The Implementation of Experience Text Relationship (ETR) Technique Toward The Students' Reading Comprehension

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Abstrak : *Membaca adalah suatu proses untuk memperoleh informasi dan pengetahuan, guru/dosen seharusnya membimbing dan mendorong siswa untuk mencapainya. Banyak siswa menghabiskan waktu untuk menjawab pertanyaan-pertanyaan dari teks yang diberikan, karena siswa sulit untuk memahami isi teks tersebut. Dalam hal ini, banyak teknik yang dapat digunakan dalam membaca. Salah satunya adalah Experience-Text-Relationship (ETR). Teknik ini merupakan salah satu contoh dari pembelajaran kooperatif untuk membantu siswa dalam memahami teks bacaan dengan menggunakan pengetahuan latar belakang siswa (background knowledge)*

Keywords : reading comprehension, experience

Reading is an important skill in academic world especially for English as foreign language (EFL) learners. It is essential not only for reading classroom activities but also for academic achievement. Nowadays, many students have some difficulties in comprehending texts so that they are required to be critical readers in order to enhance their reading comprehension. Furthermore, reading is an interactive process between a reader and a text which lead to automaticity. The reader tries to understand the reading text or topic by using the background knowledge or past experience that he or she has. According to Wier (1993:64), reading is a selective process that takes place between the reader and the textbook, in which various types of language knowledge interact with the information in the text to contribute to the text comprehension.

After that, knowing this fact that reading is a process to take information and knowledge, the reading teacher is supposed to be able to guide and encourage the students to achieve them. Yet, based on the researcher experience when she got reading subject, the lecturer just gave the text and the students did exercises in the class. The teacher did not even give any brainstorming or sort of activities related to the students' comprehension or background knowledge of text they would be discussed. However, made them difficutly understand the text well. The writer also

asked some students who had gotten Reading subject, they also answered the same thing as the writer did, where the lecturer/teacher just gave the material directly. They also said that this strategy is ineffective because the students feel bored and needed much time to understand the text. Additionally, the students spent much times to answer the questions of the text, because the students are hard to understand what the text tells about. The lecturer should find an effective way to solve the students' problem.

Looking at the bright side that there are many techniques that can be used in teaching reading. One of them is Experience-Text-Relationship (ETR). It means cooperative learning which found to be an effective technique for helping students in learning reading and also for helping students to use their background knowledge (Hilter:1979). ETR technique has three steps: First phase, the teacher guides the students to be more active in the classroom by asking them about their background knowledge related to the material and also make predictions of it. It is called as the Experience phase. Second phase, the teacher reads the text with the students, and discuss the material at appropriate points, also determine wheter their prediction are confirmed, and so on. This is called as Text phase. Third phase, one is after they have finished reading the material, the teacher guides the students to relate the ideas from a text to their own experiences. It is called as Relationship phase. It can be concluded that ETR technique is a technique which used to teach reading subject especially about reading comprehension through student's own knowledge. It is hopefully able to be a good technique in teaching reading after all. Based on the background above, the question of this article is "Does the Experience-Text-Relationship (ETR) technique give positive effect toward the students' reading comprehension.

According (wikijunior: 2011), there are five levels of reading comprehension. They are: Pre-Reader, Beginner, Intermediate, Advanced, and Professional.

a. **Pre-Reader**

Pre reader books are for young children and adults that have not yet learned to read the language the books is written in, or have just started to

learn to pronounce and read simple words. A pre-reader's vocabulary is typically small. A pre-reader is likely to have difficulty reading and understanding long words and sentences. These books should use of a lot of pictures and are likely to be read out loud with a parent or educator present.

b. Beginner

Books at the beginner skill level are intended for young children that can read their own. Beginners can understand longer sentences and have a higher vocabulary than pre-readers. However, beginners are likely to have some difficulties still with pronunciation and comprehension when new vocabulary is encountered or introduced. These books are likely about basic subjects and use a minimum amount of difficult vocabulary. Difficult words that are used should be properly introduced. These books are likely to still rely heavily on pictures.

c. Intermediate

Books at the intermediate skill level are intended for readers at an average adult reading level. Sentences structures are likely to be more diverse and more difficult vocabulary is often used without an explanation. An Intermediate reader is more likely to understand new words and vocabulary just from the context and usage. These books are likely to provide more in depth information about a subject than a beginner level book would, which may require using and explaining some specialized jargon. These books should be accessible to readers without any particular expertise in the subject area and should avoid using jargon without explanations.

d. Advanced

Books at advanced skill level depend on more background knowledge and understanding of more specialized vocabulary than is common for intermediate readers. Some subject-specific jargon is likely to be used without explanation, but a heavy reliance on subject-specific jargon should avoid increasing comprehension.

    e. Professional

Books at the professional skill level tend to be highly subject-specific and require extensive background knowledge among readers. Jargon tends to be used extensively, and readability is often scarified for precision. These books may be dry and academic and not welcoming to most readers.

Types of Reading

1. Intensive Reading

In intensive reading, the students usually read a page to explore the meaning and to be acquainted with writing mechanism. It is " only through more extensive reading that learners can gain substantial practice in operating these stategies more independently on a range of material". Hedge in http://www.sabes.org

2. Extensive Reading

Tudor (1989) stated that the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting Second Language (L2) material will, in the long run, produce a beneficil effect on the learner's command of the L2.

Beside that, Hafiz and Tudor (1989) said that differentiate between extensive and intensive reading :

In intensive reading activities learners are in the main exposed to relatively short text which are used either to exemplify specific aspects of the lexical, syntatic or discoursal system of the L2; the goal of extensive reading, on the other hand is to 'flood' learners with large quantities of L2.

The Concept of Teaching Reading

In teaching reading, the teacher's should be able to bridge the reading theory to practice. Drucker (2003) stated that to delineate the movement from

theory to practice is starting from such a theoretical assumption, working through the approach, design, and procedure framework.

a. The Importance of Teaching Reading

Hedge (2003) stated that any reading component of an English language course may include a set of learning goals for

a) The ability to read a wide range of texts in English. This is the longrange goal most teacher seek to develop through independent readers outside EFL/ESL classroom.

b) Building a knowledge of language which will facilitate reading ability

c) Building schematic knowledge.

d) The ability to adapt the reading style according to reading purpose (i.e.skimming, scanning).

e) Developing an awareness of the structure of written texts in English

f) Taking a critical stance to the contents of the texts

b. Technique for Teaching Reading Skills

Hadley (2000:207) pointed out that a whole range of practice activities might be used in concert to integrate individual skills so that higher levels of proficiency might be achieved. She has developed a five-stage plan for reading instruction that can be used in the classroom, in individualized instructional settings, or in computer-adaptive instruction. The five stages indentifies are:

1. Pre teaching/Preparation Stage. This important first step helps develop skills in anticipation and prediction for the reading or graphic material. Phillips pointed out that students need to build expectancies for the material that they are about to read. This assertion is supported by the research reviewed, where we saw how important advance organizers and contextual cues are in helping readers build and/or retrieve from memory appropriate schemata to help comprehend. Some activities Phillips recommend for the first stage of reading include:

a. Brainstorming to generate ideas that have a high probability of occurrence in the text

b. Looking at visuals, headlines, titles, charts, or other contextual aids that are provided with the text

c. Predicting or hypothesizing on the basis of the title or first of a text what significance it might have or what might come next

2. Skimming/scanning stages. Both of these steps are distinct processes involving as we saw earlier, getting the gist (skimming) and locating specific information (scanning). Phillips pointed out that skilled readers do some scanning while attempting to skim a text; however, she feels that practice is needed in each skill for second-language students. Some of the practice activities needed for this stage include:

a. Getting the gist of short readings, paragraphs, or other graphic materials

b. Identifying topic sentences and main ides

c. Selecting the best paraphrase from multiple-choice options of the main idea of a text of the conclusions

d. Matching subtitles with paragraphs

e. Filling in charts of forms with key concepts

f. Creating titles or headlines for passages

g. Making global judgments or reacting in some global fashion to a reading passage

Then, Nuttall (1996:48) stated that Scanning and skimming, the idea that some parts of a text may be ignored or skipped to some students, but efficient reading and specifically the techniques of skimming, require it. By scanning we mean glancing rapidly through a text either to search for a specific piece of information (e.g. a date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with particular plan disease). By skimming we mean glancing rapidly through a text determine it gist. For example in order to decide whether a research paper is relevant to our own work (not just to determine its field, which we can

find out by scanning) or to keep ourselves superficially informed about matters that are not of great importance to us: much newspaper reading is skimming.

3. Decoding/Intensive Reading stage. Phillips maintained that this stage is most necessary when students are "learning to read" rather than "reading to learn." Decoding involves guessing from context meaning of unknown words of phrases and may be needed at the word, intersentential, or discourse level. The extent of decoding that will go on in this stage will depend on the purpose for reading a given a passage. As Phillips states, "in the final analysis, conscious, detailed, decoding is not a common goal reading". Rather fluency and rapid understanding are the most common objective in reading, and it's only when comprehension is impeded by unknown words, complex structures, or very unfamiliar concepts that skilled readers resort to decoding.

4. Comprehension Stage. In the step, Comprehension checks or various sorts are made to determine if the students have achieved their reading purposes.

5. Transferable/integrating skills. In his final stages of teaching reading, Phillips maintains that exercises should be used that help students go beyond the strategies. Exercises that encourage usage, and effective rereading. Strategies to confirm hypotheses are among those identified as especially helpful in this stage.

The theory of the Experience-Text-Relationship (ETR) Technique

Experience-Text-Relationship (ETR) is a technique which uses discusion to link what the student already knows to what she or he will be reading about in the basal reader (Betts : 1950).

The basic element of the ETR technique is discussion of a text and topics related to the text, especially students' own experiences. Teachers facilitate comprehension, model processes, and may coach students as they engage in reading and comprehension activities.

The Technique of Experience-Text-Relationship (ETR)

Goodman (1988) stated that ETR consist of three steps :

1. Experience (E) : The teacher guide the students to activate what they know that will help them understand what they read, make predictions, and set purposes.

2. Text (T) : Next the teacher read the story with the students, stopping at appropriate points to discuss the material, determine whether their prediction were confirmed, and so on.

3. Relationship (R) : After they finished the material, the teacher guide students to relate ideas from a text to their own experience. In http://members.tripod.com

Experience-Text-Relationship (ETR) technique gave an effect toward the students' reading comprehension. Consequently, ETR technique is a technique which used to teach reading subject especially about reading comprehension through student's own knowledge. Besides, for lecturer/teacher: ETR technique could be one of the alternative techniques in teaching reading skill and for students: the students are suggested to apply this technique in the class activity to help them to increase their reading comprehension.

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