



Jurnal Review Pendidikan dan Pengajaran
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>
 Volume 8 Nomor 1, 2025
 P-2655-710X e-ISSN 2655-6022

Submitted : 29/12/2024
 Reviewed : 02/01/2025
 Accepted : 04/01/2025
 Published : 08/01/2025

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TEACHING READING COMPREHENSION USING TEXT EXPERIENCE RELATIONSHIP METHOD TO IMPROVE INSTIKI STUDENTS' ENGLISH PROFICIENCY

Abstrak

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca mahasiswa INSTIKI dengan menggunakan metode Experience-Text-Relationship (ETR). Penelitian ini dilakukan dalam dua siklus dan melibatkan 37 mahasiswa mata kuliah English for Information Technology Kelas AA. Peneliti menggunakan observasi catatan lapangan dan tes membaca untuk mengumpulkan data penelitian. Penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang akan dilakukan dalam siklus. Penelitian ini juga bertujuan meningkatkan literasi mahasiswa khususnya dalam bahasa Inggris. Data hasil observasi catatan lapangan dianalisis secara kualitatif dan data hasil tes membaca dianalisis dengan menggunakan statistik deskriptif. Hasil analisis ini diharapkan dapat digunakan untuk penyusunan materi perkuliahan yang dapat meningkatkan profisiensi dan performa bahasa Inggris mahasiswa INSTIKI. Hasil penelitian pada siklus I hasil tes dengan topik "Advantages and Disadvantages of Artificial Intelligence" menunjukkan bahwa terdapat kesalahan dalam pemilihan kata/diksi (25 kesalahan) dan tenses khususnya past tense (10 kesalahan) dan present tense (14 kesalahan). Hasil siklus I menunjukkan bahwa ada 15 mahasiswa yang belum mencapai nilai 55 sebagai Kriteria Ketuntasan Minimum. Sedangkan hasil siklus II dengan topik "Pros and Cons Using E-Commerce" terdapat perbaikan pemahaman mahasiswa terkait topik tersebut. Hasil tes menunjukkan bahwa terdapat kesalahan pemilihan kata/diksi (5 kesalahan), dan tenses khususnya past tense (8 kesalahan) dan present tense (9 kesalahan). Hasil siklus menunjukkan bahwa ada telah mencapai lebih dari 55. Hasil penerapan ETR menunjukkan bahwa dalam 2 siklus yang diterapkan, metode ini mampu meningkatkan pemahaman membaca mahasiswa.

Kata Kunci: Model Pembelajaran; Experience-Text-Relationship ; keterampilan membaca

Abstract

This study aims to improve the reading comprehension of INSTIKI students using the Experience-Text-Relationship (ETR) method. This study was conducted in two cycles and involved 37 English for Information Technology Class AA students. The researcher used field note observations and reading tests to collect research data. This study is a Classroom Action Research (CAR) which will be conducted in cycles. This study aims to improve student English literacy. Data from field note observations were analyzed qualitatively and data from reading tests were analyzed using descriptive statistics. The results of this analysis are expected to be used to prepare lecture materials that can improve the proficiency and performance of INSTIKI students' English. The results of the study in cycle I of the test results with the topic "Advantages and Disadvantages of Artificial Intelligence" showed that there were errors in word selection/diction (25 errors) and tenses, especially past tense (10 errors) and present tense (14 errors). The results of the cycle I showed that 15 students had not reached a score of 55 as the Passing Score. Meanwhile, the results of cycle II with the topic "Pros and Cons of Using E-Commerce" showed an improvement in students' understanding of the topic. The test results showed that there were errors in word selection/diction (5 errors), and tenses, especially past tense (8 errors) and present tense (9 errors). The results of the cycle showed that there had been more than 55. The results of the ETR showed method was able to improve students' reading comprehension.

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Keywords: Teaching method; Experience-Text-Relationship; reading skill

INTRODUCTION

The background of this study is the low level of understanding related to reading/text in English. This needs to be done to improve students' literacy in English and improve the proficiency and performance of INSTIKI English students. This study not only improves students' reading comprehension but can also be continued with improving speaking skills because the opinions that have been written will be read by students. This is done to find out students' English-speaking skills. Students need to do this activity to synchronize reading and speaking skills at once.

The approach to this problem is to use Classroom Action Research (CAR) which will be carried out in cycles until the results show maximum improvement or meet the research target. This needs to be done considering the importance of fulfilling the results and benefits of research that are right on target. The instruments used in this study were field note observations and reading tests. Observation field notes were used to record teaching and learning activities as well as student reactions and feelings in the classroom (Lodico, M. G., Spaulding, D. T., & Voegtler, 2010). Reading aims to understand someone in finding various kinds of information or ideas in a text. According to (Bouchard, 1997), reading is a complex activity depending on the reader's thinking and language skills. Reading is not just reading, but also requires thinking and other language skills, especially in reading English texts. By using these skills, someone will misunderstand who the author of the message in the text is.

According to (Pang, 2003), understanding is the process of obtaining meaning from connected texts. This involves word knowledge as well as thinking and thinking. Understanding is not a passive process, but an active process. Readers are actively involved including utilizing previous knowledge. This involves concluding the words and phrases researchers use to communicate information, ideas, and points of view. Reading comprehension is an interactive process between the reader and the text to understand the researcher's message. In addition, according to (Pang, 2003), reading is about understanding written text. This refers to the process of understanding words, sentences, and connected texts. Mastering reading comprehension is not easy, because students need analysis and in-depth understanding of vocabulary mastery to understand the core of the text. Students have difficulty in understanding the contents of the material and students do not have good reading comprehension. Lack of vocabulary and knowledge of structure makes students unable to read well.

There are 4 previous researches conducted regarding ETR. The first research was done by (Yatafati Lahagu, Jontra Jusat Pangaribuan, 2020), entitled "Improving Students' Reading Comprehension on Narrative Texts Through Experience Text Relationship (ETR) Method At SMA Swasta Palapa Medan In The Academic Year Of 2020/2021". In conducting this research, the writer used Classroom Action Research (CAR). This research showed that teaching reading comprehension through the ETR method at SMA Swasta Palapa Medan could improve their reading comprehension. The result of the test showed that the students' mean score in the pre-test is 51.59 with 4 students (13,79%) of the students got a score ≥ 70 , in the formative test the mean score is 68.69 with 15 students (51,72%) of the students got score ≥ 70 , and in post-test, the mean score is 77.66 with 21 students (72,41%) of the students got score ≥ 70 . The writer concluded that the ETR method could improve the eleventh-grade students' reading comprehension of narrative texts of SMA Swasta Palapa Medan. On the other hand, the students' responses towards the method of teaching sound good because above 80% of the students are interested, motivated, and understand the lesson with the ETR method.

The second research was conducted by (Yuliana Mara Yuliantini, Aunurrahman, 2020) entitled "Teaching Reading Comprehension By Using Experience-Text-Relationship Method To Senior High School Students". The research was done in two cycles and involved 31 eleventh-grade students of a public senior high school in Simpang Dua, Ketapang in the Academic Year of 2018/2019. The researcher used observation field notes and reading tests to collect data for the study. A collaborator was involved during the observations and practices to build trustworthy in the study. The data from the observation field notes were analyzed qualitatively and the data from the reading test results were analyzed by using descriptive statistics. The analysis of the observation field notes shows that the students became active and polite, and had

high enthusiasm in the teaching and learning processes. The analysis of the reading test results also reveals that the students had improved their reading comprehension. In conclusion, the Experience-Text-Relationship method can improve the students' reading comprehension.

The third research was conducted by (Susi. Astiantih, La Ode Muh. Idrus Hamid B, Yetty, 2022), entitled “ Improving Reading Comprehension by Using Experience Text Relationship (ETR)”. The purpose of this study is to improve the student's reading comprehension, by implementing Experience Text Relationship (ETR). The method in this study is Classroom Action Research (CAR) which has several sequenced procedures including planning, action, observation, and reflection. The technique of data analysis is divided into two namely quantitative which came from the reading tests, and qualitative data which came from the observation sheets. The result of the study shows that the ETR technique is one of the most effective strategies for teaching English especially to improve students' reading comprehension because the students had more chance to tell their stories that might be related to the materials that were taught.

The fourth research was done by (Lesi Erawati, Agus Triyogo, 2022), entitled “Analysis Of Experiences Text Relationship (ETR) Method in The Journal Article”. The research aimed to describe the students' problems in learning Reading Comprehension and to describe how the Experiment-Text-Relationship (ETR) method plays a role in improving students' reading comprehension. This research was designed in a qualitative method that focused on library research. The subject of this research was seven articles published in the journals. In collecting the data, the writer reads the research article in ETR, and in analyzing the data, the writer identifies and classifies. The results showed: that students had less spirit in following the lesson and were confused about understanding part of the reading skills. After using the Experiment-Text-Relationship (ETR) method, students' scores were increased from the post-test data. It can be concluded that the Experiment-Text-Relationship (ETR) method is a solution to teaching reading comprehension.

PROBLEMS FORMULATION

The discussion of this research consists of:

1. How to improve students' reading comprehension using ETR?
2. How the improvement of reading comprehension can also improve students' speaking skills?

METHOD

According to (Ary, D., Jacobs, L. C., Sorensen, C, and Razavieh, 2010), in education, action research can be applied to such areas as curriculum development, teaching strategies, and school reform. Besides, the goal of action research in education is to create an inquiry stance toward teaching where questioning one's practice becomes part of the work and teaching culture. This research will be conducted using the Experience-Text-Relationship method. According to Au in (Yuliana Mara Yuliantini, Aunurrahman, 2020), Experience-Text-Relationship (ETR) is a teaching model developed as a total reading activity to improve student understanding. This means that this method can help students in teaching reading. This strategy consists of three systematic stages: namely the experience stage, the text stage, and the relationship stage. In this activity, the discussion is interactive communication between teachers and students discussing a particular topic. According to (Lawrence, 2017), Experience-Text-Relationship (ETR) instructs students to be active and build on their previous knowledge to facilitate motivation and reading comprehension. ETR is one of the strategies in early reading that is indeed tried to be used by children's experience; children's experiences will also contribute to reading achievement when schools use basic texts that contain stories that are directly related to the child's world. Therefore, it can be assumed that the Experiment-Text-Relationship (ETR) strategy is an appropriate one to be applied to young learners in achieving reading comprehension. This is quantitative research. According to (Creswell, John W., Creswell, 2018), qualitative research focuses on gaining an in-depth understanding of a phenomenon and uses data in the form of words, images, or sounds in its analysis.

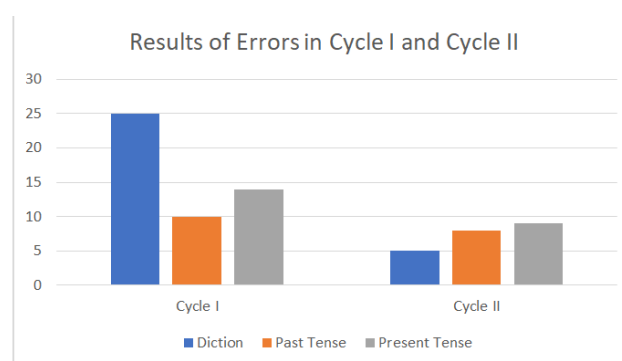
RESULTS AND DISCUSSIONS

The implementation of ETR is divided into 2 cycles. Cycle I was done with the text entitled "Advantages and Disadvantages of Artificial Intelligence". The results of 1st cycle showed that there were errors in word selection/diction (25 errors) and tenses, especially past tense (10 errors) and present tense (14 errors). The results of the cycle I showed that 15 students had not reached a score of 55 as the Passing Score. Due to the results, the research takes action for cycle II to improve students' reading comprehension. After doing the cycle, the results of cycle II with the topic "Pros and Cons of Using E-Commerce" showed an improvement in students' understanding of the topic. The test results showed that there were errors in word selection/diction (5 errors), and tenses, especially past tense (8 errors) and present tense (9 errors). The results of the cycle showed that there had been more than 55. The results of the ETR showed that the method was able to improve students' reading comprehension. Below are the examples of students' errors:

Table 1. Examples of students' errors in Cycle I and Cycle II

No.	Kinds of error	Example of errors:	Correct answers:
1.	Dictions	The advantages of AI include increased efficiency with task automatic , accurate data analysis, and the ability to work 24/7.	The advantages of AI include increased efficiency with task automation , accurate data analysis, and the ability to work 24/7.
2.	Dictions	Product non-confirmed	Product non-conformity
3.	Past Tense	Before, I experience that the product and what I orderd is not in accordance .	Before, I experienced that the product and what I ordered was not by what I did .
4.	Past Tense	It was hardly because there was many products offered.	It was hard because there were many products offered.
5.	Present Tense	The negative side of using AI in my experience make ourselves lazy in thinking about something because what we must rely on the AI .	The negative side of using AI in my experience makes us lazy in thinking about something because we must rely on AI .
6.	Present Tense	AI powered translation tools like Google Translate help me when speaking with "bule" at workplace because I can little in speaking English	AI-powered translation tools like Google Translate helps me when speaking with "bule" at the workplace because I can little in speaking English

Hence, the results of cycle I and cycle II can be seen in the graph below:



Graph 1. The results of Cycle I and Cycle II

CONCLUSION

The results of two cycles involved 37 English for Information Technology Class AA students. The researcher used field note observations and reading tests to collect research data. This study is a Classroom Action Research (CAR) which will be conducted in cycles. This study aims to improve student English literacy. Data from field note observations were analyzed qualitatively and data from reading tests were analyzed using descriptive statistics. The results of this analysis are expected to be used to prepare lecture materials that can improve the proficiency and performance of INSTIKI students' English. The results of the study in cycle I of the test results with the topic "Advantages and Disadvantages of Artificial Intelligence" showed that there were errors in word selection/diction (25 errors) and tenses, especially past tense (10 errors) and present tense (14 errors). The results of the cycle I showed that 15 students had not reached a score of 55 as the Passing Score. Meanwhile, the results of cycle II with the topic "Pros and Cons of Using E-Commerce" showed an improvement in students' understanding of the topic. The test results showed that there were errors in word selection/diction (5 errors), and tenses, especially past tense (8 errors) and present tense (9 errors). The results of the cycle showed that there had been more than 55. The results of the ETR showed that the method was able to improve students' reading comprehension.

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