



Designing a Sample Teaching Module for Reading Recount Text Using the Experience Text Relationship (ETR) Strategy for Lower Secondary Students

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Abstract. This research was aimed at providing a media for teaching reading recount text of eighth-grade students by using the Experience-Text-Relationship (ETR) method. This research was categorized as research and development. This research used three phases of ADDIE, namely Analyze, Design, and Develop. First, this research aims to analyze the 2013 Curriculum, the students' needs, and the appropriate materials. Second, the research aims to design modules with the Experience-Text-Relationship (ETR) method that can enhance the students' reading ability. Third, this research is to develop the prototype, especially material design. The tool of data collecting is an interview sheet for English teacher, it used to be the data of students' problems in class. Data analysis used descriptive qualitative analysis. This research provided results that students and teachers need modules that are able to improve reading skills in teaching-learning. This research concludes that the designing example of teaching reading recount text by using the Experience-Text-Relationship (ETR) method to increases students' reading skills, allow the students to attempt to achieve reading goals, and increases their interest in studying English.

Keywords: ADDIE Model; Experience Text Relationship; Reading; Recount Text; Research and Development.

1. INTRODUCTION

In Indonesia, students study English as a foreign language at all levels, from elementary school to university. English is one of the subjects required of junior and senior high school students as well as university students in the national curriculum. Learning English has two purposes: it helps you communicate and it helps you comprehend written English. There are four skills taught in English, consist of speaking, listening, reading, and writing.

One of the most important methods for learning a language is by reading. Reading can help students become more proficient, develop their speaking and writing abilities. It is a source for students to know new knowledge about language. One of the most important objectives of teaching and learning English as a foreign language is reading comprehension, which is strongly related to reading activities.

Most students are not native speakers, they often struggle to comprehend the text. Thus, there is still room for development in the reading skills of the students. The issue impacts students in schools, as most of them difficulty to identify the main idea, supporting details, language feature, and generic structure of an English text. they do not use a specific reading method that can help in their reading, the students difficulty in reading.

In considering the problems mentioned above, the teacher needs to apply a suitable approach to address the problems, that is, a method that can capitalize on the students' prior experience to support their reading. The Experience-Text-Relationship (ETR) is chosen to be the method to develop students' reading skills. The Experience-Text-Relationship (ETR) is a method developed by Au (1979) in teaching reading comprehension in EFL for Hawaiian children to stimulate students' prior knowledge. The Experience Text Relationship (ETR) method consists of three stages including the Experience (E) stage, the Text (T) stage, and the Relationship (R) stage.

The Experience-Text-Relationship (ETR) method is chosen based on its benefits. As stated by International Reading Association, Inc.(2004), There are benefits to implementing a method that can include pupils' just prior reading experiences. Firstly, it's usually suitable to introduce students to some of the basic concepts of reading through language experience. In addition, when a text contains stories that are directly relevant to the students' lives is used in the classroom, the experience of the students will help them achieve in reading. These narratives can be delicate explorations of elements of the student's daily life.

2. METHOD

The researcher used research and development as a method of the research. Research and development is a process utilized to develop steps to test research findings related to the product being developed, develop the product based on the findings. The purpose of designing material is to help the students to be fascinated and motivated in learning. The designing of reading material samples based on the contextual teaching method. The researcher used the ADDIE model as the research design. According to Branch (2009, p.2), ADDIE is an acronym for analyzing, designing, developing, implementing, and evaluating when it implemented properly in the process of developing teaching resources and learning materials.

3. RESULTS AND DISCUSSION

Results

This study produced a product in the form of a module that contains lessons for reading by using experience-text-relationship (ETR). The researcher did the three phases of ADDIE in designing the product, namely analyze, design, and develop (ADD). The first is the analyzing phase. In this phase there are three steps of analysis namely; analyzing the 2013 Curriculum used in class VIII, analyzing the learner factors, and analyzing the appropriate materials that were used in the product. This product was designed by the researcher to assist teachers

teaching reading, especially recount texts, to the students. The material design was designed by the researcher, and the final product has been developed for implementation in the teaching-learning process in the classroom. The development of the product is based on the prototype of the product, therefore the development flow is the analysis and design phase.

Analyze Phase

The methodology implemented in this study is the ADD model taken from the ADDIE. The first is the analyzing phase. In this phase there are three steps of analysis namely; analyzing the 2013 Curriculum used in class VIII, analyzing the learner factors, and analyzing the appropriate materials that were used in the product. The purpose of the analysis phase is to identify the possible causes behind the difference of performances (Branch, 2009, p.17).

The first step in the analyzing phase is analyzing the 2013 Curriculum that has been used for the Junior High School level. The result shows that the 2013 Curriculum developed from a standard-based and competency-based curriculum to basic and core competence. Moreover, the researcher focused on material which is the exercise and activities in the module of Recount Text to enhance student's reading skills on basic competencies 3.10, 3.11, 4.10, and 4.11.1 about past tense and recount texts in the module of Recount Text for Junior High School grade VIII.

The researcher identified that the basic competence in the 2013 Curriculum at point 3.10 Applies social functions, text structure, and text language elements spoken and written transactional interactions that involve giving and asking for information related to activities/ events carried out about the use of the context. (Pay attention to the simple past tense elements) and also basic competence 4.10 Composing a very short and simply written and spoken transactional interaction text that includes giving and asking for details regarding events and activities carried out by paying attention to social functions, text structure, and linguistic elements that are appropriate and relate to the context. From those basic competencies, the module of Recount Text is supposed to be able to enhance the comprehension of students about the simple past tense, so they can apply and compose the linguistic elements in learning the text.

Moreover, the researcher focused on reading material which is the exercise and activities in the textbook to enhance students' reading skills on basic competencies 3.11 and 4.11.1 about recount texts in the module of Recount Text for eighth-grade students. The basic competence in 2013 Curriculum at point 3.11 Comparing the social functions, text structure, and linguistic elements of several spoken and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, related to

the use of the context. Also, basic competence 4.11.1 Capturing meaning contextually related to social functions, text structure, and linguistic elements of spoken and written recount texts, Brief and simple, based on previous personal experiences (Personal Recount). It is stated that enabling the comprehension of a personal recount text is required of eighth-grade students by considering the text structure and linguistic elements correctly, so they can make sentences appropriately in learning the text.

Therefore, the 2013 curriculum is the role that education contributes to assist students achieve the curriculum of subjects that they learn in school.

The second step in the analyzing phase is analyze the requirements of the students. The result of the analyses demonstrated that the eighth-grade students of Junior High School level were lack in reading the text, the students had difficulty translating the text, they translated the text word by word, It made hard for the students to comprehend the text they were reading.t and take a long time to answer the questions that are usually contained in the text.

According to Howard and Major (2005), three main factors that need to be considered in designing the material, and one of them is the learner factors. The learner's factor is essential thing in developing material for eighth-grade students of Junior High School level because the material that is used has to be appropriate to the students' needs. In short, by using appropriate material, the students discover the information of recount text easily to learn and understand in the teaching-learning process.

The last step in the analyzing phase is to analyze the appropriate material for recount text. Many texts that can be used in recount text but not all material can be used because the teachers need to know the level of students' knowledge. Therefore, appropriate material is very useful for students' comprehension of reading recount text. All the materials used in this product are interesting topics and bring joyful learning activities because these materials are very familiar to students. By learning from the familiar material the student could recall their existing knowledge, therefore, the text would be easier for the students to read and comprehend.

Designing Phase

The researcher designed this product to facilitate a teacher to teach reading in the teaching and learning process, especially recount text. The purpose of the design phase is to verify the desired performances (Branch, 2009, p.17). In this phase, the researcher designed the content implementing to consider the problems of students in understanding the recount text. The researcher decided the types of activities to carry out that were appropriate for the Experience-Text-Relationship (ETR) method. After deciding on the activities, the researcher

collected some materials from books and the internet. The researcher decided to use personal recount in designing reading material for teaching recount text.

In designing the reading material sample, there are several things to be considered by the researcher, such as the material design and the picture design. The material design must be suitable for the students' needs. The selection of the material's content according to the students' ability level: vocabulary, language features and generic structure of the text must also be suitable to the students' capability. Picture design is as attractive as possible to make students interested in the material design.

There are also some activities about the material design, such as, after reading the text, It is required of the students to be able to respond to the questions on the text. The students would like to be able to recognize the text's general structure, etc.

Considering the above-mentioned basic and core competencies, the learning objectives in recount text to be achieved, the students would be able to recognize the details in the recount text. The students would be able to identify the linguistic elements in the recount text. The recount text's general structure would be recognized by the students.

Teachers actively choose, adapt, and design the tasks that are suitable to the student's needs, interests, and skills. In this part, the teacher acted as a facilitator guide for the students. The teacher began by introducing the subject while providing some preparations to help in the students learning. Finally, the instructor evaluated the topic and made a connection between what the students had learned and what the text represented.

The learning process would involve the students actively. The students would learn, share, and help each other with friends. Teachers provide materials for students to read, and therefore expect the students to understand what they have read. While doing tasks, there are several activities for students to learn or discuss together. The task for the students had to read the text and then respond to questions about it.

The teacher showed the students some pictures related to the material. Instruct the students to respond to the picture's related question. Reading the material to discover all of the specific details. Leading questions are given to identify how far students know the subject materials are going to be learned.

Developing Phase

The third phase of this development is developing the product. This phase is the final phase in developing this development research. Moreover, by doing this phase, the final product is ready to be implemented in the classroom activity (teaching-learning process). The development of the product is based on the prototype of the product, therefore the development

flow as the analysis and design phase. The development phase's goal is to produce and approve the learning resources (Branch, 2009, p.18). The material design was developed by the researcher in this phase. While developing the material design, the characteristics and learning abilities of the students were taken into consideration. The material was developed based on the syllabus. Furthermore, the teacher might use the module of Recount Text for only four meetings or depending on the teacher's decision. Recount Text was developed by the researcher to provide teachers more versatility in implementing it in the classroom. The researcher hopes that the module of Recount Text will be used by other English teachers in the future.

In the ADD model or procedure, there are three phases namely, Analysis, Design, Develop. The first phase is Analysis, this activity analyzes the 2013 Curriculum to meet the goal of the product, the student's needs, the possible constraints in implementing the product, and the teachers' activities (guide). In the analysis activity, there were some findings such as that each of the activities in the module has its own goal, and the teacher/user of the product can apply the product directly or modify it based on the situation of the student. To eliminate the constraints faced by the teacher in implementing the product, the teacher/user can use his/her capacity and power to manage the classroom activity.

The second phase is Design, the design talks about the materials suitable with the students in the product. In this activity, the researcher also designed the goal of the instruction of the module of recount text. Moreover, the use of a story to elicit the word by word while the picture to elicits the interpretation of the word in the story. The students were the target of the product, and then the teacher gave a text or story. There are two types of students, the student who does not have an experience related to the story and the student who has an experience related to the story. The student who does not have experience, he or she would try to elicit the word in the story to understand the text. Next, the experienced student read from the text; he or she was familiar with the words and the meanings they convey in the story, and he or she could understand the text easily. This description can be illustrated using the diagram as follows:

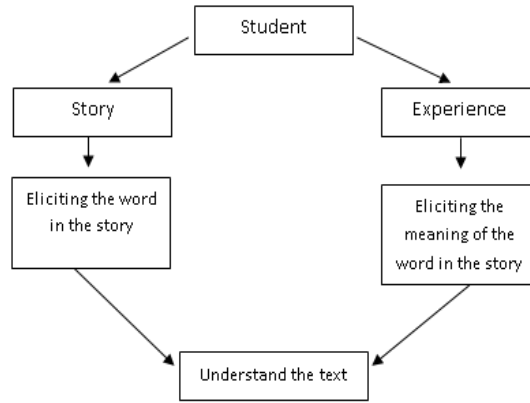


Figure 1. Design Phase.

The last step of the design process is designing the prototype of the product. The prototype is the first draft of the product before development. The draft is used as the root map of the development process. The third phase is Development, in this activity the development refers to the process of the production of the product then implemented in a real class. This description can be seen in the following diagram of the development process.

The flow of the development process

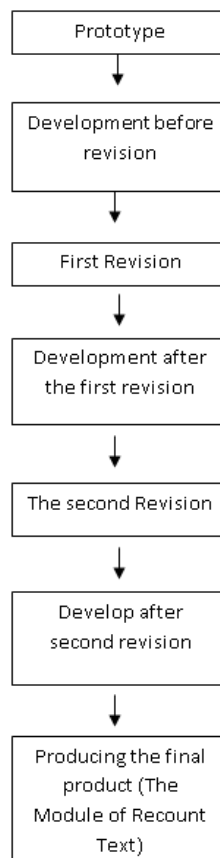


Figure 2. Developing Phase.

The product is designed for lower secondary students in learning recount text. The researcher wrote the title was *Let's Learn Recount Text* with blue and white color. The recount text module provided students an overview of the recount text's history and what they would be learning next. Then, the basic competence and core competencies as an indicator of measuring the student's skills, this also has associated with targeting as objectives that enable students comprehend the topic and complete the learning process with easily. The indication, which is a particular basic competency that may be utilized to measure how effectively students understood the topic, has been incorporated in the recount text module. Indicators are also basic for assessment tools. Then the module provided the students the objectives of the lesson to convey to them why they should study the recount text as an aspect of the teaching-learning process. The module had four parts, they were Experience phase involved Task 1, Task 2, and Task 3. The material about Recount text, it writes the definition and structure of recount text. Then there was the simple past tense language feature, which provided a formula and an example of how to utilize it. Second, the Text phase involved Task 5, Task 6, Task 7, and Task 8. Students would comprehend the topic when they read it and answered with the appropriate response. Third, the Relationship phase consists of Task 9, Task 10, and Task 11. In Task 9 and Task 10 provided to students related the language features and generic structure. Then, Task 11 students presented the information they got in different ways. Lastly, Practice task in multiple questions form as the final exercise for students.

Discussion

This research attempted to develop a teaching reading recount text module by using experience-text-relationship (ETR) at the lower secondary level. The ADDIE model was modified for this development research as a stage of product development. By interviewing with the English teacher, the researcher discovered that the students lacked reading comprehension. This formed the basis for the researcher to conduct the first phase, namely analyzing the 2013 Curriculum, the students' needs, and the appropriate materials. In analysis phase, several reasons that the researcher proceeded to the next phase; the students have difficulty understanding the text and there is no innovation from the English teacher to overcome the problem.

A recount text module using experience-text-relationship (ETR) was developed referring to the Junior High School learning curriculum. In the recount text module, the researcher offered three sections, they are *Let's Share*, *Let's Study*, and *Let's Read*. *Let's Share*, the first part, allows students to focus on the teacher and discuss any experiences they might have got with the visuals. The recount text materials, which included the linguistic features and

generic structure of the module, were provided by the researcher. To assist students comprehend the text on Let's Study, the teacher might conduct through the recount text materials with students. Then, Let's Read is a short text about the holiday and several questions following the text. The researcher put the box to tell the purpose of each task. However, the researcher's main goal in this study was to develop a prototype recount text.

4. CONCLUSION

The eighth-grade students' lack of enthusiasm in class is the issue with learning recount texts. The students' English skills especially reading mastery are still below because the students are in junior high school, they start to learn English. This problem can be solved by supplementary materials specifically the module of Recount Text. The Experience-Text-Relationship (ETR) method of material design is used in the Recount Text module to present content according to the needs of the teacher and the students, with adaptations designed as additional teaching resources. Regarding the needs and difficulties that confront students in learning to read recount texts during the teaching-learning process, the prototype was designed. The product is constructed with materials that are eye-catching contents. The prototype materials were also designed based on their prior experience.

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