

CHAPTER 1

INTRODUCTION

A. The Background of the Study

English is learned in all levels of education, from the elementary school up to the level of university. Based on the syllabus of senior high school the students are expected to be able in mastering the four language skills in English subject, namely: listening, speaking, reading, and writing. And this study will be focused on reading skill.

Reading is one of the most important skill that we have to learned in order to mastering English. Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002:9). Reading is an active process. It is caused by while reading, the readers construct a meaning based on the reader's prior knowledge. In order to achieve that goals, the comprehension is needed.

Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. (Snow, 2002:9). Reading comprehension means how the reader can find out the message and comprehend the text well. So, the teacher is not only teach the students how to read, but how to comprehend and find out the meaning from the text.

In reading comprehension, there are four levels of comprehension: Literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension. Each levels of reading comprehension has its own

difficulties for the students. The lowest level of comprehension is in the literal comprehension, meanwhile the highest level of comprehension is in creative comprehension.

According to Education Unit Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP) of Indonesia, students have to comprehend the information from the text. That is why teach reading is a big responsibility for the teacher nowadays, because the governments use reading to assess the students' ability in English which implicated in national examination. In the national examination 2013, the reading text for senior high school consists of 35 questions from the 50 questions tested.

Harmer (2003:208) states that students sometimes have low expectation in reading comprehension. They consider that is difficult to comprehend the content of the text, and they feel bored and it reduces the motivate of students. It is caused by some factors, they are: the difficulties of certain words, and they got difficulties to convey the meanings to the whole paragraph, and also the topic is not interest, and the less of concentration.

Based on the writer's observation in the tenth grade of SMA Swasta Abdi Negara Binjai, the writer found the data of reading test from the first and the second semesters in academic year 2012/2013 through interviewing the English teacher Erna Lasmaida Panggabean, S. Pd. She said that many students could not pass the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) which is applied in the school is 75 in English subject. The data can be seen as follows :

Table. 1.1 The Tenth Grade Students' Scores of Reading Tests in the Two Last Semesters.

Semester	Score	Students	Percentage
1 st Semester 2012/2013	<75	25	71%
	≥75	10	29%
2 nd Semester 2012/2013	<75	22	63%
	≥75	13	37%

Based on the data above, the writer concluded that teaching students to read is not an easy thing. Most of the students have known how to pronounce the word, but they don't understand the meaning. Then, they try to look up the meaning of the difficult word from dictionary, but they got difficulties to convey the meanings to the whole paragraph. So, they considered reading a text was not interesting activity in learning English. This condition affects the students' achievement in reading a text.

Thus, in order to solve this problem, it is necessary to find an interesting way or method to improve student's reading comprehension. There are some methods to improve students reading comprehension, and the writer finds a good method that can be applied, and it is named Experience Text Relationship (ETR) method.

ETR Method is one kind of metacognitive strategies. It is one of the best methods in teaching reading comprehension. 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. According to Lawrence (2007), the ETR approach has three basic steps: Experience, Text and Relationship. In the experience part of the approach, the teacher prompts the children to discuss the experiences or prior

knowledge they have regarding some aspect related to the story. The teacher continuously adds to the discussion by questioning the children. This helps to create a motivating reading environment. After the experience part of the approach, the teacher instructs the children to read short parts of the text, frequently monitoring comprehension by questioning them. In the final section of the sequence, the teacher relates what was discussed during the text sequence with their prior knowledge. So, by applying this method, the students are guided to be active and can comprehend the text.

There are some effectiveness by applying Experience Text Relationship method. This method gives the passive learners the tools to make a guess. This method also appropriate for students who need assistance in bringing their background knowledge to the text. It is especially useful for multiculture students who experience a gap between the way they talk about their experiences and the way an author describes those same experiences. This method helps these students relate their own language and experiences to the text. By applying this method The student can express what he knows, make a prediction, and with teacher assistance the student can see the relationship between his experience and what the text says.

This research of Experience Text Relationship has done by Sari (2013) who conducted research in Madrasah Aliyah Swasta PPM Babussalam, Tanjung Pura. The sample was 50% of the tenth grade students in that school. The result of the research showed that ETR affect on student's reading comprehension. And also Samosir (2012) who conducted research in SMP Negeri 41 Medan, class

VIII⁵ found that ETR also affect on student's reading comprehension. The genre that has been used was narrative. Moreover, Oktarina (2013) who conducted a research in Narrative and Report Text in class XI IPS SMA Negeri 9 Padang also found that ETR gave an effect on student's reading comprehension.

Therefore, the writer interests to conduct a research about "The Effect Of Applying Experience Text Relationship (ETR) Method On Students Achievement in Reading Comprehension". The writer hopes this study will be useful for teacher as a guidance in using method which give an effect on students reading comprehension. And also it will be useful as a contribution for many people, and students to enrich their knowledge.

B. The Problem of The Study

In line with the background of the study, the research problem is formulated as follows: "Is There Any Significant Effect Of Applying Experience Text Relationship (ETR) Method On The Students' Achievement In Reading Comprehension in SMA Swasta Abdi Negara Binjai?"

C. The Objective of the Study

Parallel with the research problem, the objective of the study is to find out the effect of applying Experience Text Relationship (ETR) method on the students' achievement in reading comprehension.

D. The Scope of The Study

This study focuses on identifying the effect of applying Experience Text Relationship (ETR) method on students' reading comprehension. In this study, the form of the text are limited, namely narrative. The purpose of narrative text is to entertain the readers, so the students will be interest to discuss about this topic. And the levels of reading comprehension are literal, interpretative, and critical reading.

E. The significance of the Study

This research findings are expected to be useful in theoretically and practically.

1. Theoretically, it can be as a reference for those who are interested in doing the related study, especially in reading comprehension. They have an understanding about the concept of ETR method
2. Practically, this study is useful for those who want to apply ETR method in reading comprehension.
 - 1) The teachers who improve their ability in teaching reading comprehension by applying ETR (Experience Text Relationship) method.
 - 2) The students who want to improve their skill and stimulate them to improve their ability in reading comprehension.
 - 3) The readers to update their information or knowledge about how to improve reading skill.