IMPROVING READING COMPREHENSION OF THE TENTH GRADE OFFICE ADMINISTRATION STUDENTS OF SMK NEGERI 1 PINRANG BY USING EXPERIENCE-TEXT-RELATIONSHIP (ETR) METHOD

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ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

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Submitted to the English Program of Tarbiyah and Adab Department Of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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Skripsi

**As Partial Fulfillment of the Requirements for the Degree
Of Sarjana Pendidikan (S.Pd.)**

English Program

Submitted By

**FITRIANI. S
Reg. Num: 14.1300.148**

to

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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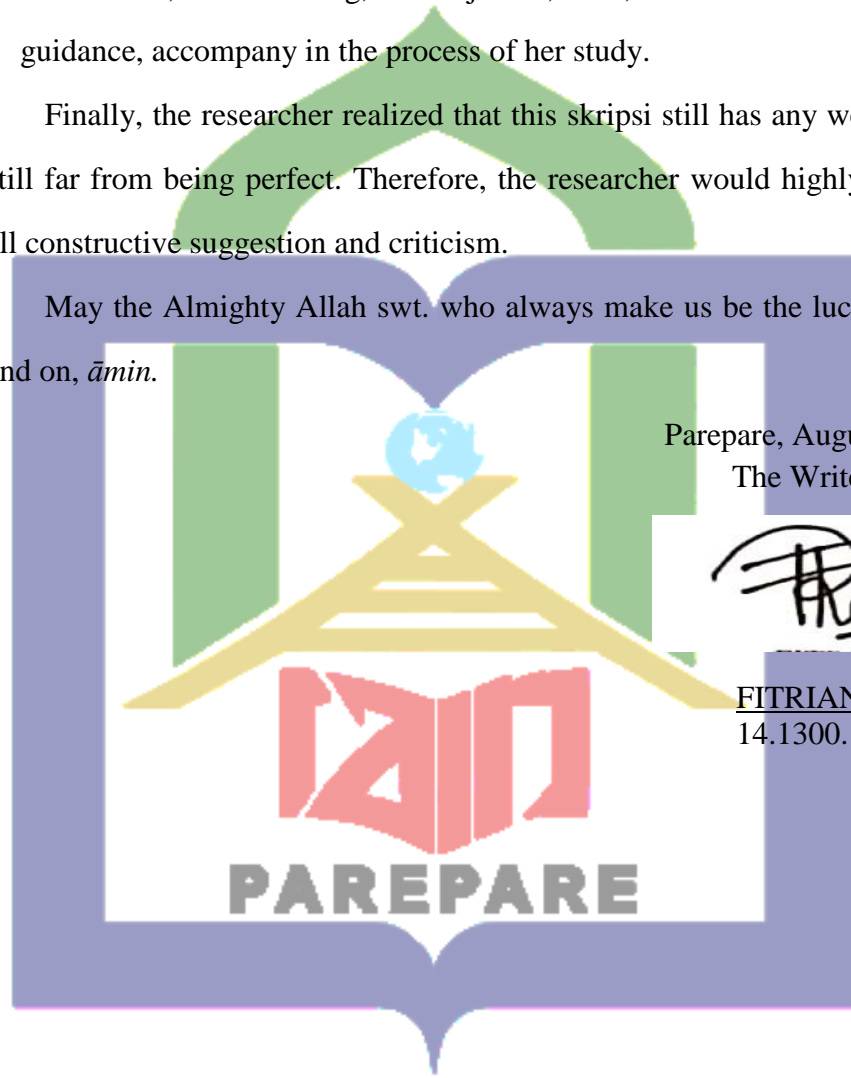
Finally, the researcher realized that this skripsi still has any weakness and still far from being perfect. Therefore, the researcher would highly appreciate all constructive suggestion and criticism.

May the Almighty Allah swt. who always make us be the lucky one now and on, *āmin*.

Parepare, August 8th, 2018
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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    Stated this skripsi is her own writing. It was not copied, duplicated or complied by any other people. If it can be other skripsi, this skripsi and the degree that has been gotten would be postponed.

Parepare, 8thAugust 2018

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ABSTRACT

FITRIANI. S, **2018.** *Improving Reading Comprehension of the Tenth Grade Office Administration students of SMK NEGERI 1 PINRANG By Using Experience-Text-Relationship (ETR) Method. English Program Tarbiyah and Adab Department of State Islamic Institute (IAIN) Parepare.* (Supervised by Hj. Nurhamdah and Ismail Latif).

Everybody know that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in student's social and emotional development. It can support them in learning all subject matters. Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will know what they do not know before. There are four skills should be mastered by students, such as Listening, Speaking, Reading and Writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills.

The objective of the research is to find out the improvement of the student's reading comprehension after the researcher applies Experience-Text-Relationship (ETR) Method at the tenth grade office administration students of SMK Negeri 1 Pinrang. The research design in this research was pre-experimental method with one group pre-test, treatment and post-test. The population in this research was the tenth grade students office administration students of SMK Negeri 1 Pinrang consist of 105 students. The sample of this research was Class X Ap^2 consist of 35 students. The researcher used purposive sampling because the teacher of SMK Negeri 1 Pinrang recommended this class. The researcher applies 30 items of multiple choice test.
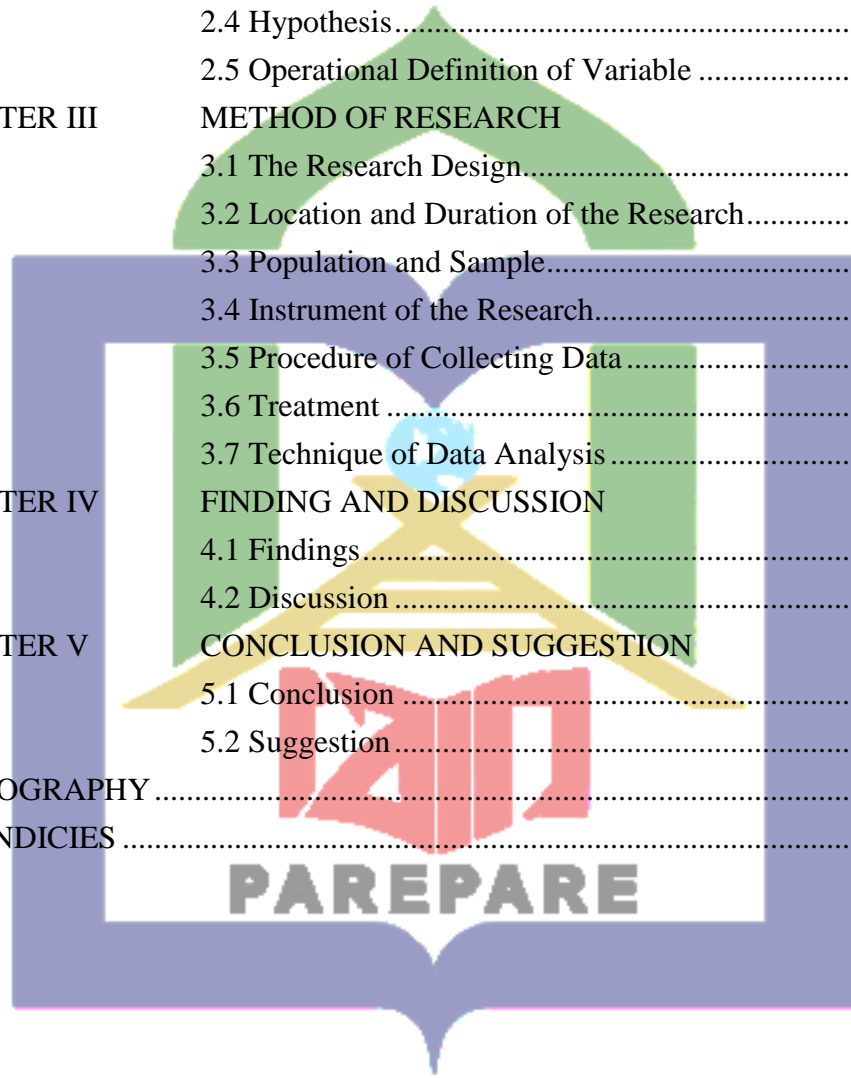
The result of this research indicated the students' mean score in pre-test is 34.54 and mean score in post-test is 87.08. it can be concluded that the rate percentage in post-test was higher than the rate percentage in pre-test in teaching reading. This showed that Experience-Text-Relationship (ETR) method can improved students' reading comprehension. Based on the result finding, the t-test was greather than the value of t-table ($5.12 \geq 2.021$). this indicated that the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. This showed that Experience-Text-relationship (ETR) Method can improved students' reading comprehension.

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

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CHAPTER I

INTRODUCTION

1.1 Background

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters.

In learning language, there are four skills should be mastered by students, such as Listening, Speaking, Reading and Writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills.

Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will know what they do not know before.

A good reading will improve the student's ability in gathering ideas to communicate. However, sometimes the language learners have difficulties in reading comprehension. So, they have some problems in learning English specially in reading comprehension. The problems faced by the students in reading comprehension are caused by the language. Learner's problem is usually in mastering vocabularies. English and Indonesian language are different, there is no guarantee that the students who have good understanding of Indonesian text will have good understanding of

English text. That's why we need to do some method in teaching the reading comprehension.

Based on the researcher's experience in observing and interviewing the process of teaching and learning in SMK Negeri 1 Pinrang, there were some problems difficulties probably faced the students in reading activities such as, first the student's difficulties in decoding text. It causes them lack of motivation to learn reading finally their comprehension about reading are low. The second they were hardly to concentrate as they read and most of them are lazy to read the text. It is because they are fail to understand longer reading materials, after students read the story most of them were difficult to analyze the schematic structures of the story concerning orientation, complication and resolutions. The next problem came from the teacher related to the methodology, the technique, the strategy of teaching reading used by the teacher. It is also found from the researcher observation, the students activity in reading were not very interesting because the teacher usually asked the students to do reading activity without clearly instructions.

Third it is found that comprehend the text is also a serious problem for them. They are difficult to comprehend what they read. Students are fail to understand how sentences related to one another so, the students are not able to comprehend the text.

Based on the background above, the researcher wants to know the student's ability in reading comprehension and the problems faced by the tenth grade office administration students in reading comprehension for the best result of the teaching.

Through the implementation of ETR Method especially in the step personal experiences related to text, the students' problem in class situation can be solved since their learning motivation in reading can be improved. Considering those

benefits of ETR method, it is a method based on discussion to link what the reader already knows (experience) to what she or he encounters in the text. It has essential steps: Experience, Text, and Relationship. Furtermore, Cristy Dewi Pramanik in her research about The Implementation Of The Experience-Text-Relationship (ETR) Method To Improve Grade Viii Students' Reading Comprehension At Smp N 9 Yogyakarta In The Academic Year Of 2014/2015. The research findings show that there was improvement in the students' reading comprehension after the experience-text-relationship method was implemented in the teaching and learning process. It was indicated by the increasing mean scores of the students' pre-test and post-test results (66,52 to 77,41).[1]

Reading test is used to be a base together with the knowledge about the technique, theory, and evaluation of the teaching. The result of research can be used as an input in teaching learning process especially in teaching reading. Therefore the writer is interested in conducting a research entitled "Improving Reading Comprehension of the Tenth Grade Office Administration Students of SMK Negeri 1 Pinrang by Using Experience-Text-Relationship (ETR) Method.

1.2   Problem Statement

Based on the background above, the researcher formulates a problem statements as follow "Is Experience-Text-Relationship (ETR) Method able to improve Reading Comprehension at the tenth grade office administration students of SMK Negeri 1 Pinrang"

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[1]Permanik Dewi Cristy on her research, the implementation of the experience-text-relationship (etr) method to improve grade viii students' reading comprehension at smp n 9 yogyakarta in the academic year of 2014/2015. P xiii

1.3   Objective of the Research

Based on the problem statement, the objective of the study are to find out The improvement of the student's reading comprehension after the researcher applies Experience-Text-Relationship (ETR) Method at the tenth grade office administration students of SMK Negeri 1 Pinrang.

1.4   Significance of the Research

1.4.1   For the Students

To increase the students Reading Comprehension and motivation by using Experience-Text-Relationship (ETR) Method.

1.4.2   For the teacher

The teacher can implement the findings of this research to increase the students reading comprehension. It is also will have teachers to design lesson plan and to construct practical instruction in order to effectively support students competence in English language.

1.4.3   For the next researcher

To give information for the other researcher who want to carry out research about the students reading comprehension by using Experience-Text-Relationship (ETR)Method.

CHAPTER II

REVIEW AND RELATED LITERATURE

This part presents previous related research findings, some pertinent ideas, resume, conceptual framework, and hypothesis.

2.1 Previous Research Findings

In concerning to this research, there are many scholars who have done research in this subject:

Johari Nur, stated that in her research about *The Effect of Using Experience Text Relationship (ETR) Method on Reading Comprehension of Recount text of the Second Year Students at Islamic Junior Boarding School Darel Hikmah Pekanbaru.* The researcher found that there was significant effect of using Experience Text Relationship (ETR) method on Reading Comprehension of recount text of the second Year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru, where $t_{observed}$ shows 5.589 at significant level of 5%, t_{table} shows 2.00, and at level of 1%, t_{table} shows 2.65. Thus, Null Hypothesis (H_o) is Rejected, and Alternative Hypothesis (H_a) is Accepted, which shows 2.00<5.589>2.65 In conclusion, using Experience Text Relationship (ETR) method has given a better effect for students reading comprehension of recount text of the second Year students at Islamic Junior Boarding School Darel Hikmah Pekanbaru.[1]

Juwita Purnama Sari stated that in her research about, *The Effect of Applying Experience Text Relationship Method on the Students' Reading Comprehension.* The

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[1]Johari Nur on her research, The Effect of Using Experience Text Relationship (ETR) Method on Reading Comprehension of Recount text of the Second Year Students at Islamic Junior Boarding School Darel Hikmah Pekanbaru, (State Islamic University Of Sultan Syarif Kasim Riau Pekanbaru ,2013) P.v

researcher found This study was aimed at finding out The Effect of Applying ETR (Experience Text Relationship) Method on the students' reading comprehension. This study used experimental design. The sample was 50% of the tenth grade of Madrasah Aliyah Swasta PPM Babussalam in academic 2012/2013. 60 students of the two classes were chosen as the representative of the population. They were divided into two groups. The first group (experimental group) was taught by using Experience Text Relationship Method and the second group (control group) was taught by using conventional method. The tests consisted of two types; they are pre-test and post-test. The instrument of the data collection was multiple choices test consisting of 25 items. The data were analyzed by using t- test formula. The result of the data analysis showed that t- observed was 5.35 and t-table was 2.00 (p = 0.05). It means t-observed was higher than t-table (tobserved = 5.35 > t-table = 2.00 ; p = 0.05). It proved that there was a significant effect of applying experience text relationship method on the students' reading comprehension.[2]

Based on the research finding above, the research concludes that to improve the students' reading comprehension a skill in learning and important to be mastered by everyone, specially students. The use of Experience-Text-Relationship method are very helpful in improving students' reading comprehension. This the researcher decided to raise the Improvement of Reading Comprehension to The Tenth Grade Office Administration Students of SMK Negeri 1 Pinrang by Using Experience-Text-Relationship (ETR) Method.

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[2]Juwita Purnama Sari on her researcher, The Effect of Applying Experience Text Relationship Method on the Students' Reading Comprehension 2013, p.2

2.2 Some Pertinent Ideas

In this part, pertinent ideas that explain the concept of the variable of the research.

2.2.1 The Concept of Reading Comprehension

In this, explanation about the concept of reading comprehension as the first variable of the research which has content ; the definition of reading, definition of reading comprehension, teaching reading comprehension, kind of reading comprehension, Assesing reading comprehension, strategies of reading comprehension, technique of reading comprehension, and the purpose of reading.

2.2.1.1 Definition of Reading

According to David Nunan, Reading is usually conceived of a solitary in which the reader interacts with the text in isolation.[3] Reading is a process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.[4]

Reading is a means of language acquisition, communication and of sharing information and ideas. It is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires

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[3]David Nunan, *Language Teaching Methodology.*(New York : Prentice Hall international, 1991), p.72.

[4]English Club, *What is Reading?*, http//www.englishclub.com/reading/what.htm (Accessed 14 February 2018).

creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation.[5]

Reading is a method of communication that enables a person to turn writing in to meaning.[6] Thus, student tried to understand the text. It was needed because individual learning was sometimes effective for students.

Reading is an active process that requires a great deal of practice. It consist of recognition and comprehension. It is not a passive activity because actually readers think and analyze meaning. For example when the students read the detail information of text, in this learning students and teacher read and learnt together.

2.2.1.2 Definition of Reading Comprehension

Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing idea, recognizing authors' purpose,making judgment and evaluating. Word important factor in determining the degree of comprehension.[7]

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[5]Wikipedia, *Reading (Process)* , https://en.wikipedia.org/wiki/Reading_(process) (Accessed 5 March 2018).

[6]Iedunote, *Reading Technique for increasing learning & knowledge*, http://iedunote.com/reading-techniques (Accessed 14 February 2018).

[7]Erika sinambela, *English Linguistics Research*, Vol. 4, No. 3; 2015,P.15

Comprehension is therefore more effective when readers use what they already know about the text theme to conceptualise the gist of the present text.[8] Comprehension is a high-level cognitive process that is guided by long term memory knowledge structures. These organizational structures may include the following: specific knowledge related to the text, knowledge of syntactic structures,knowledge of meaning of separate words and symbols. During reading, long term memory will interact with information in the working memory to formulate understanding.[9]

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models : a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about.[10]

Reading comprehension is a complex, multiple task ability. These processes were divided into two equally difficult main types, lower-level and higher-level processes.The lower level abilities include word recognition, graphophonic and others, while the higher level abilities included syntactic, semantic and other processes.[11]

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[8] G.Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*,(Springer Science +Business Media B.V. 2011) , P.19.

[9] Steve Mckee, *Reading Comprehension*, *what we know* , (Shinawatra International University, Bangkok, Thailand 2012) ,P.50.

[10] G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*,(Springer Science +Business Media B.V. 2011) , P.15-16.

[11] William Grabe, *Teaching and Researching Reading*, (Second edition published in Great Britain in 20 II by Pearson Education Limited, 2002) , P.13

In addition, Reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the writer is stating. "No one process defines reading comprehension by it self, but together they provide a fairly accurate account of the processes required for fluent reading. Furthermore, Reading comprehension is defined as "a thinking process by which a reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decide how they relate to previous knowledge; and judge their appropriateness and worth for meeting the learner's own objectives".[12]

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension.[13]

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[12]Steve Mckee, *Reading Comprehension*, *what we know* , (Shinawatra International University, Bangkok, Thailand 2012) ,P.45-46.
[13]K12 Reader, *What is Reading Comprehension?* , http://www.k12reader.com/what-is-reading-comprehension/ (Accessed 6 March 2018).

The process of reading with comprehension appears to involve several essential and interrelated phases:

1. Information intake; focusing and attending to the pertinent environmental stimuli.

2. Fluency and vocabulary; associating the words on the page with stored knowledge to bring meaning to the text.

3. Patterning and networking; recognizing familiar patterns and encoding new information by linking it with prior knowledge.

Comprehension, retention, and use of information obtained through reading appear to be associated with prefrontal lobe activation and storage in neurons of the neocortex. The ultimate site where information gained from reading appears to be processed is in the frontal lobe's executive function centers. When comprehension and retention are successful, executive functioning appears to allow the information to be used to prioritize, plan, analyze, judge, and use the knowledge to make decisions that guide future actions.[14]

Furthermore, Reading comprehension is the ability to process text, understand its meaning. An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including *improving one's vocabulary, critical text analysis,and practicing deep reading.*

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[14]Judy Willis, M.D, *Teaching the Brain to Read* (Production Manager, Marlene, Hachberg, *Typesester*, 2008) , P.11

2.2.1.2.1 Improving one's Vocabulary

Reading comprehension and vocabulary are inextricably linked together. It has been shown that students with a smaller vocabulary than other students comprehend less of what they read. It has been suggested that to improve comprehension, improving word groups, complex vocabularies such as homonyms or words that have multiple meanings, and those with figurative meanings like idioms, similes, collocations and metaphors are a good practice.[15]

Vocabulary knowledge in young children directly affects their later success in learning to read. Children who enter school with limited vocabulary knowledge fall even further behind over time in reading fluency and comprehension. Orally tested vocabulary at the end of 1st grade is considered a significant predictor of reading comprehension 10 years later. These concerns indicate that steps need to be taken to narrow the gap as soon as children begin kindergarten with the goal of reaching a speaking and listening vocabulary of between 2,500 and 5000 words by the end of kindergarten. If this early vocabulary intervention is accomplished and sustained so that students increase their vocabulary by between 3,000 and 4,000 words per year, they should reach appropriate vocabulary, as measured by what an individual can use and understand when writing or reading, as they continue through elementary school.

2.2.1.2.1.1 How the Brain Builds Vocabulary

The brain first recognizes the sensory input from seeing, hearing, and visualizing in separate but interrelated regions. These sensory response centers

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[15] Wikipedia, *Reading comprehension*, http://en.wikipedia.org/wiki/description (accessed 5 March 2018

connect to higher cortical function for the manipulation of words. It is this active processing (doing things with words, from acting them out to creating graphic organizers) that brings students ownership of the new vocabulary. In neurologicalterms, that ownership means the creation of new links in the neuron network that connect the new words to similar words in a patterning and categorization process that will be described in more detail later.

Each of these neural networks can be constructed and activated by vocabulary building. Strategies will be described to enhance the brain's vocabulary processing through learning style strengths, relating to existing storage categories, engagement (resonance), and multisensory learning.

Vocabulary building is a microcosm of the larger process of literacy building. Just as the brain's cortical processing at the early stages of learning to read is not the same as the cortical processing of the skilled reader, learning vocabulary building strategies modifies brain functions in systematic, predictable ways as enriched vocabulary becomes evident in reading comprehension, verbal language, and writing.[16]

2.2.1.2.1.2 Reinforcement of Vocabulary After the Story

After a story has been read and discussed the vocabulary words can be contextualized as they were used in the story and then beyond. If a story used the word "ignore" students can be reminded that, "Bob ignored his mother's advice and climbed the tree" was a sentence from the book. Students can review the definition, and the word usage can be reinforced by questions that also use the word "ignore"

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[16]Judy Willis, M.D, *Teaching the Brain to Read* (Production Manager, Marlene, Hachberg, *Typesester*, 2008) , P.80-82

and prompt the students to use it in their response. When asked, "Did you ever ignore anything?" students have answered from personal experience: "I ignore my baby brother when he screams" or "I ignore the telephone ringing when I don't want to talk to anybody." After a book is completed, students who finish other assignments early can take a word from the word list and create a page for it in the class dictionary of "Words We Know" including a preapproved definition, sentence, and illustration or drawing. Advanced word pages can include a listing of other definitions for the word and sample sentences for these alternative definitions.[17]

2.2.1.2..2 Critical Text Analysis

Critical analysis is a careful examination and evaluation of a text, image, or other work or performance. Performing a critical analysis does *not* necessarily involve finding fault with a work. On the contrary, a thoughtful critical analysis may help us understand the interaction of the particular elements that contribute to a work's power and effectiveness.[18]

Students are introduced to the idea that social problems can be discourse related and to some tools of critical text analysis.

To provide a rationale for the course, concentrate on three issues:

1. The reasons for helping language learners to develop critical reading skills.

2. The kinds of texts that can be most profitably used with this approach.

3. The relationship between these text analysis activities and the broader project of critical pedagogy.

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[17]Judy Willis, M.D, *Teaching the Brain to Read* (Production Manager, Marlene, Hachberg, *Typesester*, 2008) , P.118

[18]ThoughtCo, *Critical Analysis*, https://www.thoughtco.com/what-is-critical-analysis-composition-1689810 (accessed 28 march 2018)

2.2.1.2.2.1 Critical text analysis for language learners

Learning to read and analyse texts in a critical way is generative of improvement in language proficiency as it helps learners to consider potential alternatives in language: to think of language as a system of choices.

Students learning grammar can simultaneously learn about the relationship between modality and authority, or about the connection between 'us' and 'them' pronouns and othering discourses, and they can learn to recognise who is a 'doer' and who is a 'done-to' when they are taught transitivity and voice. To the extent that such learning is brought to bear on a variety of texts and creative language activities, learners can increase their linguistic and pragmatic repertoire.

2.2.1.2.2.2 Texts that represent and constitute contemporary social life

In any course involving text analysis, tools and methods of analysis could be foregrounded and the actual texts used considered less important. They could be reduced to the status of examples, used by teacher and students to demonstrate techniques of analysis at work. From the perspectives of critical pedagogy and culture learning, this would be a missed opportunity.

Given the global spread of English, it is particularly important to take a questioning approach to the cultures and values with which it can be associated. This is certainly the case for students combining their language learning with cultural studies since they may at times be exposed to materials that oversimplify the target culture and tend to present it as homogenous and unproblematic. In such texts, the power asymmetry of the communication is often encoded in the structure of the form. Those filling it in are obliged to fit themselves into predefined categories, to provide

the information that is requested and no other. The institution, and not the individual, determines the content of the information exchange.[19]

Comprehension through discussion, create higher-level thinking opportunities for students by promoting critical and aesthetic thinking about the text. There are several types of questions that a teacher should focus on: remembering; testing understanding; application or solving; invite synthesis or creating; and evaluation and judging. Teachers should model these types of questions through "think-alouds" before, during, and after reading a text. When a student can relate a passage to an experience, another book, or other facts about the world, they are "making a connection." Making connections help students understand the author's purpose and fiction or non-fiction story.[20]

2.2.1.2.3 Practicing Deep Reading

Deep reading is the active process of thoughtful and deliberate reading carried out to enhance one's comprehension and enjoyment of a text. Contrast with skimming or superficial reading. Also called slow reading.

Deep reading is processes that propel comprehension and that include inferential and deductive reasoning, analogical skills, critical analysis, reflection, and insight. The expert reader needs milliseconds to execute these processes; the young brain needs years to develop them. Both of these pivotal dimensions of time are potentially endangered by the digital culture's pervasive emphases on immediacy,

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[19]Sue Wharton, *Critical text analysis: lingking language and cultural studies*, ELT journal volume 65/ 3 july 2011, (Published by oxford university press : all rights reserved.2010) , p.222-223
[20]Wikipedia, *Reading comprehension*, http://en.wikipedia.org/wiki/description (accessed 5 March 2018

information loading, and a media-driven cognitive set that embraces speed and can discourage deliberation in both our reading and our thinking.

2.2.1.2.3.1 Deep Reading Strategies

Deep reading process, which involves substantial time-on-task. When experts read difficult texts, they read slowly and reread often. They struggle with the text to make it comprehensible. They hold confusing passages in mental suspension, having faith that later parts of the text may clarify earlier parts. They 'nutshell' passages as they proceed, often writing gist statements in the margins. They read a difficult text a second and a third time, considering first readings as approximations or rough drafts. They interact with the text by asking questions, expressing disagreements, linking the text with other readings or with personal experience. But resistance to deep reading may involve more than an unwillingness to spend the time. Students may actually misunderstand the reading process. They may believe that experts are speed readers who don't need to struggle. Therefore students assume that their own reading difficulties must stem from their lack of expertise, which makes the text 'too hard for them.' Consequently, they don't allot the study time needed to read a text deeply.

2.2.1.2.3.2 Writing and Deep Reading

Writing and Deep Reading is thinking, and thinking tends to express it self in words, spoken or written. The marked book is usually the thought-through book. Finally, writing helps you remember the thoughts you had, or the thoughts the author expressed.[21]

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[21]Richard Nordquist, A Guide to Deep Reading, https://www.thoughtco.com/what-is-deep-reading-1690373(accessed 3 May 2018)

The practice of deep reading is not a new idea in the world,but it is something that has fallen to the wayside with modern times and our society's obsession with procedural literacy over verbal literacy. We need new approaches that promote deep engagement with the world of ideas, and the implications of these ideas for a well-lived life. Multicultural education, in particular,can benefit from such pedagogical approaches.[22]

Deep reading, the kind of reading encouraged by common core standards, asks students to "read like a detective" where they are looking closely for details. The think one reading is sufficient; they don't have the skills to uncover the craft, the complexities, and the nuances of the text. They can read and 'comprehend,' but they do so almost exclusively on a surface level. They miss much of the deeper beauty of the game. Deep reading forces students to dig further into the text by asking them to re-read, re-visit, and search for the hidden intricacies of the text.[23]

Based on the definitions above, it can be inferred that reading comprehension is a complex process in which a reader makes efforts to construct idea conveyed in a text. While the process of constructing idea, he or she employs the various reading abilities and connects his or her real-world knowledge with knowledge about language.

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[22] Maureen P. Hall, *The power of deep reading and mindful literacy:An innovative approach in contemporary* (Education Berea College, Kentucky 2015) p.55-56

[23] Turn on your brain, Defining *"Deep Reading" and "Text-Dependent Questions"* https://turnonyourbrain.wordpress.com/2012/03/29/defining-deep-reading-and-text-dependent-questions/ (Accessed 28 march 2018)

2.2.1.3 Teaching Reading Comprehension

According to Kimbly and Garmezy in Brown describe that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge, and give new knowledge. Accordingly, teaching reading can be defined as the activity to facilitate students in order to achieve reading's goals by guiding students, giving instructions and providing them knowledge on how to read comprehensively.[24]

2.2.1.4 Kinds of Reading Comprehension

Richard states that different types of reading comprehension are distinguished according to the reader purpose and the types of reading that they use. The following are commonly to:

2.2.1.4.1 Literal comprehension

Reading in order to understand, remember, or recall the information explicit contained in a passage. The literal comprehension is the most fundamental in reading comprehension kind because the readers must first understand what the author express before draw an inference, make an evaluation, or gaining an appreciating.

2.2.1.4.2 Inferential comprehension

In order to find information which is not explicitly stated in the passage carefully put ideas and facts together to draw conclusion, then inference it by using their experience and intuition.

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[24]H. Doughlash Brown, *principle of language learning and teaching fourth edition* (san Franscisco: California, 2000) , p.7

2.2.1.4.3 Critical or evaluative comprehension

Reading in order to compare information in a passage with the reader own knowledge whether or not be information expressed by the author is worth enough to be absorbed.

2.2.1.4.4 Appreciate comprehension

Reading in order to gain emotional response or other kinds of valued response from a passage.[25]

2.2.1.5 Assessing Reading Comprehension

Assessment is done to check students' progress during teaching and learning process whether they make improvement or not. However, it should be highlighted that assessing is different from testing. As stated by Brown tests are defined as planned administrative procedures which were done to measure students' performance at identifiable times. While, assessment is an ongoing process that can be done whenever in the occurance of learning process or after learning process. He adds "Whenever a student respond to a question, offers a coment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance".

According to Brown assessment is classified into two types including informal and formal assessment. Informal assessment has various forms and it usually is not prepared by the teacher. This assessment can be in the forms of incidental, unplanned comments and responses, or spontaneous feedback to the student. Some

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[25]J. Estill Alexander, *Teaching Reading*. General Editor. (Little, Brown And Company Buston Toronto. 1979). p.65.

examples include saying "Good job!", "Nice try!", "Welldone", and so on. In addition, the teacher can do this kind of assessment by correcting students' pronounciation, putting symbols like smiley symbol or stars on students' work, and comenting on students' paper. In contrary to the informal assessment, formal assessment is specifically designed assessment to assess students' skill and knowledge. The teacher does this kind of assessment usually in the form of giving exercises or quizzes, giving assignment, or using student's journal or portofolio of materials.[26]

2.2.1.6 Strategies of Reading Comprehension

According to Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Following are ten such strategies, each of wich can be practically applied to your classroom technique :

1. Identify the purpose in reading.

2. Use graphemic rules and patterns to aid in bottom-up decoding.

3. Use efficient silent reading techniques for relatively rapid comprehension.

4. Skim the text for main ideas

5. Scan the text for specific information.

6. Use semantic mapping or clustering.

7. Gues when you aren't certain

8. Analyze vocabulary.

9. Distinguish between literal and implied meanings.

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[26]H.Doughlas Brown, *language assessment: principle and classroom practice (*san Francisco: California,2003) ,p 4-6

10. Capitalize on discourse markers to process relationships.[27]

2.2.1.7 Technique of Reading Comprehension

Reading is a great habit that can change human life significantly. It can entertain us ; amuse us and enrich us with knowledge and experience narrated. There exist some reading techniques, which if mastered at a growing stage can help us, be better and far more comprehensive readers.

These skills might not necessarily be learned as rigid theories or rules but if understood well once they can definitely enhance the reading skills and increase the quality and quantity of output that we get from after reading.

The followings are five style / technique of reading used in different situations:

2.2.1.7.1 Scanning

Scanning through the text is a reading strategy that is use for getting some specific points by looking at the whole text. For highlighting the important points of a book the readers can skim through the summary or the preface or the beginning and ending chapters of that book. For example, this technique is used for looking up a name from the telephone guide book.

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[27]H. Doughlash Brown, *Teaching by principle: an active approach to language pedagogy* (Toronto: prencice hall), P.306-310

2.2.1.7.2 Skimming

This reading technique is used for getting the gist of the whole text lead. We generally use this technique at the time of reading newspaper or magazine. Under this technique, we read quickly to get the main points and skip over the detail. It is useful in getting a preview of a passage before reading it in detail or reviving understandings of a passage after reading it in detail.

2.2.1.7.3 Active Reading style

Active reading aims to get an in-depth understanding of the text. Under this technique, the reader actively involved with the text while reading it. Getting in depth knowledge on the text at hand is not possible by reading to skim through or scan through the text.

2.2.1.7.4 Detailed Reading

This technique is used for extracting information accurately from the whole text. Under this technique, we read every word for understanding the meaning of the text. In this careful reading, we can skim the text firs for getting a general idea and then go back to read in detail. We can use a dictionary to find the meaning of every unfamiliar word.

2.2.1.7.5 Speed Reading

Speed-Reading is actually a combination of various reading methods. The aim of speed-reading is basically to increase the reading speed without compromising the understanding of the text reading. Some of the strategies used in speed reading are as follows:

1. Identifying words without focusing on each letter;

2. Not to sounding-out all words;

3. Not sub-vocalizing some phrases;

4. Spending less time on some phrases than others;

5. Skimming small section;[28]

2.2.1.8 The Purpose of Reading Comprehension

A person read for enjoyment, or to enchance knowledge of the language read. Someone has many reason, for instance to get information or in order to critique a writer's idea or writing style. Mc.Quade and Atwan define kinds of reading related to the purpose for reading are as follows:

2.2.8.1 Reading fo Information

Reading to learn about a trade, or politics or how to accomplish something. This gathering information a basic understanding of what is being talked about. Read a news paper and most textbooks. With most of this sort of material, the reader can learn to scan the page quickly.

2.2.8.2 Reading for Ideas

With a philosopher one read slowly, as if it was literature, but much tine must be spent with the eyes tune away from the page, reflecting on the text. Intellectual writing requires intellectual reading, which is low because it is reflective and because the reader must pause to evaluate concepts.

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[28]Iedunote, *Reading Technique fot Increasing Learning & knowledge* , https;//iedunote.com/reading-techniques (Accesssed 6 March 2018)

2.2.8.3 Reading for Escape

This reading is automatic daydream, interested not in experiences and feeling but in turning off the possibilities of experiences and feeling. The reader is in control: once the characters reach into the reader's feelings. From the explanation,the research concluded that the purpose of reading are get information, knowledge, solving problems, get some ideas in literature, as hobby, and pleasure.[29]

2.2.2   The Concept of Experience-Text-Relationship Method

In this explanation about the concepts of Experience-Text-Relationship method as second variable of this research which has content; the definition of ETR, The steps of ETR, the implementation of ETR, The explanation of them, as follows:

2.2.2.1 Definition of Experience-Text-Relationship

Experience-Text-Relationship is a method of teaching that can be applied to improve reading comprehension. This method consisted of three systematic stages; those are experience stage, text stage and relationship stage. ETR is a method using discussion-based activity to relate what students already know or students' existing knowledge to what they are about to read. In this activity, a discussion refers to interactive communication between a teacher and students talking about a particular topic.[30]

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[29] Hall, Donald, "*Four Kinds of Reading*." Thinking in Writing 2nd ed Donald McQuade and Robert Atwan (New York: Knopf, 1983) P. 162-167.

[30] K.H Au,. Literacy instruction in multicultural settings. Orlando, FL: Harcourt Brace. (1993).P.1

Carrell et al, that this experience-text-relationship (ETR) method emphasizes comprehension in reading for meaning. This ETR method can help the students to activate their background of knowledge in drawing the meaning of a text or story. Then, related it to the new information that they've got from the text after reading process.[31]

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 text.[32]

Based on the definitions above, it can be inferred that the experience-text-relationship method provides discussion between a teacher and students expressing their background knowledge in relation to the text they are about to read in order to draw meaning for comprehension.

The Experience-Text-Relationship (ETR) method consists of students expressing their own experience of knowledge about the topic prior to reading. After the students have adequately shared their knowledge, the text becomes the focus of the class. During this segment of the 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 discussed in the text stage. This provide an opportunity for each student to make comparisons and contrasts with what they already know and to accommodate the new information into their preexisting schemata. Through this process, student's schemata become redefined and extended. The teacher has the responsibility of leading the students to

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[31]Carrell, J. Devine and D. Eskey. 1989. *Interactive Approaches to Second Language Reading.* Cambridge University Press: Cambridge.

[32] Barbara J. guzzeti, *Literacy In America an Encyclopedia of History, Theory and Practice*.: [electronic version] http://library.nu/docs/R5XLTMW4BA/ Literacy%20in%20America.

the appropriate answers without giving them too much information, so the task becomes one of self-discovery and integration.[33]

The ETR involves three phases of discussion. In the first or *Experience phase* of discussion, the teacher has students discuss background experiences related to the theme she intends to develop for the story. In the *Text* phase of discussion, she uses questioning to guide students through the text, section by section, clarifying points unclear to students. Finally, in the *Relationship phase*, she guides students to draw relationships between the text and their own background experiences. The description of ETR lessons presented below focuses on picture story books.[34]

2.2.2.2 Steps of Experience-Text-Relationship Method

ETR method has three basic steps. The three steps of ETR can be applied in classroom as follows:

2.2.2.2.1 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.

2.2.2.2.2 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

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[33]Ajideh parvis, schema theory-based pre-reading tasks: a neglected essential In the esl reading class The Reading Matrix Vol.3. No.1,(April 2003) P.7

[34]K.H Au,. Literacy instruction in multicultural settings. Orlando, FL: Harcourt Brace. (1993).P.1

misconception or miscomprehension. Ask if there was any sections or words that were confusing and clarify these. Continue to alternate between reading and discussing small sections.

2.2.2.2.3 Relationship (R)

For post reading, help students integrate the information from the text with their experiences to develop an understanding of the text.[35]

2.2.2.3 The Implementation of Experience-Text-Relationship Method

K.H Au states that the way to promote reading achievement is the ETR (experience text relationship), it uses discussion to link what the reader already knows to what she or he will encounter in the text. It has essential steps: Experience, Text, and Relationship:

2.2.2.3.1 Experience (E)

The teacher leads the students in discussion of their or knowledge or experiences that are related in some ways to the passage to be read.

2.2.2.3.2 Text (T)

Students read the shorts parts of the texts, usually a page or two,and the teacher asking them questions about the content after each section is read. In this step, the teacher may also need to correct any misunderstanding of the text evidenced by the students.

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[35]Mensi resolusi, *Teaching reading comprehension by using Experience-Text-Relationship strategy to the Eight Grade Students of SMP sandika Palembang (2012)*, p.137-138

2.2.2.3.3 Relationship (R)

The teacher attempts to help the students draw relationship between the content of the text (as developed in the text step), and their outside experience and knowledge (as discussed in the experience text).

In E phase, the teacher asks the children questions design to elicit from them background knowledge which may be important to an understanding of the text. In T phase, the teacher has the children read the text, and the subsequent discussion that focuses on the ideas, present in the text. Finally, in phase R, the teacher tries to weave together the children's background knowledge and the information from the text.[36]

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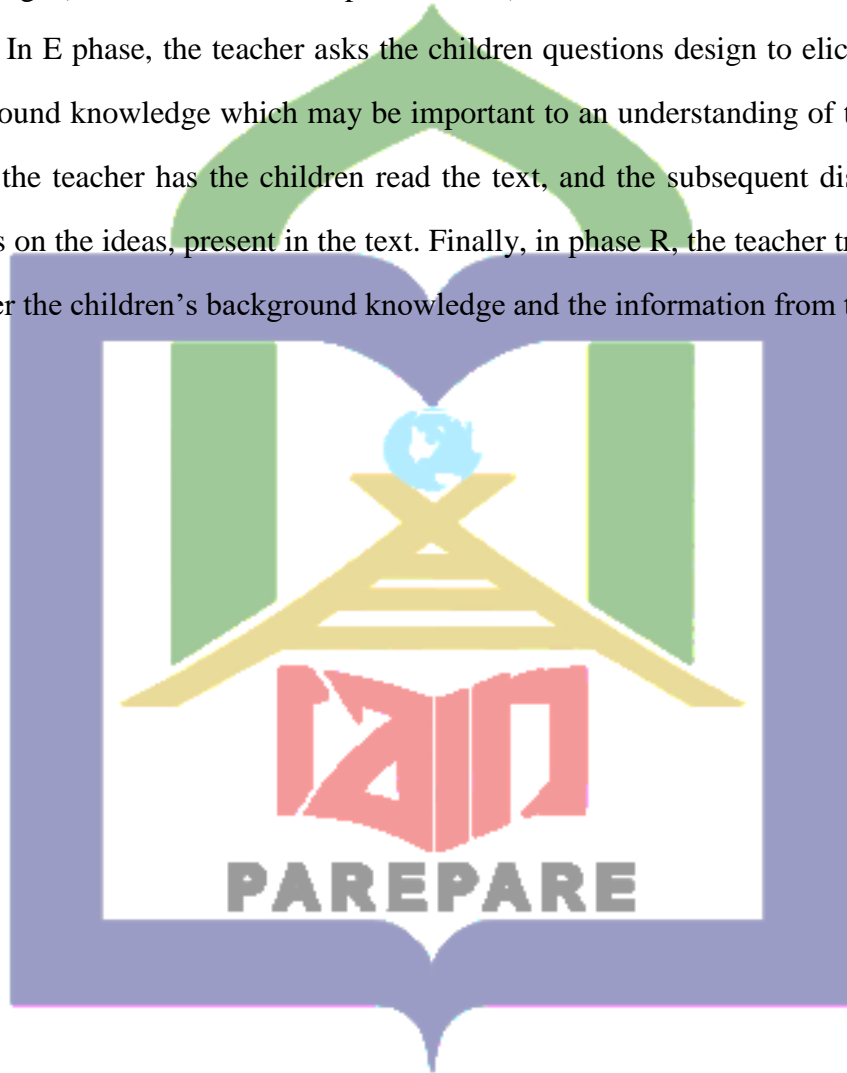
[36] K. H. Au, *Using The Experience-Text-Relationship Method With Minority Children*. Reading Teacher, 1979, 32 (6), p. 677-679

2.3 Conceptual Framework

The following is the conceptual framework which is underlying this research:

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┌──────────────────────────────────────────────────────────┐
│  Tenth grade office administration students of SMK        │
│  Negeri 1 Pinrang                                          │
└──────────────────────────────────────────────────────────┘
                            ↓
┌──────────────────────────────────────────────────────────┐
│  Giving a text Reading comprehension                       │
└──────────────────────────────────────────────────────────┘
                            ↓
┌──────────────────────────────────────────────────────────┐
│  The paragraph using simple past tense                     │
└──────────────────────────────────────────────────────────┘
     ↓                      ↓                      ↓
┌──────────┐        ┌──────────────┐        ┌──────────┐
│ Pre-test │        │  Treatment   │        │Post-test │
└──────────┘        └──────────────┘        └──────────┘
     ↓                      ↓                      ↓
┌──────────┐  ┌──────────────────────────┐  ┌──────────┐
│ Reading  │  │ Implementing reading     │  │ Reading  │
│comprehen-│  │ comprehension ETR Method.│  │comprehen-│
│sion test │  │ This method consists of  │  │sion test │
└──────────┘  │ three phases including : │  └──────────┘
              │ -Experience phase (E)    │
              └──────────────────────────┘
                          ↓
        ┌──────────────────────────────────────┐
        │ The students' reading comprehension   │
        │ by using Experience-Text-Relationship │
        │ Method                                 │
        └──────────────────────────────────────┘
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2.4 Hypothesis

The researcher formulates the hypothesis as following:

2.4.1 H_0 (Null hypothesis) : Teaching reading comprehension by using Experience Text Relationship Method is not able to improve students reading comprehension.

2.4.2 H_1 (Alternative hypothesis) : Teaching reading comprehension by using Experience Text Relationship Method is able to improve students reading comprehension.

2.5 Operational Definition of Variable

2.5.1 Variable of the research

Definition of operational variable is practical declaration and technician about variable and sub variable that can be measured and looked for the data. Definition operational of skripsi become a foundation to develop research instrument, instrument that used in collecting the data. It means that developing research instrument such as questioner, observational orientation, and structural interview orientation is based on the operational definition.[35]

This research has two kinds of variable, they are independent variable and devendent variable.

2.5.1.1 Independent variable is Experience-Text-Relationship (ETR) Method.

Experience-Text-Relationship (ETR). is a method that can be use to success in learning and teaching process, and the students use this method when they

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[35]Sekolah Tinggi Agama Islam Negeri (STAIN) , *Pedoman Penulisan Karya Ilmiah* ,(Parepare: STAIN Parepare, 2013) ,H.26

want to express someone else's idea in our own text reading. It is able to improve the students reading comprehension.

2.5.1.2 Dependent variable is improving reading comprehension.

The students' reading comprehension in reading text achievement are the result and the successfulness as well as progress of students' reading comprehension in SMK Negeri 1 Pinrang.

CHAPTER III

METHOD OF RESEARCH

This part cover the description of the research design, research setting, population and samples, variable of the research, instrument of the research, technique of the data collection.

3.1 The Research Design

Considering data of the research, the researcher used quantitative method to conduct this study. The research design was applied Pre-Experimental method by using pre-test, treatment, and post-test. The design was presented as follows:

$$E = 01 \ X \ 02$$

Where :

E : Experimental

01 : Pre-test

X : Treatment

02 : Post-test[1]

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[1]Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif,Kualitatif,dan R&D)* ,(Bandung: Alfabeta,2014),p.110-111

3.2 Location and Duration of the Research

The research did the research in SMK Negeri 1 Pinrang and researcher did research around one months because need several time to collect and analyze the data.

3.3 Population and Sample

3.3.1 Population

In research methods, population is very popular, used to mention a group objects that was subjected to the study. Therefore, research population is a whole of the object research can be human, animals, plants, air, symptoms, the value, events, attitude, life, and etc. so that this object will be source of research data.[2] The target population in a needs analysis refers to the people about whom information will be collected.

All the population is illustrated on the table bellow.

Table 3.1 The Population of class X office admiistrarion at SMK Negeri 1 Pinrang.

No	Class	Student
1.	X Ap [1]	35
2.	X Ap [2]	35
3.	X Ap [3]	35
	Total	**105**

(*Source : Rekapitulasi SMK Negeri 1 Pinrang, June 2018*)

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[2]Prof. Dr.H.M. Burhan Bungin,S.sos. ,M.Si, *Metohdologi penelitian kuantitatif :*komunikasi, ekonimi, dan kebijakan public serta ilmu-ilmu social lainnya(Jakarta: kencana, 2008) , p.99.

The subject of this research is the Tenth grade office administration students of SMK Negeri 1 Pinrang academic year 2018/2019. There are three classes office administration in Tenth grade students of SMK Negeri 1 Pinrang namely   X Ap ^{1}, X Ap ^{2}, and X Ap ^{3}. The first is high level class, and the second until third are the middle level class. Consists of 105 students.

3.3.2 Sample

The sample was taken by using purposive sampling because the teacher of SMK Negeri 1 Pinrang recommended this class. The researcher conducted in class X Ap^2 of SMK Negeri 1 Pinrang, because it is the middle level further the students of this class are enjoyable than the other class. Class X Ap^2 of SMK Negeri 1 Pinrang which consists of 35 students, 11 males and 24 females. There several reasons to pick this class at the sample, the varied of students ability might be the first reason. Furthermore, this research was conducted at office administration of SMK Negeri 1 Pinrang this school has sufficient facilitations to support teaching-learning activities. Each class consists of 35 students. In addition to the English teaching-learning process, this school also has a language laboratory.

3.4 Instrument of the Research

The research applied reading text the instrument of data collecting for this research is reading test consisting pre-test and post-test. The pre-test is used to measure the basic ability of the students in reading while, the post-test used to measure the ability of the students in reading after giving the treatment. Therefore, the treatment which is used by the researcher is the Experience-Text-Relationship.

3.5 Procedure of Collecting Data

The researcher used test for collecting data that are, reading test in pre-test and post-test. The pre-test was given to find out comprehend of the students before giving treatment, and post-test is used to find out the reading comprehension after giving treatment.

The procedure was presented in chronological order as follows:

3.5.1 Pre-test

Before conducting the treatment, pre-test gave to find out information and data about students' reading comprehension before applying E-T-R Method. The procedure of pre-test.

3.5.2 Post-test

Post-test is test which give after all of the treatments apply to know how far the students reading comprehension after the treatment process. The researcher gives the pos-test to the student at the last meeting. In this stage the researcher give post-test in from of reading test. Where multiple choice consist of 30 questions test their comprehension about the reading test.

3.6 Treatment

After conducting the pre-test the students gave treatment by using Experience-Text-Relationship in order to improve students reading comprehension. The treatment was conducted for sixth times meeting. For every meeting the students were given different topics.

The treatment was given four times, each meeting run for 40 minutes. The researcher will give some material reading.

3.6.1 First Meeting

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The researcher introduced the topic of the lesson.

4. The students pay attention to the pictures presented by the researcher.

5. The researcher asked some question related to the pictures presented to active students background knowledge.

6. The researcher showed a picture

7. The researcher asked some lead-in question

8 The students pay attention to the researcher explanation about the generic structure and language features of the narrative text.

3.6.2 Second Meeting

1. The researcher divided the students into some group.

2. The researcher told the students about the topic or title of story that would be discuss.(A little red riding hood)

3. The researcher asked the students what they know about the story.

4. The researcher showed some pictures related to the text that will be discussed later on.

5. Displaying the pictures, the researcher firstly asked the students to make predictions of the story they would read based on the pictures displayed. The students made predictions in group.

6. The researcher gave some guiding questions so that it was easy for the students to activate their background knowledge.

7. The researcher asked each group to orally present their prediction toward the story. Other groups of students listened to their friends' predictions.

8 The researcher wrote down or listed new vocabularies or key words used by the students in predicting the story.

3.6.3 Third Meeting

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The researcher distributed a reading text (The rabbit and the turtle).

4. The researcher asked some students to read aloud the text.

5. The researcher provided, and starts to activate the students' knowledge about the pictures by asking some vocabulary.

6. The students related the types of narrative text that they have learnt to the other similar context.

3.6.4 Fourth Meeting

1. The researcher asked some students to read aloud the text written in the worksheet. The reading was done segments.

2. The researcher orally gave comprehension questions to the students.

3. The researcher in groups arrange the pictured into a good order and write their prediction about the story used the hints.

4. The researcher asked the students to identify difficult words and them to guess the meanings of the words based on the context.

5. The reading followed by discussion was repeatedly done until the students finished reading the whole text.

3.6.5 Fifth Meeting

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The researcher introducing the topic of the lesson. (The thirsty crow)

4. The researcher asked the students to identify the words classes and them to guess the meanings of the words based on the context.

3.6.6 Sixth Meeting

1. After the students read and comprehended the whole text, the researcher asked them to confirm the previous knowledge.

2. researcher gave some questions relating the text to students' background knowledge.

3. The researcher asked some question related to the pictures about the thirsty crow

5. The students answer the following question based on the text.

7. The students did exercise related to the generic statements are true or false of the text.

3.7 Technique of Data Analysis

All the data was collected, the data was tabulated, analyzed into percentage and classified into achievement category.

The steps are described as follows:

3.7.1 Scoring the students pre-test and post-test by using the formula :

$$\text{Score} = \frac{students'correct\ answer}{total\ number\ of\ items}\text{X } 100$$

3.7.2 Classified the students' classification, as follows:

Table 3.2 the classifying the students score

No	Score	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	< 39	Very Poor[3]

(source: Suharsimi Arikunto,2009;245)

3.7.3 Percentage of the students score using the following formula :

$$P=\frac{F}{N}X\ 100\ \%$$

Where:

P : Percentage

F : Frequency

N : The total Number of the student

3.7.4 To find out the mean score by using the following formula :

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[3]Suharsimi, Arikunto,*Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi;(Jakarta: Bumi Aksara,2009) ,p.245

$$x = \frac{\sum x}{N}$$

Where:

X   : Mean Score

$\sum X$: The Sum of The All Score

N   : Total Number of Sample

3.7.5 To calculate standard deviaton by using the following formula :

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

Where:

SD   : Standar Deviation

$\sum x^2$: The sum of the all score

N   : Total Number of the Sample

$(\sum x)^2$: The sum square of the sum of score

3.7.6 Finding the significance Different Between The Mean Score of Pre-test and Post-test by calculating the value of the test using the following formula :

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(n - 1)}}}$$

where :

t   : Test of significance

D   : The total score differences (X1-X2)

$\sum D$: The sum of the total score

$\sum D^2$: The square of the sum score of differences

N   : The total sample.[4]

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[4]L.R.Gay, *Educational Research Competencies For Analysis and Application*, (pearson education ltd :Merril prentice Hall, 2006 ,p.331

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, namely the finding of the research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

4.1 Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' reading comprehension, while post-test was given after treatment by using Experience-Text-Relationship (ETR) method and the result of the post-test of this research can answer the question of this research that aims to find out the improvement student's reading comprehension after the researcher applies Experience-Text-Relationship (ETR) Method at the tenth grade office administration students of SMK Negeri 1 Pinrang.

4.1.1 The Improvement Students' Reading Comprehension at the Tenth Grade Office Administration of SMK Negeri 1 Pinrang

This part presents the result of data analysis about students' Reading comprehension of SMK Negeri 1 Pinrang :

4.1.1.1 The students' score in pre-test

The pre-test had done before giving the treatment. It was conducted on Monday, July 30th , 2018, The students were given a pre-test, the researcher fond out the result

of students' reading comprehension in pre-test based on reading test, which were
resulted in the information as shown in the following table:

Table 4.1 the students' score in pre-test

No	Responden	Pre-test
1.	ALIFIAH FATHIYAH	46
2.	AMELIA DODI	13
3.	ANDRIANI	46
4.	ASHFI MAJRAH	33
5.	HARYANA	40
6.	HUSNUL FADILLA	20
7.	KASMIA	23
8.	KHARISMA. R	30
9.	LUTHFIAH FEBRIANTI SAINI	30
10.	MAWI	30
11.	MIFTAHUL JANNAH SOFYAN	26
12.	MISRA	50
13.	NUR ALIYAH	50
14.	NUR FADILLAH	20
15.	NUR SYAIDAH	46
16.	NURHEDA	30
17.	RAHMI AWALIA	46
18	RISMA	53
19.	RISMAYANA	36
20.	ROSLINDA	20

21.	SILVI BAHARUDDIN	30
22.	SUKMAWATI YUSUF	40
23.	TRI PUTRI	46
24.	YULIANA MAGFIRAH	40
25.	A.AHMAD AKBAR A.SYUKRI	36
26.	AGRIAWAN GENGGENG	56
27.	ANDI MUH ASPAR	26
28.	ASMAR REZKI ASIS	30
29.	HERMAN	33
30.	JUSRY BIN ABDULLAH	33
31.	M.DASMIN	33
32.	MUH.FAIZAL	26
33.	MUHAMMAD ALFANDY	30
34.	NUGRAH FAUZAN.S	26
35.	RIAN REZALDI. H	36

After knowing the students' score in pre-test based on reading comprehension test, the following table are students' score to find out the mean score:

Table 4.2 the students' score in pre-test

No	Respondent	Pre-test of student's			Classification
		Max score	Score(X)	X^2	
1.	ALIFIAH FATHIYAH	100	46	2116	Poor
2.	AMELIA DODI	100	13	169	Very poor
3.	ANDRIANI	100	46	2116	Poor

No.	Name				
4.	ASHFI MAJRAH	100	33	1089	Very Poor
5.	HARYANA	100	40	1600	Poor
6.	HUSNUL FADILLA	100	20	400	Very Poor
7.	KASMIA	100	23	529	Very Poor
8.	KHARISMA. R	100	30	900	Very Poor
9.	LUTHFIAH FEBRIANTI SAINI	100	30	900	Very Poor
10.	MAWI	100	30	900	Very Poor
11.	MIFTAHUL JANNAH SOFYAN	100	26	676	Very Poor
12.	MISRA	100	50	2500	Poor
13.	NUR ALIYAH	100	50	2500	Poor
14.	NUR FADILLAH	100	20	400	Very Poor
15.	NUR SYAIDAH	100	46	2116	Poor
16.	NURHEDA	100	30	900	Very Poor
17.	RAHMI AWALIA	100	46	2116	Poor
18	RISMA	100	53	2809	Poor
19.	RISMAYANA	100	36	1296	Very Poor
20.	ROSLINDA	100	20	400	Very Poor
21.	SILVI BAHARUDDIN	100	30	900	Very Poor
22.	SUKMAWATI YUSUF	100	40	1600	Poor
23.	TRI PUTRI	100	46	2116	Poor
24.	YULIANA MAGFIRAH	100	40	1600	Poor
25.	A.AHMAD AKBAR A.SYUKRI	100	36	1296	Very Poor
26.	AGRIAWAN GENGGENG	100	56	3136	Fair

27.	ANDI MUH ASPAR	100	26	676	Very Poor
28.	ASMAR REZKI ASIS	100	30	900	Very Poor
29.	HERMAN	100	33	1089	Very Poor
30.	JUSRY BIN ABDULLAH	100	33	1089	Very Poor
31.	M.DASMIN	100	33	1089	Very Poor
32.	MUH.FAIZAL	100	26	676	Very Poor
33.	MUHAMMAD ALFANDY	100	30	900	Very Poor
34.	NUGRAH FAUZAN.S	100	26	676	Very Poor
35.	RIAN REZALDI. H	100	36	1296	Very Poor
	Total			$\sum X_1 = 1209$ $\sum X_1^2 = 45471$	

The table above showed that the result of students' reading comprehension score before applying the Experience – Text – Relationship method. There were 23 student got very poor score, 1 students got fair score, and 11 students got poor score, skills in pre-test was low, because most of students still got poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1209}{35}$$

X= 34,54

Thus, the mean score (X_1) of pre-test is **34,54**

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{45471 - \frac{(1209)^2}{35}}{35 - 1}}$$

$$SD = \sqrt{\frac{45471 - \frac{1461681}{35}}{34}}$$

$$SD = \sqrt{\frac{45471 - 41762}{34}}$$

$$SD = \sqrt{\frac{3709}{34}}$$

$$SD = \sqrt{1090}$$

$$SD = 33,01$$

Thus, the standard deviation of the pre-test is **33,01**

4.1.1.2 The students' score in post-test

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.3 the students' score in post-test

No	Responden	Post-test
1.	ALIFIAH FATHIYAH	93
2.	AMELIA DODI	83
3.	ANDRIANI	86
4.	ASHFI MAJRAH	83
5.	HARYANA	83
6.	HUSNUL FADILLA	86
7.	KASMIA	83
8.	KHARISMA. R	93
9.	LUTHFIAH FEBRIANTI SAINI	86
10.	MAWI	86
11.	MIFTAHUL JANNAH SOFYAN	83
12.	MISRA	86
13.	NUR ALIYAH	83
14.	NUR FADILLAH	86
15.	NUR SYAIDAH	86
16.	NURHEDA	90
17.	RAHMI AWALIA	83
18	RISMA	93
19.	RISMAYANA	86
20.	ROSLINDA	86
21.	SILVI BAHARUDDIN	83
22.	SUKMAWATI YUSUF	83

23.	TRI PUTRI	83
24.	YULIANA MAGFIRAH	93
25.	A.AHMAD AKBAR A.SYUKRI	86
26.	AGRIAWAN GENGGENG	96
27.	ANDI MUH ASPAR	93
28.	ASMAR REZKI ASIS	86
29.	HERMAN	96
30.	JUSRY BIN ABDULLAH	90
31.	M.DASMIN	96
32.	MUH.FAIZAL	83
33.	MUHAMMAD ALFANDY	90
34.	NUGRAH FAUZAN.S	83
35.	RIAN REZALDI. H	83

Table 4.3 is students' score in post-test based on reading comprehension test. The following table are students' score to find out the mean score and the standard deviation.

Table 4.4 the students' score in post-test

| No | Responden | Post-test of student | | | classification |
		Max Score	Score (X)	X^2	
1.	ALIFIAH FATHIYAH	100	93	8649	Very Good
2.	AMELIA DODI	100	83	6889	Very Good
3.	ANDRIANI	100	86	7396	Very Good
4.	ASHFI MAJRAH	100	83	6889	Very Good

No.	Name				
5.	HARYANA	100	83	6889	Very Good
6.	HUSNUL FADILLA	100	86	7396	Very Good
7.	KASMIA	100	83	6889	Very Good
8.	KHARISMA. R	100	93	8649	Very Good
9.	LUTHFIAH FEBRIANTI SAINI	100	86	7396	Very Good
10.	MAWI	100	86	7396	Very Good
11.	MIFTAHUL JANNAH SOFYAN	100	83	6339	Very Good
12.	MISRA	100	86	7396	Very Good
13.	NUR ALIYAH	100	83	6339	Very Good
14.	NUR FADILLAH	100	86	7396	Very Good
15.	NUR SYAIDAH	100	86	7396	Very Good
16.	NURHEDA	100	90	8100	Very Good
17.	RAHMI AWALIA	100	83	6889	Very Good
18	RISMA	100	93	8649	Very Good
19.	RISMAYANA	100	86	7396	Very Good
20.	ROSLINDA	100	86	7396	Very Good
21.	SILVI BAHARUDDIN	100	83	6889	Very Good
22.	SUKMAWATI YUSUF	100	83	6889	Very Good
23.	TRI PUTRI	100	83	6889	Very Good
24.	YULIANA MAGFIRAH	100	93	8649	Very Good
25.	A.AHMAD AKBAR A.SYUKRI	100	86	7396	Very Good
26.	AGRIAWAN GENGGENG	100	96	9216	Very Good
27.	ANDI MUH ASPAR	100	93	8649	Very Good

28.	ASMAR REZKI ASIS	100	86	7396	Very Good
29.	HERMAN	100	96	9216	Very Good
30.	JUSRY BIN ABDULLAH	100	90	8100	Very Good
31.	M.DASMIN	100	96	9216	Very Good
32.	MUH.FAIZAL	100	83	6889	Very Good
33.	MUHAMMAD ALFANDY	100	90	8100	Very Good
34.	NUGRAH FAUZAN.S	100	83	6889	Very Good
35.	RIAN REZALDI. H	100	83	6889	Very Good
	Total		$\sum X_2 = 3048$	$\sum X_2^2 = 266106$	

The table above showed that there were a changed of students' score after did the treatment. There were 35 students got very good score, The total score in post-test is 3048. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in reading comprehension.

Mean score of the post-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{3048}{35}$$

X= 87,08

Thus, the mean score (X_2) of post-test is **87,08**

The standard deviation of the post-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{266106 - \frac{(3048)^2}{35}}{35-1}}$$

$$SD = \sqrt{\frac{266106 - \frac{9290304}{35}}{34}}$$

$$SD = \sqrt{\frac{266106 - 265437}{34}}$$

$$SD = \sqrt{\frac{669}{34}}$$

$$SD = \sqrt{1967}$$

$$\mathbf{SD = 44,35}$$

Thus, the SD of the post-test is **44,35**

4.1.1.3 The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.5 The mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	34,54	33,01
Post-test	87,08	44,35

The data in table 4.5 shows that the mean score of the pre-test was 34,54 (X_1) while the mean score of the post-test increased 87,08 (X_2). The standard deviation of pre-test was 33,01 (SD) while the standard deviation of the post-test was 44,35 (SD).

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' reading comprehension has improvement after doing the learning process that used the reading comprehension.

4.1.1.4 the rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 the rate percentage of the frequency of the pre-test and post-test

No	Classification	Score	Pre-test		Post-tes	
			F	P	F	P
1.	Very Good	80-100	-	-	35	100 %
2.	Good	66-79	-	-	-	-
3.	Fair	56-65	1	2 %	-	-
4.	Poor	40-55	11	32 %	-	-
5.	Very Poor	< 39	23	66 %	-	-
	Total		35	100 %	35	100 %

There are 1 students (2%) got Fair, 11 students (32%) got Poor and 23 Students (66%) got Very Poor. While in post-test 35 Students (100%) got Very Good, and none of them got Good, Fair, Poor, and Very Poor. It can be conclude that the students score in the post- test is Higher than the rate percentage in the pre-test.

The result of data analysis about students' reading comprehension is able to improve at the tenth grade office administration students of SMK Negeri 1 Pinrang.

4.1.1.5 t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 the worksheet of the calculation of the score on pre-test and post-test on

the students'reading comprehension.

No	Respondent	Total score of pre-test		Total score of post-tes		D	D^2
		x_1	$x_1{}^2$	x_1	$x_1{}^2$	(x_1-x_2)	$(x_1-x_2)^2$
1.	ALIFIAH FATHIYAH	46	2116	93	8649	47	6533
2.	AMELIA DODI	13	169	83	6889	70	6720
3.	ANDRIANI	46	2116	86	7396	40	5280
4.	ASHFI MAJRAH	33	1089	83	6889	50	5800
5.	HARYANA	40	1600	83	6889	43	5289
6.	HUSNUL FADILLA	20	400	86	7396	66	6996
7.	KASMIA	23	529	83	6889	60	6360
8.	KHARISMA. R	30	900	93	8649	63	7749
9.	LUTHFIAH FEBRIANTI SAINI	30	900	86	7396	56	6496
10.	MAWI	30	900	86	7396	56	6496
11.	MIFTAHUL JANNAH SOFYAN	26	676	83	6339	57	6213
12.	MISRA	50	2500	86	7396	36	4896
13.	NUR ALIYAH	50	2500	83	6339	33	4389
14.	NUR FADILLAH	20	400	86	7396	66	6996
15.	NUR SYAIDAH	46	2116	86	7396	40	5280
16.	NURHEDA	30	900	90	8100	60	7200
17.	RAHMI AWALIA	46	2116	83	6889	37	4773
18	RISMA	53	2809	93	8649	40	5840
19.	RISMAYANA	36	1296	86	7396	50	6100

No.	Name						
20.	ROSLINDA	20	400	86	7396	66	6996
21.	SILVI BAHARUDDIN	30	900	83	6889	56	5989
22.	SUKMAWATI YUSUF	40	1600	83	6889	43	5289
23.	TRI PUTRI	46	2116	83	6889	37	4773
24.	YULIANA MAGFIRAH	40	1600	93	8649	53	7049
25.	A.AHMAD AKBAR A.SYUKRI	36	1296	86	7396	50	6100
26.	AGRIAWAN GENGGENG	56	3136	96	9216	40	6080
27.	ANDI MUH ASPAR	26	676	93	8649	67	7973
28.	ASMAR REZKI ASIS	30	900	86	7396	56	6496
29.	HERMAN	33	1089	96	9216	63	8127
30.	JUSRY BIN ABDULLAH	33	1089	90	8100	57	7011
31.	M.DASMIN	33	1089	96	9216	63	8127
32.	MUH.FAIZAL	26	676	83	6889	57	6213
33.	MUHAMMAD ALFANDY	30	900	90	8100	60	7200
34.	NUGRAH FAUZAN.S	26	676	83	6889	57	6213
35.	RIAN REZALDI. H	36	1296	83	6889	47	5593
	Total	**1209**	**45471**	**3048**	**266106**	**1842**	**220635**

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

Where: $D = \dfrac{\sum D}{N} = \dfrac{1842}{35} = \mathbf{52}$

$$t = \frac{52}{\sqrt{\dfrac{220635 - \dfrac{(1842)^2}{35}}{35(35-1)}}}$$

$$t = \frac{52}{\sqrt{\dfrac{220635 - \dfrac{3392964}{35}}{35(34)}}}$$

$$t = \frac{52}{\sqrt{\dfrac{220635 - 96941}{1190}}}$$

$$t = \frac{52}{\sqrt{\dfrac{123694}{1190}}}$$

$$t = \frac{52}{\sqrt{103}}$$

$$t = \frac{52}{10,14}$$

$$t = \mathbf{5,12}$$

Thus, the t-test value is **5,12**

4.8 the test of significance

Variable	T-test Value	T-table
Pre-test and Post-test	5,12	2,021

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

4.1.1.5 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$Df = N-1$

$= 35-1$

$= 34$

For the level, significant (p) 5% and df = 34, and the value of the t-table is 2 ,021 while the value of t-test is 5,12. it means that the t-test value is greater than t-table ($5,12 \geq 2,021$). thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment. So, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. This showed that can improved students' reading comprehension at the tenth grade office administration students of SMK Negeri 1 Pinrang.

4.1.2 The Implementation of Experience-Text-Relationship method to Improve reading comprehension

The researcher description of the data collected through reading test to improve that students reading comprehension by using Experience-Text-Relationship (ETR) method, it was supported by the frequency and the rate of the result of the student's score of pre-test and post-test experimental class. Students score after presenting material by using Experience-Text-Relationship (ETR) method in teaching was better than after giving the treatment.

Experience-Text-Relationship (ETR) method that have been taught to the students make them easier to know the content of the text, can make focus their attention on the text, can identified the main idea in the paragraph of the text and make them knew the organizational of the text. In this chapter the researcher presents the description of findings of the the implementation of experience-text-relationship method to improve reading comprehension.

The treatment was given sixth meetings and there were three reading text were given. In the first meeting on Monday, August 6th ,2018, The researcher gave greeting, gave motivation about the important of English as an international language before teaching process for the students, researcher gave motivation to the students the researcher introducing the topic of the lesson, and the students pay attention to the picture presented by the researcher, in *Experience phase* is the researcher leads the students in discussion of their or knowledge or experiences that are related in some ways to the passage to be read. Researcher asked some question related to the pictures presented to active students background knowledge, researcher showed a picture, researcher asked some lead-in question, The students pay attention to the researcher explanation about the generic structure and language features of the narrative text. Next On Monday, August 13rd ,2018,was the second meeting the researcher reviewed the first meeting material, The researcher divided the students into some group, The researcher told the students about the topic or title of story that would be discuss about (A little red riding hood) , The researcher asked the students what they know about the story and The researcher showed some pictures related to the text that will be discussed later on. Displaying the pictures, the researcher firstly asked the students to make predictions of the story they would read based on the

pictures displayed. And the students made predictions in group, The researcher gave some guiding questions so that it was easy for the students to activate their background knowledge, The researcher asked each group to orally present their prediction toward the story. And other groups of students listened to their friends' predictions, The researcher wrote down or listed new vocabularies or key words used by the students in predicting the story.

On Tuesday, August 14th ,2018, was the third meeting in *Text phase* is students read the short parts of the text, usually a page or two , and the teacher asking them question about the content after each section is read. In this step, the teacher may also need to correct any misunderstanding of the text evidenced by the students. In implementation Text phase is The researcher gave greeting to the students to open the class. The researcher gave motivation to the students, The researcher gave motivation to the students, The researcher distributed a reading text about (The rabbit and the turtle), The researcher asked some students to read aloud the text, The researcher provided, and starts to activate the students' knowledge about the pictures by asking some vocabulary, The students related the types of narrative text that they have learnt to the other similar context. Next, on Wednesday, August 15th ,2018, was the fourth meeting. The researcher gave The researcher gave some motivation to the students at once reviewed the materials After that the researcher gave in groups arrange the pictured into a good order and write their prediction about the story used the hints. The researcher was asked the students to identify difficult words and them to guess the meanings of the words based on the context. The reading followed by discussion was repeatedly done until the students finished reading the whole text.

On Monday, August 20th, 2018, was the fifth meeting. In *Relationship phase* is the teacher attemps to help the students draw relationship between the content of the text (as developed in the text step), and their outside experience and knowledge (as discussed in the experience text). The researcher gave greeting to the students to open the class, researcher gave motivation to the students, The researcher introducing the topic of the lesson. About (The thirsty crow), researcher asked the students to identify the words classes and them to guess the meanings of the words based on the context. Next ,On Tuesday, August 21st ,2018, was the sixth meeting the researcher reviewed the materials were given at the previous meeting. After the students read and comprehended the whole text, the researcher asked them to confirm the previous knowledge. Researcher gave some questions relating the text to students' background knowledge. The researcher asked some question related to the pictures about The Thirsty crow. The students answer the following question based on the text, and the students did exercise related to the generic statements are true or false of the text.

In the last, the researcher gave a post-test on Monday, August 27th, 2018, Before that, the researcher did brainstorming first to take the students' focusing and their attention. The students was answer the multiple choices text based on their knowledge after treatment. It aimed to know whether this treatment has an impact or not.

From the first meeting until the last meeting, the implementation of reading comprehension of the tenth grade office administration students of SMK Negeri 1 Pinrang by using Experience-Text-Relationship (ETR) method. In the classroom situation more active in class and in learning process although there are many students have less to know how to read the text, but the students get as long as the process of learning reading comprehension using Experience-Text-Relationship

(ETR) method. Every meeting the students know the steps of Experience- Text-Relationship to practice their reading. It was hoped to attract the students' ideas and inspiration when read a new story. Reading comprehension using Experience-Text-Relationship was able to help the students to god reading activate background knowledge to draw meaning of a text that is useful for text comprehension. During the learning process, the students had got sufficient practice in sharing their experience and background knowledge as a bridge to connect their knowledge with the content of the text. As conclusion, the implementation of Experience-Text-Relationship (ETR) method has an impact to improving reading comprehension.

4.1.4 The significant improvement of students reading comprehension

To know the improvement of students' reading comprehension by using Experience-Text-Relationship, the researcher calculated the mean score of the students' reading comprehension was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 34,54 and the mean score of post-test was 87,08 after did the treatment.

By looking at the test finding, As the result, the students found it easier to understand the content of the text and to obtain specific information from the text. It also enabled them to compare and contrast the result of the story with their prior prediction which led them to summary and make conclusion. The improvement of the students' reading comprehension was also supported by the result of reading test scores. Mostly the result of percentage in pre-test of Students (66%) got Very Poor. While in post-test 35 Students (100%) got Very Good, and none of them got Good, Fair, Poor, and Very Poor. It can be conclude that the students score in the post- test is Higher than the rate percentage in the pre-test.

In addition, Experience-Text-Relationship (ETR) method helped the students to answer the question and make them understand the author argument. The student's score improve after using the treatment in reading. Before the treatment none the students got highest score classification, and after applied this method in reading there were 35 students got highest score classification. Thus, the alternative hypothesis (H_1) is accepted. The data above showed that the value of t-tes is 5,12 was greater than t-table value is 2,021. It indicated that there was a significance difference between the result students' pre-tes and pos-test.

Based on the findings above, the researcher concluded that there was the Experience-Text-Relationship (ETR) method is able to improve the students reading comprehension at tenth grade office administration students of SMK Negeri 1 Pinrang by using Experience – Text – Relationship(ETR) Method.

4.2 Discussion

Experience Text Relationship is specifically designed to use children's experiences 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.[1]

The Experience-Text-Relationship (ETR) method consists of students expressing their own experience of knowledge about the topic prior to reading. After the students have adequately shared their knowledge, the text becomes the focus of the class. During this segment of the 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

[1] J. Deegan, *Experience Text Relationship*, (2007) P.1

difficulties that the students may have. In the final stage, the teacher aids the students to draw relationships between personal experiences and the material discussed in the text stage. This provide an opportunity for each student to make comparisons and contrasts with what they already know and to accommodate the new information into their preexisting schemata. Through this process, student's schemata become redefined and extended. The teacher has the responsibility of leading the students to the appropriate answers without giving them too much information, so the task becomes one of self-discovery and integration.[2] When researchers conducted the research in the class by giving tests to students, the difficulties that often arise such as students do not understood the meaning of the sentence that they read. Even though, the students know the steps of the Experience-Text-Relationship method, but they are difficult to read the text. In the first test category students still have problem in identifying reading text although only 1 students answer fair. Some of them are still difficult to differentiate to find out main idea of reading text. In the second test category students still have problem in identifying synonym and antonym of the reading text. Most of them still confused to distinguish among of the word,the students' do not find the moral value of the text and also, the students' do not know of the communicative purpose of the text. In the lastly cayegory students still have problem in answering the question. Most of them are difficult to find main idea and then choose the best answer.

After implementing Experience-Text-Relationship method in the classroom the students got sufficient practice in sharing their experience and background

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[2]Ajideh parvis, schema theory-based pre-reading tasks: a neglected essential In the esl reading class The Reading Matrix Vol.3. No.1,(April 2003) P.7

knowledge on their own group. Each student had a certain experience and background knowledge to be shared to other students. They do it on group to have the complete idea on the text. Based on schemata theory. Experience-Text-Relationship method really helpful for students before reading because this provide an opportunity for students to make comparison and contrast with what they already know and to accommodate the new information into their preexisting schemata. Through this process, students' schemata become redefined and extended.[3]

The second part is Text, the students reading the short parts of the text, usually a page or two and the researcher ask them questions about the content after each section is read the text, 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, confirm and changed predictions and make sure that students tie their thought, comments, and predictions in the text. Based on the theory Experience-Text-relationship method really helpful the students after reading the text, because the students discuss the section read and changed prediction of the text what already know to accommodate the new information in the classroom through this process the students elicit misunderstanding and work through any difficulties that the student.[4]

The last part is Relationship, The students integrate the information from the text with their experience to develop an understanding of the text. Every meeting the students know the steps of ETR method to practice their reading, it was hoped to

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[3]Ajideh parvis, schema theory-based pre-reading tasks: a neglected essential In the esl reading class The Reading Matrix Vol.3. No.1,(April 2003) P.7

[4]Ajideh parvis, schema theory-based pre-reading tasks: a neglected essential In the esl reading class The Reading Matrix Vol.3. No.1,(April 2003) P.7

attract the students ideas and inspiration when read a new story. The researcher also gives the students an opportunity to contrast and compare the information presented in the text with their existing knowledge. The data of the students score in the table 4.4 showed that there a changed of students score after did the treatment. All the sample of the research, 35 students got very good score, it means that on this relationship part the students were able to make contrast and comparision between their existing knowledge and the new story that they found on the text. The ETR method really helpful the students to attract after read a new story, this process provides the opportunity for students to expand their existing schemata. [5]

Based on explanation above, the Experience-text-relationship method provides opportunities for students to explore many dimensions of the story and to integrated features of it with their existing of knowledge and the ETR method was help to stimulate the student's interest in reading and help to develop their comprehension. since ETR method is a discussion based activity, it encoranges students to think critically and to develop their way of thinking and also engages the entire class to intract and share their experience. ETR method was helpful the students to god reading active background know

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[5]K.H Au,. Literacy instruction in multicultural settings. Orlando, FL: Harcourt Brace. (1993).P.1

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will discuss two items namely conclusion and suggestion about Experience-Text-Relationship as a alternative method to improve reading comprehension of the tenth grade office administration students of SMK Negeri 1 Pinrang. This result is got by accumulation of data analysis through Pre-Experimental research.

5.1 Conclusion

Based in the finding and discussion in the previous chapter, the researcher concluded the research result as follow:

There is a significant different between the students' in reading comprehension at the tenth grade office administration students of SMK Negeri 1 Pinrang before and after giving treatment. It is proven the mean score of pre-test that is 34,54, then improved to 87,08 as the mean score of pos-test. It means that quality of the students' in reading comprehension improved from "very poor" to "very good" after using Experience-Text-Relationship method in giving treatment. The use of Experience-Text-Relationship method is able to improve students' reading comprehension at the tenth grade office administration students of SMK Negeri 1 Pinrang. it is proven by the t-test value that is 5,12 which is higher than 2,021 as the t-table value.

5.2 Suggestion

Based on the result of data analysis and conclusion, the researcher puts the following suggestion :

5.2.1 Since the implemention of Experience-Text-Relationship (ETR) method proven to be successful in improving the student's reading comprehension, it is strongly suggested that such teaching method be continually implemented in teaching reading to the class.

5.2.2 It will great if in every last session of the meeting, Teacher and students could be make some correction to the mistakes that they have made in sequencing of the reading assignment, for instance, it is probably correction about student's punctuation, speeling, and words.

5.2.3 The students should be more active and no need to afraid of making mistakes during teaching learning process.

5.2.4 The teacher should be active in giving the feedback to involve the students in teaching learning process.

5.2.5 Experience-Text-Relationship (ETR) method can be applied in English teaching learning process, particularly the attempt of improving reading comprehension by using Experience-Text-Relationship (ETR) method.

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APPENDIX

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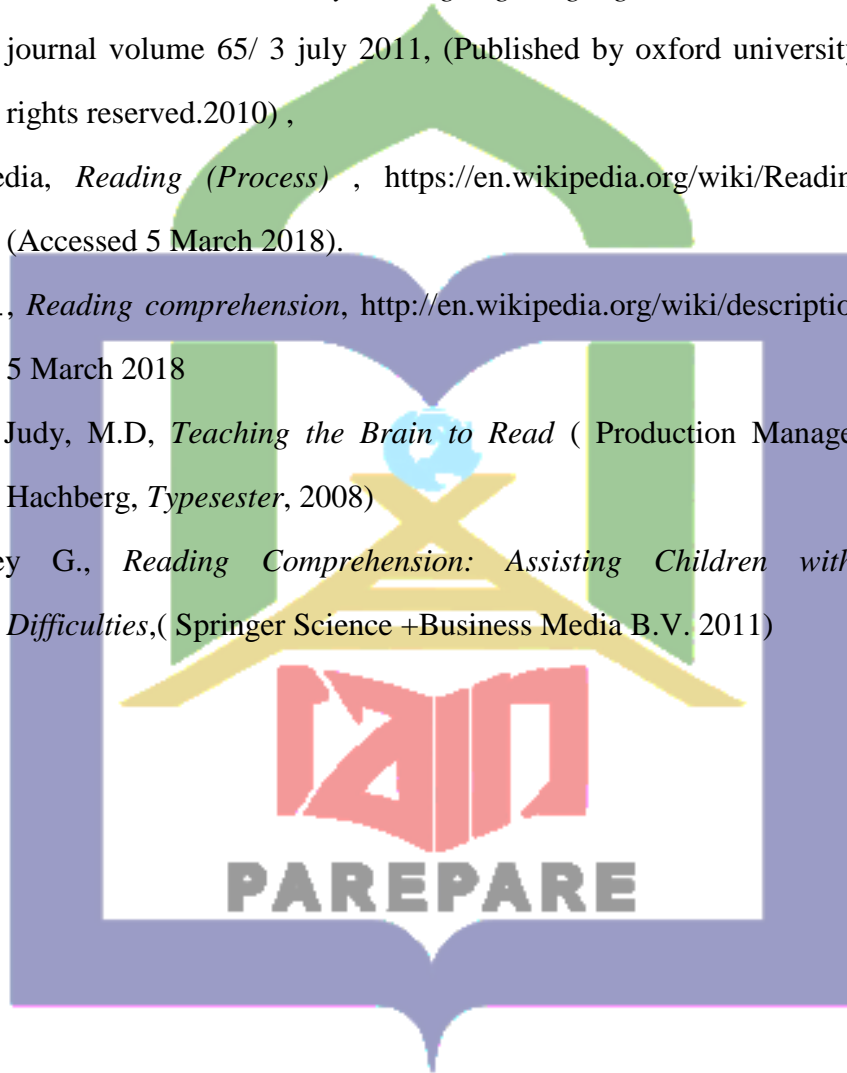
Appendix 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(LESSON PLAN)

School : SMK NEGERI 1 PINRANG

Subject : English

Grade/ Semester : X Office administration / Ganjil

Time Allocation : 6 Pertemuan

Text Type : Narrative Text

Skill : Reading

Standar Kompetensi :1. Memahami makna texs fungsional pendek dan esei berbentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi dasar :1.1 membaca dan merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat,lancar dan berterima dalam konteks kehidupan sehari-hari untuk mengakses ilmu penegetahuan dalam teks berbentuk narrative.

Indikator : pada akhir pembelajaran ini, peserta didik diharapkan dapat :
1. Menjelaskan rujukan (reference) yang ada dalam teks
2. Menyebutkan informasi rinci dalam teks, baik yang tersirat maupun tersurat.

A. Tujuan pembelajaran
1. Peserta didik dapat membaca dan memahami dengan menggunakan tata bahasa, kosa kata dan tanda baca dalam ejaan yang benar.
2. Peserta didik dapat mengidentifikasi dan memahami isi dalam teks bacaan.
3. Peserta didik dapat membaca dan memahami teks bacaan berbahasa inggris
4.

...

B. Materi Ajar (Materi pokok)

Narrative Text

Example of a narrative text:

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother.

An evil wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it.

In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother by wearing her clothes. When the girl arrived, she did not realize that it was a wolf. Then the wolf ate the girl too. After eating them, the wolf fell asleep beside the river.

Suddenly, a hunter came. He saw a large wolf's belly and knew what had been done by the wolf. Then he rescued them by releasing them out from the belly of the wolf. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf's stomach with heavy stones, and threw the wolf into the river.

(*Adapted from: Scaffolding*)

C. Strategi Pembelajaran

Pendekatan : communicative Approach

Strategi : Reading technique: ETR method
- Experience stage
- Text stage
- Relationship stage

D. Langkah-langkah kegiatan

Teaching Steps	Activities	ETR Phase
Pre-teaching	1. Greeting. 2. Praying. 3. Checking students' attendance and condition. 4. give memorize 5. Introducing the topic of the	

lesson.
6. Informing the learning goals.

Whilst-teaching	**BKOF** **(First Meeting)**

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The researcher introduced the topic of the lesson.

4. The students pay attention to the pictures presented by the researcher.

5. The researcher asked some question related to the pictures presented to active students background knowledge.

Experience stage

6. The researcher showed a picture

7. The researcher asked some lead-in question

8 The students pay attention to the researcher explanation about the generic structure and language features of the narrative text.

(Second Meeting)

1. The researcher divided the students into some group.

2. The researcher told the students

about the topic or title of story that would be discuss.(A little red riding hood)

3. The researcher asked the students what they know about the story.

4. The researcher showed some pictures related to the text that will be discussed later on.

5. Displaying the pictures, the researcher firstly asked the students to make predictions of the story they would read based on the pictures displayed. The students made predictions in group.

6. The researcher gave some guiding questions so that it was easy for the students to activate their background knowledge.

7. The researcher asked each group to orally present their prediction toward the story. Other groups of students listened to their friends' predictions.

8 The researcher wrote down or listed new vocabularies or key words used by the students in predicting the story.

MOT

(Third Meeting)

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The researcher distributed a reading text (The rabbit and the turtle).

4. The researcher asked some students to read aloud the text.

5. The researcher provided, and starts to activate the students' knowledge about the pictures by asking some vocabulary.

Text stage,

6. The students related the types of narrative text that they have learnt to the other similar context.

(Fourth Meeting)

1. The researcher asked some students to read aloud the text written in the worksheet. The reading was done segments.

2. The researcher orally gave comprehension questions to the students.

3. The researcher in groups arrange the pictured into a good order and write their prediction about the story used the hints.

4. The researcher asked the students to identify difficult words and them to guess the meanings of the words based on the context.

5. The reading followed by discussion was repeatedly done until the students finished reading the whole text.

JCOT
(Fifth Meeting)

1. The researcher gave greeting to the students to open the class.

2. The researcher gave motivation to the students.

3. The researcher introducing the topic of the lesson. (The thirsty crow)

4. The researcher asked the students to identify the words classes and them to guess the meanings of the words based on the context.
(Sixth Meeting)

1. After the students read and comprehended the whole text, the researcher asked them to confirm the previous knowledge.

2. researcher gave some questions relating the text to students' background knowledge.

Relationship stages

3. The researcher asked some question related to the pictures about

the thirsty crow

5. The students answer the following

question based on the text.

7. The students did exercise related

to the generic statements are true or

false of the text.

ICOT   Independent ETR stages

1.   The   students   answer
comprehension questions related to
the text.
2.   The   students   answer   did
exercise   related   to   the   generic
statements are true or false of the
text

LTRT
1. The students relate the types of
narrative text that they have learnt to
the other similar context.
2. The students mention the other
types of narrative text.

Post-teaching

1. Checking students' understanding.
2. Summing up and reflection.
3. Giving feedback toward the
teaching and learning process.
4. Praying and leave taking.

E. Media dan sumber belajar

a. buku (Note)

b.kamus

c.Laptop

d.LCD Projector

e.Pictures - White board & Marker

f.Buku teks yang relevant

F. Instrument:

a. circle the correct answer based on the text!

G. Pedoman penilaian

Nilai Siswa:

$$\text{Score} = \frac{students'\,correct\,answer}{total\,number\,of\,items} \times 100$$

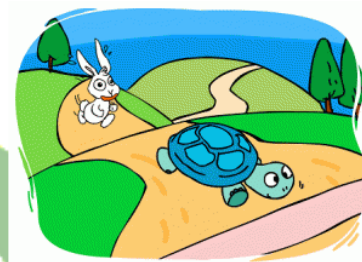| No	Score	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	< 39	Very Poor

TEACHING MATERIALS

The First Meeting

Task 1
Pay attention to the following pictures.

GETTING STARTED
1. What do you know about the pictures?
2. Do you like to read the stories of the pictures?
3. Where can you find the stories?
4. What are they usually about?
5. How do you feel when you read the stories? Are you entertained?

Answer :
1.

2.

3.

4.

5.

TEACHING MATERIALS
The Second Meeting

Task 2
Read the text and then pay attention to the teacher's explanation.
Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. — Orientation

An evil wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother by wearing her clothes. When the girl arrived, she did not realize that it was a wolf. Then the wolf ate the girl too. After eating them, the wolf fell asleep beside the river. — Complication

Suddenly, a hunter came. He saw a large wolf's belly and knew what had been done by the wolf. Then he rescued them by releasing them out from the belly of the wolf. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf's stomach with heavy stones, and threw the wolf into the river. — Resolution

(Adapted from: Scaffolding)

- Definition:

The text above is a narrative text. Narrative texts focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and to educate the reader.

- Generic structure of narrative texts:

• Orientation: It sets the scene and introduces the characters. (who, when, where)
•Complication: It consists of series of complication or crisis points which arise in the story.
• Resolution: It tells how the problem is resolved.

- Language Feature:

• Simple past tense: e.g. The girl walked through the woods.

• Action verbs (past verbs): e.g. walked, wanted, told, etc.

• Adjectives: e.g. little, evil, heavy, etc.

• Adverb and adverbial phrases: e.g. once upon a time, in a meantime, suddenly, etc.
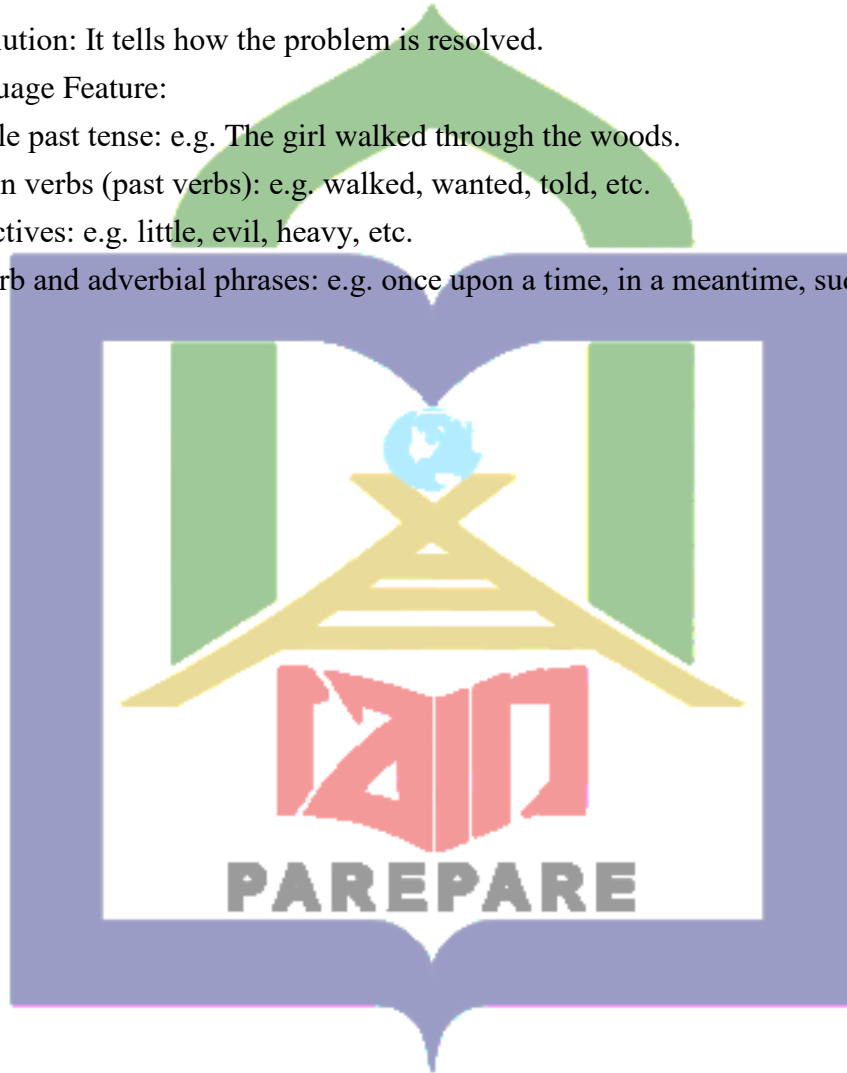
TEACHING MATERIALS
The Third Meeting

Task 3

Read the following text, and then guess the meaning of words based on the context.
You may refer to the dictionary

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's astonishment, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race.

As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and exhausted and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step. He never quit no matter how hot or exhausted he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere. He went at full-speed to the finish line but found the turtle there waiting for him.

No.	Words	Meanings	No	Words	Meanings
1.	astonishment (kb) [əˈstɒn.ɪʃ.mənt]		6.	matter (kb) [ˈmæt.ə]	
2.	accept (kkt) [əkˈsept]		7.	nap (kb) [næp]	
3.	boast (kki) [bəʊst		8.	quit (kkt) [kwɪt]	
4.	challenge (kb) [ˈtʃæl.ɪndʒ]		9.	race (kb) [reɪs]	
5.	exhausted (ks) [ɪgˈzɔː.stɪd]		10.	umpire (kb) [ˈʌm.paɪə]	

TEACHING MATERIALS

The Fourth Meeting

Task 4

In groups, arrange the jumbled picture into good order, and then write your prediction about the story using the hints.

Write

HINTS:
- crow   -hot   -water
- thirsty   - jug   - idea
- heavy   -pebble   - drink

Write your prediction here.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

TEACHING MATERIALS
The Fifth Meeting

Task 5
Identify the word classes whether it is noun (n), adjective (adj), or verb (v), and then match the words with the meanings.

Adjectives	**Meanings**
thirsty (*adj*)	a. mengambil
crow (…)	b. haus
feeble (…)	c. menjatuhkan
hope (…)	d. berat
jug (…)	e. tinggi
straight (…)	f. kerikil
narrow (…)	g. cemerlang
tilt (…)	h. memiringkan
heavy (…)	i. lurus
bright (…)	j. burung gagak
pebble (…)	k. rencana
drop (…)	l. kendi
pick up (…)	m. lemas
plan (…)	n. harapan
high (…)	o. sempit

TEACHING MATERIALS
The Sixth Meeting

Task 6
Summarize the story by pointing out the main idea of each paragraph.

WORKSHEET
Read the text, and then answer the questions.
The Thirsty Crow

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, he could not find any. He felt very feeble, and almost lost all hope. Suddenly, he saw a water jug below the tree. He flew straight down to see if there was any water inside. Yes, he could see some water inside the jug.

The crow tried to push his head into the jug. Sadly, he found that the neck of the jug was too narrow. Then he tried to push the jug to tilt for the water to flow out but the jug was too heavy.

The crow thought hard for a while. Then looking around it, he saw some pebbles. He suddenly had a bright idea. He started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water level kept rising. Soon it was high enough for the crow to drink. His plan had worked.

Exercise 1: Answer the following questions based on the text above.
1. When did the story happen?

2. Where did the story take place?

3. Why was the crow very feeble?

4. Where did the crow find a water jug?

5. Was there any water inside the jug?

6. Did the crow succeed drinking the water by pushing his head into the jug? Why?

7. What did the crow do after that?

8. What did the crow see while he was thinking hard?

9. How could the crow finally drink the water?

10. What can you learn from the story?
Answer :
1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Exercise 2: Decide whether these statements are true (T) or false (F)
Statement   **T/F**

1. The crow flew all over the fields on a hot day.

2. The crow could find some water in a short time.

3. The crow was hopeless because he could not find
any water.

4. The crow pushed his head into the jug and drank the
water.

5. The neck of the jug was not wide enough for the
crow.

6. The crow could push the jug to tilt for the water to
flow out.

7. The crow gave up drinking the water.

8. The crow got a bright idea because he saw pebbles.

9. The crow could drink the water because the water lever rose.

10. The crow was diligent and brilliant.

Parepare,28 Juli 2018

Researcher

Fitriani. S
Nim. 14.1300.148

Appendix 2 Instrument of Pre-Test

PRE-TEST

Name : …………………

Class : ………………….

Choose the best answer by crossing A, B, C, or D on your answer sheet.
Text 1. The following text is for questions number 1-6.
The Lion and The Mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King" cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished gnawing away the ropes, he asked the lion to run away.

(Taken from: *http://www.wikipedia.org*)

1. What is the moral lesson from the text?
   A. Don't look at someone because of his clothes.
   B. It is best to prepare for the days of necessity.
   C. Common people may prove great ones.
   D. United we stand, divided we fall.

2. Paragraph three mainly tells that…
   A. the little mouse asked forgiveness.
   B. the hunters carried the lion alive to the king.
   C. the lion was tied to a tree by the hunters.
   D. the little mouse could prove that he could help the lion.

3. What did the little mouse do to prove his words?
   A. He tried hard to help the lion free.
   B. He ran up and down upon the lion.
   C. He asked for apology to the king of the beast.
   D. He tied the lion to the tree so that the hunters could carry him.

4. The word "huge" (p.1) means very….
   A. old.   C. tall.
   B. large.   D. giant.

5. Where did the story take place?
   A. In the kingdom.   C. In the jungle.
   B. In the zoo.   D. In the village.

6. What is the communicative purpose of the text?
   A. To inform the readers.
   B. To retell the writer's past experience.
   C. To describe characteristics of someone or something.
   D. To amuse and educate the readers.

Text 2. The following text is for questions number 7-12.

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother by wearing her clothes. When the girl arrived, she did not realize that it was a wolf. Then the wolf ate the girl too. After eating them, the wolf fell asleep beside the river. Suddenly, a hunter came. He saw a large wolf's belly and knew what had been done by the wolf. Then he rescued them by releasing them out from the belly of the wolf. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf's stomach with heavy stones, and threw the wolf into the river.

(*Adapted from: www.wikipedia.org*)

7. What is the story about?
   A. A wolf who wanted to eat Little Red Riding Hood's food.
   B. Little Red Riding Hood who delivered food for a wolf.
   C. Little Red Riding Hood who lost in the wood and then met an evil wolf.
   D.An evil wolf who wanted to eat Little Red Riding Hood and her grandmother.

8. Why did Little Red Riding Hood not realize the wolf disguised as her grandmother?
   A. Because she was blind.
   B. Because she was still a little girl.
   C. Because the wolf wore little riding hood's clothes.
   D. Because the wolf wore grandmother's clothes.

9. Who did save Little Red Riding Hood and her grandmother from the wolf?
   A. The hunter.
   B. The stranger.
   C. The grandfather.
   D. No one.

10. What does the word "her", in sentence 10, refer to?
   A. The grandmother.
   B. The wolf.
   C. Little Red Riding Hood.
   D. The girl.

11. Which of the following words is the antonym of "disguised"?
   A. Revealed.
   B. Camouflaged.
   C. Masqueraded.
   D. Covered.

12. What is the moral value of the story?
   A. Don't walk alone in the wood.
   B. Be careful about who you trust.
   C. Be nice to a little girl
   D. Don't pick up flowers in a wood.

Text 3. The following text is for questions number 13-18.
Roro Anteng and Jaka Seger

Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro Anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They ruled the region together. The people were prosperous under their leadership. However, they were unhappy because they had no children. Desperate, they decided to climb to the top of Mount Bromo. They prayed for help to the god of Mount Bromo. He granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to sacrifice their last child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform worship.

Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word "Tengger" is derived from the last syllables of Roro Anteng and Joko Seger. They present annual offerings of rice fruits, vegetables, livestock, and other local products.

13. How many children did Roro Anteng and Jaka Seger have?
   A. Twenty children.
   B. One child.
   C. They had no children.
   D. Twenty-five children.

14. When does the Tenggerese perform the Kasada festival?
    A. Once a year.   C. Twice a year.
    B. Once a month.   D. Every day.

15. What does the word "he" in the paragraph 2 sentence 8 refer to?
    A. Joko Seger.   C. The god of Mount Bromo.
    B. King Brawijaya.   D. Kesuma.

16. What does the word "they" in the paragraph 4 sentence 3 refer to?
    A. Roro Anteng and Joko Seger   C. The children
    B. Kesuma   D. The Tenggerese

17. What does paragraph two mainly tells about?
    A. Roro Anteng and Jaka Seger's effort to have a child.
    B. The annual ceremony of the Tenggerese.
    C. The Kesuma's sacrifice.
    D. Roro anteng who fell in love with Jaka Seger.

18. Which of the following words is the antonym of "ruled"?
    A. Controlled.   C. Governed.
    B. Followed.   D. Lead.

Text 4. The following text is for questions number 19-24
The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big.

The man and woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

(Adapted from: http://www.pitt.edu)

19. How did the old grandfather's son and his son's wife treat him?
A. They treated him nicely.   C. They treated him like a child.
B. They treated him badly.   D. They treated him very carefully.

20. How did the old grandfather feel about his son and his son's wife behavior toward him?
A. He felt very sad about it.   C. He was really angry with them
B. He felt satisfied about it.   D. He was always complaining about it.

21. What did the old grandfather's son and his son's wife do after they realized their mistake?
A. They scolded their son.   C. They let their father eat at the table.
B. They let their son eat at the table.   D. They did not say anything.

22. What does the word "they" in paragraph 5 sentence 2 refers to?
A. The man and the grandson.
B. The man and the woman.
C. The man and the grandfather.
D. The grandfather, the man, the woman, and the grandson

23. Which of the following words is the antonym of "weak"?
A. Feeble.   C. Strong.
B. Fragile.   D. Frail.

24. Which of the following words is the synonym of "enough"?
A. Less.   C. Many.
B. Insufficient.   D. Adequate.

Text 5. The following text is for questions number 25-30
The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said

that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said "Banyu… Wangi... Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

(*Source: Scaffolding*)

25. Why was the King very angry?
A. Because he failed to get Sri Tanjung.
B. Because Sri Tanjung was unfaithful.
C. Because Sidopekso would kill his wife.
D. Because the Prime Minister was away.

26. Which of the following statement is true according to the text?
A. Sidopekso believed in her wife.
B. Sri Tanjung was faithful to her husband.
C. The King wanted to kill Sri Tanjung.
D. The King was honest to his Prime Minister.

27. What does paragraph three mainly tell about?
A. The proof of Sri Tanjung's noble and sacred love.
B. The proof of Sri Tanjung's unfaithfulness.
C. The clean and wonderful river.
D. The king's effort to get Sri Tanjung.

28. How was Sidopekso's character based on the story?
A. Honest.   C. Stupid.
B. Unfaithful.   D. Gullible.

29. What does the word "his" in paragraph 2 sentence 5 refer to?
A. The King.   C. Sri Tanjung.
B. The Prime Minister.   D. The author.

30. Which of the following is the antonym of the word "innocence"?
A. Virtue.   C. Guilt.
B. Purity.   D. Goodness.

Appendix 3 Instrument of Post-Test

POS-TEST

Name : …………………

Class : ………………….

Choose the best answer by crossing A, B, C, or D on your answer sheet.
Text 1. The following text is for questions number 1-6.

A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

(Adapted from: *http://www.pitt.edu*)

1. How many cows did the stupid man buy?

A. One.   C. Six.

B. Five.   D. Seven.

2. Which of the following statements is true according to the text?

A. The stupid man spent much money on cows.

B. The stupid man was scolded by his wife.

C. The stupid man thought that he had lost one of his cows.

D. The stupid man lost one cow on his way home.

3. What does the word "them" in paragraph 1 line 3 refer to?

A. The others.   C. The lost cows.

B. The cows.   D. One of the cows.

4. Which of the following words is the synonym of "stupid"?

A. Unlucky.   C. Bright.

B. Diligent.   D. Dull.

5. Which of the following words is the antonym of "certain"?

A. Sure.   C. Positive.

B. Unsure.   D. Clear.

6. Why did the wife say that the man was stupid?

A. Because he lost his cow.

B. Because he counted the cows wrong.

C. Because he was careless.

D. Because he bought wrong cows.

Text 2. The following text is for questions number 7-12.

Redfeathers the Hen

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the farmyard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back. Before Redfeathers knew what was happening, she found herself snapped up inside a sack, not even able to call for help.

Luckily, her friend the dove saw what had happened. She fluttered on the path in the woods and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove.

Redfeathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

7. Where did the fox catch sight of Redfeathers?

A. In the woods.   C. In the farmyard.

B. Near his home.   D. In the forest.

8. What did the fox do, after he caught sight of Redfeathers?

A. He chased her.   C. He boiled water.

B. He ran home.   D. He called her.

9. She fluttered on the path in the woods, and lay there, ... (Paragraph 3)
   She refers to....
A. The hen   C. The dove

B. The duck   D. The swan

10. What did the fox do when he saw the dove?

A. He ran home.

B. He boiled some water to cook the dove.

C. He chased off the dove.

D. He put the dove inside the sack.

11. What did Red-feathers do to trick the fox?

A. She slipped out of the sack.
B. She yelled for help.
C. She flew away to the tree.
D. She put a stone in her place.

12. What is the moral value of the text?
A. Don't easily beat the other creatures.
B. Don't be greedy, or you may lose all.
C. Be friend with everyone.
D. Be smart if you want to be successful.

Text 3. The following text is for questions number 13-18.
The Legend of Roro Jonggrang

Once, there was a beautiful Javanese princess named Roro Jonggrang. Her beauty was very well-known all over the land. This beauty made a handsome yet wicked king, Bandung Bondowoso, fell in love with her and wanted to marry her.
Roro jonggrang did not want to marry Bandung, but she was also afraid of him. So she made a condition. She would marry Bandung if he could build a thousand temples in one night. Bandung agreed with this condition.

Bandung Bondowoso who had supernatural power asked his genies' help to build the temples. They obeyed every Bandung's order. Approaching midnight, the work was nearly done.

Knowing that Bandung would finish, Roro Jonggrang tricked him by burning a lot of straw and make some noise by pounding the mortar. All genies disappeared as they thought it was already dawn.

Bandung Bondowoso got very mad because he failed to complete the last temple. Knowing that he was deceived by Roro Jonggrang, he cursed her. At once, the princess turned into a statue. Until now, the statue is still standing in Prambanan area, and it is known as Roro Jonggrang statue.

(Adapted from: *http://melviapermatasari.blogspot.com/*)

13. Which of the following statements is true according to the text?
A. Bandung could complete the condition and married Roro Joggrang.
B. Roro Jonggrang was willing to marry Bandung.
C. Bandung cursed Roro into the last statue.
D. Bandung did not agree with the condition.

14. What does the word "they" in paragraph 3 sentence 2 refer to?
A. The temples.   B. The genies.
C. Bandung and Roro Jonggrang.   D. Bandung's servants.

15. The word "dawn" in paragraph 4 sentence 2 means…
A. Sunrise.   C. Dusk.
B. Night.   D. Sunset.

16. The antonym of word "mad" in paragraph 5 sentence 1 is…
A. Angry.   C. Annoyed.
B. Furious.   D. Pleased.

17. Paragraph four mainly tells that…
A. Roro Jonggrang tricked Bandung and his genies.
B. Bandung cursed Roro Jonggrang into a statue.
C. Bandung was mad because he was tricked.
D. Bandung asked genies' help to build the temples.

18. How was Roro Jonggrang's character based on the text?
A. Liar.   C. Powerful
B. Sly.   D. Evil.

Text 4. The following text is for questions number 19-24.
The Lion and The Shepherd

Once upon a time, there was a Lion in a forest. Suddenly, the Lion stepped on a thorn. Then, the Lion met a shepherd. The Lion came to him and said, "I am begging you and needed your help." The shepherd examined him bravely. Finally, he discovered the thorn. He pulled it out with his hand. The lion thanked the shepherd. Then, the Lion returned into the forest.

One day, the shepherd was imprisoned on a false accusation. He was going to be the Lion's prey for his crime. However, when the Lion was released from his cage, he recognized the shepherd. The shepherd was the man who healed him.

The lion did not attack the shepherd. He came to the shepherd and placed his foot on his knee. The King was very surprised because the Lion did not attack the shepherd. After he heard the story, he released the Lion. He also let the Shepherd go.

(Taken from: *Scaffolding*)

19. From paragraph 2 we know that…

A. The shepherd was imprisoned and going to be the Lion's prey.

B. The Lion stepped on a thorn.

C. The shepherd healed the Lion.

D. The shepherd was released from the prison.

20. He also let the Shepherd go. (Paragraph 3) *He* refers to…

A. The lion.   C. The King.

B. The shepherd.   D. The man.

21. Which of the following statements is true according to the text?

A. The shepherd was imprisoned because of his crime.

B. The shepherd helped the lion by pulling out the thorn.

C. The shepherd begged the lion to let him free.

D. The Lion attacked the shepherd in front of the King.

22. What can you learn from the story?

A. One good turn deserves another.

B. Friend in need is a friend indeed.

C. United we stand, divided we fall.

D. Saying is one thing, doing is another.

23. Which of the following is the antonym of word "false"?

A. Fake.   C. Wrong.

B. Incorrect.   D. Right.

24. Which of the following is the synonym of word "discover"?

A. Lose.   C. Miss

B. Find.   D. Ignore.

Text 5. The following text is for questions number 25-30.

Once upon a time, there was a man who lived in a simple hut in North Sumatra. He did some gardening and fishing for his daily life.

One day, while the man went fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said, "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man agreed and they got married. They lived happily and had a son.

Few years later, when the father was working in the field, the son brought lunch for his father. On the way delivering the food, the son was so hungry and he ate his father's lunch. Unfortunately, he found out and got furious, and shouted, "You damned son of a fish". The son ran home and asked her mother. The mother started crying and felt sad that her husband had broken his promise.

Then she told her son to run up the hills because a huge disaster was about to come. When her son left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

(Adapted from: *http://freeenglishcourse.info/*)

25. What is the story about?
A. The Myth of a golden fish
B. The origin of Toba Lake.
C. The legend of North Sumatra.
D. The mystery of Toba Lake.

26. What made the father got so angry at his son?
A. Because the son ate his lunch.
B. Because the son was late to deliver his lunch.
C. Because the son did not deliver his lunch.
D. Because he is the son of a fish.

27. Why did the mother cry?
A. Because her husband shouted at her son.
B. Because her husband broke his promise.
C. Because her husband was angry at her son.
D. Because her husband left her.

28. What does the last paragraph mainly tell about?
A. The husband who got so furious at his son.
B. The husband who did not keep his promise.
C. The golden fish who turned into a princess.
D. A huge disaster that turned the area into a lake.

29. What does the word "it" in paragraph 2 sentence 2 refer to?
A. The trap.   C. The princess.
B. The golden fish.   D. The disaster.

30. What kind of narrative text is the text?
A. Fable.   C. Fairytale.
B. Legend.   D. Mystery.

Appendix 4 Students Score Pre-Test

PRE-TEST

$\dfrac{4}{30} \times 100 = \boxed{13}$

Name : Amelia dodi

Class : X (sepuluh Agz)

Choose the best answer by crossing A, B, C, or D on your answer sheet.
Text 1. The following text is for questions number 1-6.

The Lion and The Mouse

   Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

   "Pardon, O King" cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

   One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished gnawing away the ropes, he asked the lion to run away.

(Taken from: *http://www.wikipedia.org*)

1. What is the moral lesson from the text?
   A. Don't look at someone because of his clothes.
   B. It is best to prepare for the days of necessity.
   C. Common people may prove great ones.
   D. United we stand, divided we fall.

2. Paragraph three mainly tells that…
   A. the little mouse asked forgiveness.
   B. the hunters carried the lion alive to the king.
   C. the lion was tied to a tree by the hunters.
   D. the little mouse could prove that he could help the lion.

   B. 4
   S. 26

3. What did the little mouse do to prove his words?
   A. He tried hard to help the lion free.
   B. He ran up and down upon the lion.
   C. He asked for apology to the king of the beast.
   D. He tied the lion to the tree so that the hunters could carry him.

4. The word "huge" (p.1) means very….
   A. old.   C. tall.
   B. large.   D. giant.

5. Where did the story take place?
   A. In the kingdom.   C. In the jungle.
   B. In the zoo.   D. In the village.

6. What is the communicative purpose of the text?
   A. To inform the readers.
   B. To retell the writer's past experience.
   C. To describe characteristics of someone or something.
   D. To amuse and educate the readers.

PRE-TEST

Name : AGRI AWAN - 5

Class : X   AP II

$\frac{17}{30} \times 100 \left(= 56 \right)$

Choose the best answer by crossing A, B, C, or D on your answer sheet.
Text 1. The following text is for questions number 1-6.

The Lion and The Mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King" cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished gnawing away the ropes, he asked the lion to run away.

(Taken from: *http://www.wikipedia.org*)

1. What is the moral lesson from the text?
   A. Don't look at someone because of his clothes.
   B. It is best to prepare for the days of necessity.
   C. Common people may prove great ones.
   D. United we stand, divided we fall.

2. Paragraph three mainly tells that…
   A. the little mouse asked forgiveness.
   B. the hunters carried the lion alive to the king.
   C. the lion was tied to a tree by the hunters.
   D. the little mouse could prove that he could help the lion.

Benar. 17

Salah : 13

3. What did the little mouse do to prove his words?
   A. He tried hard to help the lion free.
   B. He ran up and down upon the lion.
   C. He asked for apology to the king of the beast.
   D. He tied the lion to the tree so that the hunters could carry him.

4. The word "huge" (p.1) means very….
   A. old.   C. tall.
   B. large.   D. giant.

5. Where did the story take place?
   A. In the kingdom.   C. In the jungle.
   B. In the zoo.   D. In the village.

6. What is the communicative purpose of the text?
   A. To inform the readers.
   B. To retell the writer's past experience.
   C. To describe characteristics of someone or something.
   D. To amuse and educate the readers.

Appendix 5 Students Score Post-Test

$$\frac{25}{30} \times 100 = 83$$

POS-TEST

Name : AMELIA DODI

Class : X (sepuluh) AP²

Choose the best answer by crossing A, B, C, or D on your answer sheet.
Text 1. The following text is for questions number 1-6.

A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

(Adapted from: *http://www.pitt.edu*)

1. How many cows did the stupid man buy?
   A. One.   C. Six.
   B. Five.   D. Seven.

2. Which of the following statements is true according to the text?
   A. The stupid man spent much money on cows.
   B. The stupid man was scolded by his wife.
   C. The stupid man thought that he had lost one of his cows.
   D. The stupid man lost one cow on his way home.

3. What does the word "them" in paragraph 1 line 3 refer to?
   A. The others.   C. The lost cows.
   B. The cows.   D. One of the cows.

4. Which of the following words is the synonym of "stupid"?
   A. Unlucky.   C. Bright.
   B. Diligent.   D. Dull.

5. Which of the following words is the antonym of "certain"?
   A. Sure.   C. Positive.
   B. Unsure.   D. Clear.

6. Why did the wife say that the man was stupid?
   A. Because he lost his cow.
   B. Because he counted the cows wrong.
   C. Because he was careless.
   D. Because he bought wrong cows.

POS-TEST

$$\frac{29}{30} \times 100 = 96$$

Name : ASRIAWAN

Class : X AP ᴑ

Choose the best answer by crossing A, B, C, or D on your answer sheet.
Text 1. The following text is for questions number 1-6.

A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

(Adapted from: *http://www.pitt.edu*)

1. How many cows did the stupid man buy?
A. One.   C. Six.
B. Five.   D. Seven.

2. Which of the following statements is true according to the text?
A. The stupid man spent much money on cows.
B. The stupid man was scolded by his wife.
C. The stupid man thought that he had lost one of his cows.
D. The stupid man lost one cow on his way home.

3. What does the word "them" in paragraph 1 line 3 refer to?
A. The others.   C. The lost cows.
B. The cows.   D. One of the cows.

4. Which of the following words is the synonym of "stupid"?
A. Unlucky.   C. Bright.
B. Diligent.   D. Dull.

5. Which of the following words is the antonym of "certain"?
A. Sure.   C. Positive.
B. Unsure.   D. Clear.

Appendix 6 Distribution of T-Table

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

	α untuk uji dua fihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α untuk uji satu fihak (one tail test)					
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 7 Documentation

Appendix 8 Letter of Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☏ (0421)21307 🖷 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare. ic.id Email: info.iainparepare.ac.id

Nomor : B 958 /In.39/PP.00.9/07/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : FITRIANI.S
Tempat/Tgl. Lahir : PINRANG, 01 Januari 1995
NIM : 14.1300.148
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : TASSOKKOE, KEL. SALO, KEC. WATANG SAWITTO, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah *KAB. PINRANG* dalam rangka penyusunan skripsi yang berjudul :

"IMPROVING READING COMPREHENSION OF THE TENTH GRADE OFFICE ADMINISTRATION STUDENTS OF SMK NEGERI 1 PINRANG BY USING EXPERIENCE-TEXT-RELATIONSHIP (ETR) METHOD"

Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

19 Juli 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
Jl. Bintang No. Telp. (0421) 923058 - 922914
FINRANG 91212

Pinrang, 20 Juli 2018

Nomor : 070/ 450 /Kemsy.

Lampiran : -

Perihal : Rekomendasi Penelitian.

Kepada

Yth. **Kepala SMK Negeri 1 Pinrang**

di-

Pinrang.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor: B.938/In.39/PP.00.9/07/2018 tanggal 19 Juli 2018 Perihal Permohonan Izin Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama	: **FITRIANI.S**
NIM	: 14.1300.148
Pekerjaan/Prog.Studi	: Mahasiswi/Pend.Bahasa Inggris
Alamat	: Tasokkoe Kel.Salo Kec.Watang Sawitto, Kab.Pinrang
Telepon	: 085 242 395 206

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul " *IMPROVING READING COMPREHENSION OF THE TENTH GRADE OFFICE ADMINISTRATION STUDENTS OF SMK NEGERI 1 PINRANG BY USING EXPERIENCE-TEXT-RELATIONHIP (ETR) METHOD*" Yang pelaksanaannya pada tanggal 30 Juli s/d 10 September 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini.

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. **SEKRETARIS DAERAH**
Asisten Administrasi Umum

Drs. H. SAWERIGADING
Pangkat : Pembina Utama Muda
Nip : 19601231 198803 1 087

Tembusan
1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Kantor Kementerian Agama Kab.Pinrang di Pinrang;
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Plt.Wakil Rektor Bid.APL. IAIN Parepare di Parepare;
7. Camat Watang Sawitto di Pinrang;
8. Yang bersangkutan untuk diketahui;
9. Arsip.

PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH X
UPT SMK NEGERI 1 PINRANG

Alamat : Jalan LangngaTassokkoe Telp.(0421)3911728,Fax.(0421)3911728
Email: smknegeri1pinrang@yahoo.co.id ; Web: smkn1pinrang.sch.id

SURAT KETERANGAN
Nomor : 800/405-UPT SMK.1/PRG/DISDIK

Yang bertanda tangan di bawah ini, kepala SMK Negeri 1 Pinrang menerangkan bahwa :

N a m a	: FITRIANI S
Nomor Induk Mahasiswa	: 14.1300.148
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Pekerjaan / Lembaga	: Mahasiswa (S1)
A l a m a t	: Tassakkoe Kel. Salo Kec. Wat.Sawitto Kab. Pinrang

Benar yang tersebut namanya telah melaksanakan penelitian di SMK Negeri 1 Pinrang selama 19 (Sembilan Belas) hari sejak tgl. 30 Juli s/d 27 Agustus 2018, dalam rangka penyusunan Skripsi dengan judul " IMPROVING READING COMPREHENSION OF THE TENTH GRADE OFFICE ADMINISTRATION STUDENTS OF SMK NEGERI 1 PINRANG BY USING EXPERINCE-TEXT-RELATIONSHIP (ETR) METHOD" di SMK Negeri 1 Pinrang.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Pinrang, 27 Agustus 2018
Kepala Sekolah ,

Drs. SYAHRUL T, M.M
NIP. 19670731 199403 1 008
SP. 800/399-UPT SMK.1/PRG/DISDIK
Tgl. 21 Agustus 2018

CURRICULUM VITAE

The researcher was born on January 23rd, 1997 in Pinrang. She is the first child from one sibling, she has one brother. Her father name is (Alm) Syaharuddin and her mother name is Walsiah. Her educational background began 2001 in garden school (TK) Darmawanita (IDHATA) Pinrang, Kec. Watang Sawitto, Kab. Pinrang and graduate on 2002. She continue her study in the same year on 2002 in SDN 12 Pinrang, Kec Watang Sawitto, Kab. Pinrang and graduated on 2008.

She continued her study at SMPN 4 Pinrang, Kec. Watang Sawitto Kab. Pinrang and graduated on 2011. She registered in Vocational High school SMKN 1 Kab. Pinrang. and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Program of Tarbiyah and Adab Department as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program of Tarbiyah and Adab Department on 2018. With the title of her skripsi **''Improving Reading Comprehension Of The Tenth Grade Office Administration Students Of SMK Negeri 1 Pinrang By Using Experience-Text-Relationship (ETR) Method''.**