

**THE EFFECT OF USING EXPERIENCE TEXT RELATIONSHIP
(ETR) METHOD ON STUDENTS CRITICAL IN READING
COMPREHENSION OF DESCRIPTIVE TEXT AT
SMP SWASTA BANDUNG**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S,Pd.)
English Education Program*

By

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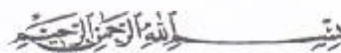


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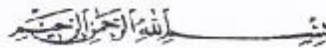


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	Chapter III : Research Design	
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ABSTRACT

Leli Azrita Rambe, 1402050256 “The Effect of Using Experience Text Relationship (ETR) Method on Students Critical In Reading Comprehension of Descriptive”. Thesis English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara (UMSU). Medan.2018.

The objective of the research was to find out the effect of using ETR (Experience Text Relationship) which was focused on critical reading comprehension especially in descriptive text. The research design in this research was quantitative experimental research. This research was conducted at SMP Swasta Bandung Jalan Pengabdian No. 72 Bandar Setia Percut Sei Tuan in academic year 2017/2018. The population of this research in the junior high school students which consists of two were classes namely: class VII- 1 and class VII-2. The total number of population and were 123 students, consisted of two classes. They are VII-1 and VII-2. The technique of sample used purposive sampling to determine the experimental and control group. The sample were divided into two groups, the first group VII-1 which consisted of 31 students was experimental group which given treatment by using ETR (Experience Text Relationship) techniques and second group VII-2 which consisted 31 students were control group which given treatment by applying Conventional Method. The experimental research method was given multiple choice test as the instrument. Each group was given a treatment, pre-test and post-test. The t-test was 3.50 and t-table 2.000 which was used 0.05 as the significant level of this research. Because the t-test value was higher than t-table ($3.50 > 2.000$), it showed that the result in t-test was accepted (H_a). Based on the result of this research, it can be concluded that there was significant effect of using Experience Text Relationship (ETR) Method on the students' Critical in Reading Comprehension of Descriptive Text.

Keywords: ETR (Experience Text Relationship) Method Reading Comprehension, Descriptive Text

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This research, intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitled “ *The Effect of Using Experience Text Relationship (ETR) Method on Students Critical In Reading Comprehension of Descriptive Text At SMP Swasta Bandung* “, the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. The researcher also would like to thank to :

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Medan, 29 Maret 2018

The Reseacher

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CHAPTER I

INTRODUCTION

A. 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 tolerance in order to master English . Reading is the ability to draw meaning from the printed page and interpret this information apporopriately (Grabe and Stoller,2002 :9) Reading is an active process. It is caused by reading, the readers construct a meaning based on the readers 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 mean 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, mean while the highest level of comprehension is in creative comprehension.

Harmer(2003:2008) states that students sometimes have low expectation in reading comprehension. They find the difficulty 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 difficulties of certain words, and they got difficulties to convey the meanings to the whole paragraph and also the topic is not intersting and the less of concentration. Based on the researcher observation in the grade junior high school of SMP SWASTA BANDUNG , the researcher found the data of reading test from the first semester in academic year 2017/2018 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. Based on the PPL , the researcher found many problems faced by students especially in reading comprehension. It can be seen from the phenomena as follows: Some of the students do not know how to identify the main idea of the text, some of the students are not able to identify the meaning of vocabulary in the text, some of the students are not able to identify information from the text. So in order to solve this problem, it is necessary to find an interesting way or method to improve students comprehension these methods to improve students reading comprehension, and writer finds a good method that can be applied and it is named Experience Text Relationship (ETR) Method. Based on the description above this research will conduct the title “The Effect of

Using Experience text Relationship (ETR) Method On Students Critical In Reading Comprehension Of Descriptive Text At SMP SWASTA BANDUNG”

B. The Identification of the Problem

The problems of this research were identified as follows :

1. Many students still read less especially in comprehending the text.
2. Most of the students did not like and were not interested with English especially in reading.
3. The teachers still used conventional method in teaching reading.

C. Scope and Limitation

The scope of this research was focused on reading comprehension . The limitation of this research was descriptive text by using Experience Text Relationship (ETR) Seven grade Of SMP SWASTA BANDUNG OF 2017/2018 Academic Year.

D. The Formulation of the Problem

The formulation of the study was identified as follow :

The problem of this study is formulated as follows :” Is there any significant effect of using Experience Text Relationship method on the students’ Critical in Reading Comprehension of Descriptive Text?”

E. The Objective of the Study

The Objective of this study was identified as follow:

To find out the significant effect of the using Experience Text Relationship method On students Critical in Reading Comprehension of Descriptive Text.\

D. The Significance of the Study

The findings of this research were expected to be useful theoretically and practically.

1. Theoretically

As theoretical, this proposal can help or add fluency for students in reading descriptive text. This research is helped to be useful to add reference and as the study will enrich the knowledge and skills in reading comprehension in reading descriptive text.

2. Practically

- a. For this researcher, as a reference for any researcher who want to research the similar field students.
- b. For the teacher to give input to teachers to using experience text relationship method as a solution to solve the problem find in reading fluency students
- c. For the students to assist them in improving their reading skills and fluency in reading.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts in the research will be concerned. This chapter presents a review of related literature and explanation of the related materials, which is aimed to give some clarification of the term used in this study.

1. Reading Comprehension

The purpose from all of the readers are to understand what they read. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. Klingner (2007:8) reading comprehension is a multicomponent, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge , strategy use) as well as variables related to the text itself (interest in text, understanding of the text types).

According to Klinger et. al (2007:2-3) reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, and word knowledge and fluency.

According to Westwood (2008 :31) reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information that presented in a text. Then, Grabe et, al (2002:29)

state reading comprehension is an extraordinary feat of balancing and according many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. Based on the some definitons above, the writer conclude that reading comprehension is a very complex process that need many abilities to construct meaning from the information in the text.

2.The Purpose of Reading

According to Grade and Soller (2002:11-15) the purpose of reading can be explained as the following :

2.1 Reading to search for simple information and Reading to Skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independet cognitive process. It is used so often in reading tasks that is probably best seen as a type of reading ability. In reading to search information, readers typically scan the text for a specific piece of information or specific word. Similary , reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves in essence,a combination of strategies for guessing where important informationmight be in the text, and then using basic readingcomprehension skills on those segments of the text until a general idea is formed.

2.2 Reading to Learn from Texts.

Reading to learn typically occurs in academic and professional context in which a pereson needs to learn a considerable amount of information of a text. Reading to learn is usually carried out at reading rate some what slower than

general reading comprehension (primarily due to reading and reflection) strategies to help remember information.

2.3 Reading to Integrate Information, Write and Critique Texts.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. Both reading to write and reading to critique can be task variants of reading to integrate information both requires abilities to compose, select and critique information from a text.

2.4 Reading for General Comprehension

The notion of general reading comprehension has been intentionally saved for two reasons. First is the most basic purpose for reading. Underlying and supporting most other purposes for reading. Second, general reading comprehension is more complex than commonly assumed. Reading for comprehension requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main

ideas, and efficient coordination of many processes under very limited time constraints. Because of its demands for processing efficiency, reading for general understanding may even be more difficult to master than reading to learn.

3. Critical Comprehension

Critical Comprehension is a process of evaluating material comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness and timelines. Critical reading depends upon literal and interpretative comprehension. So to build critical reading, the reader must be an active reader by questioning critically, searching for facts, and suspending judgment she has considered all the material. On the other hand, critical reading can be promoted by encouraging critical thinking.

4. Creative Comprehension

Creative Comprehension involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires readers to use their imagination. Furthermore, it is concerned with the production of new ideas and the development of new insight.

5. Genre

Bruce(2008:6) states that the French word genre, meaning type or kind when applied to English literature, has been used to denote literary categories (such as type of novel, or short story) involving categorization of texts in terms of a range of structural and stylistic features. Wahidi(2008) states that genres of writing are divided into several types. They are: anecdote text, recount text, report text, spoof text, narrative text, exposition text, discussion text, explanation text, procedure text, news item text, review text, description text. In syllabus of senior high school, there are some

kinds of reading text such as narrative , procedure, recount and discussion. For this study the writer focuses on descriptive text.

5.1 Analytical Exposition

Analytical exposition is a text that elaborate the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

5.2 Anecdote Text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers

5.3 Recount Text

Recount is a text which retells events or experiences in the past. Its social function is either to inform the purpose , to entertain or to retell the events to audience. There is no complication among the participants and that differentiates from narrative .

5.4 Report Text

Report is a text which presents information about something, as it is.

It is as a result of systematic observation and analysis.

5.5. Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or part events and entertain the readers. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

5.6 Review Text

Review is a piece of a text that shows the critique to some events or art for readers.

Sample of review are film and book, etc .

5.7 Description Text

Description is used in all forms of writing to create a vivid impression of a person , place, object or event e.g. To describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal's habitat in your report . In other words, description text is to describe a particular person, place, or thing.

5.8 Argument Text

To support ideas presented in sequence to justify a particular stand or view point that a writer is taking . The writer's purpose is to take a position on some issue and justify it.

6. Description of Descriptive Text

Friedman (2010) stated that description is a text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular person, place, or thing.

6.1 Communicative purpose

Communicative purpose of the text is the aim of what a text is written for. The purpose of descriptive text is describing a particular person, place, or thing.

6.2 Rhetorical structure

Rhetorical structure is similar to text elements. Every genre has different kinds of the elements. The main elements is description text :

1. Identification (identify phenomenon to be describe)
2. Description (describe parts, qualities, characteristic)
3. Language Features

Language features contain the grammatical rules used in a written text.

A descriptive text is specified by the following criteria of grammatical pattern:

- a. Using attributive and identifying process.
- b. Relational process
- c. Using specific noun
- d. Using figurative language
- e. Using simple present tense.

7. Teaching Method in Reading

Method a way of do something, especially a systematic way, implies an orderly logical arrangement (usually in steps) . A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation , demonstartion reccitation, memorazation, or combinations of these . The choice of teaching method or to be used depends largely on the information or skill that is being taught, and it

may also be influenced by the aptitude and enthusiasm of the students. And this

Experience Text Relationship(ETR) Belongs to Answering questions

Questions can be effectiveness because they :

1. Give students a purpose for reading
2. Focus students attention on what they are to learn

3. Help students to think actively as they read
4. Encourage students to monitor their comprehension
5. Help students to review content and relate what they have learned to what they have already known the Experience Text Relationship (ETR).

This method is the discussion between the teacher and students about students prior knowledge which is correlated with the text will be read.

What students already refers to their own experience and knowledge.

8. Experience Text Relationship (ETR) Method

Experience text- relationship (ETR) is a strategy that draws on background knowledge and prior and experience .(Wood and Blanton 2009:135). Furthermore, Medina (2012:83) states that Experience- Text-Relationship (ETR) helps learners to active and develop their background knowledge of the text ETR also helps learners to monitor their reading comprehension and become aware of the reading strategies they use when the teacher uses the reading strategy instructions.

Lawrence (2007 :59) Experience-Text-Relationship (ETR), instructing students to active and build upon their prior knowledge facilitates both reading motivation and comprehension.Carrel ETR is a method that emphasizes reading comprehension(reading for meaning). It uses discussion to link what the reader already knows to what she or he will encounter in the text. Barbara says that in Experience Text Relationship (ETR) teachers begin to guide group discussions with a background building questions, what experience they had like then move to questions focusing on meaning construction from text and after reading, ask

students to consider the relationship between their experiences and the ideas in the texts.

Parrviz adds that the Experience Text Relationship(method)consist of students expressing their own experience of knowledge about the topic prior to rading. After the students have adequately shared knowledge, the text becomes the focus of the class. during this segment of this lesson, the teacher asks the students to read short sections of the text and then questions about the content. The teacher must be sensitive to those text areas that could elicit misunderstandings and work through any difficulties that the students may have.In the final stage, the teacher aids the students to draw relationships between personal experiences and the material discusssed in the text stage.

According to me Experience Text Realtionship is specifically designed to use children's experience to teach new concepts and new words in the story. In this technique, the teacher spends time showing students the relationships between what they know and what they are reading, both before and after reading the story. It is specifically designed for use with multi-culture students.

9. The Application of Experience Text Relationship

Blanton and Wood (2009:135) Experience- Text – Relationship (ETR) method is founded as an effective method to help students imrproving their reading ability. Teacher arrange the ETR method by using three phase, they are :

1. Experience (E) : for pre reading , have students discuss their personal experiences that relate to the theme, topic, or main idea of the text to be read. Then have students generate predictions about the story.
2. Text (T) : 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. Clarify any misconception or miscomprhension. Ask if there was any sections or words that were confusing and clarify these. Continue to alternate between readding and discussing small sections.
3. Relationship (R) : For post reading, help students integrate the information from the tet with their experience to develop and understanding of the text.

10. Advantages and disadvantages of Experience Text Relationship (ETR)

A. Advantages of Experience Text Relationship

Experience Text Relationship (ETR) method is found to help students reading ability because in Experience Text Relationship (ETR) phase serves the link between the students real world with the text. In this method students is expected to answer the question that related with the reading material.

1. So, the Advantages of Experience Text Relationship (ETR) are :By answering the question will help students to share their ideas.Experience

Text Relationship (ETR) will give contribution to the teacher to know which on the difficultiest parts for students and which one the easiest part.

B. Disadvanteges of Experience Text Relationship

1. Teacher provide opportunities for students to explore or apply their own ideas and invite students to clearly and by using their own strategies for learning. But in this context of course teachers need extra attention and guidance to the students for the purpose of learning in accordance with what was used originally.
2. For students who can not follow tthe learning, do not get the same knowledge and experience with other friends, because students do not experience it themselves.
3. Many Students are not happy when asked to cooperate with others, because students who are diligent feel to have to work more other students in the group

11. Relevant Studies

There some pervious studies which relate of this research, namley:

1. Ismi Mariati (2005) in her reserach , she focused on the effect of activating schemata on reading comprehension of the frist year of SMAN 1 Bangkinang. Activating schemata is one of the good techniques, in
2. Which having schemata before reading activities is very important due to it helped the readers to understand and to improve their reading

comprehension. Schemata needed to diagnose students prior knowledge and provided necessary background knowledge so they were prepared to understand what they read, there were several procedures that had to do before reading the passage that of :

- a. Introducing key concept to students using word , phrase, or picture to initiate a discussion.
- b. Having students brainstorm words about the topic and record their ideas on the chart
- c. Presenting additional vocabulary and clarify any conception
- d. Having students draw pictures and write a quick- write about topic using words from the brainstormed list
- e. Having students shared quick-write and asking question clarify and elaborate quick- write.

At the end of her research, she conducted that there was significant difference between the students reading comprehension taught by activating schemata pre reading plan and not activating schemata through pre reading plan. It is provided by finding t- observe (308) is higher than critical (2.00).

Carrel Patricia.I. (1989). She conducted two metacognitive strategies, semantic mapping (SM) and the experience text relationship(ETR) method to study their effect on reading. While semantic mapping is used as a tool to assess students schema and the experience text relationship (ETR) method emphasizes comprehension (reading for meaning)

12. Conceptual Framework

Teaching English for Junior High School students require the active participant of the students, especially for the fourth skill they are : listening, speaking, reading, and writing. Reading is one of the important skill. There are some purposes of reading one of them is reading comprehension. In reading comprehension, the students are learned not only to know how to pronounce word well, or not only to know the information from the researcher , but, more than that, Reading comprehension requires the students to compare what the information from the reading material with the students to compare what the information from the reading material with the students prior knowledge. Here the teachers role is very needed in improving the students achievement in reading. There are some factors which affect students achievement on reading comprehension. For example the reading material is not interesting and todifficult to be taught for students in its level, or the method that is used can not motivate students to read. Therefore, the method that is used by teacher have an important role on students reading comprehension. As reading has an important role inlanguage learning so better to teach reading wisely, that is to use the appropriate method, Related with the explanation above. ETR method on students reading comprehension is used to activate the students will be easier to draw a meaning from the story.

13. Hypothesis

A hypothesis is simply put forward as a prediction of some possible outcomes of a study. Based on the explanation of both theoretical and conceptual framework above, the hypothesis of this study can be formulated as the followings :

Ha : There is a significant effect of using Experience Text Relationship on the students in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

The location of this research was conducted at SMP Swasta Bandung Jl. Pengabdian No.72 Bandar Setia Ujung Percut Sei Tuan, academic year 2017/2018 . The reason for choosing this school because this school was also the location of the research while doing field experience practice (PPL), and the similar reserach has never been conducted here before.

B. Population and Sample

1. Population

The population of this research was taken from senior high school on seventh grade students of SMP SWASTA BANDUNG in academic years 2017/2018. There are four classes: class VII 1 consist of 31students, class VII 2 consists of 31 , classVII 3 consist of 31 , class VII 4 consist of 30 and the total of population are 123 students. The following population can be seen in the table 3.1

Table.3.1
Population

No	Class	Population
1	VII-1	31
2	VII-2	31
3	VII-3	31
4	VII-4	30
	Total	123

2. Sample

Purposive sampling technique was applied to determine the samples. The purposive sampling is a sampling a non- probability sample that is selected based on characteristics of a population and the objective of the study (Ashely Crossman, 2017). The sample was chosen VII -1 which consist of 31 students as Experimental group and VII- 2 which consist of 31 students as Control group

Table 3.2
Sample Research

No	Class	Sample
1	VII-1	31
2	VII-2	31
Total		62

C. Research Design

The experimental quantitative research was applied in this research, which consist of two group there were control group and the Experimental group. was taught by using Experimental Text Relationship (ETR) Method and the control group was taught by using Conventional method. The design of the research can be seen in the table 3.3

Table 3.3
The Research Design

Kelas	Name of group	Pre –test	Treatment	Post-test
VII-1	Experimental (X)	ü	Using ETR Techniques	ü
VII-4	Control (Y)	ü	Using Conventional Method	ü

Based on the table, experimental group is the class which received by using Experience Text Relationship in reading comprehension, and control group is the class which received by using Conventional Method. There are three stages in doing procedure of research, they are pre test, treatment and post-test.

1. Pre- test

The researcher was given the pre-test to both of classes that is experimental and control class to know the average score on preliminary data. The purpose of pre-test is to know the students reading achievement before treatment. This research is used multiple choice test. The test consist of 20 items text. The test is taken from the students' book students work sheet book (LKS).

2. Treatment

After having the pre-test, the treatment were given to the students, both of experiemental and control group. A treatment of experimental group was taught by using Experience Text Relationship (ETR). While the control group is taught by using conventional method.

Both of the groups were be given the same material, but different procedures treatment can be seen in the table 3.3 and table 3.4.

Table 3.3
The Procedure of Research in Experimental Group

NO	Teacher's activities	Student's activities
1	<ol style="list-style-type: none"> 1. Teacher greeted students to open the class 2. Teacher checked the students attendance 	<ol style="list-style-type: none"> 1. Students gave the response 2. Students give the response to attendance list
2	<ol style="list-style-type: none"> 1. Teacher showed the example of the descriptive text 2. The teacher read the text 3. Teacher explained the communicative purpose, generic structure and grammatic features briefly. 4. Teacher assigned students to some groups 5. Teacher explained to the students about ETR (Experience Text Relationship) Method to answer the question. 6. Teacher asked the students to find out the answer of question with use ETR (Experience Text Relationship) in My Head Method 7. Finally the teacher asked to students practice with another text. 	<ol style="list-style-type: none"> 1. The students listened to the teacher 2. The students listened to and then students read together with the teacher 3. The students listened to the teacher 4. Students gather with the group 5. Students understood About Experience Text relationship (ETR) method to answer the question. 6. Students discussed with their group to find idea of the text and the answer With teacher's guidance and feedback 7. The students practiced and discuss with their group the answer question of the text

Table 3.4
The Procedure of Research in Control Group

NO	Teacher activities	Students activities
1	<ol style="list-style-type: none"> 1 Teacher greeted students 2 Teacher check the students' attendance 	<ol style="list-style-type: none"> 1 Students gave response 2 Students gave the response to the attendance list.
2	<ol style="list-style-type: none"> 1 Teacher gave reading text and question text. 2 Teacher requested students to exchange the result of answer's question with another friend. 3 Teachers corrected the answer of the question in front of the class. 	<ol style="list-style-type: none"> 1. Students read the reading text and answer question. 2. Students to exchange the 3. the result of answer's 4. question with another friend 5. Students gave assesment of the answer question.

3. Post- test

The researcher was delivered material to experimental class and control class, the researcher gave the test both of the classes on post-test by using same test instrument and items. Giving post-test in experimental and control classes by giving test in the form of multiple choice test. The researcher analyzed the students' score and then the researcher compared the score of the sample classes, Finally the researcher analyzed the test hypotheses to find out the effect of ETR method to the experimental class in teaching reading comprehension on descriptive text.

E. Instrument of the Research

In this research , multiple choice test which consists of 20 items with 4 options which were taken from students English Book in Context Developing Competences for Senior High School to grade VII which used as the instrument for collecting data. Each correct answer was score 1, and the incorrect answer was scored 0 . The test was divided in two sessions, the first was pre-test would be prior to the treatment. The second was post-test would be applied after conducting the treatment. The researcher gave the test in order to know the effect of using ETR (Experience Text Relationship) Strategy in reading comprehension of descriptive text.

F. The Technique of Collecting Data

The data was collected by giving the test to the students. Several steps were used to collect the data :

1. Giving Pre-test to Experimental and Control Group.
2. Giving treatment to Experimental Group by using Conventional Method
3. Giving treatment to Control Group by Using Experience Text Relationship Method.
4. Giving Post- test to Experimental and Control Group
5. Correcting the students' answer sheet

G. Technique of Analyzing The Data

In analyzing the data, descriptive quantitative technique was applied to analyze the data by using the following procedure:

1. Scoring the answer sheets' students
2. Listing their score in two tables ,the first for experimental group scores as X variable , the second for control group as Y variable.
3. Calculating the total score post-test in experimental group and control group.

Calculating would be conducted by using t-test as show below, according to Sugiyono (2015) :

- a. Calculating Mean Score::

$$\bar{x} = \frac{\sum xi}{n} (\text{Sugiyono, 2015})$$

Note \bar{x} = Mean

$\sum x_i$ = The Total of students value

N = The number of students

- b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{n (\sum x_i^2) - (\sum x_i)^2}{n_1 (n_1 - 1)}}$$

- c. Calculating correlation Product Moment between X and Y

$$R_{xy} = \frac{n \sum XiYi - (\sum Xi)(\sum Yi)}{\sqrt{\{n \sum Xi^2 - (\sum Xi)^2\} \{n \sum Yi^2 - (\sum Yi)^2\}}}$$

d. Hypothesis test (t-test)

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R \left(\frac{S_1}{\sqrt{N_1}} \right) \left(\frac{S_2}{\sqrt{N_2}} \right)}}$$

Where :

t= t- test

X_1 = Mean of variable 1 (experiemntal group)

X_2 = Mean of variable 2 (control group)

S_1 = Standard Deviation of sample 1 (experimental group)

S_2 =Standard Deviation of sampel 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 2 (control group)

S_2^2 = Standard deviation squared (variants)of sample 2 (control Group)

n= Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product moment between X and Y

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. The Data

The data this study were the result in reading comprehension of descriptive text. The data were divided into two groups namely experimental group and control group . This study was conducted in four meeting for each group either experimental group and control group . Both of groups were given the same test form in reading comprehension of descriptive text in pre-test and post-test.

B. Data Analysis

The effect of using ETR (Experience Text Relationship) Strategy on the student's Achievement in Reading Descriptive Text. Based on the data from the test the score were analyzed in other to know the differences between pre-test and post-test of the experimental group. It could be seen on the table 4.1 below:

Table 4.1
Differences between pre-test and post-test of experimental group

NO	Student's Intial	Pre-test (X_1)	Post-test (X_2)	ΣXi^2	ΣXi^2
1	AS	60	80	3600	6400
2	AM	65	85	4225	7225
3	AS	60	80	3600	6400
4	AN	50	75	5625	5625
5	DA	55	70	3025	4900

6	DE	55	80	3025	6400
7	DS	50	80	2500	6400
8	EA	60	70	3600	4900
9	FU	55	85	3025	7225
10	GR	50	70	2500	4900
11	IR	70	90	4900	8100
12	IS	50	70	2500	4900
13	MJ	70	70	4900	4900
14	MR	50	70	2500	4900
15	MS	85	75	7225	5625
16	MR	50	90	2500	8100
17	MA	50	80	2500	6400
18	NA	50	70	2500	4900
19	PA	60	75	3600	5625
20	PL	50	80	2500	6400
21	RA	50	85	2500	7225
22	RS	50	70	2500	4900
23	RA	50	80	2500	6400
24	RM	90	80	8100	6400
25	RA	60	70	3600	4900
26	RY	70	80	4900	6400
27	SQ	70	80	4900	6400
28	SN	50	75	2500	5625
29	SM	65	80	4225	6400
30	LP	75	85	5625	7225
31	WA	80	85	6400	7225
	Total	$X_1=1855$	$X_2 = 2415$	$\Sigma X_1^2=118100$	$\Sigma X_2^2=189325$

Based on the table 4.1 above it can be seen that there was differences between pre-test and post- test score of experimental class. After calculated the

data for the experimental group above the score for pre-test was **1855** and the total score for post-test was **2415**. It means the score for post-test is higher than pre-test. The mean score was calculated as follows :

The average (Mean)

$$\begin{aligned}\bar{x} &= \frac{\sum y}{n} \\ &= \frac{2415}{31} \\ &= 77.9\end{aligned}$$

Standard deviation of X variable

$$\begin{aligned}SD_1 &= \frac{\sqrt{N^2(\sum Y_i^2) - (\sum Y_i)^2}}{n_1^{\frac{1}{2}}(n_1-1)} \\ &= \frac{\sqrt{31 (189325 - 2415)^2}}{31(31-1)} \\ &= \frac{\sqrt{5869075 - 5832225}}{960} \\ &= \frac{36850}{960} \\ &= \sqrt{38385} \\ &= 6.19\end{aligned}$$

Table 4.1
Differences between pre-test and post-test of control group

NO	Student's Intial	Pre-Test (Y₁)	Post-Test (Y₂)	$\sum_{Y_1}^2$	$\sum_{Y_2}^2$
1	AV	60	75	3600	5625
2	AS	65	75	4225	5625
3	AN	55	60	3025	3600
4	DJ	60	70	3600	4900
5	CM	55	65	3025	4225
6	DD	60	70	3600	4900
7	DC	65	70	4225	4900
8	FS	60	70	3600	4900
9	FP	65	75	4225	5625
10	GA	60	75	3600	5625
11	HE	65	70	4225	4900
12	JY	55	65	3025	4225
13	JM	65	80	4225	6400
14	KP	60	75	3600	5625
15	MY	70	75	4900	4225
16	MS	50	65	2500	4900
17	MO	55	70	3025	4900
18	MR	65	70	4225	6400
19	NM	65	80	4225	4900
20	NN	60	70	3600	5625
21	NM	65	75	4225	6400
22	NZ	75	80	5625	4900
23	ND	60	70	3600	4225
24	NL	60	65	3600	6400
25	NR	70	80	4900	6400
26	NM	70	80	4900	4900

27	PA	55	70	3025	5625
28	PR	65	75	4225	5625
29	RM	60	75	3600	4225
30	SW	55	65	3025	6400
31	SL	65	80	4225	4900
	Total	$\Sigma Y_1 = 1915$	$\Sigma Y_2 = 2240$	$\Sigma Y_1^2 = 119225$	$\Sigma Y_2^2 = 162025$

Based on the table 4.2 above it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group above the the score for pre-test was **1915** and the total score for post-test was **2240**. It means the score for post-test is higher than pre-test. The mean score was calculated as follows :

The average (Mean)

$$\begin{aligned}\bar{y} &= \frac{\Sigma y}{n} \\ &= \frac{2240}{31} \\ &= 72.2\end{aligned}$$

Standard deviation of Y variabel

$$\begin{aligned}SD_2 &= \frac{\sqrt{N^2(\Sigma Y_i^2) - (\Sigma Y_i)^2}}{n_1^{\frac{1}{2}}(n_1-1)} \\ &= \frac{\sqrt{31 (162025 - 2240)^2}}{31(31-1)} \\ &= \frac{\sqrt{-5022775 - 5017600}}{960} \\ &= \frac{5175}{960}\end{aligned}$$

$$= \sqrt{53906}$$

$$= 2.32$$

Based on the previous data it was concluded in the following table :

Table 4.3
Calculating correlation Product Moment between X1 and X2

NO	X_1	X_2	ΣX_1^2	ΣX_2^2	$\Sigma X_1 X_2$
1	60	80	3600	6400	4800
2	65	85	4225	7225	5575
3	60	80	3600	6400	4800
4	50	75	2500	5625	3750
5	55	70	3025	4900	3850
6	55	80	3025	6400	4400
7	50	80	2500	6400	4000
8	60	70	3600	4900	4200
9	55	85	3025	7225	4675
10	50	70	2500	4900	3500
11	70	90	4900	8100	6300
12	50	70	2500	4900	3500
13	70	70	4900	4900	4900
14	50	70	2500	4900	3500
15	85	75	7225	5625	6375
16	50	90	2500	8100	4500
17	50	80	2500	6400	4000
18	50	70	2500	4900	3500
19	60	75	3600	5625	4500
20	50	80	2500	6400	4000
21	50	85	2500	7225	4250
22	50	70	2500	4900	3500
23	50	80	2500	6400	4000

24	90	80	8100	6400	7200
25	60	70	3600	4900	4200
26	70	80	4900	6400	5600
27	70	80	4900	6400	5600
28	50	75	2500	5625	3750
29	65	80	4225	6400	5200
30	75	85	5625	7225	6375
31	80	85	6400	7225	6800
Total	1855	2415	18100	189325	143100

$$\begin{aligned}
 R_{xy} &= \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}} \\
 &= \frac{31(143100) - (1855)(2415)}{\sqrt{31(18100) - (1855)^2} \{31(4479825) - (2415)^2\}} \\
 &= \frac{4436100 - 4479825}{\sqrt{(561100) - (3441025)} \{(138874575) - (5832225)\}} \\
 &= \frac{43725}{\sqrt{\{28799257\} \{133042350\}}} \\
 &= \frac{43725}{\sqrt{3831}} \\
 &= \frac{43725}{6189} \\
 &= 706.4
 \end{aligned}$$

Determining the value of t-test with formula

$$\begin{aligned}
 t &= \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \\
 &= \frac{77,9 - 72,2}{\sqrt{\frac{38,31}{31} + \frac{5,38}{31} - 2(706,4)\left(\frac{6,19}{\sqrt{31}}\right)\left(\frac{2,32}{\sqrt{31}}\right)}} \\
 &= \frac{5,7}{\sqrt{1,23 + 0,17 - 14128\left(\frac{6,19}{5,56}\right)\left(\frac{2,32}{5,56}\right)}} \\
 &= \frac{5,7}{\sqrt{1,4 - 14128(1,11)(0,41)}} \\
 &= \frac{5,7}{\sqrt{1,41 - 14128(0,4)}} \\
 &= \frac{5,7}{\sqrt{1,41 - 5,6}} \\
 &= \frac{5,7}{\sqrt{4,19}} \\
 &= \frac{5,7}{20} \\
 &= 3.50
 \end{aligned}$$

C. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value 3.50 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is $(2n-2=62-2=60)$ in line of 60 that t-table is 2.000 for 0.05. It could be concluded $t\text{-test} > t\text{-table}$ or $3.50 > 2.000$. So, H_0 is rejected and H_a is accepted

or there was the effect of using ETR (Experience Text Relationship) Method on students critical in reading comprehension of descriptive text.

D. Research Findings

Based on the data analysis above, the findings of this research described that the students who were taught by using ETR (Experience Text Relationship) Method got higher score than those who were taught by using Conventional Method. It was proved from the result of t-test which was $3.50 > 2.000$). It meant that there is the significant effect of using ETR (Experience Text Relationship) method on students' critical in reading comprehension of Descriptive Text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestions based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, it can be concluded that using ETR (Experience Text Relationship) method significantly affects on the students' Critical in reading comprehension of descriptive text. It can be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students' total score was 1.89325 and the mean score was 77.9, while in the control group were 1.62025 and then mean score was 72.2. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 3.50 was higher than t-table 2.000, it means that the alternative hypothesis H_a was acceptable.

B. Suggestions

The researcher would like to give some suggestion to people who get benefits from this research. The researcher hopes this research will be useful for anyone in teaching and learning process :

1. The teacher can apply ETR (Experience Text Relationship) Method on students critical in reading comprehension especially in descriptive text

2. in the classroom as a strategy which helps the students to be more effective, creative, interesting, and add their reading comprehension.
3. The students are expected to apply ETR (Experience Text Relationship) method before reading, because it can stimulate their prior knowledge so that they can be easier to comprehend the text in order to increase their achievement in reading comprehension.
4. It is suggested to other researcher who are interested and want to do research that to use these findings as source of information for further related studies.
5. It also suggested to school management to encourage that teachers to improve their teaching skill to become better, more , creative, and more interesting not only by ETR (Experience Text Relationship) Method but also other method which are believed to give easier and better understanding for students in their effort to get information from reading comprehension.

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APPENDIX 1

LESSON PLAN (RPP) Experimental Group

School : SMP SWASTA BANNDUNG

Skill : Reading

Class / Semester : VIII (Delapan)/ I

Subject : English

Material : Descriptive Text

Time : 2 x 40 minutes

Standard Competence : 5. Understanding the meaning of short functional written text and simple essay in descriptive text to environment.

Basic Competence : 5.3 Responding the meaning and rethorical structure of short functional written text accurately, fluently and appropriately which relates to environment in descriptive.

: 5.3.1 Identifying the textual meaning of information in the form of descriptive text.

: 5.3.4 Identifying the rhetorical structure,language features, and communicative purpose of descriptive text.

Indicator

Indicators :

1. Students are able to answer the question based on the given text
2. Students are able to identify the specific information of the text
3. Students are able to choose answer in the multiple choice text
4. Students are able to retell the text

A. Learning Objective

1. Students are able to answer the question based on the given text
2. Students are able to identify the specific information of the text
3. Students are able to choose answer in the multiple choice text
4. Students are able to retell the text

B. Teaching Method

Example of descriptive text.

Kartika was born on December 15, 2004 in Bandung her friends call her Ika. She lives JL. Gatot Subroto 12 A Bandung. She is in the seventh grade. She is quite tall and slim. She has long way hair cut, because she prefers it that way. Everyone knows she is very serious person and very discipline with her main duty as students. That's why she always does well in her class. She is also symphatic, honest, kind, and friendly. Her parents must be proud of her.

C. Teaching Method

- ETR Method
- Explanation Method

D. Teaching and Learning Activities

No	Teacher's Activities	Students Activities
1	<p>Opening</p> <ol style="list-style-type: none">1. Teacher greets the students.2. Teacher asks the students condition How are you? How is your day?3. Teacher gives the explanation about what they are going to do	<ol style="list-style-type: none">1. The students answer the teachers greeting2. The students tell their condition3. Students listen the teacher explanation.
	<p>Main Activities</p> <ol style="list-style-type: none">1. Teacher give a copy of descriptive text to the students2. Teacher explains the descriptive text to the students (social function, generic structure, and language features)3. Teacher read the text to show how	<ol style="list-style-type: none">1. The students take the copy of the text.2. The students listen the explanation about narative text. carefully. (Social function, generic structure, and language features).

	<p>the way in reading is</p> <ol style="list-style-type: none"> 4. Teacher choose the students to read aloud in front of the class. 5. Teacher asks the students to find the meaning of the difficult words. 6. Teacher asks the students to Translate the text. 	<ol style="list-style-type: none"> 3. The students listen to the teacher carefully. 4. The students read the text in front of the class. 5. The students try find the meaning of the difficult words. 6. The students answer the question below the text.
	<p>Closing</p> <ol style="list-style-type: none"> 1. Teacher asks the students to answer the question below the text. 	<ol style="list-style-type: none"> 1. The students answer the question below the text.

E. Method Learning

- ETR (Experience Text Relationship)
- Discussion

F. Source / Media

- Textbook, Text from English Class VII, Kemendibuk RI
- Whiteboard, marker.

Bandar Setia, February 2018

English Teacher

Candidate Teacher

Nining Syaftri,S.Pd.I

Leli Azrita Rambe, S.Pd

Head Master at SMP SWASTA BANDUNG

Paisal Lubis, S.Pd

Question :

My name is Nuri I have a hamster. It is small and cute. I call it “Kao My grandfather gave it last week. Kao has three different colors, they are white, brown, and black. Kao’s ears are small. It always squeaks in the time I come to close its cage. I feed it every morning. Kao likes to eat some leaves and grass. I take the grass from near my house. Kao looks happy eating the grass. I really love kao.

1. What does the text tell us about ?

- a. Nuri’s hamster
- b. a cute hamster
- c. a small hamster
- d. funny hamster

2. Who gave nuri a hamster ?

- a. her father
- b. her mother
- c. her grandfather
- d. her uncle

3. Mother : Where is your father ?

Nia : Father is in the.. She is going to take a bath”

- a. bedroom
- b. living room
- c. dining room
- d. bathroom

4. Raisa : Where should I put these clean plates, mom?

Mommy : Put them in the cupboard in the...

- a. living room
- b. bath room
- c. dini room'
- d. garage

5. My uncle is a.....He works in the kitchen of a restaurant every day.

- a. barber
- b. chef
- c. butcher
- d. teacher

6. This is a thing in the pencil case. It is made of wod. It is used to write. It is..

- a. eraser
- b. pen
- c. pencil
- d. book

Kartika was born on December 15, 2004 in Bandung her friends call her Ika. She lives JL. Gatot Subroto 12 A Bandung. She is in the seventh grade. She is quite tall and slim. She has long way hair cut, because she prefers it that way. Everyone knows she is very serious person and very discipline with her

main duty as students. That's why she always does well in her class. She is also symphatic, honest, kind, and friendly. Her parents must be proud of her.

7. What is her nick name?

- a. Sari
- b. Ika
- c. Tika'
- d. Ira

8. What does she look like ?

- a. She has long wavy hairs and brown eyes
- b. She has short clury hair and brown eyes
- c. She has short wavy hair and dark eyes
- d. She has wavy hair and dark eyes

9. She always does well in her class because she is..

- a. Friendly
- b. Honest
- c. Punctual
- d. Symphatic

10. What does she do ? She is a...

- a. Teacher
- b. Students
- c. Librarian
- d. Officer

The following Text is for number 11-12-13-14

Do you know Isyana Sarasvati ? She is very famous singer from Indonesia. She is pretty and very talented. Her full name is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Launa Marpada.

Isyana, by the Taurus girl is slim, she only 50 kg and 165 tall. She has long smooth beautiful hair. By glimpsing she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop and soul. She also can play piano, saxophone and violin. That's fantastic. What do you know about her song ? Isyana is being famous because of a very romatic song entitled "Keep Being You" and "Tetap Dalam Jiwa "

11. From the text above we know that..

- a. She is famous and talented singer
- b. She can't play musical instruments
- c. She dislike jazz and RnB
- d. Isyana is an extrovet girl

12. The second paragraph talks us about....

- a. Isyana's personality
- b. Isyana's physical appearance
- c. Isyana's attitude
- d. Isyana's passion

13. What does Isyana do? She is a..

- a. Vocalist
- b. Singer
- c. Pianist
- d. Musician

14. She is very famous singer from “Indonesia” The underlined word means...

- a. Strange
- b. Unpopuler
- c. Well-known
- d. Clumsy

15. “My classroom is very big The underline word...

- a. Large
- b. Great
- c. Fat
- d. Clean
- e. Dirty

16. Where does the teacher sir?

- a. In front of the classroom
- b. Behind the whiteboard
- c. Behind the table
- d. Under the map

17. Where is the whiteboard ?

- a. behind the table
- b. beside the teacher
- c. behind the wall
- d. Behind the teacher

The following Text is for number 18-19-20

Mr Ahmad is a postman. Everyday he delivers many letters to many people his wife, Mrs Ahmad is biology teacher. She teaches in SMP 1 Bayo agung . Mr and Mrs Ahmad have one son named Budi, and two twin daughters named Lila and Leli. Budi is in grade twelve, while Lia and Leli are still in grade ten. They study in the same school in SMU Darmawangsa. Every holiday Mr Ahmad's family always goes picnicking, sometimes they go to a beach, a lake, or a garden. People love this family because Mr. Ahmad and his family are friendly people.

18. What in being described on the text above?

- a. A family
- b. Mr Ahmad
- c. Mr. Ahmad's family
- d. Mr. Ahamd's holiday

19. What is Mrs Ahmad?

- a. A postman
- b. A teacher
- c. A students
- d. A house wife

20. Where does Mr Ahmad Work?

- a. Post office
- b. Police office
- c. School
- d. Bank

APPENDIX 2

Lesson Plan

(RPP)

Control Group

School : SMP SWASTA BANNDUNG

Skill : Reading

Class / Semester : VIII (Delapan)/ I

Subject : English

Material : Descriptive Text

Time : 2 x 40 minutes

Standard Competence : 5. Understanding the meaning of short functional written text and simple essay in descriptive text to environment.

Basic Competence : 5.3 Responding the meaning and rethorical structure of short functional written text accurately, fluently and appropriately which relates to environment in descriptive.

: 5.3.1 Identifying the textual meaning of information in the form of descriptive text.

: 5.3.4 Identifying the rhetorical structure, language features, and communicative purpose of

descriptive text.

Indicator

Indicators :

- 1 Students are able to answer the question based on the given text
- 2 Students are able to identify the specific information of the text
- 3 Students are able to choose the correct answer in the multiple choice text
- 4 Students are able to retell the text

A. Learning Objective

- 1 Students are able to answer the question based on the given text
- 2 Students are able to identify the specific information of the text
- 3 Students are able to choose the correct answer in the multiple choice text
- 4 Students are able to retell the text.

B. Teaching Method

Example of descriptive text.

Kartika was born on December 15, 2004 in Bandung her friends call her Ika. She lives JL. Gatot Subroto 12 A Bandung. She is in the seventh grade. She is quite tall and slim. She has long wavy hair cut, because she prefers it that way. Everyone knows she is very serious person and very discipline with her main

duty as students. That's why she always does well in her class. She is also symphatic, honest, kind, and friendly. Her parents must be proud of her.

C. Teaching Method

- Conventional Method
- Explanation Method

D. Teaching and Learning Activities

No	Teacher's Activities	Students Activities
1	<p>Opening</p> <ol style="list-style-type: none"> 1. Teacher greets the students. 2. Teacher asks the students condition How are you? How is your day? 3. Teacher gives the explanation about what they are going to do 	<ol style="list-style-type: none"> 1. The students answer the teachers greeting 2. The students tell their condition 3. Students listen the teacher explanation.
	<p>Main Activities</p> <ol style="list-style-type: none"> 1. Teacher give a copy of descriptive text to the students 2. Teacher explains the descriptive text to the students (social 	<ol style="list-style-type: none"> 1 The students take the copy of the text. 2 The students listen the explanation about narative

	<p>function, generic structure, and language features)</p> <ol style="list-style-type: none"> 3. Teacher read the text to show how the way in reading is 4. Teacher choose the students to read aloud in front of the class 5. Teacher asks the students to find the meaning of the difficult a words 6. Teacher asks the students to translate the text. 	<p>text. carefully. (Social function, generic structure, and language features).</p> <ol style="list-style-type: none"> 3 The students listen to the teacher carefully. 4 The students read the text in front of the class 5 The students try find the meaning of the difficult words 6 The students answer the question below the text.
	<p>Closing</p> <ol style="list-style-type: none"> 1. Teacher asks the students to answer the question below the text. 	<ol style="list-style-type: none"> 1. The students answer the question below the text.

E. Method Learning

- Pendekatan Komunikatif
- Discussion

F. Source / Media

- Textbook, Text from English Class VII, Kemendibuk RI
- Whiteboard, marker.

G. Assesment

- Technique : Written test (Multiple Choice)
- Instrument

H.Evaluation

- 1 Technique : Reading test (Multiple Choice)
- 2 Form : Descriptive Text
- 3 Rubic Score :

Rubic Score	Score
Correct	1
Incorrect	0

$$S = \frac{R}{N} \times 100$$

In which :

S = The students's score

R = The right answer

N = The total questions

Bandar Setia, February 2018

English Teacher

Candidate Teacher

Nining Syafitri, S.Pd.I

Leli Azrita Rambe, S.Pd

Head Master at SMP SWASTA BANDUNG

Paisal Lubis, S.Pd

APPENDIX 5

THE STUDENTS ATTENDANCE OF SMP SWASTA BANDUNG

ACADEMIC YEAR 2017/2018

EXPERIMENTAL CLASS (VII-1)

NO	STUDENTS' NAME	SIGNATURE	
1	Akmal Syaputra	1	
2	Amanda Astya		2
3	Ammar Suci Anugrah	3	
4	Aulia Nughroho Gry		4
5	Danu Afriansyah	5	
6	Dea Amalia		6
7	Dinda Sri Dewi	7	
8	Endrik Ardiansyah		8
9	Fadillah Ulfa Saragih	9	
10	Gerry Rossi Andika		10
11	Indah Ramadhani	11	
12	Irma Sari		12
13	M. Juanda Naufal	13	
14	M. Reza Prasetio		14
15	M. Reza Syaputra	15	
16	M. Rivaldo		16
17	Mariska Azelia	17	

18	Nur Aisyah		18
19	Putri Andayani	19	
20	Putri Lestari		20
21	Rahmad Arif Yuliam	21	
22	Rahmad Sulaiman		22
23	Randi Afrizal	23	
24	Ridho Maulana		24
25	Rizka Aprilia	25	
26	Ryan Arfando		26
27	Saip Izhar Qonnah	27	
28	Saripah Nst		28
29	Sebi Mutiara	29	
30	Lingga DemaPrasetio		30
31	Winda Adelia	31	

Bandar Setia, February 2018

English Teacher

Candidate Teacher

Nining Syaftri, S.Pd.I

Leli Azrita Rambe, S.Pd

Head Master at SMP SWASTA BANDUNG

Paisal Lubis, S.Pd

APPENDIX 6

THE STUDENTS' ATTENDANCE OF SMP SWASTA BANDUNG

ACADEMIC YEAR 2017/2018

CONTROL CLASS (VII-2)

NO	STUDENTS' NAME	SIGNATURE	
1	Aditya Pratama	1	
2	Ade Cita Irami		2
3	Andreas Tampubolon	3	
4	Andi Mukhlisin		4
5	Anita Nindari	5	
6	Dearnri Sri Lestari Srg		6
7	Dina Aulia Riski	7	
8	Dimas Aditya		8
9	Gilang Pratama	9	
10	Gilang Ramadhan		10
11	Jenny Wuladari	11	
12	Mhd. Dika Ardiyansyah		12
13	Mhd. Risky Fauzan	13	
14	Mhd. Arya Aditya		14
15	Mhd. Tegar Naufal	15	
16	Martin Jonathan		16
17	Nabil Kurniawan	17	

18	Niko Ramadhan		18
19	Nur Jannah Dongoran	19	
20	Putri Andini		20
21	Rizki Ananda	21	
22	Riski Aprida		22
23	Reza Andika Pratama	23	
24	Reyvan Arya Bima		24
25	Sandi Irawan	25	
26	Shakilla		26
27	Shidqi Mulkan	27	
28	Siti Khomsa		28
29	Windy Febriani	29	
30	Mutiara		30
31	Meysin Trinagin	31	

Bandar Setia, February 2018

English Teacher

Candidate Teacher

Nining Syaftri,S.Pd.I

Leli Azrita Rambe, S.Pd

Head Master at SMP SWASTA BANDUNG

Paisal Lubis, S.Pd

Name :

Class :

Text I

I. Choose the correct one !

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

Text II

II. Choose the correct one!

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D

15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

APPENDIX 8

Scores of Pre-test Experimental Group

No.	Student's Initial	Pre-test ()	Post-test)
1	AS	60	80
2	AM	65	85
3	AS	60	80
4	AN	50	75
5	DA	55	70
6	DE	55	80
7	DS	50	80
8	EA	60	70
9	FU	55	85
10	GR	50	70
11	IR	70	90
12	IS	50	70
13	MJ	70	70
14	MR	50	70
15	MS	85	75
16	MR	50	90
17	MA	50	80
18	NA	50	70
19	PA	60	75

20	PL	50	80
21	RA	50	85
22	RS	50	70
23	RA	50	80
24	RM	90	80
25	RA	60	70
26	RY	70	80
27	SQ	70	80
28	SN	50	75
29	SM	65	80
30	LP	75	85
31	WA	80	85
	Total		= 2415

APPENDIX 9**Scores of Pre-test and Post-test Control group**

NO	Student's intial	Pre-test (Post-test ()
1	AV	60	75
2	AS	65	75
3	AN	55	60
4	DJ	60	70
5	CM	55	65
6	DD	60	70
7	DC	65	70
8	FS	60	70
9	FP	65	75
10	GA	60	75
11	HE	65	70
12	JY	55	65
13	JM	65	80
14	KP	60	75
15	MY	70	75
16	MS	50	65
17	MO	55	70
18	MR	65	70
19	NM	65	80
20	NN	60	70
21	NM	65	75
22	NZ	75	80
23	ND	60	70
24	NL	60	65

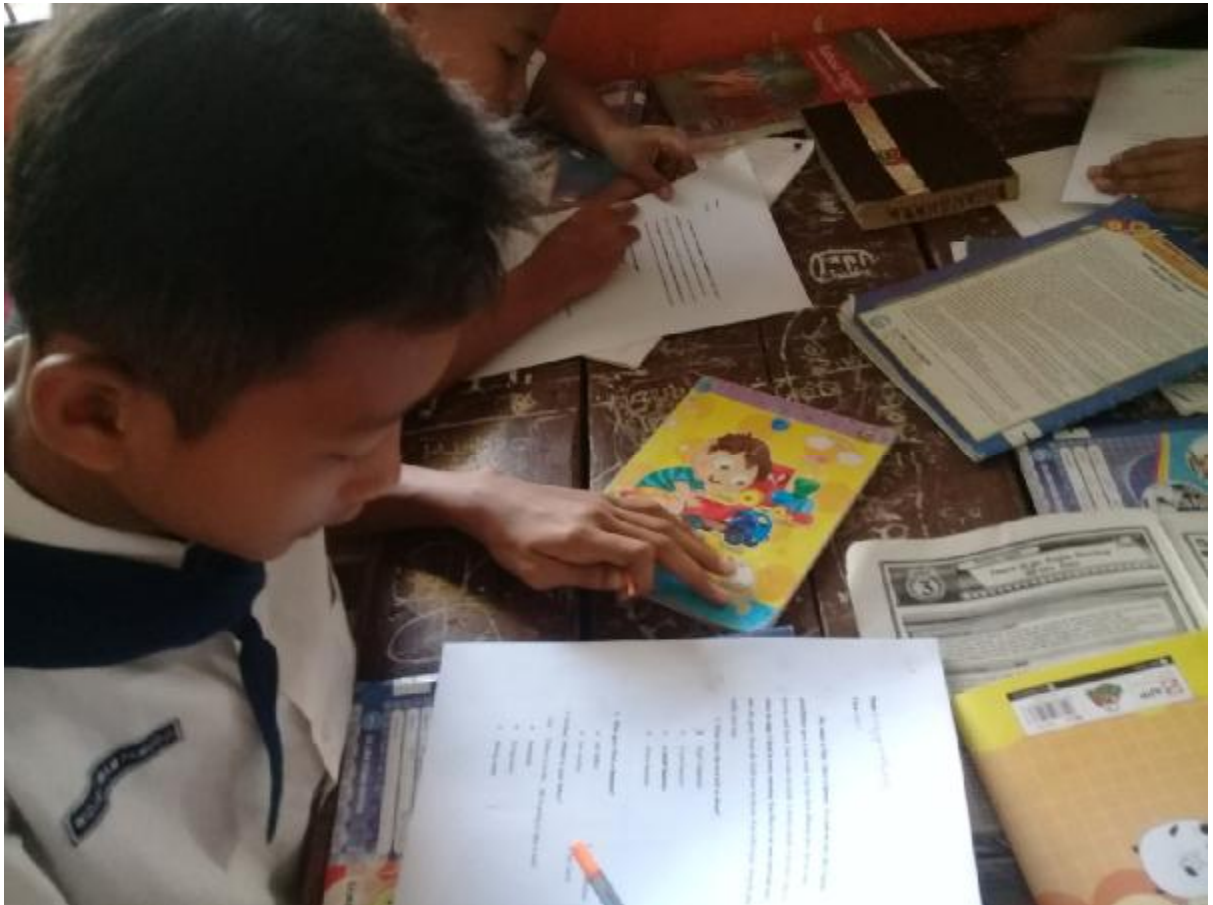
25	NR	70	80
26	NM	70	80
27	PA	55	70
28	PR	65	75
29	RM	60	75
30	SW	55	65
31	SL	65	80
	Total	$\Sigma = 1915$	$\Sigma = 2240$











CURRICULUM VITAE

Name : Leli Azrita Rambe

Registered Numbered : 1402050156

Place/ Date of Birth : Medan, 15 Desember 1996

Address : Jalan Besar Tembung Gg Keluarga,
Kecamatan Percut Sei Tuan, Kabupaten
Deli Serdang.

Sex : Female

Region : Moslem

Material Status : Single

Education :

1. Primary School at Nurul Islam Indonesia
2. Junior High School at SMP Muhammadiyah 01
3. Senior High School at SMA NEGERI 21 MEDAN
4. Students of English Department of FKIP Universitas Muhammadiyah Sumatera Utara

Hobbies : Singing, Swimming , Reading, Watching
Movie, Listening Music, Travelling

Fathers Name : Ainal Fazri Rambe S.Pd

Mother's Name : Suaida Hasibuan

Brother's Name : Muhammad Haris Rambe SE, Surya Yusuf SE

Address : Jalan Besar Tembung Gg Keluarga, Kecamatan
Percut Sei Tuan, Kabupaten Deli Serdang.