CHAPTER I

INTRODUCTION

This chapter describes the background of the research, the research questions, the research objective, significances of the research, rationale, the hypothesis, the research methodology, data collecting techniques, and the analysis of data.

A. Research background

The research is maturated with the fact that most students have difficulties in learning English, especially in reading comprehension. This problem was found at SMK Muhammadiyah 2 Bandung. Most students are a lack of reading English story books. The cause of this problem is English is presented as a boring subject.

To solve this problem, Experience Text Relationship (ETR) can be used. ETR can improve students' reading skills. They can know identify words which they do not understand. The steps of ETR are the following. First, students are given a paper. The second, they are asked to read the text and find words which they do not understand. The third, they are asked to flit to mention the words which they do not know in front of the class. The fourth, they are asked other to explain that words in front of the class: kind and meaning. The last, they are explaining the way how to understand the words' meaning without opening a dictionary.

ETR method is one of kind of metacognitive strategies. It is one of the best methods in teaching reading comprehension. Carrell et. al. (1989: p 647) states that Experience-Text-Relationship (ETR) methods emphasize comprehension in

reading for meaning. ETR method can help the students to activate their background of knowledge in drawing the meaning of a text story. They related it to the new information that they've got from the text after reading process.

The ETR approach involves three phases of discussion. In the first or experience phrase of discussion, the teacher told students to discuss background experiences related to the theme she intends to develop for the story. In the text phrase of discussion, she uses questions to guide students through the text, section by section, clarifying points unclear to students. Finally, in the relationship phrase, she guides students to draw relationships between the text and their own background experiences. A single ETR lesson usually lasts from 20 to 30 minutes. The series of lessons presented below focuses on picture story books.

Au (1979) said that Experience Text Relationship (ETR) Method will help to stimulate the student's interest in reading and help develop their comprehension. It will happen because the teacher will ask the students about their knowledge about the topic and then collect it. So, the students are interested in reading the text and giving their own opinions.

Previous research on ETR has been conducted mostly at junior high school level. It implemented ETR as a strategy in the English language teaching. It showed that there was a significant difference in the students' reading comprehension skill. Therefore, the present research focused on the use of ETR to decide reading comprehension in the senior high school.

Based on the explanation above, the research is aimed to conduct a research entitled:**"IMPROVING STUDENTS' READING COMPREHENSION BY**

USING EXPERIENCE TEXT RELATIONSHIP (ETR) METHOD" (A
Quasi-Experimental study at a 10th grade of SMK Muhammadiyah 2 Bandung).

B. Research Questions

This research will concentrate to solve the following three questions in this research, those are:

1. What is the result of the reading comprehension by using Experience Text Relationship (ETR) method?

2. What is the result of the reading comprehension by using the Communicative method?

3. How significant is the difference of students' reading comprehension between using experience text relationship (ETR) method and with using the Communicative method?

C. Research Purposes

Reading comprehension is a strategy and process of making the connection between ideas in the text with student's mind. It means that while reading that readers have to combine and understand the meaning of the readers read the printed words. The purpose of the study is to find some answer to the problem mentioned above as follows:

1. To know students' reading comprehension by using experience text relationship (ETR) method.

2. To know students' reading comprehension without experience text relationship (ETR) method.

3. To know differences between the students' reading comprehension between by using experience text relationship (ETR) method and using communicative method.

D. Significant of The Research

The result of this research is expected to provide some valuable advantages for the student and teacher.

1. For teachers, this technique can be used as an alternative to teaching reading comprehension.

2. For student, this research will give more effective way to help them get inspiration. Students can gain the knowledge and experience in reading comprehension.

3. This research will enrich the literature on the using experience text relationship on descriptive text method to improve students' reading comprehension.

E. Rationale

This section discusses ETR method, reading, and reading comprehension. Au in Edwards (2003), explained that ETR method will help to stimulate the student's interest in reading and help develop their comprehension. It happens because a teacher will ask the students about their knowledge about the topic and then collect it. So, the students are interested in reading the text and then to give their own opinion.

Carrel et. al. (1989, p. 647) state the ETR method emphasis comprehension, in reading for meaning. ETR was found to be an effective method for helping students to use their background knowledge (Au, 1979). According to Au in Ajideh (1997), ETR method provides teachers a way to systematically guide their students through the reading process monitor their students' comprehension, and guide them the correct answer when needed. It can be applied in order to support the students in their reading comprehension. Based on explanation about experience text relationship (ETR) method related to reading comprehension above.

This strategy in teaching students' reading comprehension is decided to be employed in learning and teaching process through icebreaking. This research uses two kinds of variables: ETR method as the X variable, and reading comprehension as the Y variable. The variable studied can be seen in the figure below:
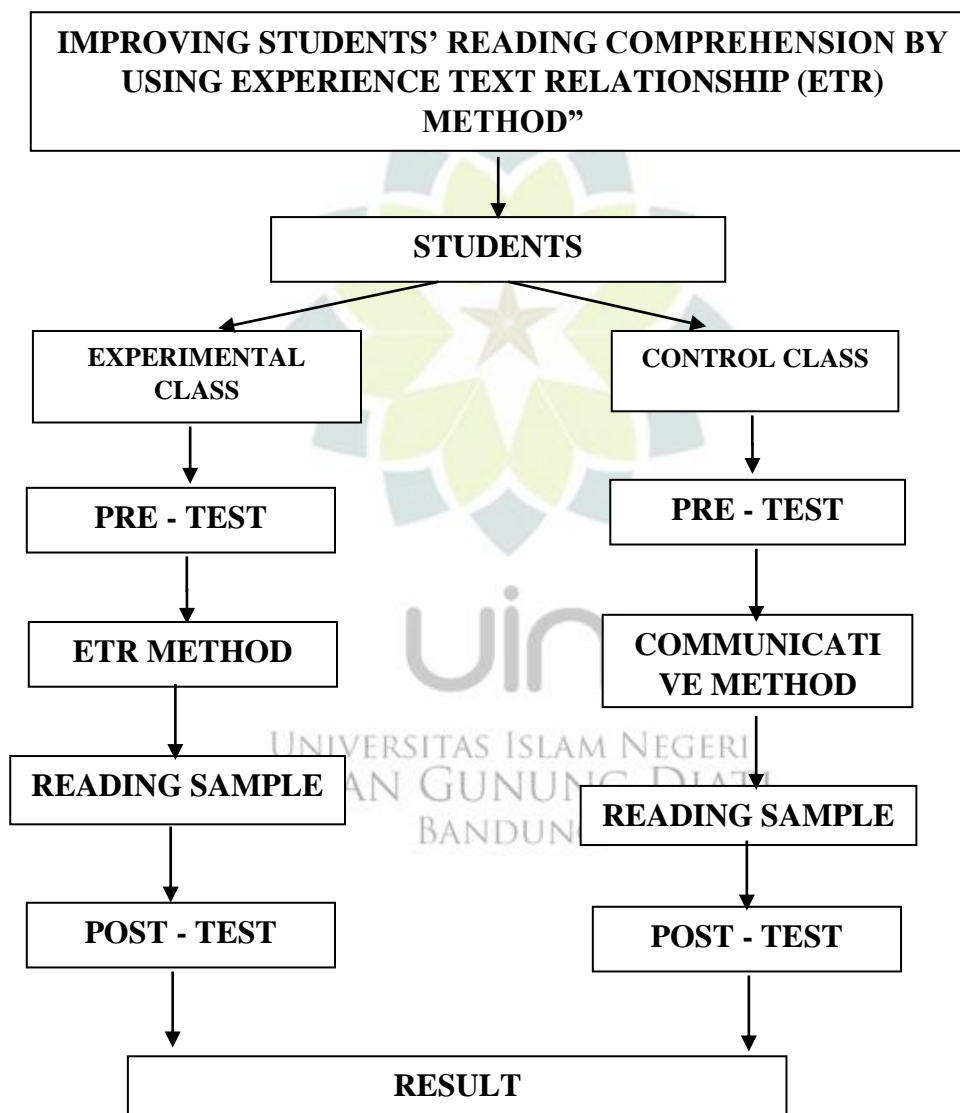
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Figure 1.1

Research Schema: Student as Respondent

F. Hypothesis

In a research, the hypothesis is one of the important elements. It becomes the tentative statement of the result. According to Arikunto (2006: 71) "Hypothesis is a tentative assumption of research problems, and the result will be seen until the evidence of the data that was collected". This research has two variables. The first is experience text relationship (ETR) procedure as the 'X' variable, and the second is the students' reading comprehension as the 'Y' variable. In connection with the problem, about the use of experience text relationship (ETR) to improve students' reading comprehension at ten grade of SMK Muhammadiyah 2 Bandung, thus the hypothesis in this research is

1. H_1 is accepted if $t_{count} > t_{table}$: it means that there are significant differences of using experience text relationship (ETR) to improve students' reading comprehension.

2. H_0 is accepted if $t_{count} < t_{table}$: it means that there are no significant differences of using experience text relationship (ETR) to improve students' reading comprehension.

   The hypothesis was proposed by testing the validity with a statistic to collect the data.

G. Research Methodology

1. Research Design

The design of this research used in this investigation is quantitative research with experimental design. This research was conducted to control the entire research situation. Therefore, the experiment was divided into two groups, experimental group, and control group. Subana (2001:139) mentioned that the kind of method uses a quantitative method which is collected from a score of the test need to be observed. Meanwhile, the research uses experimental research. In the experiments, this research was conducted in randomly assigns participants to different conditions of the experimental variable. Individuals in the experimental group receive the experimental treatment, whereas those in the control group do not (Creswell, 2003:309).

2. Research Site

This research was conducted at Senior high School (SMK) Muhammadiyah 2 Bandung as a sample. This school is located in Jl. Pinus, Palasari, Cibiru, Kota Bandung. There are some problems which can be an obstacle to learn four skills of English language such as listening, speaking, reading and writing. Moreover, the students are difficult to practice reading comprehension. most of them always ask any problems to the teacher. This research was conducted in applying that school.

H. Aspect of The Research

1. Population

Population, Sugiyono (2001:55) states that the population is a generalizations region consisting of objects/subjects that have a certain quantity

and characteristics are determined by the researcher and then drawn the conclusions.

This research is conducted at Senior high School (SMK) Muhammadiyah 2 Bandung. Subjects for the population are the first grade (X) consist of 304 students. According to Johnson (1996), a population is the entire group of entities or persons to which the result of a study is intended to apply.

2. Sample

This research was conducted in the 10th grade students (X grade) because they are the students who have been introduced to reading comprehension. Arikunto (1993:104) states that the sample is any number of things, people or events which are less than the total population. A good sample, when the conclusion can be imposed on the population, is a sample that is representative or to describe the characteristics of the population. This research used simple random sampling technique. According to Sugiyono (2009:82), the simple random technique is used if the member of population is homogeneous. Arikunto (1997: 109) says in his book "if the population is less than 100 students, the sample of research that should be taken is all of them, and if the population is more, it can take 10-15% or 20-25%". Thus, the research just takes 25% of population which are class A 32 students as an experimental class and class B 32 students as a control class.

I. Research Technique of Collecting Data

To conduct this research, several steps are required. Based on Creswell (2003:171) there are three steps in conducting the quantitative data collection.

1. Pre-test

This is the first measure of the condition students understanding reading comprehension before they are given the treatment of research.

2. Treatments

This treatment is divided into experimental class and control class. Experimental class treatments by used experience text relationship (ETR). The teacher gives a text to the students. He plays the story again and the students listen to the story while they scrutinize the storyline from the text. The teacher asks the students to underline the difficult word and discuss them. Control class treatments used nonexperience text relationship (ETR), the teacher plays the story again (without experience text relationship (ETR) and the students listen to the story. The teacher asks the students to find out the difficult words from the story.

3. Post-test

This test is done after the students experienced the process of experience text relationship (ETR). Post-test is the final test given to the object of the research after finishing the learning activity. The test will be used to find out the significant difference between the experimental class and control class.

J. Data Analysis

Data analysis can also be called as a tabulation of data or interpreting of data aims at simplifying the data in order to be easier to be read and interpreted (Effendi, 1987: 231).

1. Determining the normality. According to Subana (2000: 38), determining the normality of data by conducting the steps as follows:

    a. Making the distribution table frequency, with procedures:

        1) Determining range (R)

            $R = (H - L) + 1$

        2) Determining class interval (K)

            $K = 1 + 3,3 \log n$

        3) Determining the length of interval (P)

            $$P = \frac{R}{K}$$

        4) Table frequency of frequency distribution

            Table 1.1

            Frequency of frequency distribution

Class Interval	x_i	f_i	$f_i . x_i$	x_i^2	$F_i . x_i^2$
1	2	3	4	5	6

    b. Determining central tendency, mean, median, and modus. According to Subana (2000: 65) are follows:

        Determining mean

        $$x = \frac{\sum f_i x_i}{\sum f_i}$$

    c. Looking for the standard deviation by using formula according to Subana (1988: 93) are as follows:

        $$S = \sqrt{\frac{\sum f_i \cdot (x_i \cdot x)^2}{n-1}}$$

d. Arranging the distribution of observation and expectation frequency by using the tables as follows:

Table 1.2 (Distribution of Observation and Expectation frequency)

Class Limit	Z_{count}	Z_{table}	L_i	O_i	E_i	X^2 = count
1	2	3	4	5	6	7

e. Determining Chi-square count (xh^2) according to Subana (2000: 124) by using formula:

$$x^2 = \sum \frac{(Oi - Ei)^2}{Ei}$$

f. Determining the degree of freedom with the formula:

$$df = K - 3$$

g. Interpreting data normality by comparing Chi-square coun$(x\,h^2)$t and Chi square table$(x\,t^2)$ with formula:

If $(x\,h^2) < (x\,t^2)$, this data is normal

If $(x\,h^2) > (x\,t^2)$, this data is not normal

2. Homogeneity Analysis

According to Subana (2000: 162) says that the analysis involves the steps of determining the homogeneity of two variances by conducting the steps as follows:

a) Determining score F by using the formula:

$$F = \frac{Vk}{Vd}$$

b) Determining the degree of freedom of the data:

$$Df_1 = n_1 - 1$$

$$Df_2 = n_2 - 1$$

c) Determining homogeneity of the data which criterion:

It is called homogeneous if F table < F Count

It is called not homogenous if F Table > F Count

3. Testing hypothesis by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{dsg\sqrt{\frac{1}{n1} - \frac{1}{n2}}}$$

X_1 = mean of post-test of the experiment class

X_2 = mean of post-test of the control class

n = the total number of cases

dsg = cumulative standard deviation of the experiment class

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 2)V_2}{n_1 + n_2 - 2}}$$

V_1 = the post-test standard deviation of the experiment class

V_2 = the post-test standard deviation of the control class

Coefficient of determination (CD)

CD = r^{2x} 100

$$r = \frac{n\sum x_1 y_1 - (\sum x_1)(\sum y_1)}{\sqrt{[n\sum x_1^2 - (\sum x_1)^2]\{n\sum y_1^2 - (\sum y_1)^2\}}}$$

Explanation:

n = the number of students

x = the middle score of pre-test

y = the middle score of post-test

4. N-Gain Calculating

After acquiring the data from the pre-test and the post-test, the data can be analysed to know the development of students' vocabulary mastery after the using word wall media. To know the improvement of the students' vocabulary mastery, normal gain (*d*) is used with the formula:

$$d = \frac{Post - test\ score - Pre - test\ score}{Maximum\ score - Pre - test\ score}$$

Normal gain score acquired is then interpreted into the table below:

Table 1.3 Normal Gain Interpretation

Score	Interpretation
g > 0.7	High
0.3 ≤ g ≥0.7	Average
g < 0.3	Low

(Arikunto, 2010: 19)

The conversion score of number and character scoring is stated below:

Table 1.4 Conversion Score

Score	Character	Value
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2010: 245)