THE INFLUENCE OF IMAGINE, ELABORATE, PREDICT AND CONFIRM (IEPC) STRATEGYTOWARDS STUDENTS' READING SKILL AT THE TENTH GRADE OF SMK PELITABANGUNREJO IN THE ACADEMIC YEAR OF 2021/2022

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Abstract: This research aimed to know the influence of Imagine, Elaborate, Predict And Confirm (IEPC) strategy towards students' reading skill at SMK Pelita Bangunrejo. In this research the writer used quasi experimental design. The population was 217 students in 7 classes. The sample was taken by using Cluster Random Sampling Technique. The writer took two classes as the sample of research, the first class was X TKJ 1 as experimental class there are 30 students and the second class was X TKJ 2 as control class there are 30 students. It consisted 60 students. The main technique in measuring students' reading skill was multiple choice which consisted of 40 items test. Each item has five option a,b,c,d and e. The score each item was 2.5. In calculating the data analysis, the writer used t_{test} formula. Based on the data analysis, the writer got the result that H_α was accepted. It was obtained that t_{test} = 5.71 t_{table} for α = 0.05 was 2.02 and for α = 0.01 was 2.70 (5.71 > 1.68 < 2.42). So H_α was accepted. It has positive influence of using Imagine, Elaborate, Predict And Confirm (IEPC) strategy towards students' reading skill. It showed that average of students' reading skill who was taught by using iepc strategy was higher (72.37) than who was taught by using direct instruction (57.7). Based on the result of the research, there was influence of Imagine, Elaborate, Predict and Confirm (IEPC) strategy towards students' reading skill at SMK Pelita Bangunrejo in the academic year of 2021/2022.

Keywords: IEPC Strategy, Reading Skill

INTRODUCTION

English plays as an international language in the world. As an international language, English should be learned by people who living in countries where uses English as a foreign language. Including in Indonesian, many people want to master English so that they can easily communicate with foreigners. In Indonesian, English is also included in the educational curriculum where English is learned starting from elementary school. This is support from the government and it is hoped that Indonesians can easily communicate with other people around the world. English has considerable effect in the education sector.

Reading is one of the skills which become an activity in the language class. In English, there are four language skills in addition to listening, speaking, and writing. One of these is reading. Reading skill requires better attention from students, because they must have a good understanding and good interaction with the text in order to understand its meaning. This is a sentence fragment. Reading can also help students expand their knowledge and learn a lot. Without adequate of reading skills, student cannot knowing many subject areas. Reading can be considered one of the basic ways of acquiring information in academic setting in particular. It may be assumed that the person who is not able to read well, will face a serious trouble in learning program.

In both Indonesian and English languages, reading comprehension is essential. The students may get more knowledge as they able comprehend and construct meaning of the text by reading. In learning reading, students can processing the text with regard to the purpose. It is because reading is process to understand a written text which means extracting the acquired information from it as efficiently as possible. Students use reading skills in most subjects and in many aspects of life. The act of reading is the main method by which people learn and teach. In learning reading, students can also improve their English grammar, vocabulary, and how to build sentences and paragraphs.

Reading is the process of understand the meaning of the written language. It means that reading is not just about taking sound from text, it is about understanding the idea of text to get some knowledge by reading. But sometimes, in students have difficulty learning reading. They still have difficulty understanding text because have lack vocabulary, grammar, and syntax. In learning process, teachers must choose appropriate teaching methods that make learning fun and can help students improve reading comprehension.

The learning process also needs strategies to make it easier for students to understand the material. Therefore, in teaching reading, teachers must have many methods can be used to teach English especially in reading, to make enjoy the reading activity so the information and other benefits of the reading can be understood and the students will get better mark in English subject. Reading strategy is very important. It can not only help students understand the text well, but also stimulate students' interest in reading, so as to well achieve their learning goals. In teaching reading, teachers must be able to understand the difficulties students face in comprehending texts.

In this research the writer used IEPC strategy that can help students learn to read. IEPC stands for Imagine, Elaborate, Predict and Confirm, and involves pre-reading, reading and post-reading stages. According to Wood (2002) said that Imagine, Elaborate,

Predict, and Confirm (IEPC) Strategy is a reading comprehension strategy designed to motivate the students' interest in reading and stimulate their ability in comprehending the text. It means that the IEPC strategy can help students to increase their motivation or interest in reading so that students' understanding of reading texts. The first stage is imagine, at this stage students must imagine or create an initial picture before they read, so that it can help them to understand the text well. The second phase is elaborate. In this phase, students use their prior knowledge carefully to help students get detailed information from what they had previously imagined. The third phase is predict. In this phase students will make their predictions from the text that has been read by combining all the information that has been obtained. So that it can be encouraged to be more enthusiastic about carrying. The last stage is confirm. In this phase, students confirm that what they have got is correct after predicting the reading text first. Therefore it can improve students in understanding the text. Through this strategy, it is hoped that it will improve students' reading ability and interest even more, because before reading the text, they will be asked to use their imagination to predict what the text is about, so that it will make it easier for students to understand the reading text.

Based on the preliminary research at SMK Pelita Bangunrejo, the writer found that students encounter some difficulties in understanding the text. The students faced the difficulties to comprehend the text given, they cannot understand the meaning of the text because of limited vocabulary and hard to found the main idea of the text. In the writer' opinion,students have difficulty in understanding the material because lack of motivation in reading so that students difficult to identify information from the text. So in the end, students' reading ability needs to be improved.

Based on the explanationabove, the writer believes that it is necessary to improve students' reading ability through appropriate strategies. So, in this case, the writer is interested in applying Imagine, Elaborate, Predict and Confirm strategies in reading instruction to see if it affects students' reading skill. Therefore, the writer conducted a study titled: "The Influence of Imagine, Elaborate,Predict and Confirm (IEPC) Strategy towards Students' Reading Skill at the Tenth GradeSMK Pelita Bangunrejo in the academic year of 2021/2022".

The research of partner reading strategy has been conducted by other researcher. Nevertheless, there are still the differences between this research and them.One of them journal by Setiawan (2016) with the title "The Effectiveness Of IEPC (Imagine, Elaborate, Predict, Confirm) Strategy to Improve The Tenth Graders' Reading Comprehension. It was an experimental study at the tenth grade students of State Islamic Senior High School 3 of Palembang in academic year of 2015/2016. The purpose of this research was to determine whether the use of teaching students' reading comprehension through the IEPC Strategy (Imagine, Elaborate, Predict, Confirm) have a significant effect or not on students' reading ability on recount texts. In this study, researchers used a quasi-experimental design,researchers also collected data using tests and questionnaires. The results obtained by this study indicate that the students' reading comprehension in the experimental group is

higher than the students' reading comprehension in the control group using the lecture strategy compared to using the IEPC strategy. So, based on the results of the research above, it can be concluded that the use of the IEPC strategy has a significant effect on students' reading comprehension.

METHOD

In conducting the research, this research used quantitative design namely quasi-experimental design, because the writer gave treatment for the sample by applying IEPC (Imagine, Elaborate, Predict, Confirm) Strategy. According Gass, (2005: 363), a quasi experimental research is a type of experimental research but without random assignment of individuals. In this research, the population was the tenth grade students SMK Pelita Bangunrejo. The total number of the population is 217 students. The sample of this research used two classes , the first class was X TKJ 1 as experimental class and the second class was X TKJ 2 as control class. In this research, the technique of selecting sample was Cluster Random Sampling Technique. According to Heaton (1998: 107-133), there are nine techniques to measure the students' ability in reading a text. Those are word matching, sentence matching, pictures and sentence matching, true or false, multiple-choice items, completion, rearrangement items, cloze procedure, and open-ended questions. In this case the writer used multiple choice test to collect the data. There are 40 reading test items, the type of this test is objective test given to both of samples to know their achievement in reading the analyze their result with five options: a, b, c, d and e. Each correct answer was 2.5 and each incorrect answer was 0. Therefore, the highest score was 100 and the lowest score was 0.

ANALYSIS DATA

Data Normality Test

Based on the calculation above, it was obtained the significance level of 0.05 and also 0.001 that $X^2{}_{ratio} < X^2{}_{table} = 5.71 < 7.81 < 11.31$. Since $X^2{}_{ratio} < X^2{}_{table}$. Therefore, the criterion was accepted. It means that the data have normal distribution.

Homogeneity Test

Based on the result above, F_{ratio} was 1.15 F_{table} at significant level of 5 % was 1.85 and 1 % was 2.41 since $F_{ratio} < F_{table}$, $1.15 < 1.85 < 2.41$ therefore H_o was accepted. It means that the variance of the data in experimental class and control class are homogenous.

Hypothesis Test

Based on the calculation on significance level 5% ($\alpha = 0.05$) and 1% ($\alpha = 0.01$) the value t-test (5.48) was bigger than t-table (5.71> 1.68 < 2.42).

RESULT

Based on the analysis by using t-test and testing of the hypothesis, the writer got the result of that H_α was accepted. It was showed by t-test was higher than t_{table} with significance level 5 % and 1% (5.71 > 1.68 < 2.42). Therefore, H_α was accepted, it means that there was an influence of Imagine, Elaborate, Predict and Confirm (IEPC) strategy Towards Students' Reading Skill at The Tenth Grade of SMK Pelita Bangunrejo in Academic Year of 2021/2022.

DISCUSSION

Reading is a process used by the reader to find out the information to be conveyed by the writer. It means, reading is an activity that requires understanding the content of a text and being able to understand the ideas of the text. Reading is one of the skills that must be mastered by students. There are several steps in teaching reading. Teachers must prepare lesson plans, find material that is interesting and familiar to students and can provide suitable strategies in order to improve students' reading skills.

Teaching is the process of transfers knowledge from teacher to students. The teacher provide new information to students so the students can improve their abilities in learning activities. Reading is one of skill in English must be mastered. The main purpose of teaching reading is to help students to gain new knowledge in another aspects so students become good readers. It is supported by Nunan (2003: 68), "Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. The second aspect of teaching reading refers to teaching learners who already have reading skills in their first language". It means that learning to read good English is needed by students in order to improve their reading skills. This skill is very important to master in order to support other English skills. This skill is intended for students who do not have previous reading experience and students who already have reading skills.

There are so many kinds of strategies that can be used by teachers in teaching reading. One of the strategies is Imagine, Elaborate, Predict and Confirm (IEPC) strategy. This is a strategy that can help students to improve students' abilities and can motivate students' interest in reading and can help students become active participants during learning. This strategy has four phases in applying in the class. The first phase is imagine, during this phase students must use their imagination before reading by giving only the title of the story. The second phase is elaborate, in this phase students use the knowledge they have previously gained so that they get more detailed information. The third phase is predict, in this phase the students will make predictions from the text they read. The last phase is confirm, at this phase students confirm the message of the story that has been read after making predictions. This strategy can make it easier for students to understand the reading text. In this case, the writer conducted research by applying the IEPC strategy in teaching reading at the grade of SMK Pelita Bangunrejo in Academic Year of 2021/2022.

Based on analysis of data and hypothesis test are showed that t_{test}= 5.71 and from the distribution table at significant level 5 % known t_{table}= 1.68 and at significant 1% known t_{table}= 2.42, it means that T_{test}.>T_{table}. It means that H_a is accepted. So it can be said that there is an influence of using IEPC strategy towards students' reading ability at tenth grade of SMK Pelita Bangunrejo in Academic Year 2021/2022.

Moreover, the students score taught by IEPC strategy was higher than the students score taught by using direct instruction. The average of scores of the experimental class that use IEPC strategy was 72.37 while the average score of control class that used direct instruction 57.7. It means that the average score of experimental class was higher than control class. According to Wardani (2012) found that IEPC strategy is to make students expected to read the text effectively and efficiently. It means that the IEPC strategy can be done by honing students' imaginations in guessing the story that will be spoken by involving the experiences students have, so that it affects students in understanding a reading correctly.It can be called that IEPC strategy was a suitable technique in improving students' reading skill. Students' score increased than before it was the aim the research and the writer reached it.

According to Wood (2002) said that Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy is a reading comprehension strategy designed to motivate the students' interest in reading and stimulate their ability in comprehending the text. It means that the IEPC strategy can help students to increase their motivation or interest in reading so that students' understanding of reading texts.The writer believes that allowing Imagine, Elaborate, Predict and Confirm (IEPC) strategy can help students in increasing students' interest in reading activities, because it is an effective way to teach reading comprehension. This allows students to develop their imagination and predictions to understand the text. Students also want not to be afraid to express their thoughts in the form of predictions, if students can predict the meaning of the text correctly students will get new information.

Based on explanation above, the writer concluded that Imagine, Elaborate, Predict and Confirm (IEPC) strategy is appropriate strategy in teaching reading. The writer also recommended strategy in influencing students' reading skill. Therefore, the writer conclude that using Imagine, Elaborate, Predict and Confirm (IEPC) strategy was able to increase and give an influence towards students' reading ability at tenth grade of SMK Pelita Bangunrejo in academic year 2021/2022.

CONCLUSION

Based on the result of the data analysis and calculation which used t_{test} formula, the result of analysis is significant. The result was t_{test} = 5.71 and t_{table} for 5% = 1.68 and for 1 % = 2.42 (t_{test}>t_{table}, 5.71 > 1.68 < 2.42). It was obtained that students' reading ability which taught by using Imagine, Elaborate, Predict and Confirm (IEPC) strategy was better than students' reading skill which learnt by direct instruction. Therefore the writer concluded that "There is an influence of Imagine, Elaborate, Predict and Confirm (IEPC) strategy

towards students' reading skill at the tenth grade in SMK Pelita Bangunrejo in Academic Year of 2021/2022.

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