

CHAPTER I 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 to master 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 skills that we have to learn in order to master 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 reading, the readers construct a meaning based on the reader's prior knowledge. In order to achieve that goal, the comprehension is needed.

Reading comprehension is 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 to 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 level 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 teaching reading is a big responsibility for the teacher nowadays, because the governments use reading to assess the students' ability in English which is implicated in national examination. In the national examination 2013, the reading text for Junior 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 find it difficult to comprehend the content of the text, and they feel bored and so 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 interesting, and the less of concentration.

Based on the writer's observation in the grade VIII of student of SMP SW MUSDA MEDAN, the writer found the data of reading test from the first and the second semesters in academic year 2015/2016 through interviewing the English teacher. She said that many students could not pass the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) which is applied in the school it is 60 in English subject. The data can be seen as follows :

Table. 1.1
Students' Reading Comprehesion Scores

Semester	Score	Students	Percentage
1 st Semester 2015/2016	<60	22	56%
2 nd Semester 2015/2016	<60	24	61%

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.

Many students could not pass the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) because teaching method applied by the teacher is conventional method. In conventional method the teacher just asks the students to read the whole text and then answer the questions.

So, 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 Experince Text Relationship (ETR) method.

ETR Method is one kind of metacognitive strategies. It is one of the best methods in teaching reading comprehension. Carrell et. al (1989:647) state that thisETR 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 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 N 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 SMAN 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) on Students Achievement Reading Comprehension of Descriptive Text". 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 Experience Text Relationship (ETR) on the Students' Achievement Reading Comprehension of Descriptive Text?"

C. The Objective of the Study

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

D. The Scope of the Study

This study focuses on identifying the effect of Experience Text Relationship (ETR) on students' Achievement in Reading Comprehension of Descriptive Text. In this study, the form of the text are limited, namely Descriptive. 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) The teachers who improve their ability in teaching achievement reading comprehension by 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.