

## CHAPTER I INTRODUCTION

### A. Background of the Study

There are four language skills that are required by the students in studying English, namely reading, writing, speaking, and listening. In Indonesia, English teaching is focused on reading skill based on Junior High School curriculum. The main reason for the student is to enable them getting information or knowledge they need from English printed material like scientific book, novel, newspaper, announcement, etc. By strengthening the reading skill, the learner will make a greater progress and develop in all other areas of learning.

The important point to be made about the reading is reading comprehension. To master reading skill, the readers need good comprehension in reading activity. It is not only related to know about the code of the text reading but also to full meaning from whole text reading. In reading comprehension, readers must be able to get a deeper understanding of the information that presented in a text. It means that reading comprehension involves thinking process. According to Westwood (2008:31) reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information that presented in a text. An active thinking process involves the activity of linking of new information to the students' experience or background knowledge.

Every student absolutely having the prior knowledge. Each of them carries different schema or prior knowledge. It is not same for all students. But, in the fact most of the students still get a lack in activating their prior knowledge during the reading process, specifically in reading with comprehension. Whereas, activation of prior knowledge makes up a great amount of the process of reading comprehension. In this case, teachers have an important role. The teachers should attempt to activate prior knowledge as much as possible to the reading text, allowing students to apply the prior knowledge use while reading.

Because reading comprehension is the important thing in reading, the students are expected to read various texts to get deeper understanding of information or to have knowledge. Harmer (2003:208) states that students sometimes have low expectation in reading comprehension. The students think that understanding the passage is difficult and when the teacher in the past given them a text that they have no interest, then they would predict that the future activities will be boring. So, when the teacher told them to tell some information from their reading text, most of them didn't have any ideas to tell some information from what they've read. For Indonesian students, reading is still difficult to learn, particularly in reading English material. It is because English is still foreign language in Indonesia. In addition Harian Seputar Indonesia (2012) found that people of North Sumatera were definitely weak in reading comprehension and no have interest in reading activity. This lack of comprehension may be the result of many factors. The reading material may be

too difficult or the students not having the necessary background or schema for reading.

The problem of reading comprehension is also found in the national examination. Many students failed in the national examination because they can not reach the minimum score. According to BSNP (Badan Standar Nasional Pendidikan) 2012 states that to pass the National Examination, the students either in Junior high school or Senior high school must get the average score 5.5 and the minimum score for every subject is 4.0 includes English subject. In the reality, students are difficult to reach that score in National Examination. Tribun Surabaya (2012) found that 38 students of Junior high school in Pacitan failed in the National Examination because of English Subject. They failed because they get the score under 4.00. Those students have problems in understanding the text because the text in reading part is too long and they can not understanding the meaning on some unknown words.

The students' failure may be caused by lack of the students' knowledge about how they read the text well and may be caused by lack of the teacher strategy in teaching reading. In practice, many teachers tend to teach how to read the text which focus on language structure rather than language skill, particularly reading skill. It decreases a chance of the students to read critically and quickly. Because of that situation the teacher should teach how to understand the text. In other word, the teacher should look for the appropriate way or method of teaching to help the students to feel easier to comprehend or to get information which the students have read properly.

Thus, to overcome the problem above, the teacher should consider the most effective method or strategy to improve the students' reading comprehension in reading the text. There are so many reading comprehension method and strategy that can be applied in improving students' achievement in reading. In this study, the writer is interested to use Experience-Text-Relationship (ETR) Method.

Experience-Text-Relationship is a method of teaching that can be applied to improve the students' reading comprehension. It is one of the best methods in teaching reading comprehension, besides Reciprocal Teaching Strategy, SQ3R Method, Semantic Mapping, K-W-L strategy, and etc. Carrell et al (1989: p 647) states that this experience-text-relationship (ETR) method emphasizes comprehension in reading for meaning. This ETR method can help the students to activate their background of knowledge in drawing the meaning of a text or story. Then, related it to the new information that they've got from the text after reading process.

This ETR Method had been used to teach reading comprehension in EFL for Hawaiian children. And test results of Hawaiian children who have been instructed with the ETR Method seem to indicate the improvement of their achievement (Au, 1998).

From the explanation above, this study is designed to conduct out the research to prove whether Experience-Text-Relationship (ETR) Method improves students' reading comprehension.

## **B. The Problem of the Study**

Based on the previous discussion in the background of the study, a research problem is formulated as the following: *“Does the application of Experience Text Relationship method significantly affect students’ reading comprehension?”*

## **C. The Scope of the Study**

This study focuses on identifying the effect of applying Experience Text Relationship method on the students’ reading comprehension. In this study, the forms of the text are limited, namely narrative. And the levels of reading comprehension are literal, interpretative, and critical reading.

## **D. The Objective of the Study**

In relation to the problem, the objective of the study is to find out whether the Experience Text Relationship Method significantly affects the students’ reading comprehension.

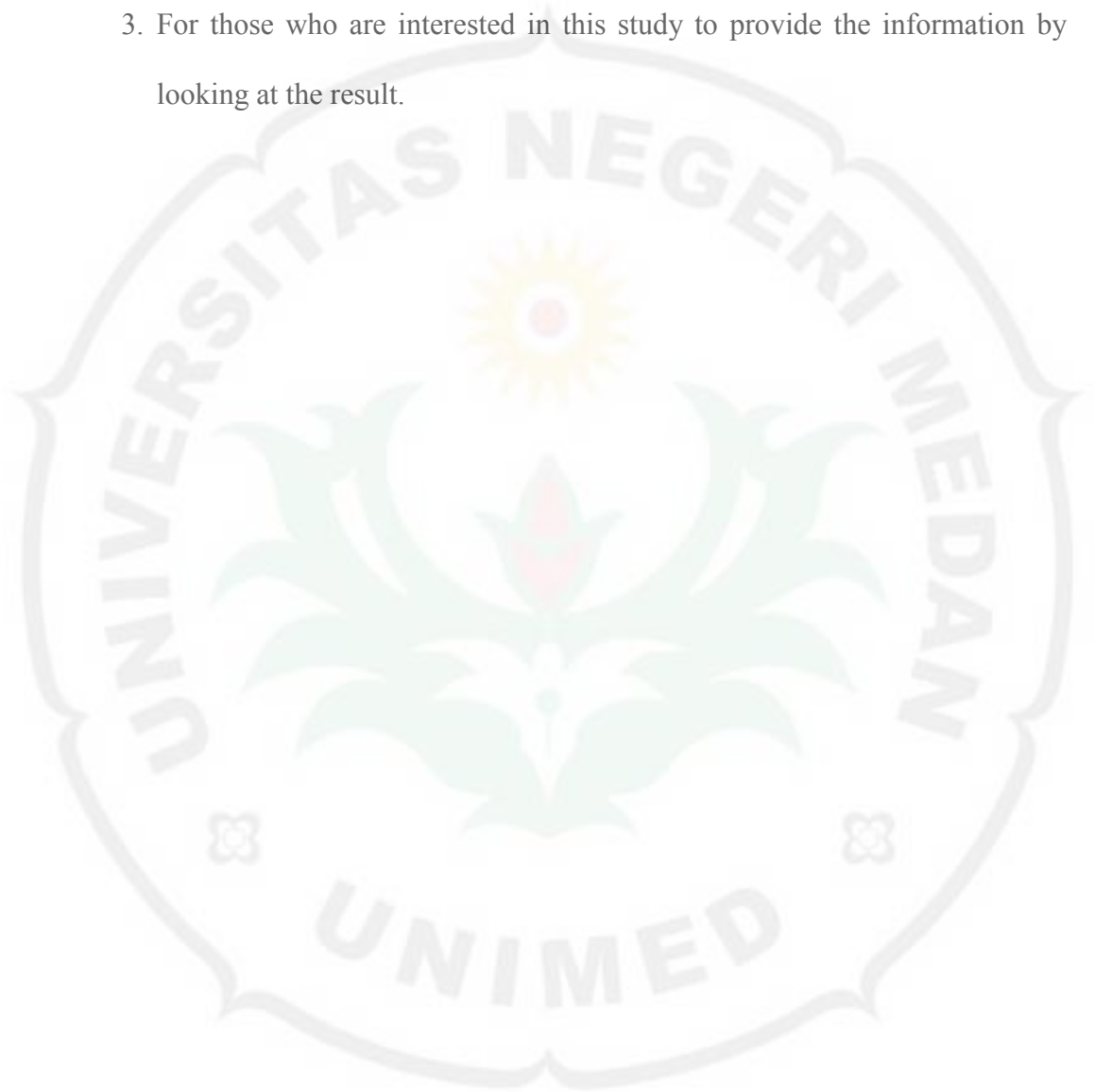
## **E. The Significance of the Study**

Findings of the study are expected to be useful for:

1. The teachers in improving their ability in teaching reading comprehension by applying Experience Text Relationship Method.
2. Students to make them improve their ability in reading comprehension and have good reading after learning ETR method.



3. For those who are interested in this study to provide the information by looking at the result.



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