

IEPC READING STRATEGY

PREFACE

Reading comprehension is an essential skill for learners of English. For most of the learners, it is the most important skill to master in order to ensure success in learning. By strengthening the reading skill, learners of English tend to make greater progress in other areas of language learning. However, there are still problems faced by the students in mastering the skill such as it is hard for the students to comprehend the reading texts, the students do not have positive attitude in reading skill. One of the strategy to solve the students problems is using the IEPC Reading Strategy.

This book discusses the strategy in teaching reading skill for the students in high schools. The strategy which is discussed in this book is IEPC Reading Strategy. IEPC stands for Imagine, Elaborate, Predict, and Confirm. IEPC is a whole class strategy designed to take the predictive process back to its origins in the imagination and extend it throughout the pre-reading, reading, and post-reading stages of an instructional lesson. The imagining, elaborating, and predicting come before the reading, and confirming is after the reading. The IEPC strategy has potential as a means to improve understanding and to motivate students to want to read assigned texts, both expository and narrative. So, when the students are motivated in reading the texts, it can directly increase the students attitude towards reading. They will have positive attitude in reading stage because they are interested in the activities during the reading.

There are three stages in reading: pre-reading stage, reading stage, and post-reading stage. For pre-reading stage, the IEPC strategy includes the imagine phase, elaboration phase, and prediction phase. While for the post-reading, the IEPC strategy includes the confirmation phase.

By using this strategy, it grows students' positive attitude during the reading phase. The positive attitude can be examined by seeing the students' experience, action, and behaviour during the class. To see the students progress in reading, we can use the reading comprehension test and also questionnaires to the students.

It is worth reading book. It is hoped that this book can give implications and inputs to the school and the teachers to promote and encourage students to read better.

Roma Rianti
Sofendi

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Palembang, February 27, 2014
The Writers,
Roma Rianti
Sofendi

PUBLISHERS' FORWARD

This book entitled 'IEPC Reading Strategy' provides some knowledge in the field of English teaching in Indonesia, particularly for teaching reading comprehension. It can be used as one of references for teaching English by using the IEPC Reading Strategy either for English teachers or practioners. In addition, it can also be used by student teachers who are interested in teaching English as one of ideas in helping the the students learn English.

At this valuable opportunity, I would like to thank the writers who trust the to publish this book.

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CHAPTER I INTRODUCTION

Language is used as a means of communication among nations all over the world. As an international language, English plays many important roles in people's lives, such as in education, economy, politics, science, technology, and culture. In Indonesia nowadays, English has been taught from the early stage of formal **education**. As described in Competency Based Curriculum (**CBC**) (Depdiknas, 2001, p. 7), English mastery is one of the skills to answer the global challenges.

There are four language **skills** taught in school; writing skill, speaking skill, listening skill, and **reading** skill. One of the important language skills is reading. Reading is a language skill used as one of the ways for gaining **information**. It is as important as the other three language skills; **listening**, **speaking**, and **writing**. According to Tarigan (1990, p.7), reading is a process done and used by the readers to gain message, which is delivered by the researchers through words or written language. By reading, students are able to access information and knowledge about many important and useful things widely spread in the world. The act of reading can be considered as comprising two basic processes. First, decoding of written **form**, and the second, comprehension of the message presented in the written form. It means that the process of reading does not only deal with the identifying of decoding of the written form, but also the comprehension of the content or information from the text. Furthermore, according to Mikulecky and Jeffries (1998, p.1), reading English is important for some reasons, such as (1) reading in English helps students learn to think in English, (2) reading in English helps students build their English vocabulary, (3) reading in English makes students more comfortable with writing in English. That is why, by reading students can increase their knowledge and ability in English and also develop their **cultural awareness** of English.

However, it cannot be denied that the students' **attitude** and interest in reading is very limited. According to Sarwono (2002), Psychologists, Warsenar, The Netherland on *the Jakarta Post* July 25, 2002, that Indonesian students have poor reading habits. They do not have positive attitude and also interest to read even though they have already known that reading is important but some of them still considered that reading is a boring activity. Especially when they think that it is hard for them to understand the content of the text. In other words, the

students have negative attitude towards reading English. they have negative attitude towards reading because even they know that reading is important they do not really get in to it. They do not think that through reading they could get much **knowledge** and they could broaden their thoughts and feeling.

Then, Program for International Student Assessment (**PISA**, 2009) as the most comprehensive and rigorous international program to asses student performance and to collect the data on the student, it was indicated that Indonesian students reading proficiency is on the rank of 57 out of 65 countries with the score 402. The **score** was below the OECD average score that was 493. It shows that the Indonesian reading performance is still low. In addition, their less ability in making connection of the information from the text with their previous knowledge also gives effect in their reading ability. According to Chia (2001), some students report that they have no problem in understanding both words and sentence structure of the paragraph, but they cannot reach satisfactory interpretation of the text.

Based on the **phenomena** above, the **researchers** think that it is necessary to improve the **quality** of teaching and learning reading comprehension by applying an appropriate strategy. The English teachers in teaching and learning processes, especially for the EFL, should apply good techniques and strategies to improve students' reading comprehension achievement. Therefore, from the finding above, it makes the researchers interested in conducting a research on students' reading **comprehension achievement**.

Reading comprehension is an essential skill for learners of English. For most of the learners, it is the most important skill to master in order to ensure success in learning. By strengthening the reading skill, learners of English tend to make greater progress in other areas of language **learning**.

The researchers have observed the students and interviewed the English teacher of SMAN 9 Palembang. The teacher said that many students had difficulties in comprehending the reading texts. These difficulties can be caused by the fact that the students had not mastered the reading comprehension skills and the students' knowledge of vocabulary was still very limited. The students even used to ask the teacher to translate the text into Bahasa Indonesia. Moreover, in the teaching and learning process, most of the students were passive and they were easily to get bored with the text that got to read. It can be concluded that they have negative attitude in reading **English**. It is probably because of the teaching strategy that the teacher used was not interactive, for

example, the teacher often asked the students to read the **text**, and then answered the questions only. So, the students had a lack of opportunity to express their **ideas**, ask **questions**, and works in **group**. As Cooper (1993, p.135) claims that reading is perhaps the most difficult language skill to teach or it involves so many different elements, mechanical eye movement, **grammar**, **vocabulary**, **phonetics**, **spelling**, and intellectual comprehension. Difficulties or obstacles faced in the process of teaching and learning reading cannot be considered as the only reason to let the condition where the mastery of reading cannot be mastered by most of the students. Teacher as one of the determiner in achieving instructional objectives should consider some teaching strategies that can be used to accomplish a desired **outcome**.

Dealing with the problems stated above, the researchers would like to use the strategy that is hoped to be able to help the students in improving their reading comprehension achievement and their attitude towards English in order to have positive learning **atmosphere**. The strategy is IEPC strategy. The IEPC stands for imagine, elaborate, predict, and confirm. IEPC is a whole class strategy designed to take the predictive process back to its origins in the imagination and extend it throughout the pre-reading, reading, and post-reading stages of an instructional lesson. The **imagining**, **elaborating**, and **predicting** come before the reading, and confirming is after the reading. The IEPC strategy has **potential** as a means to improve **understanding** and to motivate students to want to read assigned **texts**, both expository and **narrative**.

Based on the description above, therefore, the researchers are interested in conducting a research entitles “Improving the Reading Comprehension Achievement and the Reading Attitude of the Eleventh Grade Students of SMAN 9 Palembang through IEPC Reading Strategy”. Since IEPC Strategy would help the students to get started and read effectively. Therefore, this study attempts to improve students’ ability in reading comprehension by using IEPC strategy.

The problems of the study are formulated in the following questions: (a) Is there any significant improvement to the eleventh grade students’ reading comprehension achievement of SMAN 9 Palembang using IEPC Reading Strategy?, (b) Is there any significant improvement to the eleventh grade students’ reading attitude of SMAN 9 Palembang using IEPC Strategy?, (c) What are the eleventh grade students’ perceptions on the **implementation** of IEPC **Reading Strategy** in teaching reading comprehension?

Therefore, the objectives of the study are to find out: (a) whether or not there is a significant improvement to the eleventh grade students' reading comprehension achievement of SMAN 9 Palembang using IEPC Strategy, (b) whether or not there is a significant improvement to the eleventh grade students' reading attitude of SMAN 9 Palembang using IEPC Strategy, and (c) the eleventh grade students' perceptions on the implementation of IEPC Reading Strategy in teaching reading comprehension.

CHAPTER II

LITERATURE REVIEW

This chapter describes (a) the **concept** of reading, (b) **reading comprehension**, (c) the levels of reading comprehension, (d) the concepts of IEPC reading strategy, (e) kinds of reading text, (f) **attitudes**, (g) **English teaching learning process** at SMA Negeri 9 Palembang, and (h) previous related studies.

The Concept of Reading

It is useful to define what reading is since there is no single set of **definition** of reading, but there is a broad definition that has been widely used. In Oxford advanced Learner's Dictionary (Hornby, 1995:968), reading is the action of a person who read. Reading is an active attempt, on the part of the reader is hoped to try to get or know the message that the author wants the reader to know about. Linguistically, reading is a recording and decoding process, it differs from speaking and writing that involve encoding process. Decoding means to make **connection** between written words and oral language meaning that covers the change of written or printed words become meaningful sound (Anderson, 1972, p.209-210 as cited in Rohliyah, 2009)

Good readers must construct "meaning through the dynamic **interaction** among the reader, the text, and the context of the reading **situation**" (Karen, et. al., 1987, p.750, cited in Rohliyah, 2009). It is stated that reading is the process in which information from the text and the knowledge possessed by the reader act together to produce meaning. Another definition is proposed by Wixson and Peter (1984) as cited in Cheek et al (1989, p.52) that reading is the process of constructing meaning through the dynamic interaction among readers' knowledge, the information suggested by the written **language**, and the context of the reading situation.

It means that reading is not only the act of getting new information by decoding the written form, but also the **process** of how we relate our previous knowledge, **experience**, and **information** to the new information that we gain. It will enlarge our knowledge since we combine these two things, the previous knowledge and the new information to build a meaning of what we are reading.

Reading Comprehension

Reading comprehension refers to the ability to understand information presented in written form. Bromley (1992) stated:

“Reading is an active cognitive process of interacting with print and monitoring comprehension to establish the meaning. Reading is the instruction recognition of various written symbols with existing knowledge, and comprehension of information and ideas communicated. (p.203)”

Next, reading also means that readers must be able to comprehend the written information. Cheek et al (1989) as cited in Rohliyah (2009, p.5) defines comprehension as follows:

“Comprehension is the complex process of understanding the meaning of one word or a series of words presented in oral or printed form. It includes not only the ability to decode words, but also the awareness of their meaning. Thus, the ultimate objective of reading is to develop the students’ understanding of what they are reading.”

According to Wilhelm (2009), reading comprehension is the **capacity** to perceive and understand the meaning communicated by text. And then, reading comprehension can be defined as the level of understanding of a passage or text (Bouchard & Trabasso, 2003). Furthermore, Devine (1987, p.7) argues that “reading comprehension is a process of activating the prior knowledge of the reader which cooperates with his appropriate cognitive skills and reasoning ability to find out the concept from a printed text”. In these words, the reader must be able to understand, to interpret and to select actual information from text.

Therefore, a good achievement in comprehending the passage will be shown by getting high scores or good results. It will indicate that the students are able to receive the author’s message. Therefore, a good achievement in reading comprehension means that the readers or the students can receive the author’s message and answer the questions correctly. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence of understanding of text. Reading comprehension includes the following (Wilhelm, 2009): (a) **applying** one’s knowledge and experiences to the text, (b) setting goals for reading and ensuring that they are aligned with the text, (c) **using** strategies and skills to construct meaning during and after reading, (d) **adapting** strategies that match the reader’s text and goals, (e) **recognizing** the authors’ purpose, (f) **distinguishing** between facts and opinions, and (g) **drawing** logical conclusion.

With these concepts in mind, the teachers' roles during reading comprehension instruction are to ensure that the students participate actively prior to reading, have the strategies and skills to use when reading, and try to make sense of the text by understanding the authors' intention and bringing their own experiences to bear on the text.

Since comprehending is not easy, therefore, an alternative effective teaching strategy is demanded for teaching reading comprehension. One strategy that can be applied in teaching reading comprehension is IEPC Strategy.

Levels of Reading Comprehension

Comprehension involves various levels of thinking. According to Berry (2005), **levels** mean different depths of understanding, different analysis of what is meant. In other words, researcher was expected to read at different levels of comprehension. There are three different levels of comprehension according to Berry (2005) such as the literal level, the interpretive level and the applied level. Then, according to Smith (1965, p.291), there are four different levels of reading comprehension; they are literal reading, interpretative reading, critical reading, and creative reading. Next, according to Anderson, Durston and Poole (1989), teachers need to be aware that there are actually three main levels or strands of reading comprehension-- literal, interpretive and critical comprehension.

Then, in this book, the researchers present the four levels of reading comprehension. They are: (a) **Literal Reading** - in this level the readers are only able to use the information, which is stated explicitly in the text. Although it only needs little or no thinking on the part of the readers, it gives them opportunity to practice in recalling and reproducing statements of fact and have a place in detailed factual reading, (b) Interpretative Reading or Referential Comprehension - in this level the readers read between the lines, make connection among individual stated idea, make **inferences**, draw **conclusion**, or **experience emotional reaction**. To answer the questions at the interpretative level, the readers must have problem-solving ability and to be able to work at various levels abstraction, (c) Critical Reading or Reading beyond the lines - this level of comprehension involves identifying relevant and irrelevant information, understanding the reliability of an author, differentiating facts and **opinions**, separating real and unreal **communication**, and (d) Creative Reading - in creative reading, the readers try to come up with the new or alternative solutions to those presented by the researchers. Creative reading uses divergent thinking skills to go beyond the literal comprehension, interpretative, and critical reading.

In this study, the researchers only focus on the literal comprehension and referential comprehension.

The Concept of IEPC Strategy

IEPC, introduced by Wood and Endres in 2004, is designed to motivate students' interest in reading while simultaneously enhancing their ability to comprehend and write descriptively. It is a whole-class strategy designed to take the predictive process back to its origins in the imagination and extend it throughout the pre-reading, reading, and post-reading stages of an instructional lesson. IEPC has its greatest potential with any instance where teachers would use prediction or imagery to heighten students' interest in a selection and stimulate their thinking about a topic before reading. The imagining, elaborating, and predicting come before the reading, and confirming is after the reading. The IEPC strategy has potential as a means to improve understanding and to motivate students to want to read assigned **texts**, both expository and narrative.

However, in order to make predictions about a text, students must have prior knowledge or experiences about the topic as well as a means, or a reason, to retrieve this latent information and knowledge. Getting students to make predictions about a selection involves more than just telling them to "guess what will happen in this story." When effective, it seems likely that some sort of "triggering" of the imagination, retrieval of images and of previous experiences is necessary to ensure adequate predictions (Wood & Endres, under review). While not all students are proficient at creating mental images before or during their reading, research indicates that students of all ability levels can be taught this strategy (Finch, 1982; Gambrell & Bales, 1986; Gambrell & Koskinen, 1982). The IEPC uses these research-based practices to help students become active participants by using what they already know to understand new information.

There are three stages in reading: pre-reading stage, reading stage, and post-reading **stage**. For pre-reading stage, the IEPC strategy includes the imagine phase, elaboration phase, and prediction phase. While for the post-reading, the IEPC strategy includes the confirmation phase.

Pre-reading Stage

The pre-reading stage has been termed the most important stage of the instructional lesson. It is during this stage that prior knowledge is elicited, background information is developed, purposes for reading are

established, and a general **interest** and **enthusiasm** for the lesson to follow are established.

"I"—the Imagine Phase

In this phase, tell the students that before reading a selection, they are going to explore the pictures in their heads about the topic. Tell them to join you in closing their eyes and imagining everything they can about the selection to be read. This may be based upon the cover of a book, a title, or a topic. **Encourage** the students to use sensory experiences by imagining feelings, taste, smell, sight, and surroundings. Use question probes to elicit their sensory imaginings such as "What smells/sounds are around you? How do you feel? What do you see?" Write these responses in the "I" column.

"E"—The Elaboration Phase

Model for the students how to use their visual **images** and add details, anecdotes, prior experiences, and sensory information by talking aloud your thinking. Write these responses in the "E" column.

"P"—The Prediction Phase

Talk aloud at least one sample prediction, based upon prior visual images and encourage the students to do the same. If necessary, have the students look at some of the pictures or headings in the selection or introduce some key characters to direct the predictions to the information in the text. Write these responses in the "P" column. Tell the students to think about these predictions as they read or listen to the selection. Explain that, as mentioned previously, they will return to the predictions after the reading to either confirm or disconfirm the content.

Reading Stage

The reading stage may involve guiding students through the reading or having them read the selection on their own. Depending upon the ability levels of the students and the degree of teacher support needed, the students may be asked to read in pairs and retell segments to partners or group members, and/or read silently and engage in whole class discussions. While they are reading, tell the students to write down or make a mental note of key information to match or refute the original predictions. They may even be asked to write down the page numbers on which the supporting information is located. It may be necessary to model one or more examples of this type of strategic thinking for the class.

Post-reading Stage

This is the stage of a lesson, after the reading is completed, when the information is discussed and synthesized and when the new knowledge is integrated with the pre-existing **knowledge**. It is the time when purposes for reading and predictions are re-examined and analysed.

"C"—the Confirmation Phase

After reading, return to the transparency or board and modify the original predictions to coordinate with the newly learned information. Thinking aloud some sample responses is also helpful here. New responses, not previously predicted, are also encouraged. Write down the students' responses in the "C" column of the form. To further enhance understanding, model for the students how to go back to the key parts of the text to confirm or refute the predictions. An example would be "Yes, that's true because on page 62 it says that volcanoes may appear dormant when they really are active."

Imagine, Elaborate, Predict, and Confirm Column

I	E	P	C
Close your eyes and imagine the scene, characters, events. What do you see, hear, smell, feel? Share your thinkin with a partner.	Tell/ describe/ give details of what you "see" in your mind.	Use these ideas to make some guessing or predictions about the work to be read.	Read the work and confirm or change your predictions.

Adapted from Wood, Karen. (2002). Aiding comprehension with the Imagine, elaborate, predict and confirm (IEPC) strategy. *Middle School Journal*, 33(3), 47-54.

Kinds of Reading Text

(a) Narrative Text - **Narrative text** is a kind of text that tells a story of something happened. According to Smalley and Reutten (1990) explain that narrative texts describe a sequence of events or tell a story. It tells a brief story, it has a setting, characters, a plot, and a conflict. Then, Narrative text is one that tells story; it can describe an experience, provide an example or entertain (McDougal& Little, 1980, p.114, cited in Hutabalia, 2009). Furthermore, a narrative text tells a real or an imaginary story with a clear beginning, middle or ending (Bergman and Senn, 1990, p.298, cited in Rohlia, 2009). It tells a brief story, it has a

setting, characters, a plot, and a conflict. Narrative text can be divided into two types, they are fiction and non-fiction. In fiction stories, the story is not real story, usually it is just the imagination of the author. He creates the story as what he wants, for examples: fable, legend, folklore, fairy tales, etc. Non-fiction stories are written to inform the reader about the events that happen, for example when some tells about his experience. A narrative text is written to entertain the reader.

(b) Descriptive Text - According to Smalley and Reutten (1990), descriptive paragraphs describe the way something looks (Its physical appearance). And then, a **descriptive text** presents a picture of a real or imaginary person, place, or thing (McDouglal & Little, 1980, cited in Rohliah, 2009). In other words, a descriptive paragraph describes thing that can be seen, heard, felt, smelted or tasted. When the readers read a descriptive text, usually they will imagine the picture from the story that has been written by the author. The purpose of descriptive text is to give description about something, so that the reader can get a picture of it.

(c) Expository Text - **Expository texts** are written to convey, describe, or explain non-fictional information. It is more difficult for the students to understand these types of materials than narrative texts because they have specific text structure, contain technical vocabulary, and require readers to have background knowledge. According to Smalley and Reutten (1990) an expository paragraph is a paragraph that explains or analyses a certain topic by giving some reasons and examples, explaining a process, comparing, defining, and classifying. According to Reutzel and Cooter (2007), “Expository texts include biographies, essays, how-to-books, scientific reports, newspaper articles, and so on.” The main purpose of expository text is to inform or describe. The most common expository text structures include description, enumerative listing, sequence, comparison and contrast, cause and effect, and problem and solution.

Attitude

The main concern about this study is not only about the students’ **achievement** in **English** but it also is about their attitude toward English. Therefore, here are some explanations about attitude from some experts.

Attitude is a qualitative psychological phenomenon. It is not easy to give a very perfect definition and limitation of it. However, several definitions are provided by some experts. First, Scholl (2002, p.2) defines an attitude as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favor or disfavor.

Second, Elyildirim and Ashton (2006), they said that most members of the language teaching profession realize that their students' learning potential increases when attitude is positive.

Furthermore Brown (2000) cited in Elyildirim and Ashton (2006) defines attitude is cognitive and affective; that is; they are related to thoughts as well as to feelings and emotions. Positive attitude toward target language will enhance proficiency while students with negative attitude may fail to progress and become even more negative in their language learning attitudes.

The next explanation that argues about the importance of considering students' attitude in learning process is by Ruggiero (1998, p.74). He defines an attitude as habitual emotional response driven by belief. Beliefs are ideas where we hold to be true. Unlike feelings and tendencies, they can be clearly identified and articulated. Because beliefs purport to represent reality, they are subject to the rules of logic. In other words, unlike feelings and tendencies, they can be tested for reasonable.

Overall, from all the explanations above, it can be concluded that having positive attitude in learning process is very important. It is because it will influence the students during the teaching and learning process and it will also bring good impact for the students in the future.

Characteristics of Attitude

According to Rokeach (1980, p.112), he argues that there are four **characteristics** of attitude. Here are the following characteristics: (a) an attitude is relatively enduring: an attitude is relatively enduring because it is learned. Since it is learned, it can be taught. Liking or disliking a foreign language is learned. There is no student who is born liking or disliking it. Reinforcement and imitation processes are believed to represent the processes which are involved in the learning of attitude, (b) an attitude is situational: an attitude is influenced by situation and can therefore be generalized. This means that the situation affects the students' attitudes. Language, teacher, and assignments, for example, are within school situation, (c) an attitude is an organization of beliefs: an attitude is not a basic and irreducible element within personality, but represents a cluster of two or more interrelated elements. This element is in the form of underlying belief rather than expressed opinion. A belief is a predisposition inferred consciously from what one says or does. The content of belief may describe an object as true or false, correct or incorrect; evaluate it as good or bad; and promote certain action as desirable or undesirable. All **beliefs** are predisposition to an action, and

an attitude is a set of interrelated predisposition to an action organized in certain situation, and (d) an attitude acts as an intervening variable: an attitude is not observable phenomenon, but is introduced to explain behaviour as observed. A student can be said to have positive attitude toward English, but the attitude itself cannot be observed. What is observed is the presence of behaviour that indicates acceptance of English and the absence of rejecting behaviours, like ignoring English assignments, not participating actively in class or dropping English subject. From this behaviour, the attitude inferred explains a person's behaviour. It also represents intervening variable which operates on behaviour.

Components of Attitude

An attitude is composed of some **components**. According to LaPiere (1934, cited in McLeod, 2009), attitude has three components, affective component, behavioural (or conative) component, and Cognitive component. Furthermore, for the current study, evaluation is the added to the component of attitude. Therefore, there are four components of attitude such as cognitions, affect, behavioural intentions, and evaluation (Scholl, 2002, p.3). Cognitions are our beliefs, theories, expectancies, cause and effect beliefs, and perceptions relative to the focal object. They are (a) affective refers to our feeling with respect to the focal object such as fear, liking, or anger, (b) behavioural intentions are our goals, aspirations, and our expected responses to the attitude object, (c) evaluations are often considered the central component of attitudes. Evaluations consist of the imputation of some degree of goodness or badness to an attitude object. When we speak of a positive or negative attitude toward a object, we are referring to the evaluative component. Evaluations are function of cognitive, affect and behavioural intentions of the object. It is most often the evaluation that is stored in memory, often without the corresponding cognitions and affect that were responsible for its formation.

Attitudes in Language Learning

An attitude cannot be separated from learning. Lefrancois (1997) defines learning as the acquisition of the information and knowledge, of skills and habits, and attitudes and beliefs. In addition, he states that the educators throughout the world have a number of grand goals. For example, they want to develop students who love learning, respect the people and institutions, and want to be good citizens. In short, the educators want to develop students with positive attitude.

McWalters (1990) states that if the students say that they like studying the course, it means they are expressing an attitude. Furthermore, in expressing the attitude, our students are making an evaluative opinion about something. In this case, the English subject can be an evaluative opinion for them as well as their peer, teacher, teacher **performance**, classroom circumstance, etc.

From the statements of many experts above, it is important to summarize that an attitude is a mental process of a person toward an object. The mental process itself influences the person to act toward something. In language learning, this is the mental position or feeling toward what language learned. In this case, English is the object that is felt or thought by the students mentally.

Like research in **psychology** and **linguistics**, studies about attitudes in language learning have actually been done by many experts. They have moved from studies the effect of linguistic features to consideration of larger units of discourse as the researchers shape and reflect the actions, interactions and reactions of **participants**, including teachers, students and parents (McGroarty, 1996). This indicates that the attitudes to language learning are influenced by many factors due to the learning process. However, all studies aim to make the result of learning better.

To consider how important the attitude in language learning is, some researchers who are interested in this case have done some investigations. Gardner, Yamashiro, and McLaughlin (1999) cited in Strong (2001), for instance, tested 95 junior college students and 125 other university students and found correlation between their attitude/motivation and their language proficiency.

Furthermore, Purdie and Diver (1997) proved in their study that the attitudes that students have to their first and second language, are important motivational factors in language learning.

Teaching and Learning at SMAN 9 Palembang

Generally, teaching and learning process at **SMA** Negeri 9 Palembang still uses conventional strategy, which is lecturing. In this strategy, the teacher becomes the centre of the class. The teacher is the one who explains the lesson to the students while the students only become the listeners. In the middle or in the end of the lecturing the students are given chance to ask questions to the teacher about the lesson. Sometimes students are reluctant to use this asking questions session. In this conventional strategy, it rarely happens that the students actively

involved in giving and sharing their ideas related to the lesson during the teaching and learning process. Specifically, in teaching reading, the teacher also uses lecturing, thus, the teacher becomes the centre of the class. Before asking students to read the text, the teacher reads the text aloud and the students repeat after the teacher. Then, the teacher discusses some difficult words appear in the text. Sometimes, the teacher even translates the text. After discussing the text, the teacher then asks the students to answer some comprehension questions.

Previous Related Studies

There are some previous related studies that the researchers consider closely related to her study. The first is written by Dedi Hirawan in 2012 entitled “The Use of Guided Reading Strategy in Improving the Eighth Graders’ Reading Comprehension Achievement of Narrative Text and reading Interest at SMP Negeri 1 OKU” The objective of this study was to find out whether the teaching of reading through Guided Reading Strategy improves students’ reading comprehension achievement. In this research, the students were helped to improve their reading achievement by implementing three phases of reading. They are pre-reading, during reading, and post reading. The result of the study showed that this method was effective to improve the students’ reading achievement.

The second thesis was the one that written by Magdalena (2001) with the title “Increasing the Students’ Ability in Reading Comprehension through SQ3R Method at the Second Year Students of SMU Negeri 3 Palembang”. The **objective** of the study was to find out whether or not SQ3R could increase the students’ reading comprehension. The result showed that the method could work with most of the students.

The third thesis was the one that written by Dasril Hutabalia(2009) with the title “Teaching Reading Comprehension to the Eleventh-Grade Students of SMAN 1 Unggulan Inderalaya Utara through Preview Question Read Reflect Recite Review (PQ4R) Method”. The objective of the study was to find out whether teaching reading comprehension to the eleventh-grade students of SMA N 1 Unggulan Inderalaya Utara through Preview Question Read Reflect Recite Review (PQ4R) method is effective or not. The result showed that the method could work with most of the students.

The fourth one was an article entitled “Reading Comprehension Instruction Focus on Reading Strategies”. The reading strategies here are focused on previewing test, self-questioning, making connections,

visualizing, knowing how word works, monitoring, summarizing, and evaluating.

The fifth one was thesis written by Retika Wista Anggraini entitled “Improving the Reading Comprehension Achievement of the Fourth Semester Students of Islamic Religion Education Department of Tarbiyah Faculty of IAIN Raden Fatah Palembang Through **SQRW** Technique”. The objective of the study was to find out whether teaching reading comprehension to the fourth semester students of IAIN Raden Fatah Palembang through **SWRQ Technique** is **effective** or not. The result showed that the technique could work well for most of the students.

The similarity of these theses with the researchers’ study is on the dependent variable that is reading. The differences are on the independent variable and the populations. In her study, the independent variable is **IEPC strategy** and the **population** is the eleventh grade students of SMAN 9 Palembang.

CHAPTER III METHOD AND PROCEDURES

This chapter describes (a) the **method** of the study, (b) the **teaching procedures**, (c) the operational **definition**, (e) the **variables** of the study, (e) the **population** and **sample**, (f) the **technique** for collecting the **data**, and (g) the technique for analysing the data.

Method of the Study

The experimental method was used in doing this study. The researchers used one of quasi-experimental **designs**, namely non-equivalent control group design. The design involved experimental and control group which both were given a pre-test and post-test. Christensen (1991, p. 305) stated that a quasi-experiment design is an experiment that does not meet all the requirements necessary for controlling the influence of extraneous variables. Muller (1992) stated the following:

“Quasi experimental designs use intact groups as does the static group comparison design. The design are such that it is conceivable that random assignment to treatment is possible but circumstances or good judgments do not variant their use. Use of both a pre-test and post-test allows the researcher to measure change associated with the treatment. (p.34)”

The basic scheme of this study can be depicted as follow:

O ₁	X	O ₂	
O ₃		O ₄	(Wallen & Fraenkle (1991, p: 202))

Where:

----- : dash line presents that the experimental and control groups that have not been equated by randomization.

X : treatment for experimental group

O₁ : pre-test of experimental group

O₂ : post-test of experimental group

O₃ : pre-test of control group

O₄ : post-test of control group

In this research, the researchers did an experiment by conducting the actual teaching to the sample students, in experimental and **control**

group. The **experimental group** was taught through IEPC strategy, while the control group was not given any treatment by the researchers.

The researchers applied this strategy for 24 meetings to the experimental group. For the first meeting, the researchers gave the pre-test to both groups. They were asked to read some texts and answer some comprehension questions. On the second to the twenty-third meeting, the treatment was implemented to the experimental group while the control group was taught by using conventional strategy. On the twenty-fourth meeting the post-test was held.

Teaching Procedures

At the beginning of experimental week, the researchers introduced the students some information about reading. After that, she also introduced the IEPC Reading Strategy to the students as one of the strategy for reading comprehension. The **experiment** was done in 24 meeting to the eleven graders of SMAN 9 Palembang in academic year 2013-2014. Each meeting spent two study periods that was 2x40 minutes.

The phases for experimental group done by the researchers were as follow:

- (1) Pre-Activities (10 minutes)
 - a. Greeting the students and checking the students' attendance.
 - b. Distributing the materials and the IEPC strategy worksheets and helping students explore, gather, generate and organize their ideas.
- (2) Whilst-Activities (60 minutes)
 - a. Engaging the students into the IEPC Strategy, such as imagining, elaborating, and predicting.
 - b. Helping them to explore, gather, generate and organize their ideas.
 - c. Having them share their ideas with fellow students.
 - d. Having them read the text individually and recall information.
 - e. Having them confirm their ideas with the text.
 - f. Having them answer some comprehension questions.
 - g. Having them hand in their works.
- (3) Post-Activities (10 minutes)
 - a. Asking the students to summarize the lesson.
 - b. Giving the students home reading materials.
 - c. Ending the lesson.

Variables of the Study

In this research, there were two kinds of **variables**: **independent** and **dependent**. Independent variables are those the investigators choose to study (and often manipulate) in order to assess their possible effect(s) on one or more variables. An independent variable is presumed to have an effect on, to influence somehow, another variable (Wallen and Fraenkel, 1991, p. 36). The independent variable in this study was IEPC Strategy.

The variable that the independent variables is presumed to affect is called the dependent variable (Wallen & Fraenkel 1991, p. 36). The dependent variables of this study were the students' reading comprehension achievement and the students' **attitude**.

Operational Definitions

The study is entitled "Improving the Eleventh Grade Students' Reading Comprehension Achievement and Their Attitude through IEPC Reading Strategy of SMAN 9 Palembang". To avoid misunderstanding, some key words need explanations.

Reading comprehension refers to the students' achievement in understanding the reading passage or text which can be measured by using a test. The test will be in the form of questions that will be given to the students based on the reading text. The test here is the in the instrument to know or measure the students' achievement.

The term **Attitude** means cognitive and affective; they are related to thoughts as well as to feelings and emotions. In this study, it was feeling, emotion and opinion of students toward English found in questionnaire that distributed after the treatments.

IEPC is a reading strategy designed to motivate students' as well as their interest and attitude in reading while simultaneously enhancing their ability to comprehend and write descriptively. It is a whole-class strategy designed to take the predictive process back to its origins in the imagination and extend it throughout the pre-reading, reading, and post-reading stages of an instructional lesson. IEPC has its greatest potential with any instance where teachers would use prediction or imagery to heighten students' interest in a selection and stimulate their thinking about a topic before reading. Hopefully, this strategy can motivate the student to improve their achievement in reading.

Finally, the title refers to the act of teaching how to understand or comprehend the text or passage through IEPC Strategy to the Eleventh Grade Students of SMAN 9 Palembang.

Population and Sample

Population is the group to which a researcher would like the result to be generalized and which includes all individuals with certain characteristics (Wallen & Fraenkel: 1991, p. 129). Furthermore, McMillan (1992) states “a population is a group of elements or cases, whether individuals, objects, or events that conform to specific criteria and to which we intend to generalize the results of the research”. The population of this research was all the eleventh grade students of SMAN 9 Palembang in academic year 2013-2014.

Table 1: The population of the Study

No.	Class	Number of Students
1.	XI IPA 1	30
2.	XI IPA 2	31
3.	XI IPA 3	31
4.	XI IPA 4	32
5.	XI IPS 1	32
6.	XI IPS 2	31
7.	XI IPS 3	31
	Total	218

(Source: SMAN 9 Palembang)

Sample

Sample refers to the group of elements, or a single element, from which data are obtained (McMillan, 1992, p. 69). In this research the researchers used cluster random sampling. According to Wallen & Fraenkel (1991, p. 136), cluster random **sampling** is the selection of group, or cluster, of subjects rather than individuals and it is similar to simple random sampling except that groups rather than individuals are randomly selected. Cluster random sampling was used in this study because the population condition consisted of two clusters. The two clusters were natural science (XI IPA 1 until XI IPA 4) and social science (XI IPS 1 until XI IPS 3). From each cluster, this study randomly chose whether it was natural science or social science major, therefore there were two classes as the sample of the study. In addition, to decide which class belonged to the either experimental group or control group the researchers flipped a coin. Unfortunately, the researchers could not control the whole samples during the treatment because the researchers could not control whether the students were taking other courses or not.

Table 2: Sample of the Study

No	Group	Number of the students	Class
1	Experimental group	31	XI Science 2
2	Control group	30	XI Science 1
Total		61 students	2 Classes

Source: SMAN 9 Palembang in the academic year 2012/2013, April 2013

Techniques for Collecting the Data

In this research, the researchers used two techniques for collecting the data. The first technique was done by testing the sample. This technique was conducted by giving the students a test of a set of questions. The second one was done by asking for respondent. This technique was conducted by giving the students a set of questionnaires. Therefore, the researchers needed the instruments such as test and questionnaire.

Test

Test is a method of measuring a person's ability of knowledge in a given area (Brown, 1987, p. 219). Arikunto (2006, p. 139) states "test is a series of questions or exercises used to find out the students' skill, knowledge, intelligence, attitude, of an individual or group. Furthermore, Hornby (1995) states that a test refers to a short examination of knowledge or ability, consisting of questions that must be answered or activities that must be carried out.

In this study, the researchers gave the samples test in the form of essay questions. The aim of giving the test was to know the result of teaching reading by using IEPC Strategy. The researchers gave the test in two ways; pre-test and post-test. The pre-test was given before the treatment and the post-test was given after the treatment. The researchers used reading comprehension test in her study. The researchers tested the students' reading skill by having them read to a text and answers some comprehension questions based on the text they just read.

There were 40 questions in the form of essay questions. Correct answer was scored 1 and wrong answer was scored 0. There were six sub variables in the questions. They were the questions about Main Idea (MI), Supporting Details (SD), Sequence (Seq), Inference (Inf), Cause and Effect (C/E), and Vocabulary (V).

Table 3: Reading Comprehension Test Specification

No	Objectives	Materials	Indicators	Total Items	Item number	Types of the Test
1	Students are able to identify stated	Reading text	Students identify stated	26	2,3,4,5,6,7,8, 10,11,12,14, 16,18,21,22,	Essay

	information		information		23,24,27,28, 29,31,32,33, 34,36,37,38	
2	Students are able to identify implication	Reading text	Students identify implication	3	13,20,25	
3	Students are able to find main ideas of reading text	Reading text	Students find main ideas of reading texts	5	1,9,15,26,40	
4	Students are able to identify personal references	Reading text	Students identify the personal references from the text.	3	4,17,39	
5	Students are able to identify the words meaning.	Reading text	Students identify the words meaning from the text.	3	19,30,35	
	Total			40		

Before doing pre-test, the researchers tried out the **questions** that were asked as pre-test in order to know its **validity** and **reliability**. The test was tried out to the second year students of SMAN 18 Palembang. The researchers took the materials for the test from various related sources. All the questions were in the form of **essay** questions and the researchers devised the questions by herself.

Questionnaires

According to Hornby (1995, p. 688), questionnaire is a list of questions to be answered by a group of people in order to get information or facts. Arikunto (1998, p. 140) also stated that a questionnaire is a set of questions that should be answered by **respondents** in order to get the information of respondents' data, **experience**, attitude, knowledge, and **opinion**.

The researchers gave the questionnaires to the experimental group to whom she applied the IEPC reading strategy. The questionnaires were written or printed of questions to be answered by a number of students of the experimental group after they get the treatment and do the post-test. To avoid misunderstanding, the questionnaires were written in Bahasa Indonesia. The types of the questionnaires were made in form of Likert

Scale. There are five choices for the question to choose; strongly agree, agree, not sure, disagree, and strongly disagree. The score for each statement was:

5= strongly agree

4= agree

3= not sure

2= disagree

1= strongly disagree

In this study, there were two kinds of questionnaires. The first was questionnaire of attitude toward reading filled by the students. It consisted of 20 items. They were 11 positive statements (items number 1,2,5,6,7,8,10,11,12,13,17) and 9 negative statements (items number 3,4,9,14,15,18,19,20). This questionnaire was distributed to the experimental group before and after the treatments.

Table 4: Scoring System of Questionnaire of Attitude toward Reading

No	STATEMENTS	ITEMS	SCORING				
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	POSITIVE	1,2,5,6,7,8,10,11,12,13,17	5	4	3	2	1
2	NEGATIVE	3,4,9,14,15,16,18,19,20	1	2	3	4	5

The second was questionnaire of the students' perception toward reading through IECP strategy. It consisted of 20 items. There were 10 positive statements (item number 1,2,3,4,5,6,7,8,9,10) and 10 negative statements (11,12,13,14,15,16,17,18,19,20).

Table 5: Scoring System of Questionnaire of Students' Perception toward reading through IEPC Strategy

No	STATEMENTS	ITEMS	SCORING				
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	POSITIVE	1,2,3,4,5,6,7,8,9,10	5	4	3	2	1
2	NEGATIVE	11,12,13,14,15,	1	2	3	4	5

		16,17,18,19,20					
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The purpose of giving these questionnaires was to know their attitude toward reading before and after the treatment and also their opinion and feeling about applying the IEPC strategy to activate their prior knowledge before reading and after reading.

Validity and Reliability

Validity of the Test

Validity refers to the degree with which correct information can be made from the result of research study (Beiger & Gerlach, 1996, p. 77) cited in Hartono (2009, p. 12). In this study, the researchers measured the content validity of the test. Wallen & Fraenkel (1991, p. 88) state that content related evidence refers to the nature of the content included within the instrument, and the specification the researcher used to formulate the content. In this study, the researchers did the try-out to non-sample students at SMAN 18 Palembang. In this research, the content validity was used. In order to achieve the content validity, the researchers devised the test based on the purpose of the study that was to teach reading comprehension to the students by using IEPC strategy. Content validity helped to determine how well the test score represent certain learning objective. The researchers used table specification of the skills in order to judge whether or not the test has content validity. To know whether the questions given were **valid** or not, the questions must be appropriate to students' **level** of **competence** in English, the **curriculum** and **syllabus**, and the Flesch Kincaid reading Test in order to know the appropriate kinds and levels of the text for the eleventh grade students. Then, the researchers used items analysis of content validity, the kinds of information could be obtained with the items: (1) difficulty of items and (2) appropriateness of the items.

Table 6: The Level of Difficulty of the English Reading Test Items

Number of Items	The Level of Difficulty of the English Reading Test Items					Categorization
	1	2	3	4	5	
1.			3	7		Easy
2.		1	2	7		Easy
3.		1	5	4		Moderate
4.			6	4		Moderate
5.		2	5	3		Moderate

6.	1	2	4	3		Moderate
7.	1	3	4	2		Moderate
8.				6	4	Easy
9.	4	1	3	2		Very Difficult
10.	2	2	4	2		Moderate
11.			4	3	3	Moderate
12.		1	4	3	2	Moderate
13.	1	4	1	31		Difficult
14.				6	4	Easy
15.		1	5	4		Moderate
16.	1	1	2	2	4	Very Easy
17.			1	5	4	Easy
18.		1	1	5	3	Easy
19.		1	6	2	1	Moderate
20.	1	2	4	3		Moderate
21.		1	1	3	5	Very Easy
22.			3	4	3	Easy
23.		1	1	5	3	Easy
24.		1	5	3	1	Moderate
25.		2	3	5		Easy
26.		3	5	2		Moderate
27.			5	3	2	Moderate
28.		1	2	3	4	Very Easy
29.			5	4	1	Moderate
30.		4	4	2		Moderate
31.				5	5	Easy
32.			3	4	3	Easy
33.				6	4	Easy
34.			4	3	3	Moderate
35.	1	2	4	3		Moderate
36.		1	3	3	3	Moderate
37.		2	3	2	3	Moderate
39.		4	3	3		Difficult
40.		2	6	2		Moderate

Note:

- 1 : Very difficult (2,5%)
 2 : Difficult (5%)
 3 : Moderate (42,5%)
 4 : Easy (37,5%)
 5 : Very Easy (12,5%)

Table 7: The Level of Appropriateness of the English Test Items

Number of Items	The Level of Appropriateness of the English Test Items					Categorization
	A	B	C	D	E	

1.	9	1				Very appropriate
2.	4	3	3			Very appropriate
3.	4	5	1			Appropriate
4.	2	5	3			Appropriate
5.	4	5	1			Appropriate
6.	4	2	3	1		Very appropriate
7.	2	4	3	1		Appropriate
8.	5	3	1			Very appropriate
9.	2	6	1	1		Appropriate
10.	5	2	3			Very Appropriate
11.	5	4	1			Very Appropriate
12.	4	3	3			Very Appropriate
13.	1	4	4	1		Appropriate
14.	7	1	2			Very Appropriate
15.	3	6	1			Appropriate
16.	6	2	2			Very Appropriate
17.	5	2	3			Very Appropriate
18.	3	5	1	1		Appropriate
19.	3	4	2	1		Appropriate
20.	3	4	3	1		Appropriate
21.	5		4	1		Very Appropriate
22.	5	5				Appropriate
23.	4	3	3			Very Appropriate
24.	2	4	1	3		Appropriate
25..	3	4	2	1		Appropriate
26.	3	5	2			Appropriate
27.	6	1	3			Very Appropriate
28.	3	3	2	2		Appropriate
29.	3	5	2			Appropriate
30.	2	3	4	1		Moderate
31.	5	2	3			Very Appropriate
32.	4	5	1			Appropriate
33.	4	4	2			Appropriate
34.	4	4	2			Appropriate
35.	2	6		2		Appropriate
36.	4	1	4	1		Moderate
37.	3	4	3			Appropriate
39.	2	4	2	2		Appropriate
40.	4	3	2	1		Very Appropriate

Note:

- A: very appropriate (45%)
- B: appropriate (50%)
- C: moderate (5%)
- D: inappropriate
- E: very inappropriate

Furthermore, to test the **validity** of each item of the instrument, first the researchers consulted the instrument to the experts. There were 10 experts in judging the test instrument. The experts were 5 lecturers and 5 SMA English teachers. The lecturers were from UNSRI university, Poltek UNSRI, and Poltek Akamigas. Then, the teachers were English teachers from SMAN 9 Palembang, SMA Srijaya Negara Palembang, MAN 3 Palembang, and Islamic Senior High School Azzahra Palembang. In addition to the content validity, the test was also checked its validity by trying it out to a non-sample group. After that, the instrument was analysed by using item analysis. Item analysis was done by measuring the correlation between instrument item score and total score (Sugiyono, 2003, p. 272). Then, the researchers used Alpha Cronbach method to find the validity of the test. After that, for the calculation, the researchers used Statistical package for Social Science (SPSS) for windows. There were 30 valid items of the reading test.

Reliability of the Test

Wallen and Fraenkel (1991, p. 95) state that **reliability** refers to the consistency of scores or answer how consistent they are for each individual from one administration of an instrument to another, and from one set of items to another. According to Wallen and Fraenkel (1991, p. 99), the reliability coefficient of the test should be at least 0.70 and preferably higher, thus if the test reliability of all instruments are higher than 0.70 the test will be considered reliable.

In this study, the **researchers** used Alpha Cronbach **method** to find the reliability of the test. For the calculation, the researchers used Statistical package for Social Science (SPSS) for windows. And then, the **reliability** of the test was 0,918. Since it was higher than 0,70, so it was concluded reliable.

Validity and Reliability of Questionnaires

There were two questionnaires used in this research. The first questionnaire was the questionnaire used to know the students attitude toward reading and the second one was questionnaire about the students' perception toward reading through IEPC **Strategy**. Since the questionnaires were ready-made, it could be considered that the questionnaires had already been valid and reliable.

Techniques for Analyzing the Data

In this study the researchers used t-test and **percentage analysis** to analyze the **data**.

T-test

T-test was used to analyze the data from the test. According to Popham and Sirotnik (1973, p. 125), t-test is used to determine how great the difference between the two means in order to be judged **significant**. In this study, the researchers used paired and independent samples t-test. Paired samples t-test was used to distinguish the average scores of reading text gained by the experimental group students in the pre-test with the average scores of reading text gained in the post-test. Meanwhile, independent samples t-test was used to see the difference of the average score gained by the students of both groups in the post-test. To run the analysis the researchers used Statistical package for Social Science (SPSS) 17 for windows.

Percentage Analysis

In addition to the test, the percentage analysis was used to analyze the data from the questionnaires. To get the percentage of each number of the questionnaire, the researchers analyzed it by using below formula. The formula is as follows:

$$P = \frac{F}{N} \times 100\%$$

in which:

P: percentage

F: the total of student's choice

N: the total number of the students

CHAPTER IV FINDINGS AND INTERPRETATION

This chapter presents (a) the **findings** of the study, (b) the **statistical analysis**, and (c) the **interpretation** of the study.

The Findings of the Study

The findings of the study include the result of the test, pretest and posttest of the experimental group and control group.

The Results of the Test

After conducting the research, here the researchers describe and analyse the results of pre-test and post-test of experimental group and control group. The results of the tests were presented the form of scores. The researchers classified the students' score in score intervals and certain categories presented in the forms of frequency and percentage. The researchers used the score intervals as follows:

Excellent	: 86-100
Good	: 71- 85
Average	: 56-70
Poor	: 41-55
Very Poor	: ≤ 40

(Source: Buku Pedoman FKIP Universitas Sriwijaya, 2006: 24)

The Result of Pre-test and Post-test of the Experimental Group

Based on the results in the experimental group, the lowest score in pre-test was 40, the highest score was 92, and the mean was 68, 39. The lowest score in post-test was 64, the highest **score** was 100, and the mean was 85, 29. Table 7 shows the distribution of the scores in experimental group.

Table 7 - The Scores Distribution of the Pre-test and Post-test in the Experimental Group

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
≤ 40	Very Poor	2	6, 45%	0	0%
41-55	Poor	2	6, 45%	0	0%
56-70	Average	14	45, 16%	7	22,58%
71-85	Good	8	25, 81%	9	29,03%
86-100	Excellent	5	16, 13%	15	48,39%

Total	31	100%	31	100%
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Table 7 shows that in the pre-test, 2 students (6, 45%) were in the very poor category, 2 students (6, 45%) were in poor category, 14 students (45, 16%) were in average category, 8 students (26, 81%) were in good category, and 5 students (16, 13%) were in the excellent category. In the post-test, none of the students (0%) was in the category of very poor and poor, 7 students (22,58%) were in the average category, 9 students (29,03%) were in good category, and 15 students (48,39%) were in excellent category. The complete results of the pre-test and post-test in experimental group are given in appendix L.

The Results of Pre-test and Post-test of the Control Group

Based on the results in control group, the lowest score in the pre-test was 50, the highest score was 92, and the mean score was 73, 87. The lowest score in the post-test was 50, the highest score was 100, and the mean score was 75, 93. Table 8 shows the distribution of the scores in control group.

Table 8 - The Scores Distribution of Pre-test and Post-test in the Control Group

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
≤ 40	Very Poor	0	0%	0	0%
41-55	Poor	1	3, 34%	1	3, 34%
56-70	Average	12	40 00%	9	30, 00%
71-85	Good	13	43, 33%	12	40, 00%
86-100	Excellent	4	13, 33%	8	26, 67%
Total		30	100%	30	100%

Table 8 shows that in the pre-test, none of the students (0%) was in very poor category, 1 student (3, 34%) was in poor category, 12 students (40%) were in average category, 13 students (43, 33%) were in good category, and 4 students (13, 33%) were in excellent category. In the post-test, none of the students (0%) was in very poor category, 1 student (3, 34%) was in poor category, 9 students (30%) were in average category, 12 students (40%) were in good category, and 8 students (26, 67%) were in excellent category. The complete results of pre-test and post-test in control group are given in appendix M.

The Statistical Analysis

In this study, the results of the **pre-test** and **post-test** of both the experimental group and control group were analysed by using t-test. The

analyses were done by using SPSS (Statistical Package for Social Science) Program. The statistical analyses consisted of (1) the statistical analysis on the experimental group by using paired sample t-test, (2) the statistical analysis on the control group by using paired sample t-test, and (3) the difference analysis on the post-test experimental group and post-test of control group by using independent sample t-test, (4) the results of regression analysis and (5) the results of questionnaire.

The Statistical Analysis on Experimental Group

The researchers compared the results of the pretest and posttest in the experimental group by using paired sample t-test.

Table 9 - Paired Samples Statistics of the Experimental Group

	Mean	Std. Deviation	Std. Error Mean
Pretest	68, 39	15, 015	2, 697
Posttest	85, 29	12, 095	2, 172

Based on the paired sample statistics (table 9), the mean of the pre-test was 68, 39 and the mean of the post-test was 85, 29. The standard deviation of the pre-test was 15, 015 and the std. deviation of the post-test was 12, 095. The std. error mean of the pre-test was 2, 697 and the std. error of mean of the post-test was 2, 172. The complete results of paired samples statistics of the experimental group are given in appendix J.

The result of paired sample t-test (see appendix J) shows that the mean difference of pre-test and post-test in the experimental group was 16, 903. The t-obtained was 9, 716. At the significance level of $p < 0, 05$ in two tailed testing and degree of freedom 30, the t-table was 2, 0423 (see appendix O). Since the t-obtained was higher than t-table, it can be stated that teaching reading comprehension through IEPC Strategy was effective to improve students' reading comprehension because there was significant difference in the students' reading achievement before and after the treatment in experimental group.

Statistical Analysis on the Control Group

The researchers compared the results of the pre-test and post-test in the control group by using paired sample t-test.

Table 10 - Paired Samples Statistics of the Control Group

	Mean	Std. Deviation	Std. Error Mean
Pre-test	73, 87	10, 789	1, 970
Post-test	75, 93	12, 534	2, 288

Based on the paired sample statistics (table 10), the mean of the pre-test was 73, 87 and the mean of the post-test was 75, 93. The standard deviation of the pre-test was 10, 789 and the std. deviation of the post-test was 12, 534. The std. error mean of the pre-test was 1, 970 and the std. error of mean of the post-test was 2, 288. The complete results of paired samples statistics of the control group are given in appendix J.

The result of paired sample t-test (see appendix J) shows that the mean difference of pre-test and post-test in control group was 2, 067. The t-obtained was 1, 496. At the significance level of $p < 0, 05$ in two tailed testing and degree of freedom 29, the t-table was 2, 0452 (see appendix O). Since the t-obtained was lower than t-table, it can be stated that there was no significant difference in students' reading achievement before and after treatment in control group.

The Difference Analysis on the Post-test of Experimental Group and Post-test of Control Group

Based on the analysis of the independent samples test of the post-test in experimental group and control group, the t-obtained was 2,967 (see appendix J). At the significant level of $p < 0.05$ for two tailed test band degree of freedom 59, the t-table was 2, 0003 (see appendix O). Since the t-obtained was higher than t-table it means that teaching reading comprehension by using IEPC strategy was effective to improve students' reading comprehension because there was significant difference in reading comprehension between the students who were taught by using IEPC strategy and those who were not.

The Results of the Questionnaires

The Results of the Students' Attitude Questionnaire

The researchers compared the results of the students' attitude questionnaire before and after treatment in the experimental group by using paired sample t-test.

Table 11: Paired Sample t-test: Pre Test and Post Test of Questionnaire
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post Questionnaire	79.00	31	8.153	1.464
	Pre Questionnaire	62.74	31	10.195	1.831

Based on the analysis above, the mean of the pre-questionnaire was 62, 74 and the mean of the post-questionnaire was 79, 00. The result of paired sample t-test (see appendix K) shows that the mean difference of pre-questionnaire and post-questionnaire in experimental group was 15, 969. At the significance level of $p < 0, 05$ in two tailed testing and degree of freedom 30, the t-table was 2, 0423 (see appendix O). Since the t-obtained was higher than t-table, it can be stated that there was significant difference in students' reading attitude before and after treatment in experimental group.

The Results of the Students' Perception about IEPC Reading Strategy

After administering the post-test to experimental group, the researchers distributed the questionnaire to be filled out. The questionnaire was given to the experimental group to find out the students' views on the implementation of IEPC Strategy in their classroom.

It can be seen from the table (see appendix L) that the students had positive perception towards reading through the IEPC Strategy. Questions number 1 until 10 were for the positive answers. And we can see most of the students answered them agree and strongly agree. Then, from questions number 11 until 20, the questions were in form of negative statements. The counting of the score also reversed, and still it shows the positive attitude or manner of the students. Therefore, it can be concluded that the students' agreed that the IEPC Strategy could improve the effectiveness in learning reading in English. Overall, most of the students agreed that this strategy could help them in learning English especially reading skill.

The Interpretations of the Study

Based on the result of the study, the followings are some interpretations to strengthen the value of the study. The interpretations cover the problems in chapter 1.

During the experiment, the researchers tried her best to apply a strategy to teach reading comprehension by using IEPC Strategy. For the complete explanation about IEPC Strategy, please read chapter 2. There were many things that were done by the researchers in the treatments process. The researchers have done a systematic way to teach reading comprehension by using IEPC Strategy as can be seen in teaching

procedure in chapter 2. In line with the theory from Moon (cited in Rohliyah, 2009), having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. Students are more likely to feel interested and invested in the lesson and will probably take better care of the materials. Then, in line with the IEPC Strategy introduced by Karen D. Wood (2004) in which this strategy was design to motivate the students' interest while simultaneously enhancing their attitude and their ability to comprehend the reading or even to writing skill.

Based on some scientific data in the findings part, it was concluded that the strategy that was given during the treatment influenced the students' reading comprehension in experimental group. The students got better results than those were in control group. It can be seen from the analysis that has been done by the researchers. From the analysis, there was significant improvement in reading comprehension achievement between experimental and control group. Then, the students were also motivated in learning process. They shown better attitude during the learning process.

Based on students' respond in the questionnaires, the researchers interpreted that in general they like English and they have positive attitude towards English. For the first questionnaire about their attitude, it can be stated that the students had positive attitude towards English and they were really interested in learning English. In other words, attitude enables the students to enhance their achievement. For the second questionnaire about their perception on the use of IEPC Strategy, it can be concluded that the students had positive perception to the strategy that they used during teaching and learning process.

Here are some factors that explain the reasons why IEPC Strategy can improve students' reading comprehension achievement. First, IEPC technique allows the students to practice group discussion, pair work, or even individual work. In group discussion, it means that they can discuss their problem with their friends. Second, they also follow some easy steps that can help them to understand the text easily.

The first step is imagination. In this step, they can make their own imagination about the topic. They can write everything that comes in their mind whenever they hear about the topic. After that, they can discuss their imagination with the members of their group. Then, they write it down in the answer sheet.

The second step is elaboration. In this step, after having done the imagination, they can elaborate their prior knowledge about the topic.

They can share everything that they know about the topic. For example, if they have ever read or watched movie that related to the topic, they can share it to their friends. Then, if they have done the discussion, they can write their elaboration on the answer sheet.

And the last, they can make their own prediction about the text. By doing this step, it can make the students easier to understand the text while they can make confirmation whether their prediction is true or not. Therefore, it can help them to improve their reading comprehension.

During the treatment, however, the researchers encountered some problems. For example, at the first meeting of the **treatment**, the **students** felt so hard to do elaboration. They did not know the meaning of elaboration and did not know how to start to do that. However, after the third meeting, they started to understand how to do the elaboration and their elaboration about the topic started to develop. Another problem was the schedule of treatments was in the afternoon (after school hours) where most of the students felt tired, sleepy, hungry, etc. This condition perhaps influenced the teaching and learning process. Then, unfortunately, the result of the experiment was not absolutely because of the IEPC Strategy but also some other factors such as taking other courses, students' motivation, the roles of parents and teachers, etc. However, the researchers believed that if IEPC Strategy is applied continuously in the real class of English, it would contribute higher to the students' reading comprehension achievement.

As the researchers found during the treatment through IEPC Strategy, the atmosphere of the class was not boring. The students seemed very interested in following each step, from the first step until the last. By using this strategy, the students made progress in reading comprehension. This strategy also increased students' reading comprehension achievement. It can be seen from the score of the post-test of the experimental group. The score of the post-test of the students of the experimental group was significantly different from what they had in the pre-test. As a result, students' reading comprehension can develop.

Finally, the researchers assumed that IEPC Strategy gave significant improvement in students' reading achievement and attitude in English. It can be seen on the achievement of the students who were taught through **IEPC** Strategy were better than those who were not. Therefore, the researchers interpreted that IEPC Strategy is appropriate in teaching reading comprehension to the eleventh grade students of SMA Negeri 9 Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researchers present the **conclusions** and **suggestions** based on the findings presented in the previous chapter.

Conclusions

Based on the result of the findings and interpretations in chapter four, there are three conclusions that could be drawn. First, teaching reading comprehension by using IEPC Strategy gives positive **effects** on the students' reading comprehension achievement. It can be seen from their achievement in reading comprehension test before and after the treatment which shows significant **improvement**. And then, the researchers can say that IEPC Strategy is effective in attitude toward reading of the eleventh grade students. Next, positive attitude toward reading is not the only factor to support students' progress in reading comprehension achievement. It must be also supported by other factors like facilities, motivation, the role of parents, the role of teacher, taking course out side the school, etc. The students also have positive **attitude** and **interest** using the IEPC Strategy for the reading session. In can be seen from their opinion about this strategy through the questionnaire. In short, it can be concluded that the IEPC Strategy can help improving both the students' reading comprehension **achievement** and students' reading attitude.

Suggestions

From the conclusion above, the researchers would like to offer some suggestions. IEPC strategy is a strategy that can be helpful for the teacher to create good **teaching** and **learning athmospere**. By using this strategy the teacher can get students' interest in reading easily and get students' **feedback** faster. Then, it will influence their attitude in reading.

The teachers also are forced to be more **creative**. For example, they have to find interesting **topic** which is in line with the curriculum and help the students in making their own imagination related to the topic, so that the text can be easier understood by the students.

IEPC strategy helps the students to remember and comprehend the information that they have before and after reading. Therefore, the

researchers suggest that by using this strategy, the students can get the information/knowledge easier. Using IEPC strategy in teaching and learning process is fun, interesting, and also enjoyable for the students. As a result, the process of learning itself runs well. No wonder if the students' reading comprehension will be higher and the goals will be achieved. In conclusion, the writer want to suggest starting using IEPC strategy in teaching and learning process because it can increase and develop students' reading comprehension.

For the further research, the researchers suggest to use various materials taken from many sources in teaching and learning process. Try not to focus on one source, for example, just from the text book or use story book for many times. The researchers also suggest the teacher to try explaining the term elaborate deeper in order to make the students understand that term easily.

Hopefully, in the future, there will be a similar research conducted, involving experts in this issue using more extensive or more precise instruments with a bigger population.

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Roma Rianti was born in Palembang, South Sumatra, where she spent her elementary, junior and senior high schools, on May 08, 1987. As soon as she finished her high school in SMA Negeri 8 Palembang, she continued her undergraduate study at Faculty of Teacher Training and Education in Sriwijaya University, Palembang, South Sumatera majoring in English Education. She completed her undergraduate study with her Sarjana degree in 2010. Then, she continued her study in 2011 and she completed her Magister Program of Language Education Faculty of Teacher Training and

Education Sriwijaya University in December, 2013. From 2010 up to now, she teaches English at LBPP LIA Palembang. Then, she also teaches in Sriwijaya University Language Institute (SULI) and Bina Darma University.



Sofendi was born in Palembang, South Sumatra, Indonesia. He did his elementary, junior and senior high schools in Palembang. In Palembang, he also did his undergraduate study at Faculty of Teacher Training and Education, Sriwijaya University majoring in English Education. He did his diploma degree in English Language Teaching and Administration and master degree in English for Specific Purposes at Warwick University, England in 1988 and 1989 respectively. He also did his doctorate degree in England and completed it in 1998 at London University.

Since 1987, he has been teaching at English Education Study Programme, Faculty of Teacher Training and Education, Sriwijaya University. As a lecturer, he has written many articles presented in national as well as international seminars and 15 English textbooks used by the students of Sriwijaya University to learn English as one of their courses. In addition to his regular teaching, he is also appointed to be, some of them, (1) Secretary of Sriwijaya University Job Service Centre, (2) Secretary of Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University, (3) Vice Dean for Academic Affairs, Faculty of Teacher Training and Education, Sriwijaya University, (4) Director of Sriwijaya University Language Institute, and (5) Dean of Faculty of Teacher Training and Education, Sriwijaya University.

