

**ARTICLE**

**THE EFFECT OF LANGUAGE EXPERIENCE APPROACH (LEA) ON  
STUDENTS' READING RECOUNT TEXT ABILITY : An Experimental  
Study at Grade Ten Science Program of SMAN 3 Mataram West Nusa  
Tenggara Academic Year 2014/2015**



**By:**

**Baiq Annisa Shallaita**  
**E1D 011 011**

**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ART DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MATARAM**

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## **RATIFICATION**

The journal entitled “**THE EFFECT OF LANGUAGE EXPERIENCE APPROACH (LEA) ON STUDENTS’ READING RECOUNT TEXT ABILITY : An Experimental Study at Grade Ten Science Program of SMAN 3 Mataram West Nusa Tenggara Academic Year 2014/2015**” written by Baiq Annisa Shallaita, has been approved to achieve *Sarjana Pendidikan (S.Pd)* in English Education Program, Faculty of Teacher Training and Education, University of Mataram.

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**Drs. Udin, M.Pd.**  
**NIP. 19641231199303016**

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By:

**BAIQ ANNISA SHALLAITA**  
**annisashallaita\_baiq@yahoo.co.id**  
**University of Mataram**

**ABSTRACT**

This research was aimed at investigating the application of LEA to the students at the tenth grade science program of SMAN 3 Mataram in academic year 2014/2015. The purposes of this research were (1) to find out the effect of LEA on students' reading recount text ability, and (2) to find out the contribution of LEA to students' reading recount text ability. Population of this research was 234 students, and the sample was 37 students; there were 16 males and 21 females. The data were collected by using pre test and post-test. In analyzing the data, the researcher used t-test. The researcher finds that (1) the t-value is higher than the confidence level of 95%, 99%, and 99.9%; and (2) the contribution that LEA gives on students' reading recount text ability is 72%. The findings prove that  $H_0$  is failed to be rejected. However, this research has some weaknesses. The weaknesses are omitting of control group, and the adapted steps of LEA used during the treatment. Thus, it is concluded that besides all the weaknesses and problems faced during the conducting of the research, LEA

gives effect on students' reading recount text ability.

Key words: Language Experience Approach, Reading Skill, Recount Text.

**ABSTRAK**

Penelitian ini bertujuan untuk meneliti penerapan LEA untuk mengajar siswa kelas 10 IPA di SMAN 3 Mataram tahun akademik 2014/2015. Tujuan dari penelitian ini adalah (1) untuk mengetahui efek yang diberikan LEA pada kemampuan membaca teks *recount* siswa, dan (2) untuk mengetahui kontribusi yang di berikan LEA pada kemampuan membaca teks *recount* siswa. Populasi pada penelitian ini adalah 234 siswa, dan sampelnya berjumlah 37 siswa dimana terdapat 16 laki-laki dan 21 perempuan. Data diperoleh dengan memberikan pre-test dan post-test. Dalam menganalisa data, peneliti menggunakan *t-test*. Peneliti menemukan bahwa (1) nilai t lebih besar dibandingkan level 95%, 99%, dan 99,9% pada *t-table*, dan (2) kontribusi yang LEA berikan sebesar 72%. Penemuan ini membuktikan

bahwa Ha gagal untuk ditolak. Bagaimanapun penelitian ini memiliki beberapa kelemahan. Kelemahannya adalah tidak adanya kelompok control dan langkah-langkah yang diadaptasi dari LEA yang digunakan dalam treatment. Oleh karena itu, dapat disimpulkan bahwa disamping semua kelemahan dan masalah yang dihadapi selama penelitian, LEA memberikan pengaruh pada kemampuan membaca teks *recount* siswa.

Kata kunci: *Language Experience Approach*, Kemampuan Membaca, Teks *Recount*.

## **BACKGROUND OF STUDY**

Reading is one of skills required in every language course. Reading is important because it is a basic instruction of all aspects in language learning such as using textbook, writing, editing or revising, and using computer assist program (Mikulecky, 2008). Moreover, Patel and Jain (2008: 113) claim that compared with writing and speaking, reading is more important. It is not only a source of information and pleasure, but also beneficial to increase the understanding of grammar structure, vocabulary, and new information such as foreign culture, social, politics, and to develop the mind. In addition, for study purposes, reading is important for students' career since many of written products is conducted in English.

Spears (cited in Murta, 2013) stated that the reading process begins by decoding words. It is not only about processing the letters and sound, but more important than that

is understanding the content. To understand the content the reader must know the real meaning of text that lies in the relationship of each word. Furthermore, Harmer (1998: 70) said that to read successfully, the readers have to understand the words' meaning and to picture what the words imply.

Based on my interview with some English teachers and students in SMAN 3 Mataram the major problem in reading is laid on the understanding of the content of a text. This problem is caused by several sources such as lack motivation to read, the unfamiliarity with the topic, lack of intensity in reading, less conducive environment, inappropriate technique in reading, lack of grammar knowledge, the inappropriateness between text and students' level, and most of all is insufficient vocabulary. These sources of problems, however, will let the reading class become uninteresting and boring for the students. Therefore, teacher should think of one method to teach reading that makes students enjoy the lesson, and of course to help them solve at least one of the problems.

The researcher suggests that a considerable way to solve one of the common sources of problems that is insufficient vocabulary is by using Language Experience Approach (LEA). LEA has been used for decades in United States to teach reading for children as well as for adults. The emphasis of LEA is to help students acquire more vocabulary in English during the reading process (Hawkins, 1991), so that the vocabulary helps them to understand the meaning of the text.

In other words, LEA may help students cover their lack in understanding words meaning in a text. Moreover, since the process of learning involves students' participation, they may be more excited to learn, and they feel appreciated.

Furthermore, LEA may not only increase students' reading ability, but also speaking because before reading the text that they build, they have to dictate stories using their own words to make the reading text. By using their own words students may be easier to remember the words and find the words meaningful for them. Moreover, since the principle of LEA is that it uses students' experience vocabulary, the implementation of LEA may be better to be used in teaching recount text, so that teacher may be easy to find topic that students have experienced. In addition, in curriculum 2013, students of grade 10 are exposed to various kinds of texts in English. One of the texts is recount text. It is said that students must: understand the purpose, structures, and linguistic features of recount text; develop a recount text; and comprehend the content of a recount text (Kementrian Pendidikan dan Kebudayaan, 2013).

However, in the implementation of LEA, there is a combination of speaking, writing, and reading. The speaking and writing part is when students dictate story to make the reading text, while the reading part is when students have to read the correct version of the text that they build. Although it covers three skills, the main goal of this research is to find out the effect

of LEA only on students' reading' recount ability.

Thus, this research is conducted to see the effect of LEA in students' reading recount text ability. Moreover, the use of LEA is conducted in Grade 10 students of SMAN 3 Mataram. It is located in Pemuda Street, Mataram. In 2014/2015 it has eleven classes of Grade 10. However, the study is conducted by using one class/group consisting of 45 students.

Moreover, the objectives of this research is to identify whether Language Experience Approach (LEA) is effective on students' reading recount text ability at grade 10 of SMAN 3 Mataram in academic year 2014/2015, and to find out how much it contributes to the result. And this research is expected to be beneficial theoretically and practically. Theoretically, this research can be used to minimize the problem of teachers and students in the process of teaching and learning reading, and practically, it can be used to determine whether the result of this research is appropriate in teaching reading and can be used as reference for the next research.

In addition, the hypothesis of this research is Alternate Hypothesis (H<sub>a</sub>) that says there is significant effect of LEA on students' reading recount text ability.

## **REVIEW OF RELATED LITERATURE**

### **1. Reading Comprehension**

Reading comprehension is one of receptive or comprehensive language skill. It means that we have to read first

before we can write. However, reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it (Nation, 2004). The reader should have wide knowledge of linguistic features to understand a text.

To read effectively, we have to learn to read (Duke, *et. al*, 2011). However, for L2 learners of English, reading is considered difficult because they are not familiar with the language. Reading, moreover, often is avoided by some people. Therefore the role of teacher in teaching in class is very important.

Duke *et. al* (2001) states four roles of teacher in teaching reading. He says that teachers are the tour guides, ensuring that students stay on course, pausing to make sure they appreciate the landscape of understanding, and encouraging the occasional diversion down an inviting. If teacher fulfills the role, it may help students to increase their motivation in reading, their reading ability, and decrease anxiety that they bring to class when learning reading.

## **2. Recount Text**

Recount is a text which retells events or experiences in the past. Its social function is either to inform the purpose, to entertain or to retell the events to audience. (Wahidi, 2008). There are three types of recount text. They are Personal Recount, this

usually retells an event that the writer was personally involved in; Factual Recount, recording an incident; and Imaginative Recount, writing an imaginary role and giving details of events.

The generic structure of recount consists of orientation events, and reorientation. Orientation introduces the participants, place and time; events describes series of event that happened in the past; and reorientation usually states personal comment of the writer to the story. Moreover, the language feature of recount text is simple past tense.

## **3. Language Experience Approach**

Language Experience Approach, or LEA, is a powerful learning tool that has been used in children and adult education classrooms for decades (Bradley-Bennett and Davis:2014). It is a common method used with all students to teach reading through oral language. It is an instructional strategy which allows students to turn their experiences into a learning opportunity. In all forms of LEA, the central principle is to use the students' own vocabulary, language patterns, and background of experiences to create reading texts, making reading an especially meaningful and enjoyable reading. Moreover, Hawkins (1991) states that the general idea of LEA is that the reading selections are generated from the life experiences of students. It helps them to acquire

vocabulary that is “personally meaningful and immediately useful”, which is the emphasis of LEA (Dixon and Nessel in Hawkins, 1991). One will be able to see whether the vocabulary acquired is “personally meaningful” if it comes from the individual telling the story, and it could be “immediately useful” when it enables students to read the story after being written.

LEA has some advantages in teaching reading as stated by Hawkins (1991). First, since LEA is based on oral-accounts of students’ experiences that are written down, it gives students time to develop a bridge between oral and written language so that conversation can eventually be made. It is also evident that students’ own words from the text show graphically the connection between spoken and written language. Second, LEA allows students to use what they have already known to begin to read. Therefore, they do not spend too much time to read words which they may be able to pronounce, but have no meaning for them. Finally, it helps students to build the skills of prediction based on the context because the context is perfectly clear.

However, since the major principle of LEA is that it uses students’ vocabulary, it may raise a problem. Gordon (2014) states that teaching reading for second/foreign language learner by using LEA may be problematic. It may happen because they have limited

proficiency. Thus, when dictating the sentences they may make many mistakes, while error correction is not recommended in using LEA. Gordon (2014), however, proposes solutions. First, teacher can use a group setting. The sentences generated by teams contain fewer errors than those suggested by students with the lowest English proficiency. In addition, team members also tend to help out the students who most need assistance when they are called on to share. Second, although error correction is often not suggested when using the LEA, the teacher can also make important corrections when writing the dictation. Another option is to write a rough draft version and then combine student and teacher editing before students make a copy. Last, to promote more language and greater accuracy in ESL classes, it helps to have students first brainstorm the most interesting events, categorize and sequence them, participate in drawing the events, share or ask for needed vocabulary, label pictures and copy related terms and phrases. Students participating in preview activities such as these have a list of related actions prior to the retelling. The problems, however, can be handled.

## **RESEARCH METHOD**

This research is conducted in SMAN 3 Mataram, class 10 Science 2 as the representative of all classes that belongs to grade 10 science

program. The class consists of 37 students. The research is conducted from the middle till the end of January.

In this research, the method that is used is experimental research. It aims to determine the causal relationship between independent variable and dependent variable. While in this research the independent variable is Language Experience Approach (LEA) and the dependent variable is students' reading recount text ability. The researcher examined the effect of this approach by providing one class, or use single group design. Before the treatment the sample is given pre-test, and after the treatment they are given post-test. In addition, during the treatments the researcher did an observation.

To support the conducting of this research, instruments are prepared before the treatments. The instruments are, Reading test, and observation sheet. Moreover, Lesson plan and materials are also prepared before the treatment.

The data of this research is quantitative or numerical. They are calculated by using the following formula:

$$t = \frac{\bar{X}_2 - \bar{X}_1}{SD}$$

$$SD = \frac{\overline{SD}}{\sqrt{N}}$$

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

$$D = X_2 - X_1$$

After obtaining the t-test scores, it is tested at two significant levels: .05 (95%) and .01 (99%). The

result of the test can be interpreted by using the following hypothesis:

- a. If  $t\text{-test} \geq t\text{-table}$  at the confidence level .05 and .01,  $H_a$  is failed to be rejected.
- b. If  $t\text{-test} < t\text{-table}$  at the confidence level .05 and .01,  $H_a$  is rejected.

## FINDINGS AND DISCUSSION

### 1. The Effect of Language Experience Approach on Students' Reading Recount Text Ability

The data conducted is displayed in the table below.

No		Pre-test	Post Test	D	D <sup>2</sup>
1	<b>Total Score</b>	<b>2110</b>	<b>3150</b>	<b>1040</b>	<b>40400</b>
2	<b>Average</b>	<b>57.03</b>	<b>85.14</b>		

The data then are calculated into:

$$SD = \sqrt{\frac{\sum D^2 - \left(\frac{1}{N}\right)(\sum [D])^2}{N-1}}$$

$$= \sqrt{\frac{40400 - \left(\frac{1}{37}\right)(1040)^2}{37-1}}$$

$$= \sqrt{\frac{40400 - \left(\frac{1}{37}\right)1081600}{36}}$$

$$= \sqrt{\frac{40400 - 29232.4}{36}}$$

$$= \sqrt{\frac{11167.6}{36}}$$

$$= \sqrt{310.21} = 17.61$$

From the calculation above, the standard deviation is 17.61. Therefore, the estimated average of standard deviation is:

$$\overline{SD} = \frac{SD}{\sqrt{N}} = \frac{17.61}{\sqrt{37}} = \frac{17.61}{6.08} = 2.90$$

Moreover, the researcher computes the value of t-test as follow:

$$t = \frac{\overline{X_2} - \overline{X_1}}{\overline{SD}} = \frac{85.14 - 57.03}{2.90} = \frac{28.11}{2.90} = 9.71$$

After finding the value of t-test, the researcher tests the hypothesis of the research by using two-tail test on t- table

$$df = N - 1 = 37 - 1 = 36.$$

The closest number of 36 in the t-table is 40. Thus the researcher uses 40 as the df.

$$t = 9.71$$

$$0.05 (95\%) = 2.021 < 9.71$$

$$0.01 (99\%) = 2.704 < 9.71$$

$$0.001 (99.9\%) = 3.551 < 9.71$$

In addition, to find how much contribution that LEA gives on students' reading recount text ability, the researcher computed the data as follow:

$$\eta^2 = \left( \frac{t^2_{obs}}{t^2_{obs} + df} \right) \times 100\%$$

$$\eta^2 = \left( \frac{9.71^2}{9.71^2 + 36} \right) \times 100\%$$

$$= \left( \frac{94.23}{130.23} \right) \times 100\%$$

$$= 0.72 \times 100\% = 72\%$$

According to the calculation displayed above, the use of LEA gives an improvement to the students' reading recount text ability. It can be seen from the average score of reading test that increases in the post-test (pre test: 57.3 – post-test: 85.14). The result of t-value that is higher than the confidence level of 95%, 99%, and 99.9% also proves that  $H_a$  is failed to be rejected. Moreover, LEA also gives 72% contribution to students' reading recount text ability. However, there was 28% left which was from the external factors and it need further researcher to investigate.

All of the result shows that LEA helps students to understand the content of recount text better. This is in line with Hawkins' statement (1991) that LEA builds an advantage to help students connect the text and the meaning because they use their own words.

However, the research has some weaknesses. The weaknesses are the fact that this research does not have any control group, and the steps of method that were used during the treatment were the adapted version of LEA.

## 2. The Result of Observation

The observation is conducted twice by a partner of the researcher. The result of the first observation can be seen below:

$$\text{Final Score} = \frac{33}{60} \times 100\% = 55\%$$

Moreover, the result of the second observation is as follow:

$$\text{Final Score} = \frac{40}{60} \times 100 \% = 67 \%$$

The results of observation show that there is an increase from the first treatment and the second treatment. The result of the first observation is 55% and the result of the second observation is 67 %. It means that there is 12% increase from the first to the second treatment. The points that are increased are the ability of students to work in group, the enthusiasm of learning in class, and attention to the teacher explanation. Therefore, it also means that the students can adapt to the implementation of LEA easily. However, after the second treatment, the result of observation shows value of 67%. It means there are still 33% left that will be the duty of further researcher to investigate and find a way to improve it.

## CONCLUSION AND SUGGESTION

This research is conducted in order to find the effect of Language Experience Approach (LEA) on student' reading recount text ability. From results and discussion in the previous chapter, we can conclude that Language Experience Approach (LEA) gives an effect on students' reading recount text ability at grade 10 science program of SMAN 3 Mataram academic year 2014/2015. It is proved by the facts that the total value of t-test (9.71) that is higher

than the confidence level of 99.9%, and the 72% contribution that LEA gave to students' reading recount text ability

However, this research is far from perfection, . Thus, it needs further researchers to strengthen the theory and the result. The further researchers are expected to testify this study further to prove the authenticity of the theory and the result of this research. The further researchers are suggested to involve more students, to use various kinds of technique, to use other design of research, to find out the effect of LEA on different skill, and so forth.

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## APPENDICES

Working Table

No	Name	Pre-Test	Post-Test	D	D <sup>2</sup>
1	AM	30	80	50	2500
2	AM	50	50	0	0
3	AAR	80	100	20	400
4	ARI	80	90	10	100
5	APA	60	80	20	400
6	AR	70	80	10	100
7	BRAP	60	80	20	400
8	DMRU	60	50	-10	100
9	FR	40	80	40	1600
10	FI	50	90	40	1600
11	HVR	50	50	0	0
12	IGNPY	60	70	10	100
13	IGSGN	60	100	40	1600
14	IKAS	50	90	40	1600
15	JMY	60	90	30	900
16	KRB	60	80	20	400
17	KAM	70	90	20	400
18	LWW	60	90	30	900
19	L	40	90	50	2500
20	MRIF	50	100	50	2500
21	MRYY	50	80	30	900
22	MSI	60	80	20	400
23	MA	60	70	10	100
24	NLSBVA	90	100	10	100
25	NN	30	100	70	4900
26	NFA	80	100	20	400
17	PPN	40	90	50	2500
28	PAC	70	100	30	900
29	RPR	60	80	20	400
30	RDR	60	90	30	900
31	AAC	40	100	60	3600
32	RMP	40	80	40	1600
33	RMH	50	80	30	900
34	RKUK	50	100	50	2500
35	SI	60	90	30	900
36	TWJKH	60	80	20	400
37	VAN	70	100	30	900
	<b>Total Score</b>	<b>2110</b>	<b>3150</b>	<b>1040</b>	<b>40400</b>
	<b>Average</b>	<b>57.03</b>	<b>85.14</b>		

