was caused by some factors such as; the students could not understand about the content of reading text because the text was unfamiliar to them, the students were lack of vocabulary, and they also could not answer the questions given after reading texts. Thus, this research was conducted and aimed to know whether the influence of using ETR strategy towards students' reading comprehension at the eleventh grade of SMK PGRI 04 Bandar Lampung had significant influence.

The methodology of this research was pre-experimental research design with one group pre-test and post-test. The researcher conducted five meetings with the treatment held in 3 meetings, 2 x 45 minutes for each meeting and two meetings for pre-test and post-test. The population of this research was the eleventh grade students of SMK PGRI 04 Bandar Lampung. The total sample of this research was 62 students that were taken from two classes, XI 1 and XI 2. In collecting the data, the researcher used instruments pre-test and post-test. The instrument was multiple choice. After giving the post-test, the researcher analyzed the data by using independent sample t-test.

From the data analysis, it was found that the value of significant generated Sig. (P-value) = 0.000 \leq α = 0.05. It means that, H_a is accepted and H_o is rejected. So, it could be concluded that there was significant influence of experience text relationship strategy towards students' reading comprehension on explanation text at the eleventh grade of SMK PGRI 04 Bandar Lampung.

Keywords: Experience Text Relationship, Explanation Text, Reading Comprehension.

DECLARATION

The researcher is a student with the following identity:

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I hereby state that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' or experts' opinions or finding included in the thesis were quoted or cited in accordance with ethical standards.

Bandar Lampung, November 2022



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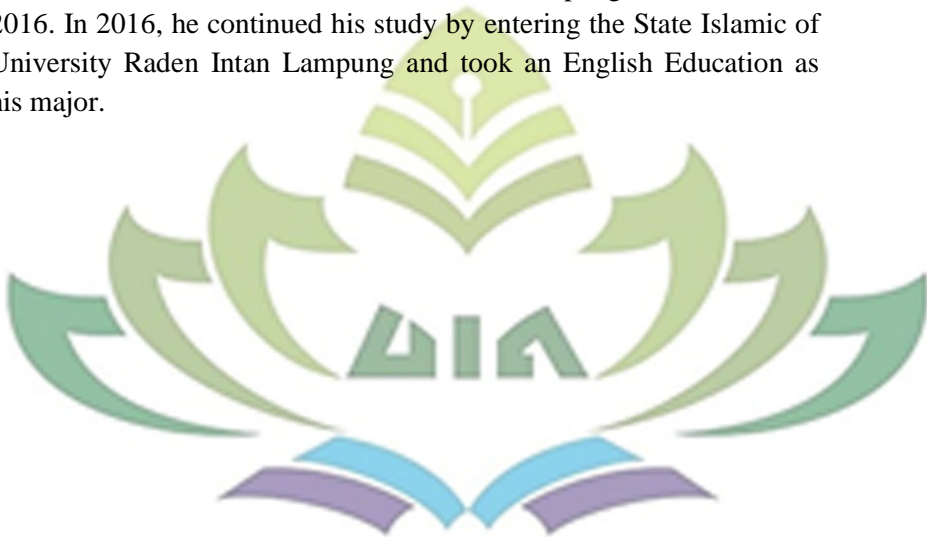
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CURRICULUM VITAE

The researcher's name is Muhammad Sidik Zakaria. He was born in Palas South Lampung on January 05th, 1998. He is the first child from 3 siblings of Mr. Sunarto and Mrs. Partiyem, He has one brother and one sister, their name is Saiful Hidayat and Hikmah Pratiwi Rahmadani.

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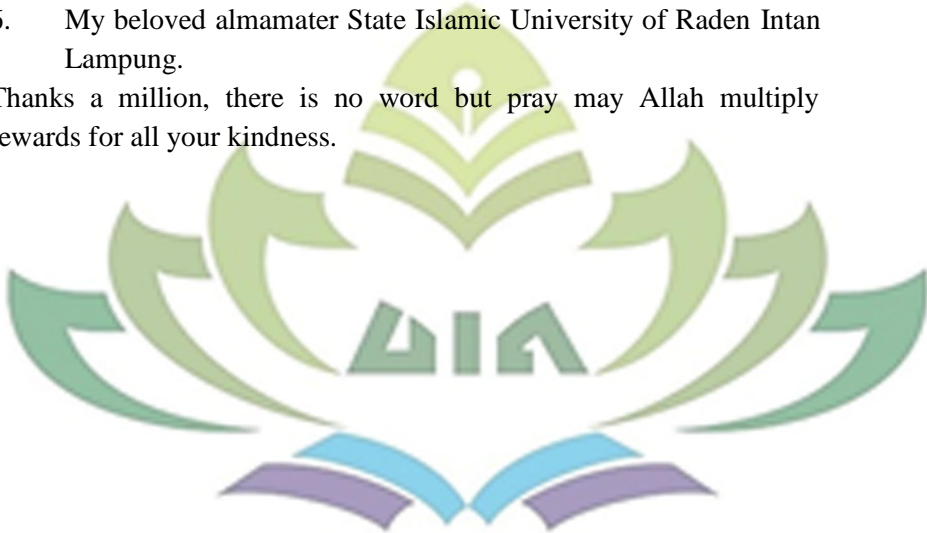


DEDICATION

This writing cannot be finished without the patience and support from the others. Therefore, this thesis is dedicated to them :

1. The greatest Allah SWT, Alhamdulillah' alakullihalwanni'mah
2. The greatest inspiration of my life; my beloved Father and Mother, Mr. Sunarto and Mrs. Partiyem who always pray for my whole life. Thanks for all the motivation and support, I love you endlessly.
3. My beloved grandmother and grandfather,
4. My beloved older brother, Saiful Hidayat.
5. My beloved younger sister, Hikmah Pratiwi Rahmadani
6. My beloved almamater State Islamic University of Raden Intan Lampung.

Thanks a million, there is no word but pray may Allah multiply rewards for all your kindness.



MOTTO

... يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Allah will exalt the degree of faithful people among you and people given knowledge (QS. Al-Mujadalah: 11)



ACKNOWLEDMENT

The writer would like to express her sincere gratitude to Allah SWT, for the blessing bestowed in my whole life particularly during the thesis writing without this thesis, the researcher would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW who has shown us the right path in our life. My appreciation is addressed to:

1. My beloved parents (Sunarto and Partiyem) who always support me, gave me motivation, love, financial and also pray to me so I can finish my S-1 degree. Thank you so much from the deep of my heart my dad and mom. I'm nothing without you
2. My beloved older brother (Saiful Hidayat) and my younger sister (Hikmah Pratiwi Rahmadani) for always gave me all the support beside my parents.
3. Prof. Dr. Hj. Nirva Diana, the Dean of Education and Teacher Training Faculty and all his staff for his invaluable assistance both in academic and administrative matters.
4. Dr. Moh. Muhassin, MA the chairman person and M. Ridho Kholid, S.S., M.Pd. the vice chairman person of English Education Study Program and all lectures who has given suggestions, guidelines, motivations, admonitions, and encouragements to the writer
5. Dr. Moh. Muhassin, MA as the Researcher's advisor who has given generous advice, valuable guidance and elaborated correction during his busy time for the completion of my thesis.
6. Yulan Puspitarini, M.A as the Researcher's co-advisor who gave me suggestions, corrections, motivation and kindness in completing this thesis.
7. All lecturers of The Department of English Education who has given the knowledge, motivation and suggestions during my study at Faculty of Tarbiyah and Teachers Training of State Islamic University of RadenIntan Lampung.

8. My dearest hometown friends (Munir, Rizal, Ayub, Endri, Sutikno) who has always hearing me out, listening to my stupid and childish stories.
9. My dearest office colleagues (Satria, Endri, Julianto, Mrs. Lasti, Sari, Fitri) and all of friends in SCI Center who has given me their support in many ways during completing this thesis.
10. My beloved colleagues (Deni, Amar, Ade, Anisyah, Refan, Istiqomah, Lessa) from the first semester until the last semester who has given me love, big motivation, supported me, helped me in completing this thesis, and then pushed me when i'm down. Thank you so much.
11. All of students of G class, my classmate in 2016 who had support me in sadness and happiness during the study in undergraduate program.

Finally, I realize that this skripsi is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. May Allah always bless us, Aamiin.

Bandar Lampung, November 2022

M. Sidik Zakaria
NPM.1611040470

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CHAPTER I INTRODUCTION

A. Background of The Problem

Reading is very closely applied to other language processes such as listening, speaking, and writing.¹ It means that in the learning process the reading skill can develop the student's ability in other skills. According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.² It means that reading is one important skill to improve their knowledge, because if they read more often then their knowledge will increase, and they will get new information from the text they read. In addition Tarigan state 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.³ Hence, reading is a process which the reader who wants to get the real information contained in the text that the author has conveyed through the text, the reader need to comprehend the text.

Furthermore, Grabe state that reading is a process when the readers learn something from what they read and involve it in academic context as a part of education.⁴ In other words, reading is process where the readers (student) learning something through reading, so that by reading they understand and get information from the text they read, and they can add to their knowledge. Somehow, the reader cannot get the rel information without comprehension then, it is called reading comprehension.

Based on the statement of the experts of reading above, it can be concluded that reading is an important language skill

¹ La Ode Muh. Idrus Hamid B, "Journal of English Education : Developing the Students' Ability in Reading through Speed Reading Technique", Universitas Sembilan belas November Kolaka, Vol. 1, No. 1, March 2016, P.43

² Jeremy harmer, *How to teach English (2nd ed)*, pearson education,2007.P.99

³ Henry Guntur Tarigan, *Membaca sebagai suatu keterampilan berbahasa*, Bandung : Angkasa, 1990, p.7

⁴ William Grabe. *Reading in a Second Language (Moving from Theory to Practice)*. Newyork: Cambridge University Press, 2009. P.5

nevertheless it is difficult to master. Most students fail in reading comprehension in English. The students seem to read with less understanding. Most of them think that the activity of reading is just by loudly pronouncing the words written in certain literature. Then, the researcher conducted preliminary research in SMK PGRI 04 Bandar Lampung. Based on the data that the researcher got when did interview with Mrs. Sofiyah, S.Pd, she stated that the students found problem in reading comprehension especially explanation text because the teacher still found challenge in approaching the students because the student had not found good strategy to approach students in teaching and learning reading process. Beside that, the students seemed bored in teaching and learning reading process, they were not interested to the lesson.

From the problem above, the researcher want to help the teacher to find or solve the problem. Then, the researcher concluded that teaching reading comprehension needed interesting strategy to make the students more active in the class afterwards, the students can master reading comprehension because they already like this lesson or subject. There were many strategies that can be used in teaching reading comprehension such as; Mind Mapping, Scaffolding, and Experience-Text-Relationship (ETR). In this research, the researcher tried Experience-Text-Relationship (ETR) strategy in teaching reading comprehension especially in explanation text and then saw what effect that the students got in reading comprehension by using it.

Experience-Text-Relationship (ETR) is a strategy that draws on background knowledge and prior knowledge and experience. Medina state that experience-text-relationship (ETR) helps learners to active and develop their background knowledge of the text.⁵ According to Lawrence Experience-Text-Relationship (ETR), instructing students to active and build upon their prior knowledge facilitates both reading motivation and

⁵ Resolusi Mensi. (2015). *Teaching Reading Comprehension By Experience-Text-Relationship(ETR) Strategy to The Eight Grade Students of SMP Sandika, Palembang*. p136

comprehension.⁶ Based on experts opinion above, it can be assumed that Experience-Text-Relationship is a strategy where teacher provides guide to students through the reading process, monitor the student comprehension, and this strategy also consists of student's expressing their own experience of knowledge about topic of prior reading. Meanwhile, 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

There were some previous researches for this research. Firstly, a study from Mensi Resolusi entitled "Teaching Reading Comprehension Using Experience-Text-Relationship (ETR) Strategy to The Eight Grade Students of SMP Sandika Palembang". The objective of this study was to find out whether or not there is significant difference on students' reading comprehension who were taught using ETR and who were taught using usual method which was used by the teacher at SMP SANDIKA Palembang. The population of the study was the eighth grade students of SMP SANDIKA Palembang. The sample was taken from convenience sampling. This study used quasi experimental design. The result of this study showed that teaching reading using experience text relationship (ETR) had a significant effect on students' reading comprehension.⁸

⁶ Lawrence, Jean Lisa. (2007). *Cognitive and Metacognitive Reading Strategies Revisited: Implication for Instruction. The Reading Matrix*, Vol. 7. p55-60

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

⁸ Resolusi Mensi, "Teaching Reading Comprehension by Using Experience-Text-Relationship (ETR) to The Eight Grade Student of SMP Sandika Palembang". UIN Raden Fatah Palembang (2015). p137

Secondly, a study from Johan Nur 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 Pekan Baru”. This study used quasi experimental design. Total population of this study were 127 students and the sample of this study chosen by cluster random sampling. After the study had done the analysis, this study showed that there was significant effect of ETR towards students’ reading comprehension. Based on the previous research, the difference of this research and previous research were the material in reading comprehension and the subject of the research. Therefore, a research entitled “The Influence of Using Experience Text Relationship Strategy towards students’ reading comprehension at the Eleventh Grade Students of SMK PGRI 04 Bandar Lampung in Academic Year 2022/2023” was coming up.

B. Identification of The Problem

Based on the background of the problem above, the researcher identifies the problems as follows:

1. The teacher found a problem in teaching reading comprehension especially in finding the right strategy.
2. Students were bored and they were not interested to the lesson.

C. Limitation of The Problem

Based on the background and the identification of those problems, the researcher limited the problem in reading comprehension only on explanation text. The researcher also limited the problem only on teaching reading comprehension using experience text relationship. The researcher focused on the effect of ETR in teaching reading comprehension especially explanation text.

D. Formulation of The Problem

Based on the identification and limitation of those problems, the researcher formulated the problems as follows:

Is there a significant effect of using experience text relationship (ETR) towards students’ reading comprehension on explanation text at the first semester of the eleventh grade of

SMK PGRI 04 Bandar Lampung in the Academic Year 2022/2023?

E. Objectives of The Research

Related to formulation of the problem, the objective of the research was to find out the effect of using experience text relationship strategy toward students reading comprehension on explanation text at the first semester of the eleventh grade SMK PGRI 04 Bandar Lampung.

F. Significance of The Research

The researcher expected that the findings of this research might brought the following benefits.

1. Theoretically

The result of this research is expected to give information to the English teacher of SMK PGRI 04 Bandar Lampung about effect of using ETR strategy toward student ability in reading comprehension.

2. Practically

- a. For students, the students enjoyed the process of improving reading, and got an easy strategy to master reading comprehension.

- b. For teachers

The teacher is expected to apply the experience text relationship strategy, especially in SMK PGRI 04 Bandar Lampung because ETR strategy was more effective to be used in teaching reading comprehension.

G. Scope of the Research

The scopes of research were as follows:

1. Subjects of the Research

The subjects of this research were all of the eleventh grade students of SMK PGRI 04 Bandar Lampung.

2. Object of the Research

The object of research were experience text relationship strategy and students' reading comprehension.

3. Place of the Research

This research was conducted at SMK PGRI 04 Bandar Lampung

4. Time of the Research

This research was conducted in the academic year 2022/2023.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

Reading is one of skill in teaching and learning in English language, the students can improve their knowledge thought reading. The students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words in reading.¹ It means that reading is one of the elements in the learning process. By reading we can find things that we don't know, and we know it, and we know what we find during the reading process.

Reading is the process of receiving and interpreting information encoded in language form via the medium of print.² Patel added that reading is an active process which consists of recognition and comprehension skill.³ It means that reading is a process which done by the reader to comprehend and get information from printed text so the reader can understand the researcher means. On the other hand, Nunan state that, reading is a fluent process from the readers to mixing the information from the text with their background knowledge to create a meaning.⁴ It means that reading is a process where by someone when reading gets information from the reading who reads by combining existing information with their background knowledge so that they can deduce the meaning of the reading that they reads and gets information so that their knowledge increases.

Reading is an interactive process that takes place between the text and the readers processing strategies and background

¹ Francoise Grellet. *Developing reading skills: a practical guide to reading comprehension exercise*. Cambridge: Cambridge University Press.1992. P.7

²William Grabe, *Reading in a Second Language (Moving from Theory to Praticte)*,(CambridgeUniversityPress:2009), p.14

³M. F. Patel, Praveen M. Jain, *English Language Teaching (Methods, tools and Technique)*,(Jaipur:Sunrise,2008),p.114

⁴ David Nunan. *Language Teaching Methodology* . London: Prentice Hall International.2003.P.68

know ledge.⁵ It means that reading is an important activity. By reading, students can get more information and know what the researchers' mean from the text that they read. There is another definition of reading. Reading is the construction of meaning from printed or written message. The construction of meaning involves the reader connecting information from the written message with the previous knowledge to arrive at meaning at an understanding.⁶ It means that reading is process to get information or knowledge from the text and to understand the content of the material being read. Allah also states in Surah Thaaha Verse 114.

فَتَعَلَىٰ اللَّهُ الْمَلِكُ الْحَقُّ ۖ وَلَا تَعْجَلْ بِالْقُرْءَانِ مِنْ قَبْلِ أَنْ يُقْضَىٰ
إِلَيْكَ وَحْيُهُ ۗ وَقُلْ رَبِّ زِدْنِي عِلْمًا

That Means: “Supremely exalted is therefore Allah, the King, the Truth, and do not make haste with the Quran before its revelation is made complete to you and say: O my Lord! Increase mein knowledge.”(Thaaha:114).⁷

In section above, Allah command us to read Qur'an slowly no hurried. So, we can get an information and knowledge from it (Qur'an). Students not to be hurry in reading a text so they will get an information or knowledge from it. If we read the text well, we will be easier to write, listen and speak.

Based on those explanation, it can be concluded that reading is the readers activity in order to get information from printed text using eyes and brain to understand what the author thinks in his/her writing. Reading is very important skill for students. Reader's background knowledge of the

⁵Kristin Lems, *Teaching Reading To English Language Learners*, (New York: London, 2010),p.33

⁶ Richards R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom*, (Cambridge: Cambridge University Press, 1988), p. 12

⁷ A. Yusuf Ali, *The Holy Qur'an Text Translation and Commentary*, (Maryland: Amana Crop, 1983), p. 788

world will influence their achievement in reading comprehension.

According to Harmer, reading is an exercise dominated by the eyes and the brain.⁸ Nunan says that reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses and sentences).⁹ On the other hand, Hesyam Suleiman argues that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic.¹⁰

From all the explanations above, it can be concluded that reading is an active process to gain the meaning of current information by relating readers’ background knowledge to the information provided in the printed text. Reading skill is not a matter of reading only, but the reader should comprehend what they have read.

1. Purpose of Reading

Before the readers beginning to read, the readers have must to know the aims of reading, because reading is an activity with a purpose. Based on the state of Grabe William and L. Fredrika, there are six of purpose for reading includes are: reading to get simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts.

a) Reading to get simple information

One of purpose reading is the readers catch the information from the text, its mean simple information like main idea, and the important information that contain in the passages. This process is used to know the reading ability of the readers.

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, Inc.1985), p. 153

⁹ David Nunan, *Language Teaching Methodology*, (New York: Prentice hall, 1991), p. 17

¹⁰ Hesham Suleiman, Alyousef, *Teaching Reading Comprehension to Esl/Efl Learners*, (Vol. 5, No. 2, 2005), p. 144

b) Reading to skim quickly

The second purpose in reading is reading to skim quickly. Reading to skim quickly is a ability of the readers to analyse the information of the text that is useful for himself. Which is basically this ability is including the strategy to guessing the content of passage that being read. So that the concept of information from the text is shaped and easy to understand.

c) Reading to learn from text

The next purpose of the reading is reading to learn. It means that to know the content of the redaing text the reader must have a competence to easily understand the main idea or the important information contained in the text. So that the readers can improve their ability to develop a rhetorical framework is related with their background knowledge with the text be read.

d) Reading to integrate information

Reading to combine information calls for additional selection about the relative significance of accompaniment, mutually supporting or opposed facts and in all likelihood building of a rhetorical frame to take a note from more than one resources.

e) Reading to write

Reading can improve the other skills in English, one of which is writing skills. It means that thought reading some source related to the context will build writers ideas.

f) Reading to critique texts

Reading to critique texts can be venture editions of reading to combine data. Before criticizing a reading text, the readers must have the ability read fluently, it is useful in the process reading, selecting, and criticizing of the text.¹¹

¹¹ William Grabe and Fredericka L. Stoller *Teaching and Researching Reading*. London:Pearson Education Longman.2002. P.

2. Types of Reading

According to Nation, generally reading is divided into two types; they are intensive reading and extensive reading. The definition of each type is as follows:

a. Intensive Reading

Intensive study of reading text can be meant of increasing learners' knowledge of language features and their control of reading technique. The classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners¹². It means that intensive reading is reading with accuracy to comprehend the text. It can be done with learners and teachers. Intensive reading usually involves translation and comprehension of the text. In other words, intensive reading uses translation to comprehend the text. Using translation to active that the learners understand about the text, it can make the process of comprehend easier.

Intensive work on reading text can focus on aspects such as comprehension, regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies.¹³

b. Extensive Reading

Extensive reading is a form of learning from meaning – focused input. During extensive reading learners should be interested in what they are reading.¹⁴ It means that extensive reading is learning process with accuracy. While reading the text, learners should be engaged with the text and focus with the text which they read. The reader also

¹²I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*,(New York : Rutledge, 2009),p.25

¹³*Ibid*, p.27

¹⁴*Ibid*. p. 59

should pay attention to get the meaning of the text. Day and Bamford state that characterize extensive reading is involving large quantity of varied, self selected, enjoyable reading at a reasonably fluent speed. Not all text for extensive reading need to be simplified texts as there are other ways of helping with the vocabulary load of extensive reading such as glossing, computer – assisted reading, elaboration.¹⁵

Based on those explanations, it can be concluded that intensive reading is a technique of reading to increasing their comprehension in understand language features (regular and irregular sound- spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies) from a text by using translation to make easier in understand the text. Furthermore, extensive reading is a process of reading text with accuracy. The reader should choose a text that they interested in it, so they must focus just in the text to get the meaning and comprehend the text well. In other word, in extensive reading, the reader has to choose an interesting text.

3. Concept of Reading Comprehension

Comprehension is the centre of reading. According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact.¹⁶

Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letters and sounds patterns, matching there salting pronunciation to meaning, and

¹⁵ Ricard R. Day Julian Bamford. *Loc. cit*

¹⁶ Karen Tankersley, *Treads of Reading: Strategy for Literacy Development*, (New York: Library of Congress Cataloging In Publication Data, 2003), p. 90

finally connect these words into idea units.¹⁷ It means that comprehension is ability of someone to make sense of the context based on what he or she reads or hears. It is way in which someone interprets the text.

According to Grabe and Stoller reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effort less and enjoyable activity for fluent readers.¹⁸ Reading comprehension means that the reader gets new information and understands what they not understood yet, after they read.

The comprehension skills categories are cumulative, in that one is built on the other. Based on the language assessment theory of Brown, especially in reading, there are some criteria are commonly used in measuring students' Reading Comprehension ability, they are:

- a) Main Idea (topic)
- b) Expressions/idiom/phrases in context
- c) Inference (implied detail)
- d) Grammatical features
- e) Detail (scanning for a specifically stated detail)
- f) Excluding facts not written (unstated detail)
- g) Supporting ideas
- h) Vocabulary in context.¹⁹

4. Aspects of Reading

According to King and Stanly in journal ELT by Ningsih reading has five aspects contained in reading texts. They are:

- 1) Finding factual information

Factual information are facts in the text which are important information for the reader, to finding the

¹⁷Jo Anne Schudt Caldwell, *Comprehension Assessment A Classroom Guide*, (New York: The Guildford Press, 2008), p. 5

¹⁸William Grabe, *Reading in A Second Language*, (New York: Cambridge University Press, 2009), p.17

¹⁹H Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: Pearson Longman, 2003), p.206

factual information the readers is required to read the text in details. The factual information usually marked with WH question word. There are many types of question related with the factual information which appear, such as reason, purpose, result, time, comparison, etc. The readers can find the answer of the question in the text.

2) Finding main ideas.

Finding main idea of the text is important for the reader, thought main idea the reader will be ease to remember the contnt of the text later . Main idea is an idea from the author which is developed into paragraph.

3) Finding the meaning of vocabulary in context

Finding the meaning vocabulary in the context could help the reader to develop guessing of the unfamiliar vocabulary which they did not know before by realting the close meaning of the content in the text read. The meaning of the vocabulary have the nearly or same meaning with other word.

4) Identifying references

In the process of reading English text or other language text, it will tedious if the text using the same word or phrase repeated, for that it will be better if the author using reference word than using repeating word. The reference words that are often used and frequently pronoun are: it, she, he, they, this, etc.

5) Making inferences

The ability of the reader to find out the authors implied conclusion in the text is called inference. King and Stanley divide into two most important attentions: draw logical inferences and make accurate prediction.²⁰

²⁰ Destri Wahyu Ningsih, *The Implementation Of Genre Based Approach In Teaching Reading :A Case Study At SMPN 17 In Pekanbaru*. Language Education Program, Statae University Of Padang. Vol 1 no 1 2015. P. 2

5. Concept of Teaching Reading

Teaching is the task of a teacher which is performed for the development of a child.²¹ It means that the teaching helps the students to develop their knowledge and ability in their class.

In the classroom reading is one implementation to deliver the knowledge from the teacher by written text or media print to the students. In teaching reading the teachers helps the students to achieve these goals and helps the student to develop their reading ability to understand the meaning of passage from the written text.

Teaching reading process is not an activity is done only once but teaching reading is an activity that is carried out repeatedly through stages. The teacher must have a strategy or technique for teaching reading and pay attention to whether these strategy or technique which can make students enjoy when they learn about reading and in increasing the student ability in reading English text. Beside strategy the teachers also should have a plan as a part of teaching reading process, the present day reading assignment, in contrast to the conventional substances, involve 3 segments: pre-, while-, and post reading stages.

a) Pre-reading: in this stages the teacher facilitates the students to activating their interest and background knowledge of the student by using questions related of the text.

b) While-reading: while-reading stage or interactive process is a stage to developing the student ability in tacking text by expanding their linguistic and schematic knowledge.

c) Post-reading: the last stage is post-reading, this satge that has various follow-up action after they have read. The frequent follow-up activity in post reading

²¹ Thomas F. Green. *The activies of teaching*. (New York : Mcgraw-Hill companies) 1997. P. 82

the student is asked to summarize, reflect, and question what they have read.

It means in the teaching reading process, the teacher should have or plans for teaching reading. The plans it can make easier the teaching reading process.

6. Strategies of Teaching Reading

Strategies in teaching reading the teacher needs some strategies to make the students achieve their ability to read text. According Brown the followings are seven strategies which can be applied in the teaching reading in the classroom.

- 1) Identifying the purpose in reading
- 2) Applying graphemic rules and patterns to aid in bottom up decoding
- 3) Applying efficient silent reading strategies
- 4) Skimming the text for the main ideas
- 5) Scanning the text for specific information
- 6) Applying semantic mapping or clustering
- 7) Guessing when you are not certain Some reading strategies above can help students to read text.²²

From these explanations conclude that the teaching and learning reading process the teacher must pay attention the strategy to make the students enjoy during reading process. So the students catch knowledge and lots information about the text and which it can increase their ability in reading English text.

7. Testing of Reading

In the teaching learning of reading that need test to measure the reading student achievement, regarding in this context Brown state that there are 8 ways to test the students, are follows:

- 1) Multiple-choice is a test each item question has more provided alternative answer. The frequently in each item question provide two or five alternative answer, the alternative answer should not be more than five

²² H. Douglas Brown. *Teaching by Principles* P.306

because it will be confusing and difficult to arrange the items answer. There are types of multiple-choice such as: multiple-choice vocabulary, contextualized multiple choice vocabulary/grammar, multiple-choice cloze vocabulary/grammar, same different, circle the answer, true/false and etc.

- 2) Matching task is test where for fill the blank of the text using matching answer are given random.
- 3) Picture-cued items are items test where shown picture and along with the text and then to the test taker are given possible task to perform appropriate with the picture. The types of picture-cued items such as: picture-cued word identification, picture-cued sentence identification, picture-cued true/false identification, picture-cued matching word identification.
- 4) Picture-cued task is test by using picture are displayed to the test taker, then they are told to write the represent word of the picture. The types of this test are: multiple-chose picture-cued respond, diagram labeling task.
- 5) Editing tasks are test is used for assessing linguistic competence in reading through editing the grammatical or theoretical errors.
- 6) Gap filling task to create sentence completion items where test takers read a part of sentence and then complete it by writing a phrase.
- 7) Cloze task are usually a minimum of two paragraphs in length in order to account for discourse expectancies.
- 8) Short answer task is a reading passage presented and the test taker trends questions that must be answered in a sentence or two.²³

²³ H. Douglas Brown. *Language Assessment: Principle And Classroom Practice 2nd Edition*. San Fransisco : Pearson Education Longman. 2010. P.191

In different hands, in reading test the teacher ought to offer the test form which appropriate with the trying out reading aim or goals of the students, beside the teacher provide the test form the teacher should give the reading strategy to arouse the interest of the students in reading text, that way the students ease to understand the content of the text to gain information, knowledge and ease to answer the test.

B. Concept of Experience Text Relationship

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 text.²⁴ 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.

²⁴ 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.²⁵

Parviz 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.²⁶

Carrell, 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).²⁷

²⁵ 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)

²⁶ 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>

²⁷ Carrel. Patricia. L. 1989. Metacognitive Strategy Training For ESL Reading . Vol. 23. No 4. (retrieved on September 15)

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 shorts 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 directly.²⁸

C. Explanation Text

a. Definition of Explanation Text

Text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.²⁹ It means that the explanation text is a text that related with process of natural, social, culture and science phenomena.

According to Mark Anderson and Kathy Anderson says that the explanation text type is often used to tell how

²⁸ Carrel. Patricia. L. 1989. Metacognitive Strategy Training for ESL Reading . Vol. 23. No 4. (retrieved on September 15)

²⁹ <http://pakpuguh.wordpress.com/2011/08/22/1-explanation-text/> (accessed on Tuesday 7 July 2020)

and why thing (phenomena) occur in nature.³⁰ Explanation is a text which tells processes regarding forming of natural, social, scientific and cultural phenomena. Explanation textual content is to say ‘_why’ and ‘_how’ of the forming of the phenomena. It is miles frequently found in science, geography and history text books.

b. Kinds of Explanation text

There are kinds of explanation text, they are:

- 1) **Sequential Phenomena**– These detail the stages in an event eg: how a caterpillar turns into a moth.
- 2) **Causal** - Details what causes the change from one stage to the next ie: How a president is elected.
- 3) **Theoretical** - Details the possible phenomena behind a natural or created process that is not fully understood. eg What caused the Nazi's to lose World War II
- 4) **Factorial and consequential explanations** explain effects and outcomes of processes. They are more commonly used in upper primary and secondary.³¹

c. Generic structure of Explanation text

There are two generics structures of explanation text, they are:

- 1) **General statements** : stating the phenomenon issues which are to be explained.
- 2) **Sequenced of explanation** : stating a series of steps which explain the phenomena.³²

d. Example of text

From four the kinds of the explanation text, in this semester the students focus on the one types in explanation text, that is the sequentian phenomena types. The text below is the example of the sequential phenome text.

³⁰ Mark Anderson and Kathy Anderson. *Text type in English*. Australia: Macmilan.1997.P 82

³¹ <https://www.literacyideas.com/explanation-texts> (accessed on 07 july 2020)

³² Ibid.

RAINBOW

General Statement : Almost everyone very likes a natural phenomenon called the rainbow. To the extent that a lot of people create an art work like song, cake, and the other work after seeing the beautiful colors of the rainbow. But, do you know how the phenomenon of the appearance of the rainbow happens?

Sequenced of Explanation : Rainbow occurs because of the refraction of light. The sunlight that shines in between the rain drops is refracted by the rain drops. This process separates the white light of the sunlight into a spectrum of different colors. The spectrum of colors are red, orange, yellow, green, blue, indigo, and violet. Or what we often memorize as the abbreviation "ROY G BIV / *mejikuhibiniu*.! Then the colors reflect in the back drops of rain, resulting the light which looks arched and becomes the rainbow.

D. Hypotheses

The researcher proposed the hypotheses of this research as follows:

- H_a : There is a significant effect of the ETR strategy on the reading comprehension of students in explanation text of class XI 1 and 2 of SMK PGRI 04 Bandar Lampung.
- H_0 : There is no significant effect of the ETR strategy on the reading comprehension of students in explanation text of class XI 1 and 2 of SMK PGRI 04 Bandar Lampung.

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