THE INFLUENCE OF IMAGINE, ELABORATE, PREDICT, AND CONFIRM (IEPC) STRATEGY ON STUDENTS' READING SKILL

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Abstract
This research aimed to know whether the IEPC strategy influences the students' reading skills. The writer used the quasi-experimental method as a research design. The population of this research was the eight grade students of State Junior High School 20 Bandar Lampung. In collecting the data, the writers used a multiple choice test. To analyze the data, the writers used the t-test formula. The result of the t-test was 6.25 which is higher than the t-table. Therefore, there was an influence of the IEPC strategy on the students' reading skills.
Keywords*: IEPC Strategy, Reading Skill, Junior High School Students*

INTRODUCTION

Reading is one of the skills that should be mastered by students. Reading skill is one of important skills in English. It is supported by Patel and Jain (2008) who said that reading is most useful and important skill for people. This skill is more important than speaking and writing because reading is not only a source of information and pleasurable activity but also a mean of consolidating and extending one's knowledge of the language. According to Amiruddin et.al (2022), reading is a receptive language process. It is a process of recognition, interpretation, and perception of written or printed materials. In this case, reading is an exercise dominated by the eyes and the brain, the eyes receive the written messages and the brain then has to work out the significance of those message.

In this globalization era, reading comprehension is needed, especially in education. Students use reading skills in every subject and in every aspect of life. It this case, reading becomes a dominant skill in teaching and learning activities. In learning reading, students can also improve their English grammar, and vocabulary, and also how to build sentences and paragraphs. Harmer (2007) said that reading texts provide opportunities to study

language such as vocabulary, grammar, punctuation, constructing sentences, paragraphs, and texts. Moreover, Yuliawati (2018) argued that through reading a text, learners will be accustomed to looking the dictionary up guessing the words, and using the words in the context properly. She added that good vocabulary mastery will help learners express their ideas precisely and having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics.

In reading activity, the students are required to have more attention to what they read to comprehend a reading text. Klingner et.al. (2007) stated that reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading, word, and world knowledge, and fluency. In comprehending reading text, readers can use their previous knowledge to help them interpret the text and find out the meaning of the words in the text. In addition, Kintsch and van Dijk, and Kintsch (in Gilakjani, 2016) defined reading comprehension as the process of creating meaning from text. The purpose of reading a text is to get an understanding of the text rather than to acquire meaning from individual words or sentences. In this case, without comprehension, reading is a frustrating, useless exercise in word calling (Azis and Yusanti, 2020)

In order to be able to find out or to create a meaning in a text, students need to have a lot of exercises. It is not uncommon to face difficulties in learning reading especially reading English text. According to some previous studies, English foreign language students still face some difficulties in comprehending reading text. Yusuf and Fauzan (2016) investigated students' difficulties in comprehending reading text. Their result analysis showed there are some factors that influenced the students' difficulties such as vocabulary, limited knowledge in analyzing reading comprehension questions, and skill in analyzing a text. Prihatini (2020) also discussed students' difficulties in reading comprehension. She found that the students faced difficulties in many levels of comprehension such as literal comprehension, inferential comprehension, critical comprehension, and creative comprehension. The factors that caused those difficulties such as inadequate instruction presented by the teacher, lack of pupils' interest, and

vocabulary difficulties. In line with this case, a suitable reading method can also influence the students in comprehending text. Yuliani (2020) has discussed one of the reading methods namely the direct method in teaching reading and it was an effective method to teach reading comprehension by showing that the null hypothesis was rejected and the alternative hypothesis was accepted. In this case, choosing appropriate methods become the teacher's duty to improve students' ability in the learning process.

Looking at some previous studies, Indonesian EFL students still faced some difficulties in learning reading. However, they still try to understand the English text even though many factors still make them find it difficult. Based on some problems that arose, it is the teacher's duty to help the students in learning reading and improve their reading skill. Brown (2007) stated that teaching reading is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the students to do learning. The teacher as a facilitator should be able to use appropriate reading methods,techniquese, or strategies which can help the students in improving their reading ability. One of the reading strategies that can help students in learning reading is Imagine, Elaborate, Predict, and Confirm (sorted into IEPC) strategy. IEPC concerns the pre-reading, reading, and post-reading stages. Wood (2002) stated that the IEPC strategy is a reading comprehension strategy designed to motivate the student's interest in reading and stimulate their ability in comprehending the text. In addition, Vacca and Vacca (in Wood and Harmon, 2010) said that IEPC requires students to visualize (imagine) and verbalize (elaborate), which is important for reading comprehension. In IEPC, the students are asked to imagine everything they can think of related to the text they have selected. They use their previous knowledge in their imagination to connect previously learned information and new content through imagery and visualizations, analogies, descriptions, and details (Wood and Endres, 2004). Then, they ask to predict information that appears in sentences they read and make a confirmation.

Based on the explanation above, the writers think that it is necessary to apply an appropriate strategy in teaching reading. In this case, the writers were interested to apply the IEPC strategy in teaching reading to know whether or not it can influence the students' reading ability. This research is conducted to answer the following questions: 1) Is there any influence of using the IEPC strategy on the students' reading skills? 2) Is the average

score of the student's reading skills who learned through the IEPC strategy higher than those who learn by using the conventional strategy?

RESEARCH METHOD

This research is descriptive quantitative research. The writers used quasi-experimental research as a research design. It is a type of experimental research but without random assignment of individuals (Mackey, 2005). The subject of this research is the eighth grade of SMP Negeri 20 Bandar Lampung in the academic year 2021/2022. In this research, the writers used two classes as the sample of research, one class was used as an experimental class and another class was used as a control class. In the experimental class, the writers applied the IEPC strategy in teaching reading, and in the control class, the writer used a conventional strategy in the teaching and learning process. There are two variables in this research, there X variable, and the Y variable. The X variable was the IEPC strategy and the Y variable was the students' reading skills. There are 5 classes in the population which consisted of 151 students. In determining the sample of the research, the writer used a cluster random sampling technique. To determine which class would be experimental class and control class, the writer uses lottery. In collecting the data, the writer used multiple choice test or close ended question which consisted of 40 questions with four options (a,b,c,d). The point of each item is 2.5. Therefore, the highest score is 100 and the lowest score is 0. In analyzing the data, the writers used t-test to find out whether or there was an influence of using IEPC strategy towards the students' reading skill.

RESULTS AND DISCUSSION

Normality Data Test of Experimental Class

The result of analysis on the data of students who learn through IEPC strategy showed that the highest score is 91 and the lowest score is 50. The mean is 68.61, the mode is 67, the median is 70.5, and the standard deviation is 11.02. Then the data distribution frequency and the histogram can be seen in figure below:
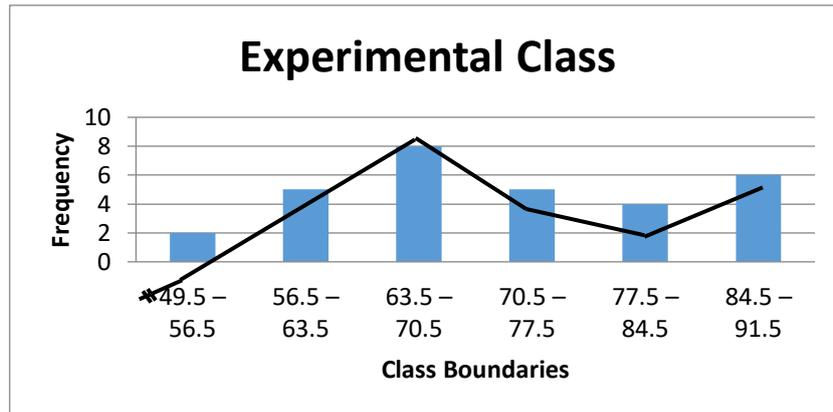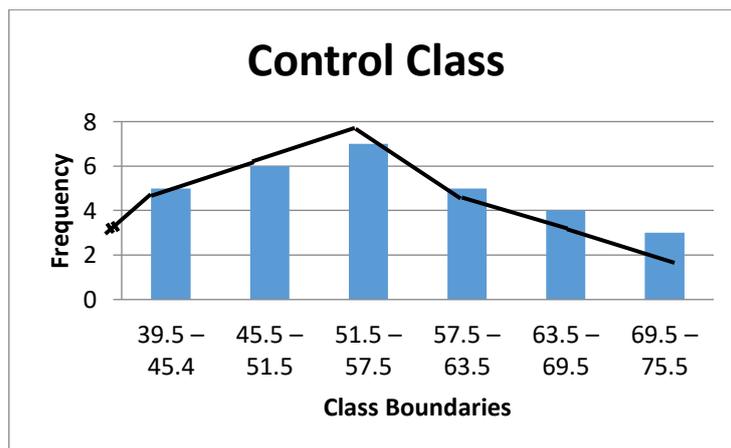
Figure 1.The Data Distribution Frequency in Experimental Class

Based on the data above, it was found that $\chi^2_{ratio} < \chi^2_{table}$. χ^2_{ratio} was 4.92 and χ^2_{table} at significant level of 1% was 11.3 and at significance level of 5% was 7.81. In this case, the hypothesis was accepted. It means that the data have normal distribution.

Normality Data Test of Control Class

The result of analysis on the data of students who learn through conventional strategy showed that the highest score is 75 and the lowest score is 40. The mean is 52.7, the mode is 53.48, the median is 54.92 and the standard deviation is 9.51. Below is the data distribution frequency and the histogram:

Figure 2.The Data Distribution Frequency in Experimental Class

Based on the data above, it was found that value of χ^2_{ratio} is 2.99 and χ^2_{table} at significance level α = 0.05 was 7.81 and α = 0.01 was 11.3. Because χ^2_{ratio} was lower than χ^2_{table} (11.3 > 2.99 < 7.81), it can be concluded that the data of control class has normal distribution.

The Homogenity Test

After analyzing the normality of the data, the researcher analyzed the homogeneity of the data. It was done to know whether or not the data were homogeneous. Based on the calculation, it showed that $F_{ratio} = 1.16$ is lower than F_{table} at significance level 0.05 was 1.85 and at significance level 0.01 was 2.41. It can be concluded that the data of experimental and control class are homogeneous.

The Hypothesis Testing

In the previous part, the writers have formulated the hypothesis: there is an influence of IEPC strategy towards the students' reading skill. To test whether or not the hypothesis is accepted, the writers used *t-test* formula. The data which were analyzed in this research were post-test scores of the two classes, those are experimental and control class. The summary of the data calculation as follow.

Determining the degree of freedom

Significance level 5%

df $\quad= n1 + n2 - 2$

$\quad\quad= 30 + 30 - 2$

df $\quad= 58$

The t_{table} (t_1) with level of significance of 0.05 is 2.02 or t_t (58; 0.05) = 2.02

Significance level 1%

df $\quad= n1 + n2 - 2$

$\quad\quad= 30 + 30 - 2$

df $\quad= 58$

The t_{table} (t_1) with level of significance of 0.01 is 2.70 or t_t (58; 0,01) = 2.70

Applying the t_{test}

$$t_{test} = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

In applying t$_{\text{test}}$ formula, the writers tested the null hypothesis (Ho) of this research. Statistically, the hypothesis can be formulated as Ho Null Hypothesis.

H$_o$ 1 : $\mu_1 = \mu_2$ it means that there is no influence of IEPC strategy towards students' reading skill at the eighth grade of SMP Negeri 20 Bandar Lampung in 2021/2022. Statistically, the hypothesis can be formulated as Alternative Hypothesis.

H$_a$ 1 : $\mu_1 \neq \mu_2$ It means that there is an influence of using IEPC strategy towards students' reading skill at the eighth grade of SMP Negeri 20 Bandar Lampung in 2021/2022. The result of calculation can be seen in the table below:

Table 1. The Calculation of Result HypothesisTesting

Hypothesis Testing		
t$_{\text{test}}$	**t$_{\text{table}}$ (0.05)**	**t$_{\text{table}}$ (0.01)**
6.25	2.02	2.70

Based on the data analysis, the result of t_{test} was 6.25 and from the distribution table for the degree of freedom of 58 at the significance level of 5%, it is known that t_{table} = t $(1 - \frac{1}{2}\alpha)$ was 2.02 and at significance level of 1% it is known that t_{table} = t $(1 - \frac{1}{2}\alpha)$ was 2.70. It means that t_{test} was higher than t_{table}. It was evident that H_o is rejected and H_α is accepted. So, IEPC strategy has an influence in students' reading skill.

Equality Test of Two Averages

To know the equality test of two averages, the writer consulted t-test with t-table (by looking at G table). Based on the data analysis, it was got t_{test} = 6.25 and from the distribution table for degrees of freedom f 58 at the significance level 5% known t_{table} = t (1 - 0.05) (dk) = 1.68 and at significance level of 1% known t_{table} = t (1 - 0.01) (dk) = 2.42, it means that $t_{test} > t_{table}$. In this case, H_a was accepted. It means that there is an influence of IEPC strategy towards students' reading skill at the eighth grade of SMP Negeri 20 Bandar Lampung in 2021/2022.

Different Test of Two Averages

To know the different test of two averages, the writer consulted t-test with t-table (by looking at G table). Based on the data analysis, it was got t_{test} = 6.25 and from the distribution table for degrees of freedom f 58 at the significance level 5% known t_{table} = t (1 - $\frac{1}{2}\alpha$) (dk) = 2.02 and at significance level of 1% known t_{table} = t (1 - $\frac{1}{2}\alpha$) (dk) =

2.70, it ,means that $t_{test} > t_{table}$. In this case, H_a was accepted. It means that the average score of students' reading skill who learn reading through IEPC strategy higher than those who learn through conventional strategy at the eighth grade of SMP Negeri 20 Bandar Lampung in 2021/2022.

Based on the result of analysis above, it was proved that there was an influence of IEPC strategy towards the students' reading skill. It was also proved by the average score of standard deviation in experimental class which was higher than in control class (72.13 > 55.7). It means that the average scores of experimental class was higher than the average scores of the control class. From the result above, it can be known that IEPC strategy is a good strategy to improve students' reading skill. According to Wardani (2012) IEPC is strategy to make students expected to read the text effectively and efficiently. It means that this strategy can really support the student s' learning activities and can make the process of learning reading more effective and interesting. In addition, Vacca and Vacca (in Wood and Harmon, 2010) some benefits of IEPC strategy. First, IEPC requires students to visualize (imagine) and verbalize (elaborate), which is an important for reading comprehension. Second, IEPC strategy is one of strategy that can use by teacher to help students organize what they have read and will help them to connect to what they already know. Third, IEPC is a good strategy to help students' increase comprehension in reading. This makes students remember where important information in the text.

CONCLUSION

Based on the result of the data analysis and calculation by using t-test formula, the result of analysis is proved that there was an influence of IEPC strategy towards the students' reading skill. It was showed that t_{test} was higher than t_{table} (6.25 > 2.70 > 2.02) Furthermore, the averages score of the students who learn reading through IEPC strategy was higher than those who learn through conventional strategy. Therefore, it could be stated that IEPC strategy has an influence on the students' reading skills at the eighth grade of SMP Negeri 20 Bandar Lampung in 2021/2022. In this case, the writers suggested to the teachers to use the IEPC strategy in teaching reading and the writers hope

that the results of this study will be useful to scholars and researchers interested in conducting research in the same field.

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