

TEXT RELATIONSHIP (ETR) AND VOCABULARY SELF-COLLECTION STRATEGY (VSS) ON THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 3 PALANGKA RAYA

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Abstract

The study is conducted in order to see whether there was significant and interaction effect of the ability of the students in reading comprehension of narrative text after using Experience Text Relationship (ETR) and Vocabulary Self-Collection Strategy (VSS). The population of this study was the eleventh grade students of SMA Negeri 3 Palangka Raya in academic year 2015/2016. The number of sample was 30 students. Reading comprehension test of narrative text were used as the instrument in order to collect the data needed. The research design was quasi-experimental and there were two groups in this study: Experimental and Control Groups. The data were processed and analyzed according to following the steps: Assigning the groups, giving the pretest to both Experimental and Control Groups, giving the treatments, giving the posttest, and analyzing the data by using Paired Sample T Test by IBM SPSS version 23. The result of this study showed that the value of the data of posttest in the Control Group was 0.095. The significant value of the data of posttest in the Experimental Groups for ETR 0.000 and the significant value of the data of posttest in the Experimental Groups for VSS was 0.000 and in the experimental Group was 0.000. As $0.000 < 0.05$. in this study, the hypothesis was accepted. Therefore, at the significant level 0.05, there is significant effect on the ability of the students in reading comprehension narrative text using Experience Text Relationship (ETR) and Vocabulary Self-Collection Strategy (VSS).

Keywords: Experience Text Relationship, Vocabulary Self-collection strategy, reading

INTRODUCTION

Teaching reading is an important part of the teachers' job. It is a way to help students in reading. It is not just about teach student how to spell the word for word well, but this is about how to guide and help students to understand and grasp the implicit or explicit idea. Besides that, a major goal of reading comprehension instruction is to help students develop the knowledge, skills, and experiences they need to become independent readers and lifelong learners. Effective teachers are able to identify the strategies that will most benefit their students in achieving those goals.

In this study, the researcher will combine two techniques in order to improve the

students reading comprehension of Narrative text, they are Experience Text Relationship (ETR) and Vocabulary Self-collection Strategy (VSS).

The Experience Text Relationship or ETR approach provides a framework for planning and conducting guided discussions in small group reading lessons. This approach is based on the strategy of beginning with students' background knowledge and linking new text ideas to this knowledge. As Carrel et al (1989: 647) state the Experience-Text-Relationship (ETR) method emphasizes comprehension, in reading for meaning. Besides that, Au (1998: 104) views that The ETR lesson provides opportunities for the

children to explore many dimensions of the story and to integrate features of it with their existing store of knowledge. So, ETR can be used as an effective method for helping students to use their background knowledge in reading comprehension of Narrative text.

The second strategy is Vocabulary Self-collection Strategy (VSS). Readence et al (2001) state that the purpose of Vocabulary Self-collection Strategy (VSS) is to help students to generate a list of words to be explored and learned and to use their own prior knowledge and interests to enhance their vocabulary. Antonacci and O'collaghan (2012:88) also say Vocabulary Self-collection Strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students were actively engaged in identifying important words from their reading to share with members of their class. In short, VSS is a strategy to improve the students' vocabulary based on their knowledge to help them in reading narrative text.

The objectives of this study are: (1) find out the effect of using Experience Text Relationship (ETR) on the students' reading ability of narrative text, (2) find out the effect of using Vocabulary Self-collection Strategy (VSS) on the students reading comprehension of narrative text, and (3) find out the interaction effects of Experience Text Relationship (ETR) and Vocabulary Self-collection Strategy (VSS) on the students reading comprehension of narrative text.

The writer hypothesized that:

1. H01: there is no significant effect of Experience Text Relationship (ETR) on students' achievements in reading narrative text.
H11: there is significant effect of Experience Text Relationship (ETR) on students' achievements in reading narrative text.
2. H02: there is no significant effect of Vocabulary Self-collection Strategy (VSS) on students' achievements in reading narrative text.
H12: there is significant effect of Vocabulary Self-collection Strategy (VSS)

on students' achievements in reading narrative text.

3. H03: there is no significant interaction effects of Experience Text Relationship (ETR) and Vocabulary Self-collection Strategy (VSS) on students' achievements in reading narrative text.

H13: there is significant interaction effects of Experience Text Relationship (ETR) and Vocabulary Self-collection Strategy (VSS) on students' achievements in reading narrative text.

Experience Text Relationship (ETR) 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.

Au (1998 : 102) stated that 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.

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.

There are some advantages that by using Experience Text Relationship. According to Au (1998:104), "The ETR lesson provides opportunities for the children to explore many dimensions of the story and to integrate features of it with their existing store of knowledge". It will help to stimulate the student's interest in reading and help to develop their comprehension. Saunders, et al (1999:10) also stated that drawing upon, sharing and discussion students' relevant personal experiences as required in ETR method sustain

motivation and help students to make concrete and conceptual connection to the text, its content and themes under the study.

Based on the statement above ETR method is really beneficial. It encourages students to think critically and to develop their way of thinking. It also engages the entire class to interact and share their experiences

Vocabulary Self-collection Strategy is a reading strategy that is used for teaching reading. It has as its primary goal incorporation of new content words into students working vocabularies. Haggard (in Wood and Harmon 2001: 43) said that Vocabulary Self-collection Strategy or VSS is another method of teaching and practicing the use of context to determine word meanings. According to Martin (2002:88), "Vocabulary Self-collection Strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class".

It means that this strategy makes the students active in teaching and learning process. They can find the important word through teacher's instructions. Then, they can interact each other to share the words with their classmates.

There are many advantages of Vocabulary Self-collection Strategy which are believed by some experts. According to Haggard (1998:16) there are three advantages of Vocabulary Self collection Strategy: (1) helps students develop important connection between new words and their meaning so that it more completely understood and remembered, (2) stimulates students interest related to the new term, which is a motivating factor for learning new vocabulary, and (3) increases students' enthusiasm for learning and collecting words.

There are some steps that proposed by Gibbons G. (2009) classifies Vocabulary Self-collection Strategy into eight steps. Those are:

1. Introducing the purpose of Vocabulary Self collection Strategy to students.
2. Showing how to select and nominate important words from the readings.
3. Demonstrating how to use context and other resources to learn the meaning of the word.
4. Writing the word, the context in which it was used, its meaning, and the reason for selecting the word on chart paper.
5. Engaging students in the process of vocabulary self-selection.

RESEARCH METHODS

The population of this study was the students of SMA Negeri 3 Palangka Raya in academic year 2015/2016 which consists of 7 classes: XI IA 1, XI IA 2, XI IA 3, XI IS 1, XI IS 2, XI IS 3 and XI Bahasa. Each class consists of 30 students. The total population was 210 students. Population is assumed homogenous considering the distribution of class is at random and not based on ranking grades that there is no favorite class, and classes are taught by the same teacher.

This study was quantitative research method. Quantitative method is a method that will deal with data in the focus of score and number. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). In this study, a quasi-experimental design will be used to gain the data. The experimental design is one of the most powerful research methodologies which have ever been used by most researchers.

In this study, The research design used in this study is Quasi Experimental in which the researcher uses control and experimental groups but does not randomly assign the participants to groups because they are intact

groups available to the researcher (Creswell, 2003:167) and the design used is Non-equivalent (Pre-test and Post-test) Control-Group Design. In this design, the experimental group A and the control group B selected without random assignment. Both groups took a pre-test and post-test. Only experimental group received the treatment.

Criteria for the admissibility of the data needed in this study were:

1. The first data were taken from both Control and Experimental Groups. They were the students' scores in reading recount text test before the experimental group was given ETR and VSS method as the treatments. This was considered as pre-test.
2. The second data were taken from both Control and Experimental Groups. They were the students' scores in reading recount text test after the experimental group was given ETR and VSS as the treatments. This was considered as post-test.

The procedures in doing this research are as the following:

1. Assigning the groups into Experimental Group (A) and Control Group (B).
2. Giving pre-test to both Experimental and Control groups. The students' scores in pre-test will be collected as the first data.
3. Conducting the experiment by giving treatments using ETR and VSS to the Experimental Group.
4. Giving post-test to both Experimental and Control Groups. The students' scores in the post-test will be collected as the second data.
5. The pre-test and post-test scores of both groups will be analyzed using Paired Sample T Test. Some steps will be taken in administering the data as the following:
 - a. Coding. In order to arrange the obtained data systematically, codes

will be given in the description of the data. Coding is also used to keep the privacy of the students and to avoid subjectivity of the correctors in students' work.

- b. Scoring. In this step, the writer will give the score for the students' work based on the correct answer that the students made by using the following formula:

$$\text{Score} = \frac{\text{Number of Correct Items}}{\text{Total Items}} \times 100$$

The writer tests the hypothesis by using Paired Sample T Test.

Table 3.1 Structured system of significance level

Condition	Decision About P Value of Test Result
$P \leq .001$	Extremely significant
$.001 < P \leq .01$	Very significant
$.01 < P < .05$	Significant
$.05 \leq P < .10$	Nearly significant
$.10 \leq P \leq .50$	Not close to significance
$P > .50$	Not even remotely close to significance

RESULT AND DISCUSSION

After doing the pre-test and post-test, and data analyzing the writer found results as follows:

Table 2. Scores of Pretest and Posttest of the Control Group

Students'	Students Score					
	Control Group		Experimental Group (ETR)		Experimental Group (VSS)	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
1	56.67	53.33	63.33	83.33	63.33	73.33
2	60.00	50.00	66.67	80.00	66.67	83.33
3	60.00	53.33	66.67	86.67	66.67	73.33
4	56.67	53.33	66.67	80.00	66.67	80.00
5	63.33	46.67	63.33	76.67	63.33	83.33
6	53.33	56.67	66.67	83.33	66.67	80.00
7	56.67	66.67	56.67	80.00	56.67	76.67
8	63.33	63.33	66.67	76.67	66.67	73.33
9	53.33	66.67	60.00	83.33	60.00	80.00
10	60.00	56.67	53.33	83.33	53.33	80.00
11	60.00	60.00	63.33	80.00	63.33	70.00
12	50.00	60.00	66.67	80.00	66.67	60.00
13	50.00	56.67	56.67	73.33	56.67	80.00
14	63.33	53.33	66.67	80.00	66.67	83.33
15	50.00	66.67	60.00	83.33	60.00	70.00
16	63.33	56.67	60.00	76.67	60.00	70.00
17	66.67	60.00	66.67	83.33	66.67	76.67
18	50.00	56.67	50.00	80.00	50.00	83.33
19	60.00	60.00	60.00	80.00	60.00	80.00
20	60.00	60.00	70.00	73.33	70.00	76.67
21	63.33	50.00	63.33	73.33	63.33	63.33
22	56.67	66.67	56.67	80.00	56.67	66.67
23	60.00	60.00	50.00	76.67	50.00	80.00
24	50.00	60.00	66.67	83.33	66.67	70.00
25	66.67	53.33	60.00	83.33	60.00	83.33
26	53.33	50.00	53.33	80.00	53.33	76.67
27	56.67	53.33	66.67	86.67	66.67	70.00
28	56.67	46.67	60.00	80.00	60.00	80.00
29	63.33	60.00	53.33	80.00	53.33	76.67
30	56.67	53.33	63.33	83.33	63.33	70.00

In this study, the writer wanted to find out the effect of Experience Text Relationship and Vocabulary Self-Collection Strategy in Reading Comprehension of Narrative Text of SMA Negeri 3 Palangka Raya at the Eleventh Grade Students in Academic Year 2015/2016. The data were obtained from Reading Comprehension test. The 30 students were tested and analyzed by using Paired T-Test; the data was elaborated as follow:

1. There is significant effect on the ability of the students in Reading Comprehension after using Experience Text Relationship (ETR) Strategy. Students who were taught by ETR made good progress in their scores while the students who were not taught by ETR did not make any progress. Table of Paired Samples Statistics of the Experimental Group shows the summary of Mean and Standard Deviation of pretest and posttest. The mean of pretest is 60.11 and the mean of posttest is 75.26. If we compare the means of pretest and posttest, we can see that the mean of posttest is higher than pretest which means that the students make any progress helping by ETR. This mean that the hypothesis is

accepted, which states that there is significant effect of ETR in reading comprehension of Narrative text.

2. In Reading Comprehension of Narrative text after using Vocabulary Self-Collection (VSS) Strategy. Students who were taught by VSS made good progress in their scores while the students who were not taught by VSS did not make any progress. Table of Paired Samples Statistics of the Experimental Group show the summary of Mean and Standard Deviation of pretest and posttest. The mean of pretest is 65.00 and the mean of post-test is 75.67. It means that, the mean of posttest is higher than pretest which means that the students make any progress helping by VSS. This mean that the hypothesis is accepted, which states that there is significant effect of ETR in reading comprehension of Narrative text.
3. There is significant effect on the ability of the students in Reading Comprehension after using Experience Text Relationship (ETR) and Vocabulary Self-Collection Strategy (VSS). Students who were taught by ETR and VSS made good progress in their scores while the students who were not taught by ETR did not make any progress. Table of Paired Samples Statistics of the Experimental Group shows the summary of Mean and Standard Deviation of pre-test and post-test. The mean of pre-test is 55.000 and the mean of post-test is 76.11. It means that the mean of post-test is higher than pre-test which means that the students make any progress helping by ETR and VSS. This mean that the hypothesis is accepted, which states that there is interaction and significant effect of ETR and VSS in Reading Comprehension of Narrative text.

CONCLUSION

The teaching writing descriptive text by Tourism Brochure and Brainstorming can be concluded as in the following: 1) Based on Table of Paired Samples Statistics and Paired

Sample Test of the Experimental Group shows the summary of Mean and Standard Deviation of pretest and posttest. The mean of pretest 60.112 and the mean of post-test are 75.259. The significant value of the data of posttest in the Experimental Group for ETR was 0.000, it means that the hypothesis (H11) was accepted, which states that there is significant effect of ETR on the students' reading comprehension of Narrative text. 1) Based on Table of Paired Samples Statistics and Paired Sample Test of the Experimental Group shows the summary of Mean and Standard Deviation of pretest and posttest. The mean of pre-test 65.001 and the mean of post-test are 75.666. The significant value of the data of posttest in the Experimental Group for VSS method was 0.000, this mean that the hypothesis (H12) was accepted, which states that there is significant effect of Vocabulary Self-Collection Strategy on the students' reading comprehension of Narrative text. 2) Based on Table of Paired Samples Statistics and Paired Samples Test of the Experimental Group shows the summary of Mean and Standard Deviation of pretest and posttest. The mean of pretest 55.0000 and the mean of post-test are 76.1140. The significant value of the data of post-test in the Experimental Group for ETR and VSS was 0.000, it means that the hypothesis (H13) was accepted, which states that there is significant effect of Experience Text Relationship and Vocabulary Self-Collection Strategy on the students' reading comprehension of Narrative text.

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