



USING EXPERIENCE TEXT RELATIONSHIP IN TEACHING READING RECOUNT TEXT TO SENIOR HIGH SCHOOLS' STUDENT

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Abstract

This paper discusses about using experience text relationship (ETR) in teaching reading recount text to senior high schools' student. Based on writer observation, many students had low ability in reading. This proble comes from both teacher's side and students' side. The teacher can use experience text relationship (ETR) method in teaching and learning process. ETR is a method that works by connecting the student's experience with the text that will be studied. In order to teach reading recount text by using ETR method, the writer uses three steps of teaching. This can called conventional method where the teaching and learning process is distributed by pre- reading at experience stage, whilst-reading at text stage, and post reading at relationship stage. It would help the students in improving their reading ability. thus, both teacher and students would not get bored when teaching and learning process.

Key words: *Reading, Recount Text, Experience Text Relationship*

A.INTRODUCTION

Reading is one of language skills that students should master in learning English. It is due to the fact that it gives many advantages to them. First, by reading the students can expand their vocabulary. As it is known, there are many new words in a reading text that the students do not know. So, by reading they can enrich their vocabulary. The second advantage is reading can improve memory. It happens because reading books offer the opportunity to stop and take the moment to rethink or reflect on the content that just read. So their memory will be improved everytime after they read it. The last advantge is reading can decrease

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grammar mistake. The message in the reading text is conveyed by grammatical construction. The message is conveyed by a certain sentence construction. By reading, the students will be easier in understanding the writer's meaning and decrease their grammar mistake. Thus, it is clear that reading is so much beneficial for students.

Reading is very crucial to be mastered by Junior High School until college students. For Junior and Senior High School students, reading is learned by focusing on types of reading text such as functional and monologue. In reading functional texts, students are taught how to read texts that function to help readers in completing daily tasks. The example of functional texts are texts showing how to do things, announcements, memos, pamphlets to notify the public of opening, closing shop, confiscation, etc. Meanwhile, monologue is a reading text that contains a conversation carried out by persons or characters. Examples monologue texts are narrative text, recount text, descriptive text, etc.

Even though reading has been learned since junior high school, students still had low ability in reading. Based on the writer's observation during teaching practice in SMPN 15 Padang at grades 8.1 and 8.2 on August to December 2017, it was known that the students' scores in reading test was low. Their reading scores were still below passing grade. There were only 20 percent of the total number of students who passed the passing rates.

The low ability in reading was caused by two factors, that is teacher's factor and students' factor. First, the teacher's way in doing the teaching and learning process was still not done better. In fact, teacher plays an important role in the classroom. In order that the teacher can obtain teaching goals, she/he should prepare at least three things, namely, materials, technique and media. Concerning the reading material, the teacher took only from package book and hardly ever made adaptation and modification. Second causes is from the students' factor, that is, vocabulary, grammar and motivation. The majority of the students had very limited vocabulary. When reading, they found difficulties in reading the text because there were a lot words they did not know their meanings. Then, the other cause of the students' reading difficulty is motivation. Generally, the students have lack of motivation in reading.

To overcome the problems above, the writer offers a method that can be used in teaching reading. This method is called "Experience Text Relationship" which is commonly abbreviated as ETR. It works by connecting the student's experience with the text that will be studied. This ETR is divided into three stages, namely, experience stage, text stage, and relationship stage. It is through these three stages that students can understand the reading text.

This ETR can be applied in teaching some texts, one of which is recount text. ETR technique is very suitable to be applied in teaching recount text because recount text itself is telling past experiences. If the students can recall the events,

consequently it eases them in writing recount text. Thus, by using ETR, the students ability in reading will be improved.

B. REVIEW OF RELATED LITERATURE

Reading

Reading is one of types of communication which is commonly done to help a person in finding various kinds of information. As well as the task of communication, reading is in charge of connections between readers with authors so that written information can be accepted by the reader. Sheng (2000:1) stated that reading is the process of communication from the author to the reader which is realized through certain things such as letters, words, phrases, and clauses that have a certain meaning so that the reader can understand the information conveyed by the author.

Reading is an important skill which should be mastered nowadays. This idea is supported by Harmer (2007) who said that reading is a good thing for language students. Through reading, the students can get knowledge. The students will get knowledge easily if they always do reading activity. The knowledge from the text is taken by analyzing, synthesizing, and evaluating what is read (Arianto, 2017: 2). By doing reading activity, the students will be more active in learning process because they can use their knowledge that they get from reading.

In addition, through reading, the readers can know the various phenomena that occur in this world. By reading, the reader can master knowledge from various fields such as science, lifestyle, and globalization in this world. Tarigan (2008: 7) stated that reading is an activity done to understand the message and written information using written language. Grabe (2009:15) states that through reading the readers construct the meaning of the text by comprehending what the writer intends and interprets his or her background knowledge.

Moreover, by reading, a person can master many words and learn various models of sentences which contain many information. Furthermore the readers can improve his ability to get concepts and to understand what is written. Thus, reading can be said as a process of understanding the message communicated to get the meaning and, it is a process to comprehend the information from printed materials by combining word recognition, thought, and emotion.

Recount text

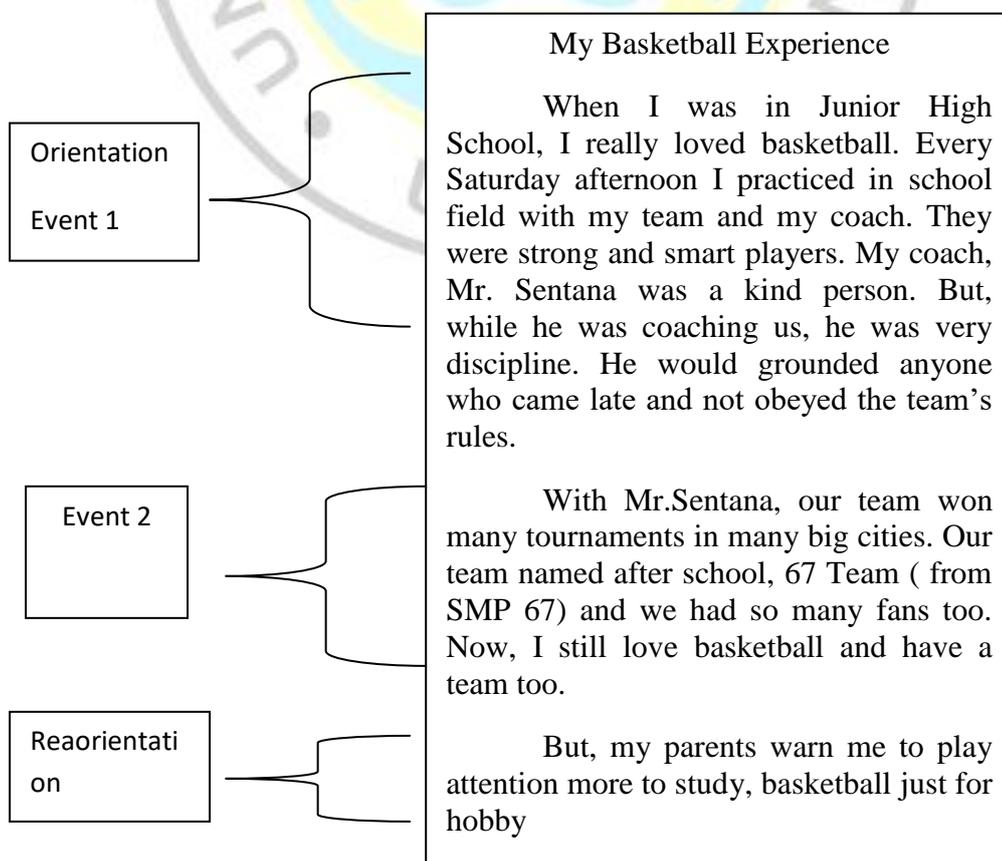
Recount text is a text that retell events or experiences in the past. According to Saragih et al (2014), recount text tells about an incident in the past. Everything that happend in the past can be written in the recount form. Marza and Hafizh (2013) stated that the title of recount text can describe the content of the whole text. It can be said that by reading the title of a recount text, we can predict or guess about what the text is.

According to Bruce (2000), recount text is a text a recall and reconstructs events, experiences, and achievements from the past in a logical sequence. It means that recount text is one of the types of the text which retell about story, experience and other to describes an event that occurred in the past, so the recount text is always written in the past tense. It can be said that recount text is a text that tells about the facts occurred or experienced by the writer includes the experience and reports. It aims to tell and inform the reader about the reality that has been done.

Boardman (2008) stated that the steps of constructing in written recount text are:

- 1) The first paragraph gives background information about who, what, where, and when. It is called orientation
- 2) A record of events usually recounted in chronological order, named event 1, event 2, event 3.
- 3) Then, a personal comment or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- 4) A reorientation which rounds off the sequences of events or retell about what happened in the end.

Here are the example of recount text adapted from : English in Focus for Basic School Grade III



Experienced Text Relationship

According to Au in Jarmianik (2012), ETR is a model of teaching that develop as a total reading activity to improve the students` comprehension. It means that this method can help students in teaching reading. In addition, Au in Edwards (2003) said that Experience Text Relationship is a method that gives spirit to the students and make them to be interested and help them to develop their comprehension in reading.

Experienced Text Relationship (ETR) is a teaching strategy proposed by Kathryn Au. Au applied this strategy to the minority children in Hawaii in 1979. As the result the children get better comprehension after atrying this strategy. The main point of this strategy is background knowledge building or experienced activation. Students` experiences will contribute to reading achievement when the teacher uses text containing stories directly related to their own world.

Wood and Blanton (2009) stated that Experienced Text Relationship is a strategy that draws on background knowledge and prior experiene. Furthermore, Medina (2012: 83) said that Experience Text Relationship (ETR) helps learners to active and develop their background knowledge of the text. Simillarly, Lawrence (2007: 59) claimed that Experience Text Relationship (ETR), instructing students to active and build upon their prior knowledge facilitates both reading motivation and comprehension.

Based on the experts` opinion above, it can be concluded that Experience-Text- Relationship (ETR) is a strategy can be used in teaching reading that help teacher to monitor the students in expressing their own experiences and guide them to relate their own experiences to text provided. So this strategy appropriate to be used in teaching recount text which is a text that retell events or experiences in the past.

As its name, this method consist of three stages. They are experience stage, text stage and relationship stage. According to Blanton and Wood (2009: 135) Experience Text Relationship (ETR) there are in three stages can be applied in the classroom as follows:

1. Experience : for pre reading, the students discuss their personal experiences that relate to the theme, topic, or main idea of the text to be read. Then the students generate predictions about the story.
2. Text: while reading, either read the text aloud as the students follow along or allow students to read silently on their own. Read only one section of the story at a time. Discuss the section read and confirm and

change predictions. Make sure that students tie their thoughts, comments, and predictions back to the text.

3. Relationship: for post reading, the teacher help students integrate the information from the text with their experiences to develop an understanding of the text.

In all three steps, the teacher attempts to model the students automatically to understanding the text.

C. DISCUSSION

1.) Teaching and Learning Activities

As what is stated in the previous part, it can be seen that “Experience Text Relationship (ETR) method” plays big roles in increasing students’ reading ability. Thus, teachers need to be able to take advantages from that method so that an effective teaching and learning process can be designed. In this part, some activities about how to use experience text relationship (ETR) method is going to be explained starting from how to prepare materials, what to do in whilst teaching, until what should be done at the end of the teaching.

a. Teaching Preparation

1.) Preparing the Material

Related to the material, the teacher needs to prepare everything used in teaching. By preparing the material, the teachers certainly understands what should she does during teaching process. In addition, the teacher needs to have a good example of a recount text. The purpose of these materials is to help students learn reading from the example given by the teacher. The teacher can also determine whether the text is appropriate to teach or not.

2.) Preparing the lesson plan

Beside preparing material, the most important thing must be prepared by the teacher is lessons. This lesson plan helps the teacher to know the success or failure of the learning process because lesson plan describes the procedures and organization of learning that must be achieved in accordance with the target and content standards outlined in the syllabus. Lesson plan consists of at least 1 indicator for one meeting. Lesson plans are arranged for each KD that can be held in one meeting or more.

3.) preparing the media

In teaching and learning process, media also plays crucial roles. This can help the students to understand the contents of the reading easily. In applying this

experience text relationship method the teacher can use the media in the form of images. It has a purpose to help children connect their experiences with the story in the text. The pictures used must be attract students' attention so they don't feel bored.

b. Teaching Activity

1.) Pre teaching

Pre teaching is the first step in which the teacher has to prepare the students before giving the lesson. She needs to prepare everything related to the teaching and learning. The following are the examples of activities that can be done by the teacher in this stage. First, the teacher greets the students and asks the students to pray. The teacher needs to encourage students to pray at the beginning of the lesson because the students' mental attitude is needed to be prepared. Second, the teacher checks students' attendance. It is one of the rules which teacher should do before the class begin. Then, the teacher asks some questions about previous lesson to the students. The last is the teacher tells about new topic.

2.) Whilst teaching

This stage is the core stage of learning. This is where the teacher applies the ETR method. Then, this ETR is appropriate with conventional technique where the teaching stages divided into three activities. They are pre-reading, whilst reading, and post reading.

a. Pre-reading (Experience stage)

This stage is called the pre-reading stage where the teacher tries to connect the student's experience with the learning text that will be taught. It is aimed to activate students' personal experience or background knowledge. This is very important to be done by the teacher so that children are interested in learning. This experience stage also facilitates children to enter the learning material.

There are several activities carried out by the teacher at this stage. First, the teacher gives an example of recount text "The Day at the Beach" Then, the teacher instructs the students to see the title and picture in the text. The teacher must ensure that students actually see the picture and title. After that, the teacher asks questions related to the text. Then, the teacher asks the students' experience related to the text.

b. Whilst-reading (Text stage)

This is called whilst reading stage because in this stage the students need to read the whole text. The teacher has to guide the students to do some activities. First, the teacher asks the students to read the whole of the text by themselves. Then, the teacher tells students to read the text for a second time and asks them to find the difficult words stated in the text. Then, teacher tells students to look for these difficult words with a dictionary. The aim is to make them easier to understand the meaning of the text. After discussing the difficult words in the text, the teacher gives questions related to the content of the text.

c. Post reading (Relationship stage)

At this stage the teacher checks the students' understanding whether they understand or not about the content of the text. The teacher also needs to guide the students in understanding the text by giving exercise. The teacher can give fill in the gap exercise to the students.

3.) Post teaching

At this stage the teacher and students discuss what students have done. The teacher gives feedback on the crossing sentences that have been given to students. This aims to straighten students' understanding of what has been learned basically, the teacher should make students understand the previous stages so that at the end of learning, students do not end in ignorance.

D. CONCLUSION AND SUGGESTION

Conclusion

Based on the discussion in the previous chapter, it can be seen that reading is very necessary for Senior High Schools' students because reading has many benefits for them. But not all students understand the reading text given in reading learning. Because of this, the teacher must prepare everything well before teaching. One method that can help students in teaching reading is ETR. This method is very helpful for students in learning to read, including reading recount text, because this method helps children understand the content of the text by connecting the experience that the child has. This ETR method consists of 3 stages, such as experience stage, text stage, and relationship stage. These three stages are applied to whilst reading.

Suggestion

Based on the conclusion above, it is highly recommended for teachers to use this method in teaching reading. Then the teacher should prepare everything before teaching such as material, media, and strategy development in teaching. If the teacher has done these things then the student will be enthusiastic and easy to understand the lesson to be delivered.

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