

Improving Students Reading Comprehension Achievement in Narrative Text Through Experience Text Relationship Method At VIII Grade MTs Al-Jam'iyatul Washliyah Tembung.

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Abstrak

Penelitian ini bertujuan untuk mengetahui pencapaian pemahaman bacaan siswa dalam teks naratif melalui metode hubungan teks pengalaman. Penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas. Subyek penelitian ini adalah 43 siswa di kelas delapan MTs Al-Washliyah Tembung Medan pada tahun akademik 2016/2017. Penelitian dilakukan dalam dua siklus, siklus I terdiri dari tiga pertemuan dan siklus II terdiri dari tiga pertemuan. Data penelitian ini adalah data kualitatif yang diambil dari wawancara, observasi, catatan harian, dokumentasi. Dan data kuantitatif diambil dari tes. Hasil analisis data menunjukkan dari rata-rata pre-test adalah 53,02 dan rerata nilai siswa untuk post test I pada siklus I adalah 77,44 dan post test II pada siklus II adalah 92,09. Persentase pencapaian siswa dalam pembelajaran teks narasi dalam pre-test adalah 16,27% yang lebih rendah dari post test saya adalah 72,09%, dan lebih rendah dari post test II adalah 100%. Dan berdasarkan wawancara, lembar observasi, catatan diary dan dokumentasi menunjukkan bahwa respon siswa pada pemahaman bacaan dalam teks narasi melalui metode hubungan teks pengalaman sangat baik. Ditemukan bahwa mengajar membaca teks naratif dengan metode hubungan teks yang berpengalaman dapat meningkatkan pencapaian siswa.

Kata kunci: Pemahaman Membaca, Teks Narasi, Metode Hubungan Teks Pengalaman.

Abstract

This research was aimed to know the students' reading comprehension achievement in narrative text through experience text relationship method. The research was conducted by using classroom action research. The subject of this study was 43 students at eight grade of MTs Al- Washliyah Tembung Medan in academic year 2016/2017. The research was conducted in two cycles, cycle I consisted of three meetings and cycle II consisted of three meetings. The data of this research were qualitative data was taken from interview, observation, diary notes, documentation.

And the quantitative data was taken from the test. The result of the data analyzing showed from mean of pre-test was 53.02 and the mean of the students score for the post test I in the first cycle was 77.44 and post test II in the second cycle was 92.09. The percentage of the students' achievement in learning narrative text in pre-test was 16.27% which is lower than the post test I was 72.09%, and lower than post test II was 100%. And based interviewed, observation sheet, diary notes and documentation showed that the students' response at reading comprehension in narrative text through experience text relationship method was very good. It was found that teaching reading narrative text by experience text relationship method could improve the students' achievement.

Keywords: Reading Comprehension, Narrative Text, Experience Text Relationship Method.

A. Introduction

Language is an important part of human existence and social process that has many functions to perform the life of human beings. Language includes four basic skills, they are: listening skill, speaking skill, reading skill, and writing skill. Reading is a very important language skill in addition to three other language skills. Reading is an interactive activity to obtain and understand the meaning contain in the board material. In addition, reading is also a process that is undertaken and use by readers to get the message to be conveyed by the author through the medium of words or writing materials. Reading is one of the most poorly developed of our daily skills and yet it is a vital medium of communication. In our society, as knowledge rapidly accumulates and is commit to print, greater demands are continually being made on the ability of people to read (Jonathan: 1969). Reading is a process that can be developed using the techniques in accordance with the purpose of reading.

The main goal of reading is comprehension. Comprehension means that understanding the information that words and sentences are communicating. It means that in order to gain the information from reading text we need ability to comprehend it, which is reading comprehension. Reading comprehension i s a

process of acquisition of meaning involving knowledge and experience of the reader and be connected to the content of reading (Somadayo: 2011).

Experience Text Relationship is a method of teaching. Experience Text Relationship is one method or technique that can help the students to generate the idea and improve their achievement in reading comprehension, the students can be motivated to more active in the class. This method draws on the students' background knowledge and experience (Kathrin: 1993). By this method, the students are expected to be able to activate and use their background knowledge to comprehend a text and also give the teacher easily to prepare the material and comprehensive in their teaching reading comprehension.

Then, based on the researcher experience in teaching practice at MTs Al-Washliyah Tembung, there are kinds of text. The students are expected to be able comprehend in reading text. In this study, the researcher focuses on narrative text. It can be seen by their mistakes when they are ask to find out the main idea of the text and difficult to answer the questions from the text. This condition happen because they have less vocabulary, have less grammar, don't understand the way to find out the main idea. Besides that, the teacher still used the contention method so that the students' have less interest that affects their in comprehending reading narrative text.

Therefore to solve the problem above, the researcher proposes different method like Experience Text Relationship in this study. By using this Experience Text Relationship method, it is hope this method can make students achievement in reading comprehension in reading narrative text can be better and they can find out the main idea from the text and understand what they read. Because the method is able to help the teachers and the students to make teaching-learning process more efficient and more successful.

II. Review of Literature

A. Theoretical Framework

This theoretical framework is present in order to give clear concept being applied in this study that is on using Experience Text Relationship method in teaching towards students reading comprehension achievement narrative text. To support the ideas of this research, some theories and some information will be include helping the researcher design this research. The following material is to consider being important to be discuss.

A.1 Definition of Reading Comprehension

Reading is about understanding written text. It is a complex activity that includes both perception and thought. Grabe and Stoller state that reading is the ability to draw meaning from the printed page and interpret the information appropriately (Grabe and Stoller: 2002).

According Douglas Carnine (1990), reading is a complex process- complex to learn and complex to teach. Reading is very important to students, both for academic and vocational advanced and for the students' psychological well-being. Although some students will learn to read in almost any program, other students will not become successful readers unless they receive careful teaching. Reading is one of the basic communicative skills, but it is very complex process and reading is a language process requiring the understanding of written language.

From definition above it can be conclude that reading is a process by which the reader find the main idea or information from the text. And also reading is an ability to draw meaning from the written text. Comprehension is a process to understand about meaning or information. Comprehension is the ability to understand completely and be familiar with a situation, facts, etc. (Cambridge: 2017). Comprehension often related to reading comprehension.

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers (Grabe and Stoller: 2002). According Smith (Somadyo: 2011), reading comprehension is an activity or activities undertaken by the reader to relate new information with old information with the intent to gain new knowledge. Besides linking information and gain new knowledge, the activities carried out by the reader in understanding the reading material can be classified into the literal understanding, comprehension interpretation, critical understanding and creative understanding.

Turner has revealed that a reader is said to understand the reading material as well if readers can:

1. Know the words or sentences in the reading and knowing its meaning
2. Connect the significance of the experience of the meaning in the reading
3. Understand the whole meaning contextually
4. Make a value judgment based on the experience of reading the content of reading.

A.1.1 Reading Comprehension Process

According to Harjasujana, reading comprehension is an active process and is not a passive process. This means that a reader must actively try to capture the content of the reading passage. Reading process is not identical to the process of remembering. Reading is not memorized word by word or sentence by sentence contained in the passage, which is more important in the process of reading comprehension is capturing messages, information, facts, or main idea of reading well. Furthermore, the reading process can also be classified as follows:

1. Read as a psychological process, which means the readiness and ability to read a person is affected as well as closely related to the factors of a psychic nature,

such as motivation, interests, background and level of social economic their development, Such as intelligence and mental age.

2. Reading as a process perceptual means the process of reading a person starts from seeing or touching, the process is through the sense of sight, the eyes and ears as a listener senses.

3. Reading as a process perceptual means this process contains stimulus social meanings and interpretations based on the experiences of the stimulus and the response that connects the meaning of the stimulus or emblem.

Reading comprehension is very complex process. This process involves a number of physical and mental activities. According Bruns, the process of reading comprehension divided into nine aspects are:

1. Sensory, or observe the symbolic writings
2. Perceptual or interpret what is observed
3. Sequential or observe the order that are linear lines written word
4. Experiential or connect words and their meanings with the knowledge
5. Thinking or gets inference and evaluation of the material being read
6. Learning or remembering what they learned previously, and enter ideas and new facts
7. Association or building association
8. Affective or addressing the personal task of reading
9. Constructive or collect and organize all the responses so as to understand all of the material being read.

A.1.2. Aspect of the Reading Comprehension

Reading comprehension is essentially a process of building understanding of the discourse. This process occurs by linking schemata of knowledge and experience that has been previously owned by the information content of the discourse. In the process of reading like this, the reader is using some kind of aspect. The following are example of the four aspect of the comprehension model: comprehension unit, processing skill, knowledge base, and strategy knowledge.

1. Comprehension Units

As readers become more proficient decoders, comprehension units should expand to phrases, sentences, short passages and longer passages.

2. Processing Skills

These skills include identifying specific information, rapid decoding, summarizing, simplifying syntactic semantic information, critical reading, and various study skills including dictionary skills, outlining, and skimming.

3. Knowledge Base

The knowledge base consist of several components such as :

1. Acceptable word orderings (syntax)
2. Word meaning (semantics)
3. Factual information
4. Logic
5. Frameworks for incorporating new experiences (schema).

A.1.3. The Purposeful of Reading Comprehension

The English teacher must be certain to teach students the skill needed for reading with different purposes as well as how to read for different purpose. Some different purposes for reading include these:

1. To be able to identify and remember specific facts or a main idea.
2. To be able to follow instructions to reach a goal, assemble a bicycle
3. To enjoy to get information
4. To be able to explain the content of a passage to someone else.
5. To be able to accommodate the content into the readers schema
6. To critique the logic or data presented in a passage
7. To edit a passage according to stylistic and organizational criteria
8. To study according to an assessment or test requirements.
9. Reading to obtain details and facts
10. Reading to get the main idea
11. Reading to obtain the sequence of text organization
12. Reading to get a conclusion
13. Reading to obtain classification
14. Read weeks to make a comparison or opposition in addition.

A.2. The Level of Comprehension

According to Burns (1984), there are four levels of comprehension, namely: literal reading, interpretative reading, critical reading, and creative reading. But, in this study the level of that comprehension is limited on literal and interpretative reading.

1. Literal Reading

The first level of comprehension can be called the literal comprehension. Reading for literal comprehension, which involves acquiring information that directly stated in a selection, is important and is also a prerequisite for higher level understanding. In literal reading, the main ideas are directly stated. The ability to follow directions and ability to restate the author's material are skills involved in literal reading.

2. Interpretative Reading

Interpretative reading is the process of deriving ideas that are implied. In other words, the ideas are not stated directly. Skills for interpretative reading include:

1. Finding main ideas of passages in which the main ideas are not directly stated.
 2. Finding cause and effect relationship when they are not directly stated.
 3. Determining referents of pronouns and adverbs.
 4. Inferring omitted words
 5. Knowing the author's purpose in writing
 6. Detecting mood
 7. Drawing conclusions
- a. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgments. Critical reading depends upon literal comprehension and interpretative comprehension, and grasping implied ideas is especially important.

3. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical does, and it also requires them to use their imaginations. Creative readers must understand cause and effect relationship in a text although it is not stated. Jhonathan (1969) divides comprehension into three levels, namely:

1. Reading the lines.

This is the level of literal meaning

What did the author say?

2. Reading between the lines.

This is the level of interpretation

What did the author mean?

3. Reading beyond the lines.

This the level of inference and generalization

What generalization may be made?

A.3. The Purpose of Reading

According to Grabe (2002), when we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases. In other settings, usually academic or professional ones, we sometimes synthesis information from multiple reading sources, from different parts of a long an complex text, or from a prose text and accompanying diagram or chart, such reading is quite different from searching, skimming, or reading for general comprehension.

According Rivers and Temperly (2011), filed seven purpose of reading, namely:

1. Obtain information for a purpose or feel curious about a topic

2. Obtain instructions on how to perform a task for work or everyday life, for example, to know how the tool works house hold appliances
3. Acting in a drama, playing games, solving puzzles
4. Connect with friends with correspondence or understand business letters
5. Knowing when and where something will happen or what is available
6. Knowing what is happening or has happened as reported in newspapers, magazines, reports.
7. Obtain pleasure or entertainment.

A.4. Students' Achievement

Achievement is the success of obtaining something through skills and effort. Achievement is a thing done successfully especially with effort and skill (Hornby: 1995). Therefore, achievement is skills that students have after do learning process. The people have good ability are the people who have better knowledge from the other people and we know that was created by Allah SWT on the best structure. So it means that we have ability since we was born and balance in inform and nature.

Further, students reading comprehension achievement means the successful of the students in understanding and analyzing the reading text content. The successful of students in reading comprehension can be seen if they are able in connecting the information with what they've already known and interpret the information appropriately.

A.5. Definition of Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a

process narration. Narrative text is tell a story (Mansur: 2008). Narrative text usually contains factual and fictional story such as romance, legend, fable, fairy tale, etc.

According to Thomas S. Kane, explained about narrative text is a meaning full sequence of events told in words. It is sequential in that the events are ordered not merely random. Sequence always involves an arrangement in time. A straight forward movement from the first and to the last constitutes the simplest chronology. Narrative text, in literally is narration have meaning a story in orally or written about events have connection, a part of story in literature, different with dialogue, and practice or art storytelling (Sarwawi: 2015). Based on above, narrative text is a text have content about a story in orally or written and have series of events and there is connection about that.

1. The Purpose of Narrative Text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story. Then, the other purpose of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader and to persuade the reader. It can be said that the reader as if involved within story to get the pleasure.

2. The Generic Structures of Narrative Text

1. Orientation

- a. It consists of theme or topic to be informed
- b. Introducing the characters of the story, the time and the place the story happened (who, what, when, and where)

2. Complication

- a. A series of events in which the main character attempts to solve the problem

b. The complication usually involves the main character's (often mirroring the complications in real life)

3. Resolution

a. The ending of the story containing the problem solution.

The complication may be resolved for better or worse / happily or unhappily (Dirgayasa: 2016).

A.6. Experience Text Relationship Method

Method is a way of doing activities derived from an application or principle. According to Edward Antony, identified that method is implementation that which actually theory put into practice. It is about particular skills, the content, and the order in which the content will be presented (Richards and Rodgers: 1986). Based on the statement above, it can be said that method is a way of doing something by preparing some technique or strategies in conveying the material concern with the students' behavior, classroom and teacher skill in teaching. Furthermore, every teaching technique that used by the teacher should be appropriate with the material that will be taught. So, the purpose that we can be reached.

Experience-Text-Relationship (ETR) Method is a method of teaching. It is also a kind of metacognitive strategy that can be applied in teaching reading comprehension. Beside of the ETR method, there is also some method or strategies that are often used in improving students' reading comprehension, such as: Reciprocal teaching strategy, Directed –Reading- Thinking- Activity (DRTA), SQ3R, K-W-L strategy, and etc.

The Experience Text Relationship (ETR) method emphasis comprehension, in reading for meaning. ETR was found to be an effective method for helping students to use their background knowledge. The ETR method first draws on the children' background knowledge and experience. English language learner particularly need

the Experience Text Relationship (ETR) method because they need the background knowledge to comprehend the language, includes foreign language.

The experience text relationship 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 section of the text and then questions about the content. In the final stage, the teacher aids the students to draw relationship between personal experiences and the material discussed in the text stage. This provides an opportunity for each students to make comparisons and contrast with they already know and to accommodate the new information into their preexisting schemata.

This Experience Text Relationship method provides teacher a way to systematically guide their students through the reading process, monitor their students comprehension, and guide them to the correct answers when needed. It can be applied in order to support the students in their reading comprehension. This Experience Text Relationship method also can be used as a way of using the child experiences to promote reading achievement.

Based on the experts' opinion above, it can be assumed that Experience Text Relationship (ETR) is a strategy where provides teachers guide the students through the reading process, monitor the students' comprehension, and guide the students, this strategy is also consists of students' expressing their own experience of knowledge about the topic prior the reading.

There are the following steps that help the teacher to presents word splash strategy. According to Blanton and Wood Experience Text Relationship (ETR) can be applied in classroom as follows:

1. Experience: for pre reading, have students discuss their personal experiences that relate to the theme, topic, or main idea of the text to be read. Then have students generate predictions about the story.

2. Text: while reading, either read the text aloud as the students follow along or allow students to read silently on their own. Read only one section of the story at a time. Discuss the section read and confirm and change predictions. Make sure that students tie their thoughts, comments, and predictions back to the text. Clarify any misconception or miscomprehension. Ask if there were any sections or words that were confusing and clarify these. Continue to alternate between reading and discussing small sections.

3. Relationship: For post reading, help students integrate the information from the text with their experiences to develop an understanding of the text (Balnton and Wood: 2009).

A.6.1. The Advantages of Experience Text Relationship Method Experience Text Relationship method is really beneficial.

It is appropriate to use this method to teach reading because it has some strengths:

a. The activation and use of background knowledge in ETR is really helpful for the students to improve their comprehension.

b. Experience Text Relationship lessons provided opportunities for the students to explore many dimension of story and integrate feature of it with their existing knowledge

c. Guiding question given to build students prior knowledge can create motivating reading environment

- d. Answering any question related to the story gives the students practice in formulating and expressing complex
- e. In Experience Text Relationship method teacher can systematically guide the reading process and monitor students reading comprehension.

A.6.2. The Procedures of Teaching Reading Using Experience Text Relationship (ETR) Method

ETR was found to be an effective method for helping students to use their background knowledge. It has three essential phases:

- a. Experience (E)
 - 1. Teacher divided the students into some groups.
 - 2. Teacher tells the students about the topic or title of story that will be discussed.
 - 3. Teacher asks the students what they know about the story.
 - 4. Teacher shows some pictures related to the text that will be discussed later on.
 - 5. Displaying the pictures, the teacher firstly asks the students to make prediction of the story they will read based on the pictures displayed. The students make predictions in group.
 - 6. Teacher gives some guiding question so that it is easy for the students to activate their background knowledge.
 - 7. Teacher asks each group to orally present their prediction toward their prediction toward the story. Other groups of students need to listen to their friends' prediction.
- b. Text (T)

In the second step, the teacher asks the students to read short part of the text. In this way, the teacher tries to make sure that they understand what they read.

c. Relationship (R)

In the third step, the students are encouraged to relate the content of the text to their personal experiences and knowledge. The teacher give some question relating the text to students life or experience (the teacher ask the students whether they have ever experience such situation. Whether they have a friend having the similar experience. What they will do if they are the characters mentioned in story, what they will do to solve problem, and so on).

The E, T, and R sequences show the teacher's efforts to guide the children systematically through the cognitive processes related to understanding a written story. In this method, teachers facilitate comprehension, model processes, and may coach students as they engage in reading and comprehension activities.

B. Related of Study

1. Krista Simamora "Improving Students Achievement in Reading Comprehension Through Story Pyramid Strategy". This study aimed at improving students' achievement for reading comprehension through story pyramid strategy the research was conducted by applying classroom action research (CAR) to collecting the data. The instruments were used quantitative and qualitative data (diary, notes, interview, observation, and so forth). Based on the data analysis, it was found that the students' score improved. It is showed from the mean of the students' score in the book assessment I (49,09), assessment II (60,45), assessment III (78,18). Moreover, based on the observation sheet, diary, notes, interview indicates that there is improvement in students' abilities and interest in learning reading comprehension.

2. Saragih Artha Theresia, *Improving Achievement in Reading Narrative Text through Two-Stay-Two Stray Technique*. A thesis faculty of language and art, State University of Medan. The objective of the study is to find out whether the Two-Stay-Two stray Technique Improves Students' Achievement in Reading Narrative Text. The study deals with classroom action research which is done in 7 meeting. The subject of the study was the first years students of SMK Swasta Teladan Medan. One class was taken as the subject of study. The number of the students was 35 students. The data of this study are obtained from multiple choice test, observation, sheet and diary notes and interview sheet. Based on the reading test, the scores of students were always improved continuously in Pre-test, in post- tense I, and post-test II. In pre-test the mean of the students 'score was 57,65, in pos-test 1 the mean of students' score was 62,33 and in Post-test II the mean of students' score was 70,38. Based on diary notes and interview, it showed that the excitement and interest of the students' were also improved. The subjects of this study research will the eight grade of MTs Al-Wasliyah Tembung and the sample of this research will class VIII-6. These total number students in the class were 43 students.

This study based on the principle of classroom action research. Classroom action researched is the name given to the series of procedures teachers should engaged because teachers wish to improve aspect of their teaching or they want to evaluate their success or appropriate of certain in activities and procedures.

The qualitative data is taken from the interview, observation, and diary note that use to describe the situation during the teaching and learning process

1. Interview

Interview is use to get information about the students' ability in comprehending reading text correctly before giving treatment and after giving treatment. The researcher will interview the teacher and some of the students. The

result of interview was used to identify the problem in reading comprehension and tried to find out the solution.

2. Observation

The researcher observes the students. During the teaching learning process, the researcher observes the problem and the ability of the students in reading comprehension. The result was written on observation sheet.

3. Diary Note

Diary note is done to write and report the moments or events and daily activities, however to express the feeling participate in classroom action research that come out before that probably it is planned on observation guidance.

4. Documentation

Documentation is the act or an instance of the supplying the documents or supporting references or records. It is also the collation, synopsising and coding of printed materials for future purposes (Methodology: 2017).

E.2. Quantitative Data

The quantitative data is collected by giving pre-test and pos-test. In the pre-test, students ask to answer 25 multiple choices questions related to narrative text. This test is given before Experience Text Relationship is implementing. While on the post-test, the students asked to answer 25 multiple choice questions related to narrative text. This test is give after Experience Text Relationship implement.

Technique of Data Analysis

This research applied qualitative and quantitative data. The qualitative data is taken from the interview observation and diary note that use to describe the situation during the teaching and learning process. While quantitative data is taken from the

test score that used to analyzed the improvement of the students' achievement in reading comprehension.

Research Finding and Discussion

Data Analysis

The kinds of data were analyzed by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet, diary notes and documentation. The quantitative data was taken from the mean of the students score in taking test. The researcher conducted in one class 43 students. It was accomplished in two cycles. Each cycles consisted of four step, they are planning, action, observation and reflection. The first cycle consisted of three meetings including pre-test, giving material and post test I. The second cycle consisted of three meeting, they were giving material and post-test II. The tests were given to the students were pre-test, post-test I in the first cycle and post-test II in the second cycle. It was found that the students' score in pre- test was 2.280, and the students' mean was 53.03, the students' score in post-test I was 3.330 with the students' mean was 77.44 and the students' score in post-test II was 3.960 with the students' mean was 92.09.

From the data analysis, the students reading achievement was low. It could be seen from the mean of the students' score was 53.02. The percentage of the students' score was 7 students got success score or it was 16.27%. In the other hand, 36 students got unsuccessful score or it was 83.72%. It can be concluded that the students' reading achievement in pre-test was low. In conclusion, the researcher would treatment and post- test in the first cycle. Based on the data, the percentage of the students score in post-test I of the first cycle who got point up 70 there were still was 31 of 43 students, it was 77.44%. Then, the percentage of post test in the second cycle who got point up 70 there were 43 of 43 students, it was 100%.

From the data, it was indicated that using ETR method in teaching reading comprehension was effective, and the researcher concluded that the students reading comprehension achievement have been improved by using ETR method. The researcher also analyzed the qualitative data to support the research finding. The instruments of qualitative data were test, interview, diary notes and documentation. All of these data was indicated that the students gave their attitude and good response during teaching learning process.

Discussion

After conducting this research, the students' achievement in reading was improved. The cycle showed that mean of the students' score were higher than mean of the students' score in the first cycle. It was showed from the mean of post test I in the first cycle was 77.44 and post test II in the second cycle was 92.09.

Experience Text Relationship method guided the students in selecting appropriate information from reading to be analyzed and help them to get the message of the story through the text they read. The method is an effective way to help the students in activating their background knowledge while reading a story. So the students may get easier in comprehending the text they read, they also could interpret the message of the story well. Finally, it may be affected the students interesting in following the students and to be more active during the learning process. As the result, the students score improved each cycle and students' condition had been better than before doing the research. As a result, by using ETR Method can improve students' achievement in reading narrative text.

Conclusions

From the result and discussion about improving the students' achievement in narrative text through experience text relationship method could be concluded that:

1. The students reading achievement is good after implementing of ETR Method in teaching English. It is showed from the mean of pre-test was 53.02, post test in the first cycle is 77.44 and post test in the second cycle was 91.16. There is improvement in every cycle. The percentage of the students achievement in learning narrative text in pre-test is 16.27% which is lower than the post test I 72.09% and lower than post test II 95.34%. Thus alternative hypothesis (H_a) could be accepted. Based on the finding, the alternative hypothesis (H_a) stating that the students' achievement in reading narrative text could be improved through experience text relationship method.

2. The students' response is very good after implementation of ETR method. And based interviewed, observation sheet, diary notes and documentation showed that the students' response at reading comprehension in narrative text through experience text relationship method was very good. It was found that teaching reading narrative text by experience text relationship method could improve the students' achievement.

3. Experience Text Relationship method significantly improves students' achievement in reading comprehension. This study showed that the use of ETR Method could improve students' achievement in reading comprehension.

Suggestions

Based on the conclusion above, some suggestions are pointed out as follows:

1. To the principle of MTs Al-washliyah Tembung, it is good to motivate the teachers, especially English teacher to teach the students by using ETR Method, because the method is effectively can increase the students' achievement in reading text.

2. To the English teacher, it is good for the teacher to use ETR Method to increase the students' achievement in reading comprehension in English teaching learning.
3. To the students in order to use ETR Method to summary their reading text to make the communicative text and the process of reading become easier and enjoyable.
4. To other researchers, it can be the alternative method to conduct the research related the improvement of the students' ability in reading narrative text. .

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