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Improving Reading Comprehension of Grade Eight Students Through Experience Text Relationship (ETR) Method

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Abstract

This research aims to determine if the implementation of the Experience Text Relationship (ETR) method can improve the reading comprehension of grade eight students of SMP Negeri 14 Palu. The sample for this study consisted of the grade eight students Slamet Riyadi as the control group and grade eight students Pattimura as the experimental group, selected using cluster random sampling. The researcher used pencil and paper with a test method as the instrument for data collection in the pretest and posttest techniques. Based on the test results, the average pretest score in the control group was 64.1, while in the experimental group, it was 49.7. After treatment in the experimental group, there was an increase above the control group, as evidenced by an increase in the posttest. The posttest score in the control group was 77.13, while in the experimental group, it was 80.2. Furthermore, the researcher calculated the t-counted to be 5.625, applying a significance level of 0.05 with degrees of freedom (df) 58, and the t-table value was 1.684. This means that the t-value is greater than the t-table value, leading to the conclusion that the Experience Text Relationship method can improve students' reading comprehension more effectively.

Keywords: *Improving, Reading, Experience Text Relationship (ETR)*

Introduction

Reading determines the quality of human resources. According to Dupuis (1992), the primary source of information in learning is reading, through reading, individuals can expand their knowledge, as famously quoted in Society, "Reading is the window to knowledge." It provides knowledge through texts. Without disregarding other skills, reading is a crucial receptive skill in the academic world..

Reading is so important in the academic world that it has become one of the main focuses of the curriculum in Indonesia, Kurikulum Merdeka. Quoting from Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia 2022, students' learning outcomes in the Kurikulum Merdeka are divided into several phases, namely phase A - phase F, specifically for junior high school level, it is in phase D. This phase emphasizes that in reading learning, students can comprehend information in the form of ideas, thoughts, views, directions, or messages from various types of texts such as descriptive, narrative, poetic, explanatory, and expositional texts, both visual and audiovisual, to find explicit and implicit meanings. Students interpret information to express sympathy, concern, empathy, or opinions for and against visual and audiovisual texts. Participants use other

sources of information to assess the accuracy and quality of data and comparen information in the text. Students are able to explore and evaluate various current topics read and discussed.

However, according to the observations by resercher of English teachers and students in SMP Negeri 14 Palu, learning to read does not seem to be achieved in the curriculum. As students learned English, researchers discovered several problems. First, many students have difficulty reading and understanding texts. Second, students find it difficult to determine the main sentence or idea of a paragraph. Researchers believe that the reasons include students' lack of background knowledge, lack of vocabulary, and laziness when reading English texts. Another issue is the method of teaching in classes. The teaching and learning process in the classroom, especially reading comprehension, follows a monotonous method, so students often feel bored and tired. In this model, activities are teacher-centered and students learn based solely on the teacher's instructions and do not have the opportunity to actively participate in the lesson. Therefore, researchers believe that teachers need to be creative in choosing media and strategies in order for students to understand the content of the text.

One method for overcoming problem with student learning outcome is using the ETR (Experience Text Relationship) method. Research by Khalid (2019) titled “Improving Reading Comprehenshion of Grade VIII Students at SMP Negeri 16 Palu Through Experience Text Relationship (ETR).” Based on existing issues and supporting research, the researcher implements the Experience Text Relationships (ETR) strategy to address or mitigate problems related to reading interest and comprehension deficiencies. This study is conducted at SMP Negeri 14 in Palu, specifically in the 8th-grade class. Based on this explanation, the researcher conducted his research entitled "Improving Reading Comprehension of Grade Eight Students Of SMP Negeri 14 Palu Through Experience Text Relationship (ETR) Method."

Method

A quasi-experimental design will be used by researcher to find out the results of a specific method. The experimental group and the control group are the two groups. The experimental group will take a pretest, receive treatment with the ETR method for reading comprehension, and then take a posttest. The control group, meanwhile, will take the pretest and posttest without receiving any guidance from the researchers. In addition, before the intervention starts, the pretest will be given at the start of the experiment. In addition, the posttest will be given following the completion of the last treatment session.

Teacnique of data collection is a way to get data to support the research. Researchers use paper and pencil method instruments in the technique of data collection in the pretest and posttest. The research instrument will a test. The purpose of the exam is to gauge the students' reading proficiency. The primary tool of this is the test.

The sample is a condensed portion of the population. Cluster random sampling will be use to select the research sample from the population students SMP Negeri 14 Palu. The researcher will use the sample of grade eight stdent Slamet Riyadi as the control group and grade eight Pattimura as the experimental group.

Researcher analyzes the data to describe each variable using descriptive statistical analysis formulas. The research applied the formula by Arikunto (2013) where he creates a framework for data analysis,whice has been used extensively by scholar,

reserceher, and the general public since we are all accustomed to seeing data, reducing it, and the coming to a conclusion or doing verification. This data analysis calculates whether the method used was successful or not, where the value the control class will be compared with the value from the treatment class.

Results

Researcher analyzed data obtained from pretests and posttests given to students. Pretests and posttests were given to the control group and the experimental group. The difference is that the control group are not given any treatment by the researcher in the form of the Experience Text Relationship (ETR) method, while the experimental group receives this method. The results of each test are compared to measure whether the use of the Experience Text Relationship (ETR) method can improve students' reading comprehension or not.

The Result of Pre-test

Pre-test was administered on February 28, 2024, before the treatment. The purpose of the pre-test was to assess the students' basic knowledge. It was given to both the control and experimental groups. The results of the pre-test can be seen in the following table.

Tabel 1
The Result of Pre-test Experiment Group

No	Initial Name	Test				
		True-False	Essay	Raw Score	Maximal Score	Standard Score
1	AH	3	10	13	35	37
2	AC	4	15	19	35	54
3	AY	5	16	21	35	60
4	AS	5	15	20	35	57
5	AMT	4	13	17	35	49
6	ANM	3	12	15	35	43
7	AN	4	17	21	35	60
8	ACFP	2	10	12	35	34
9	DR	4	18	22	35	63
10	FRL	3	9	12	35	34
11	FBK	3	18	21	35	60
12	FBKQ	3	18	21	35	60
13	FAS	2	13	15	35	43
14	FN	2	13	15	35	43
15	FMS	4	19	23	35	66
16	JR	3	17	20	35	57
17	KRS	2	13	15	35	43
18	MAPZ	4	23	27	35	77
19	MAF	3	19	22	35	63
20	MF	5	22	27	35	77
21	MI	2	7	9	35	26
22	MRF	2	7	9	35	26
23	MK	4	15	19	35	54

24	NM	3	14	17	35	49
25	NRS	3	14	17	35	49
26	ST	2	8	10	35	29
27	SSR	2	9	11	35	31
28	ZAR	3	11	14	35	40
29	CK	2	6	8	35	23
30	RDA	5	25	30	35	86
Total				522		1491

Based on Table 4.1, the highest score in the experimental class pre-test was 86 and the lowest was 23. Based on the Kriteria Ketuntasan Minimum (KKM) or passing grade at SMP Negeri 14 Palu, which is 75, there are 3 students with scores above the KKM and 27 students with standard scores. The researcher determines the average pre-test score using the formula proposed by Arikunto (2013), as presented in the previous chapter.

$$Mx = \frac{\sum x}{n}$$
$$Mx = \frac{1491}{30}$$
$$Mx = 49{,}7$$

Based on the calculation, the mean score in the experimental class is 49.7, which is still poor compared to the passing grade. Therefore, it can be concluded that the students in the experimental class still have a low reading comprehension. After calculating the pre-test for the Experimental group, the researcher then calculated the pre-test for the Control group. The scores can be seen in the following table:

Table 2
The Result of Pre-test Control Group Test

No	Initial Name	True-False	Essay	Raw Score	Maximal Score	Standard Score
1	APS	4	15	19	35	54
2	AF	5	14	19	35	54
3	AA	4	17	21	35	60
4	ADT	3	18	21	35	60
5	AT	3	17	20	35	57
6	AN	4	19	23	35	66
7	ATD	5	18	23	35	66
8	AMS	4	20	24	35	69
9	BLA	3	22	25	35	71
10	FRD	3	25	28	35	80
11	FMS	4	26	30	35	86
12	FTR	4	22	26	35	74
13	HKZ	5	18	23	35	66
14	IJ	5	13	18	35	51
15	MT	4	23	27	35	77
16	MZF	5	19	24	35	69
17	MA	5	21	26	35	74
18	MAS	5	26	31	35	89

19	MAP	3	23	26	35	74
20	MFA	4	18	22	35	63
21	NS	5	16	21	35	60
22	NA	3	9	12	35	34
23	OBA	4	17	21	35	60
24	RDN	4	15	19	35	54
25	RDA	4	15	19	35	54
26	RZW	4	18	22	35	63
27	SR	3	19	22	35	63
28	SAA	5	11	16	35	46
29	VE	4	14	18	35	51
30	AL	5	22	27	35	77
	Total			673		1923

$$My = \frac{\sum y}{n}$$
$$My = \frac{1923}{30}$$
$$My = 64.1$$

Based on the calculation, the mean score for the Control group is 64.1. This score is higher than the pre-test score of the Experimental group. This means that the Control group is furthermore in reading comprehension.

The Result of Post-test

Researchers gave a post-test to the experimental group after treatment with the ETR method and also gave a post-test to the control group without the ETR method, to see if students' reading comprehension could be improved.

Table 3
The Result of Post-test Experiment Group

No	Initial Name	Test				
		True-False	Essay	Raw Score	Maximal Score	Standard Score
1	AH	5	24	29	35	83
2	AC	5	22	27	35	77
3	AY	5	26	31	35	89
4	AS	4	20	24	35	69
5	AMT	5	25	30	35	86
6	ANM	4	23	27	35	77
7	ANM	5	24	29	35	83
8	ACFP	5	23	28	35	80
9	DR	4	24	28	35	80
10	FRL	4	27	31	35	89
11	FBK	5	26	31	35	89
12	FBKQ	5	23	28	35	80
13	FAS	5	21	26	35	74
14	FN	5	22	27	35	77
15	FMS	4	24	28	35	80
16	JR	5	22	27	35	77

17	KRS	5	23	28	35	80
18	MAPZ	5	25	30	35	86
19	MAF	4	26	30	35	86
20	MF	4	23	27	35	77
21	MI	5	21	26	35	74
22	MRF	4	20	24	35	69
23	MK	4	20	24	35	69
24	NM	5	21	26	35	74
25	NRS	5	25	30	35	86
26	ST	5	22	27	35	77
27	SSR	5	23	28	35	80
28	ZAR	5	23	28	35	80
29	CK	5	25	30	35	86
30	RDA	5	28	33	35	94
	Total			842		2406

After being given treatment, the researcher gave a post-test to the experimental group. From Table 4.3, the achieved score was 94 and the lowest was 69. There were 24 students who scored at or above the standard passing grade or KKM, and 6 students who did not meet the KKM standard. To determine the total score of the students, the researcher calculated the mean pre-test score using Arikunto's formula (2013). The average was calculated as follows:

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{2406}{30}$$

$$Mx = 80{,}2$$

Based on the calculation, the mean score for the experimental group is 80,2, and the standard passing score the school (KKM) was 75. Which means that the score of the experimental group in the posttest was improved from 49,7 to 80,2.

Table 4
The Result of Post-test Control Group

No	Initial Name	Test				
		True-False	Essay	Raw Score	Maximal Score	Standard Score
1	APS	5	20	25	35	71
2	AF	5	22	27	35	77
3	AA	5	23	28	35	80
4	ADT	4	22	26	35	74
5	AT	5	22	27	35	77
6	AN	5	22	27	35	77
7	ATD	5	19	24	35	69
8	AMS	4	23	27	35	77
9	BLA	5	23	28	35	80
10	FRD	5	25	30	35	86

11	FMS	5	26	31	35	89
12	FTR	5	23	28	35	80
13	HKZ	5	19	24	35	69
14	IJ	5	20	25	35	71
15	MT	4	24	28	35	80
16	MZF	5	20	25	35	71
17	MA	5	24	29	35	83
18	MAS	5	26	31	35	89
19	MAP	4	23	27	35	77
20	MFA	4	22	26	35	74
21	NS	5	21	26	35	74
22	NA	4	20	24	35	69
23	OBA	4	21	25	35	71
24	RDN	4	25	29	35	83
25	RDA	5	23	28	35	80
26	RZW	5	22	27	35	77
27	SR	4	23	27	35	77
28	SAA	5	18	23	35	66
29	VE	5	23	28	35	80
30	AL	5	25	30	35	86
	Total			810		2314

Based on table table 4.4, the control class achieved a highest score in 89 and lowest score is 66, with a total student score of 2314. Regarding the school's standard passing score or KKM, there were 19 students who achieved the passing standard and 11 students do not. After getting the students' total score, the researcher calculated the mean score of the pre-test using a formula by Arikunto (2013). The mean calculates as follows:

$$My = \frac{\sum y}{n}$$

$$My = \frac{2314}{30}$$

$$My = 77{,}13$$

Based on the calculation, mean score for the control group is 77,13, the mean score some students reading comprehension the standard passing score the school (KKM) was 75. Which means that the score of the control group in the posttest was improved from 64,1 to 77,13.

2. Deviation

After getting the mean score of the pre-test and post-test, researcher calculated the deviation scores obtained by the students. The results are presented in the following table**:**

Table 5

Deviation and Square Deviation of the Experimental Group

No	**Initial Name**	Standard Score		Deviation	Square Deviation
		Pre-Test	Post-Test		
1	AH	37	83	46	2116
2	AC	54	77	23	529
3	AY	60	89	29	841
4	AS	57	69	12	144
5	AMT	49	86	37	1369
6	ANM	43	77	34	1156
7	ANM	60	83	23	529
8	ACFP	34	80	46	2116
9	DR	63	80	17	289
10	FRL	34	89	55	3025
11	FBK	60	89	29	841
12	FBKQ	60	80	20	400
13	FAS	43	74	31	961
14	FN	43	77	34	1156
15	FMS	66	80	14	196
16	JR	57	77	20	400
17	KRS	43	80	37	1369
18	MAPZ	77	86	9	81
19	MAF	63	86	23	529
20	MF	77	77	0	0
21	MI	26	74	48	2304
22	MRF	26	69	43	1849
23	MK	54	69	15	225
24	NM	49	74	25	625
25	NRS	49	86	37	1369
26	ST	29	77	48	2304
27	SSR	31	80	49	2401
28	ZAR	40	80	40	1600
29	CK	23	86	63	3969
30	RDA	86	94	8	64
	Total			915	34757

Based on table 4.5, the total deviation of the experimental group's pre-test is 915. After that, the researcher calculated the average deviation using Arikunto's (2013) formula.

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{915}{30}$$

$$Mx = 30{,}5$$

Based on the result, it can seen that mean deviation on the experimental group is 30,5. Then, researcher calculated the devinition of the control group. Can be seen in the following table:

Table 6

Deviation and Square Deviation of the Control Group

No	Initial Name	Standard Score		Deviation	Square Deviation
		Pre-Test	Post-Test		
1	APS	54	71	17	289
2	AF	54	77	23	529
3	AA	60	80	20	400
4	ADT	60	74	14	196
5	AT	57	77	20	400
6	AN	66	77	11	121
7	ATD	66	69	3	9
8	AMS	69	77	8	64
9	BLA	71	80	9	81
10	FRD	80	86	6	36
11	FMS	86	89	3	9
12	FTR	74	80	6	36
13	HKZ	66	69	3	9
14	IJ	51	71	20	400
15	MT	77	80	3	9
16	MZF	69	71	2	4
17	MA	74	83	9	81
18	MAS	89	89	0	0
19	MAP	74	77	3	9
20	MFA	63	74	11	121
21	NS	60	74	14	196
22	NA	34	69	35	1225
23	OBA	60	71	11	121
24	RDN	54	83	29	841
25	RDA	54	80	26	676
26	RZW	63	77	14	196
27	SR	63	77	14	196
28	SAA	46	66	20	400
29	VE	51	80	29	841
30	AL	77	86	9	81
	Total			392	7576

Based on table 4.6, the total deviation of the experimental group's pre-test is 392. After that, the researcher calculated the average deviation using Arikunto's (2013) formula.

$$My = \frac{\sum y}{n}$$

$$My = \frac{392}{30}$$

$$My = 13{,}06$$

Based on the result, it can seen that mean deviation on the control group is 13,06. Then, researcher calculated the variance of the scores using the formula by Arikunto (2013):

Experimental Group

$$(\sum x^2) = \sum x^2 - \frac{(\sum x)^2}{n}$$
$$= 34757 - \frac{(915)^2}{30}$$
$$= 34757 - \frac{837{,}225}{30}$$
$$= 34757 - 27.908$$
$$= 6850$$

b. Control Group

$$(\sum y^2) = \sum y^2 - \frac{(\sum y)^2}{n}$$
$$= 7576 - \frac{(392)^2}{30}$$
$$= 7576 - \frac{153664}{30}$$
$$= 7576 - 5122$$
$$= 2454$$

The score of the variance for the experimental group is 6850 and the control group is 2454.

After getting the deviation result, the researcher calculated the t-count, which is the significant difference in the average scores between the experimental and control groups using Arikunto formula (2013).

$$t = \frac{mx - my}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{nx+ny-2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$
$$t = \frac{30.5 - 13.06}{\sqrt{\left(\frac{6850+2454}{30+30-2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$
$$t = \frac{30.5 - 13.06}{\sqrt{\left(\frac{6850+2454}{30+30-2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$
$$t = \frac{17.44}{\sqrt{\left(\frac{9304}{58}\right)\left(\frac{2}{30}\right)}}$$
$$t = \frac{17.44}{\sqrt{(160)(0.06)}}$$
$$t = \frac{17.44}{\sqrt{9.6}}$$
$$t = \frac{17.44}{3.1}$$
$$t = 5.625$$

Based on the culculated, it is obtained that the t-counted value of the reserarch is 5.625.

Testing Hypothesis

To demonstrate if the research is accepted or rejected, the testing hypothesis is applied. There are two criteria that support the testing hypothesis itself. The testing criteria stated that the hypothesis was accepted if the t-counted was higher than the t-

table (t-counted > t-table), and rejected if the t-counted was lower than the t-table (t-counted<t-table).

To calculate the t-table value to determine the significance difference between the t-counted and t-table values, the researcher used the interpolitan formula to count the t-table's degree of freedom (df) = Nx = Ny - 2 at a significance level of 0.05.

Experimental Group (Nx) = 30
Control Group (Ny) = 30
Degree of freedom = Nx + Ny – 2
= 30+30–2
= 58 (between 50 - 60)
One-tailed of significance level = 0.05.

Based on the calculation of the df 58, the significance level of 0.05 is not listed in the t-table, so the researcher uses the interpolation formula with the aim of finding out the t-table value.

$$t = \frac{a}{b} X\ c$$

a = The value of the amount of the students subtract
b = The value of the df (60) subtract
c = The value of the df (40) subtract with the value of df (600)

df (50) = 1.675
df (60) = 1.671
a = 58 – 50 = 8
b = 60 – 50 = 10
c = 1.676 – 1.671 = 0.5

$$t = \frac{a}{b} X\ c$$
$$t = \frac{8}{10} X\ 0{,}5$$
$$t = 0{,}4$$
$$df = (58) = 1.676 - 0{,}4 = 1.675$$

Furthermore, the the t-counted value is 5.625, while the t-table value was 1.684. As a result, it demonstrates that the counted higher than the t-table. It indicates that the theory was approved. Put differently, the Literature Circle Strategy works well for teaching reading comprehension of the grade eight student of SMP Negeri 14 Palu.

Discussion

To be able to carry out this study effectively and accurately, data obtaining was done in a systematic way before analysis and a conclusion came out. Pre-test, treatment, and post-test were discussed and clarified in the chapter before it. The researcher discovered the reading comprehension issues that the students were having based on the results of the pretest and posttest. Identifying the primary concept was the first issue. Even though they were aware of the primary idea, they were still having trouble determining which paragraph in a given text contained the primary idea. The second issue was getting clear information. Even with the text's clear exposition of the material, the majority of students still struggled to identify the answers to the questions. In addition, they had trouble deciphering implicit information from texts. They also had trouble understanding words they were unfamiliar with. They abruptly gave up and

concluded that the text was challenging to understand when they came across unfamiliar words.

Based on the pretest in the experimental group, there were 3 students who passed and 27 students who failed. This was also the case in the control group, with only 4 students passing and 26 students failing. The researcher can conclude that this is due to difficulties the students faced in completing the test. First, they struggled to find the main idea of the text; second, they found it complex to extract information from the text. Third, they were confused in understanding the meaning of the text and the content of the paragraphs due to a lack of vocabulary.

To solve this problem, researchers applied the Experience Text Relationship (ETR) method to the experimental group. This ETR method trains students to better understand reading texts, where this method is a student's experience with the text they read, this makes it easy for students to understand the meaning of the text. Meanwhile, in the control group, researchers did not apply the ETR method as a comparison to the experimental group which used the ETR method.

After conducting the treatment, the researcher administered a post-test to measure the effectiveness of the Experience Text Relationship (ETR) method in improving students' reading comprehension. The researcher found that students' comprehension of the text was better compared to before the treatment, as evidenced by the post-test results. In the experimental group, 24 students passed the post-test with the highest score being 94, while 6 students did not pass. This percentage was a significant increase from the pretest, where only 3 students passed. Meanwhile, in the control group, 19 students passed the post-test with the highest score being 89, and 11 students did not pass. Looking at the comparison between the experimental and control groups, the experimental group experienced a significant improvement, which was attributed to the use of the ETR method. Therefore, the researcher could conclude that the Experience Text Relationship (ETR) method is effective in improving students' reading comprehension.

In line with previous research conducted by Asiantih, Hamid, Yetti, and Sofyan in 2022, it was found that the use of the Experience Text Relationship (ETR) method improves students' reading comprehension compared to monotonous methods. Students become more relaxed when working on questions, as there is an engaging story involving their experiences, thus making them more focused and understanding of the given text.

Furthermore, student issues such as a lack of vocabulary understanding can be addressed with this ETR method, where students can grasp the meaning of the text without having to translate each word. However, the ETR method also has its drawbacks, as it requires a long time to implement. This method necessitates teachers and students sharing experiences about the text, which consequently takes up a lot of time. Therefore, researchers are seeking a way out of this problem. In the field, researchers found that the ETR method can be done in a short time, where students do not need to share many experiences but only need one experience that becomes the core of the story in the text. For example, in the story of Malin Kundang, it is written in the text that Malin Kundang is a disobedient child. Therefore, the researcher must prepare a specific question for the students regarding their experience that is relevant to the story in the text, such as "Have you ever argued with or shouted at your mother?" From this question, students can imagine and understand the conditions and flow of the story.

Reading comprehension among students has been shown to improve with the application of the Experience Text Relationship (ETR) strategy, according to the results

of this study and other research. In general, the approach has proven successful in establishing a dynamic and passionate learning atmosphere in the classroom and cultivating favorable communication between the student body and the researcher. The results of this study demonstrate the efficacy of the ETR approach in improving reading comprehension. Pupils can now recognize text structures with ease and comprehend texts more fully. These results are in line with earlier research by Khalid (2019), which supports the efficacy of the ETR approach in reading instruction. Thus, it can be said that raising students' reading comprehension levels through the application of the ETR method is successful. This yields positive outcomes and makes it easier for students to finish.

Conclusion

Researcher concluded that using the Experience Text Relationship (ETR) method could improve students' reading comprehension. This is proven by seeing a significant increase in achievement or test scores on students' reading comprehension in the experimental group. In thi s way, the researcher found that the hypothesis was accepted. Using the ETR method can develop students' reading skills by applying more interesting methods such as the ETR method. The researcher hereby recommends the ETR method for teaching, especially in teaching students' reading comprehension.

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