LAPORAN AKHIR
PENELITIAN

**The Effect of Imagine, Elaborate, Predict, Confirm (IEPC) towards
Students' Reading Comprehensionat Eleventh Grade Students of SMA N 4 Solok
at 2020/2021 Academic Year**

Tahun ke 1 dari rencana 1 tahun

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HALAMAN PENGESAHAN

Judul : **The Effect of Imagine, Elaborate, Predict Confirm (IEPC) towards Students' Reading Comprehension at Eleventh Grade Students of SMA N 4 Solok at 2020/2021 Academic Year**

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RINGKASAN

The background of this research was based on the problem in students' reading comprehension on narrative text. The problems were about students' diffulty in understanding the story of narrative text. The other problems related to the strategy that used by the teacher was not effective. Therefore, the purpose of this research was to find out the effect of *Imagine, Elaborate, Predict, Confirm Strategy* toward students' reading comprehension on narrative text at the eleventh grade students of SMA 4 Solok 2020/2021 academic year. The method used in this research was quasi experimental research. The population of this research was the eleventh grade students of SMA 4 Solok with total number of students was 100. The samples was chosen by using purposive sampling technique, where XI.3 as experimental class and XI.2 as control class. The result of this research showed that there was different effect of the application *Imagine, Elaborate, Predict, Confirm strategy* than *Group Discussion*. The researchers also found that students'reading comprehension on narrative text taught by using *Imagine, Elaborate, Predict, Confirm strategy* was better than taught by using Group Discussion strategy. In other words, there was a different effect on students'reading comprehension on narrative text taught by using *Imagine, Elaborate, Predict, Confirm Strategy*. Based on the result of the research, IEPC strategy gave better effect to the students and the researchers suggests the teacher to use this strategy in teaching reading comprehension.

Kata kunci: reading comprehension, narrative text, IEPC strategy

LATAR BELAKANG

A. Background of the Problem

Reading is language skill that has to observe thinking about content, idea or concept that is in written on text. Through reading, reader can get the main idea that writer wantS to tell in written form. Reading is a process communication indirectly both between reader and writer.

Reading comprehension is a process to comprehend information on a text where a reader builds comprehension about text. Without comprehension in reading, someone will be difficult to understand the content or what idea that writer wants to tell in a text. So, reading comprehension is not only about how someone reads a text but about to comprehend a text itself.

Reading should be learned by students from junior high school until university level. The standard competence of teaching reading is the students are be able to express the meaning of monologue text or essay by using variety of written language. At eleventh grade senior high school, there are three kinds of text that should be learned by students; spoof, narrative and hortatory exposition texts. In this research, the researchers focused on narrative text as subject to be studied.

Narrative text is text that tells story that have problem or conflict, and the end of story have resolution. Narrative text consists of generic structure such as orientation, complication,

and resolution. Orientation sets the scene and introduces the character of the story. Complication is a crisis arises and showing how the main character solve the problem. Resolution is the problem is resolved. There are language features in narrative text such as past tense, time connective and action verb.

Based on researcherss' interview at eleventh grade students of SMAN 4 Solok on 24th until 26th of March 2021, there were some problems that students and teacher faced in the process of teaching and learning of narrative text. The problem from the students' side, first the students had difficulty to identify the generic structure of narrative text. In theory, students could understand and were able to recognize the generic structure as parts of narrative text. In other hand, when teacher gave them narrative text they could not identify and become confused to find it. So, students could understand the theory but they could not identify the narrative text directly. Second, students had difficulty to understand and remember past form of the verb 2. Changing the form made students confuse in interpreting the meaning of words. Example, "go" become "went" in past. Students who cannot understand or remember and do not know the changing of the form of the verb 2 would be more confuse in understanding the changing meaning of vocabulary in the text. Third, students had difficulty to comprehend the narrative text because students have lack vocabulary mastery. In narrative text, there are some vocabularies that students did not know the meaning of word and it became obstacles when they try to understand the text. Because of limited vocabulary students had difficulties to answer the question in the text.

The problem also came from the teacher side. First, the teacher did not use media in teacing reading comprehension because the teacher thinks teaching using media needs preparation, especially if teaching using electronic media such as computer and in-focus. Second, the teacher did not use new strategy in teaching reading comprehension. The teacher used was Group Discussion strategy. Actually group discussion are often used in learning reading. The process is teacher came to the class, checked attendance and gave motivation to the students. Next, teacher divided students into group and asked students to discuss about components of narrative text and answered the questions. Sometimes, when students do discussions, other students disturb their friends, rely on other students and do not get involved in group working.

It will be good if the teacher can use media and new strategy in teaching. There are several strategies that can be used in teaching reading. The strategy is, PQRST (Preview, Question, Read, State, Test), DRA (Direct Reading Activity) and Galery Walk strategy. In this research, the researchers interested to use Imagine, Elaborate, Predict, and Confirm

(IEPC) Strategy to teach students reading comprehension on narrative text. Imagine Elaborate, Predict, Confirm (IEPC) Strategy help students increase retention of what students have read, to focus students on important elements in a story or text and motivate students' interest in reading while enhancing comprehension.

Based on the explanation above, the researchers wanted to know the effect of using Imagine, Elaborate, Predict, and Confirm (IEPC) strategy toward students reading comprehension on narrative text at eleventh grade students of SMA N 4 Solok 2020/2021 academic year.

B. Research Questions

1. How was the students' reading comprehension on narrative text after taught by using Imagine, Elaborate, Predict and Confirm (IEPC) strategy at eleventh grade of SMA N 4 Solok 2020/2021 academic year?

2. How was the students' reading comprehension on narrative text after taught by using Group Discussion strategy at eleventh grade of SMA N 4 Solok 2020/2021 academic year?

3. Were there any effect between students' reading comprehension taught by using Imagine, Elaborate, Predict, Confirm (IEPC) strategy and Group Discussion at eleventh grade of SMA N 4 Solok 2020/2021 academic year?

C. Purpose of the Research

Based on the research questions above, the purpose of the research was to know:

1. The students' reading comprehension on narrative text after taught by using Imagine, Elaborate, Predict and Confirm (IEPC) strategy at eleventh grade of SMA N 4 Solok 2020/2021 academic year?

2. The students' reading comprehension on narrative text after taught by using Group Discussion strategy at eleventh grade of SMA N 4 Solok 2020/2021 academic year?

3. Whether any effect between students' reading comprehension taught by using Imagine, Elaborate, Predict, Confirm (IEPC) strategy and Group Discussion at eleventh grade of SMA N 4 Solok 2020/2021 academic year?

D. Significance of the Research

There are two significance of the research, theoretical and practical significance. First, theoretical significance. For next researchers, it can help to continue the next research in the future as references in using Imagine, Elaborate, Predict, Confirm strategy in reading comprehension on narrative text. Next, practical significance for English teacher. They can

apply this strategy in classroom, especially at SMA N 4 Solok as other strategy in teaching reading. For the students, this strategy can to motivate students' interest in reading while enhancing comprehension.

TINJAUAN PUSTAKA

A. Reading Comprehension

1. Concept of Reading Comprehension

Reading comprehension is an activity which purpose is to search, to see and to comprehend text. Through reading, someone can catch or get information that is in written in a text. There are several experts explain about reading comprehension. According to Johnson (2008: 3), there are three explanations about reading comprehension. First, reading is the practice of using text to produce the meaning. If there is no meaning being produced, there is no reading taking place. Second, Reading is an eternally developing skill. Someone will get better at reading by practicing. Third, reading integrates visual and nonvisual information. During the practice of reading, the visual information found on the page combines with the nonvisual information contained in our head to create meaning.

In addition, Harders and Wise (2009: 5) states that reading comprehension can be described as the joint 'deconstruction' of a text, undertaken by the teacher and learners together, to establish the text's meaning. This provides a container for learners' prediction skills and enables them to read a piece of text that would be beyond their independent reading abilities.

Last, Konza (2014: 163) also states that reading comprehension requires all the component parts of the reading process to be securely in place, each of which has been supported by oral language in some way. The culminating goal of reading is, of course, comprehension, which requires engagement with text at a deep level, and an array of skills that go far beyond simple word recognition.

Based on the explanation above, it can be concluded that reading comprehension is the training or practice using a text to create the meaning. By the training or practice someone can develop their skill in reading and also can develop their comprehension in reading a text.

2. Component of Reading Comprehension

There are several components of reading comprehension to help the reader understand when reading a text. According to Zainil (2003: 41), there are some ways to

understand paragraph in reading comprehension. First, identifying the topic. The topic is the one thing a paragraph is about. Every sentence in a paragraph in some way discusses or explains the topic. Second, finding the main idea. The main idea of a paragraph is what the author wants tou to know about the topic. Third, recognizing supporting details. Supporting details as the facts and ideas that prove or explain the main idea of paragraph. Supporting details in a paragraph on support the main idea. Not all details are equally important.

Moreover, McWhorter (2005: 74) states that there are three essentials components in understanding paragraph reading comprehension. First, identifying topic. The second components are finding main idea. The third component is details. It is sentences in paragraph that give explanation about the main idea of the paragraph. Besides that, Klingner (2007: 116) states that there are three components of reading comprehension. 1) Finding the topic. Topic is what a paragraph is all about. 2) Determining main idea. Main idea as a statement that sometimes stated in explicitly and implicitly to be summed up into a gist or main message in the text contained. 3) Supporting details. Supporting detail is something that supports, explains and confirms a main idea in the paragraph which may the facts, evidence, and examples. Based on explanation above, it can be concluded that component of reading comprehension are; topic or all paragraph tell about, main idea which is something tells more or explains more about the topic, and supporting detail which explains about the main idea.

B. Narrative Text

1. Concept of Narrative Text

Narrative text is one of the texts that is learned by students in high school. Narrative is text to tell a story or past events to entertain the readers. The purpose of narrative text is to entertain and entice reader to follow the existing story and make the reader feel as the main character in the story.

According to Mark and Adrison (2003: 6), narrative is a text told a story to entertain the audience. Narrative text gives information all of the factual text, the reader or listener know about more information in the text which is read. Moreover, Djuharie (2007: 41) states that narrative is a type of text in the form of stories of fairy tales that aims to entertain the reader. The main character in the text is available to solve the problem. Mulyono and Kurniawan (2013: 25) explain that narrative is a text focusing to specific participants (the main character). The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find the resolution.

Based on the explanation above, it can be concluded that narrative text is text tells the fantasy story, past event story, whereas dialogue, action, introspection, and description show the story the aim to entertain the readers and make the reader feel as the main character in the story. All of the stories of narrative text have a crisis which in turn finds the resoltution.

2. **Component of Narrative Text**

There are two components of narrative text; generic structure and language feature. They help the reader to recognize the character of narrative text more. According to Cohen (2000: 38), the generic structure of narrative text consists of four elements. First, orientation which tells about the scene and the participant. Second, complication explains about the problems occur in the story. Third, resolution explains about the how the problems are solved. The last, re-orientation refers to the conclusion of a story.

Moreover, Djuhari (2007: 41) states that the general structure of narrative text is orientation, complication or crisis, resolution, reorientation, and coda. Orientation introduces the character in the story, the time and place. Complication or crisis is conflict development or problem arising. Resolution is problem solving. Reorientation is to show the story is over. Coda is changes occur in character and lesson that can be learned from the story. The language feature from narrative text is noun, individual participant, past tense, time connective, action verb, saying verbs and thing verbs.

Based on explanation above, it can be concluded that the generic structure of narrative text are first, orientation. Orientation introduce about characters, when and where the story happen. Second complication tells about the problem in the story. Last, resolution is tells about the problem in the story end. Language feature of narrative text is using past tense, time connective, and action verb.

C. **Imagine, Elaborate, Predict, Confirm (IEPC) Strategy**

1. **Concept of Imagine, Elaborate, Predict, Confirm (IEPC) Strategy**

Imagine, Elaborate, Predict, Confirm (IEPC) is a strategy that helps students in reading comprehension. The purpose of this strategy is to motivate students' interest in reading while enhancing comprehension, focus students on important elements in a story or text and increase retention of what students have read. According to Wood and Clare (2004: 4), IEPC 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 origin in the imagination and extend it throughout the pre-reading, reading and post reading stages of an instructional lesson.

Moreover, Kinberg (2007: 55) explains that IEPC is strategy engages students in active that are design to help them use their imagination to make connections between their prior knowledge and what they are about read. In addition, this strategy uses the students' mind to make relationship between what they have known and what they will know.

Last, Wood and Harmon (2010: 65) say IEPC is strategy to help students increase their understanding and recall by using visual imagery to predict events in a section. It begins with teacher modeling how to imagine a scene, adding details to this metal scene and then predicting a possible story line. It means that IEPC is a strategy that helps students to predict an event by using their imagination.

Based on explanation above, it can be concluded that Imagine, Elaborate, Predict, Confrim (IEPC) is strategy helps students to improve students comprehend and writing descriptively use imagination based on picture, book cover or title to make prediction in text.

2. Procedure of Imagine, Elaborate, Predict, Confirm (IEPC)

There are several steps on how to use Imagine, Elaborate, Predict, Confirm (IEPC) strategy in the classroom. Setiawan (2016: 3) divides several procedures or steps on how to teach Imagine, Elaborate, Predict, and Confirm (IEPC) strategy in the classroom:

1. I (imagine). In this phase teacher asks the students before reading a selection that they are going to explore the picture in their heads about the topic. Tell students to close their eyes and imagine everything they can about the selection to be read. This may be based on the cover of a book, a title or a topic. Ask students to imagine the feeling, taste, smell, sight and surroundings. Use questions to elicit their sensory imaginings such as "What smell or sounds are around you? How do you feel? What do you see?" Write these responses in the "I" column.

2. E (elaboration): use their visual imagine and details, anecdotes, prior experience, and sensory information by talking aloud their thought. Write these in the "E" column.

3. P (predict): students talk aloud at least one sample prediction, based upon visual images and encourage the students to do same. Ask students to look at some of the picture or headings in selection or introduce some key characters to direct the predictions to the information in the text. Write this response in the "P" column and students will return the predictions after the reading to either confirm or disconfirm the content.

4. C (confirmation): after reading, students compare what they imagine when looking at picture before and what they have read.

Moreover, Sanchez (2010: 137) says that there are four stages of IEPC: pre-reading, reading and post-reading, before this stage teacher should selects material with content appropriate for developing imagery, includes book, literature, newspaper or content area or informational text selection. Teacher displays a blank IEPC from on a projector or board. Next, teacher explains that making picture or image before, during and after reading will help students understand and remember what they read. Finally, teacher explains and models the four phases of IEPC:

1. Pre-reading
   a. I (imagine). Students are asked to close their eyes and imagine the scene, character and events from picture.
   b. E (elaborating). Students are asked to tell, describe or give details of what students "see" in their mind.
   c. P (predicting). Use the ideas to make some predictions or guesses about the passage to be read.

2. Reading
   Students are asked to write down or make a mental note of key information while they are to match of refute the original predictions.

3. Post-reading
   C (confirming). Read to confirm or change your predictions about the passage.

Based on explanation above, there are several steps of Imagine, Elaborate, Predict, Confirm (IEPC) strategy, first teacher give picture to base on the text to the students. Second, teacher asks students to close their eyes and imagine the picture. Next, teacher asks students to write what the students imagine on I, E, P, C columns.

D. Group Discussion Strategy

1. Concept of Group Discussion Strategy

Group discussion is one of learning strategies where students doing discussion face to face with other students. In group discussion students will be divided into groups and asked to comprehend the text. According to Brown (2001: 61), small group provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning

for extended conversation exchanges. So the students are more confidence to give opinion in each of their small group.

Suprijono (2009: 7) states that group discussion is a lesson aimed to solve the problems by doing discussion. Group discussion consists of five until six people, led by students to seek and solve the problems in order to achieve the purpose of teaching so as to increase the students' motivation and develop interpersonal intelligence. Munandi and Hamid (2009: 54) state that group discussion trains students in using time, using resource and do discussion when teacher not come to the class. There are several types of group discussion. First, working together between group members. Second, group sharing skill. Third, active role of each member of the group. He also states the steps of group discussion. Firs, teacher divides students into small group consist of 4-6 members. Second, teacher gives a text to the students. Third, teacher asks students to discuss about the text. Fourth, teacher asks students to make keyword in a piece of paper. Fifth, teacher asks students to appointed spoke person for each group. Sixth, teacher asks students to display the result of the discussion. Seventh, teacher asks other students to give comments. The last, teacher gives summarize about the material.

Based on explanation above, it can be concluded that group discussion strategy is one strategy in learning that divide students into group working. Group discussion is led by students themselves. When doing discussion, the member of group can share their information, opinion, comment or idea to another member of group.

E. Relevant Studies

There are several relevant studies that have been done about Imagine, Elaborate, Predict, Confrim (IEPC). First, Heru Setiawan (2016) conducted a research titled "*The Effectiveness of Imagine, Elaborate, Predict, Confrim Strategy to Improve Tenth Graders' Reading Comprehension*". In doing the study, he used quasi-experimental design to two groups of students (experimental group and control group). The result of this research showed that IEPC strategy has a positive significant effect on students' reading comprehension.

Second, a rersearch by Famela Alfrialita Fitri (2014) entitled "*The Effect of the Imagine, Elaborate, Predict and Comfrim (IEPC) Strategy toward Students' Reading Comprehension of Junior High School Students 27 Padang in Academic Year 2013/2014*". This research was experimental research. The researchers used The Posttest Only Control

Group Design. The result is experimental class get the higher value from control class. The result showed that there is an increase in students' value after IEPC strategy is applied.

Third, Fina Wardani (2012) entitled "*The Effect of Using Imagine, Elaborate, Predict, Confirm (IEPC) Strategy to Improve Students' Reading Comprehension at the Second Year of State Junior High School 14 Dumai".* This research used experimental design. Based on analysis of T-test, it shows that there is significance different between students reading comprehension taught by IEPC strategy and conventional strategy. Using IEPC Strategy has positive effect to improve students' reading comprehension.

Those researches above have difference and similarity with this research. The similarity, those reseaches and this research have the same design and use Imagine, Elaborate, Predict, Confirm (IEPC) Strategy. The differene is, in this research researchers uses narrative text as subject at Eleventh Students of SMA N 4 Solok 2020/2021 academic year.

METODE

A. Design of the Research

This research was conducted by using quasi experimental research. According to Gay (2000: 49), quasi experimental research is the research where samples are not randomly selected. In this research, the researchers wanted to know the effect of Imagine, Elaborate, Predict, Confirm (IEPC) strategy to students reading comprehension of narrative text at eleventh grade of SMA N 4 Solok 2020/2021 academic year. The researchers needed two classes; experimental and control class. These two classes were taught by applying different strategies. Experimental class used Imagine, Elaborate, Predict, Confirm (IEPC) and for control class Group Discussion was used.

The researchers used pretest-posttest control group design as a design of the research. Both of group are administered a pre-test and each group received different treatment. By the end of this research, researchers gave post-test to both groups. The researchers calculated post test score and compared to found the effect of using Imagine, Elaborate, Predict, Confirm (IEPC) Strategy toward Eleventh Grade Students on Narrative Text.

B. Population and Sample
1. Population

Singh (2007: 271) says that population is a cluster individuals, things, items from among which sample are taken for measurement. The population of the research was the

eeventh grade students of SMA N 4 Solok 2020/2021 academic year. The total of population was 100 students. The data of population can be seen on the table:

Table 1: Population of the Research

No	Class	Number of Students
1	XI IPA$_1$	20
2	XI IPA $_2$	20
3	XI IPA$_3$	20
4	XI IPS$_1$	20
5	XI IPS$_2$	20
Total		**100**

2. Sample

According to Gay et al (2012: 129), sample is the process of selecting a number of individuals for a study in such as a way that individual represent or too large group from which that are selected. In this research, the researchers chose two homogenous classes as experimental and control class by applying purposive sampling technique. Purposive sampling technique was chosen because the ability of the students were almost the same and students were taught by same teacher in teaching reading.

The researchers chose XI IPA$_2$ and XI IPA$_3$ as sampling for this research because both classes have almost the same average value, taught by the same teacher, same material, the number of students is the same, and used the same strategy in the process of teaching reading. The researchers chose XI IPA$_3$ as experimental class and XI IPA$_2$ as control class.

C. Procedure of the Research

1. Preparation

The researchers did some preparations before doing the research. Firstly, the researchers prepared syllabus and lesson plan for teaching in the class. Secondly, the researchers prepared the material was taught in the class. Third, preparing the supporting media that was appropriate with the material. The last, the researchers prepared instrument of the research pre-test and post-test was used in both of class.

2. Pre- test

The researchers did pre-test to both classes after collecting the score from the result of final exam. The classes were experimental and control class. The instrumentation of the test

were based on the syllabus and was scored by the researchers. The purpose of pre test was to know the students reading comprehension before treatment.

3. Implementation

This research was conducted in two classes; experimental class and control class. These two classes were given the same material. However, different strategies was given to each class. The experimental class was taught by using Imagine, Elaborate, Predict, Confirm (IEPC) strategy and the control class was taught by using Group Discussion.

4. Post-Test

After the researchers delivered material to the two classes, the classes got the post-test used the same instrument of this research. Then, the researchers analyzed students' score and compared the score of two classes. Next, hypotheses was measured to found the effect of using Imagine, Elaborate, Predict, Confirm (IEPC) strategy to the experimental class in teaching reading comprehension.

D. Instrumentation

The instrument of this research was reading test in form of multiple-choice. The test includes 5 (five) narrative text which had seven indicators of reading comprehension of narrative text. The test consists of 35 items, 10 minutes for explanation of how to do the test and distribution the items, 35 minutes for doing the test, and 5 minutes for collecting students' answer. The indicators measured all of the components of reading and narrative text, like topic, main idea, generic structures (orientation, complication and resolution) and language features. The language features consisted of past tense and action verb. Before doing the pre test and post test, the test was tried out to measure validity and realibility of the test at another class except experimental and control class. For the try out class the researchers chose XI IPA_1. The instrument of try out was the same with pre-test and post-test instrument.

HASIL

A. Findings

1. Data Description

In this research, the researchers was the students' reading comprehension in narrative text using Imagine, Elaborate, Predict, Confirm (IEPC) Strategy. The researchers collected the data after giving the students pre-test and post-test at the end of the research. Before

doing the treatment in the class, pre-test was given to both of two classes to know the basic knowledge of students' reading comprehension on narrative text. Based on research that has been conducted by the researchers, the researchers got score of the students' pre-test as follow:

Table 2: The Data of Students' Pre-test Score on Reading Comprehension of Narrative Text

Class	n	$\overline{x}$	X_{max}	X_{min}
Experiment	20	67, 40	8, 20	67, 24
Control	20	66, 25	8, 13	66, 10
The differences		1, 15		

Based on the result, the students' mean score at experimental class was 67, 24 and control class was 66, 10. This score were the students' ability in class sample before doing the treatment. After doing the pre-test both of two class sample, the researchers gave treatment to both classes. For experimental class, the researchers used Imagine, Elaborate, Predict, Confirm (IEPC) Strategy. Then, for control class the researchers used Group Discussion Strategy.

Next, the researchers gave a post-test to both classes to know the ability of students after giving the treatment. The instrument was reading comprehension test in from of multiple choices consisted of seventh indicators (topic, main idea, orientation, complication, resolution, past tense and action verb). After that, the researchers analyzed the students' post-test. The data could be seen on table as follow:

Table 3: The Data of Students' Post-test Score on Reading Comprehension of Narrative Text

Class	n	$\overline{x}$	X_{max}	X_{min}
Experiment	20	78, 96	8, 88	78, 85
Control	20	67, 39	8, 20	67, 24
The differences		12,99		

Based on the data above, it can be seen that the students mean score at experimental class was 78, 96. It was higher than students' mean score at control class that was 67, 24. It means that the mean score of experimental class that taught by IEPC Strategy were higher than means score of the control class.

Table 4: The Data of Students' Pre-test and Post-test Score on Reading Comprehension of Narrative Text at Experimental Class

Experimental Class				Control Class			
Stage	**N**	$\overline{x}$	**S**	**Stage**	**n**	$\overline{x}$	**S**
Pre test	20	67, 40	8, 20	Pre test	20	66,25	8, 13
Post test	20	78, 96	8, 88	Post test	20	67, 39	8,20
Differences		11, 56		**Differences**		1, 14	

Based on the data above, the means score fromexperimental class was 11, 56 and control class was 1, 14. It means that the students knowledge of experimental class have increased after being taught by using IEPC Strategy in teaching narrative text.

2. Data Analysis

In getting the result, the researcherw measured the normality and homogenity of the data and tested the hypothesis.

a. Normality Testing

In analyzing the normality of the data on students' reading comprehension on experimental class and control class the researcher got the data from both of the classes.

Table 5: The Normality of Students' Reading Comprehension on Narrative text Pre-test

Class	Number of Students	A	Critical Value of Accounting L_o	Critical Value of Accounting L_t	Distribution
Experimental	20	0, 05	0, 43	0, 190	Normal
Control	20		0, 23		Normal

Based on the table above, for experimental on pre-test the coefficient calculated normality was L_o= 0, 43 and coefficient table normality was L_t= 0, 190. It means that $L_o \leq L_t$. The data from control class was L_o= 0, 23 and coefficient table normality was L_t= 0, 190. It means that $L_o \leq L_t$. According to data analysis above, it can be concluded that the students' test in experimental class and control class where distributed normally.

Table 6: The Normality of Students' Reading Comprehension on Narrative Text Post-test.

Class	Number of Students	A	Critical Value of Accounting L_o	Critical Value of Accounting L_t	Distribution
Experimental	20	0, 05	0, 57	0, 190	Normal
Control	20		0, 41		Normal

The data from post-test on experimental class got coefficient L_o= 0, 57 and coefficient L_t= 0, 190. It means that $L_o \leq L_t$. Then, data from control class was L_o= 0, 41 and L_t= 0, 190. It means that $L_o \leq L_t$. Based on result from analysis above, it can be concluded that data from both of classes distributed normally.

b. Homogeneity Testing

In order to analyze the variance of the data of students' reading comprehension on narrative text in experimental class and control class, the researchers analyzed it by using test of homogeneity. It can be seen following table below:

Table 7: The Result Homogeneity Testing of Student Reading Comprehension of Narrative Text in Pre-test

Class	n	S	S^2	F_c	F_t	Variances
Experimental	20	8, 20	67, 24	1, 02	2, 16	Homogeneous
Control	20	8, 13	66, 10			

The data got from the homogeneity testing on pre-test, $F_{calculated}$= 1, 02 at the significances level α= 0, 05. F_{table}= (19) (19) = 2, 16. So, $F_{calculated} \leq F_{table}$, it could be concluded both of classes were homogenous.

Table 8: The Results of Homogeneity of the Pretest – Post-test score at Experimental class

Class	Homogeneity Testing	n	S	S^2	F_c	F_t	Variances
Experiment	Pre-test	20	8, 20	67, 24	0, 85	2, 16	Homogeneous
	Post-test	20	8, 88	78, 85			

The data got from the homogeneity testing on pre-test and post-test in experimental class, $F_{calculated}$= 0, 85 at the significant level α= 0, 05. F_{table}= (19) (19) = 2, 16. So, $F_{calculated} \leq F_{table}$, it could be concluded both of two classes has same variances. Then, the researcher analyzed the variance of the data students' reading comprehension on narrative text pre-test and post-test in control class.

Table 9: The Results of Homogeneity of the Pretest – Post Test score at Control class

Class	Homogeneity Testing	n	S	S^2	F_c	F_t	Variances
Control	Pre-test	20	8,13	66,10	0, 98	2, 16	Homogeneous
	Post-test	20	8,20	67, 24			

The data got from the homogeneity on pre-test and post-test in control class, $F_{calculated}$= 0, 98 at the significant level α= 0, 05. F $_{table}$ (19) (19) = 2, 16. So, $F_{calculated} \leq F_{table}$, it could be concluded both of two classes had same variance.

Table 10: The Results of Homogeneity of Post Test score

Class	n	S	S^2	F_c	F_t	Variances
Experiment	20	8, 88	78, 85	1, 17	2, 16	Homogeneous
Control	20	8, 20	67, 24			

The data got from the homogeneity testing on post-test, $F_{calculated}$= 1, 17 at the significances level α= 0, 05. F_{table} (19) (19) = 2, 16. So, $F_{calculated} \leq F_{table,}$ it could be concluded both of classes had homogenous.

c. **Hypothesis Testing**

The researchers analyzed differentiation to both of the classes before giving the treatment. Then the researcher did T-test statistical analysis.

Table 11: The result of t-test Students Reading Comprehension of Narrative Text on Pre Test

Class	N	S	S^2	A	T_c	T_t	References
Experiment	20	8, 20	67, 24	0,05	0, 64	1, 68	H_o was received, H_a was rejected.
Control	20	8, 13	66, 10				

The data got from $T_{calculated} = 0, 64$ and $T_{table\ (0,\ 95;\ 38)} = 1, 68$. In conclusion, H_0 was received and Ha was rejected. It means that there was no significance improvement on the students' reading comprehension on narrative text before giving the treatment.

Table 12: The result of t-test Students Reading Comprehension of Narrative Text at Experimental Class

Class	N	S	S^2	A	T_c	T_t	References
Pre-test	20	8, 20	67, 24	0,05	4, 30	1, 68	H_o was rejected, H_a was received.
Post-test	20	8, 88	78, 85				

The data got $T_{calculated} = 4, 30$ and $T_{table\ (0,\ 95;\ 38)} = 1, 68$. In conclusion, H_0 was rejected and H_a was received. It means that the students' reading comprehension on narrative text taught by IEPC Strategy improved significantly.

Table 13: The result of t-test Students Reading Comprehension of Narrative Text at Control Class

Class	n	S	S^2	A	T_c	T_t	References
Pre-test	20	8, 13	66, 10	0,05	0, 58	1, 68	H_o was received, H_a was rejected.
Post-test	20	8, 20	67, 24				

The data got from $T_{calculated} = 0, 21$ and $T_{table\ (0,\ 95:38)} = 1, 68$. In conclusion H_0 was received and H_a was rejected. It means that the students' reading comprehension on narrative text taught by Group Discussion Stategy did not improve significantly.

Table 14: The Results of t-test Students' Reading Comprehension of Narrative Text on Post Test

Class	N	S	S^2	α	T_c	T_t	References

Experiment	20	8, 88	78, 85	0,05	4, 36	1, 68	H_o was rejected, H_a was received.
Control	20	8, 20	67, 24				

From the data above, the researchers got post-test data from $T_{calcuated} = 4, 36 \geq T_{table\ (0, 95;\ 38)} = 1, 68$. In conclusion, H_0 was rejected and H_a was received. It means that the students' reading comprehension on narrative text taught by using IEPC Strategy was better than students' reading comprehension on narrative text taught by using Group Discussion Strategy. In conclusion, using IEPC Strategy in teaching reading comprehension on narrative text given improvement toward students' reading comprehension.

B. Discussion

The researcherS found and showed that Imagine, Elaborate, Predict, Confirm (IEPC) Strategy give the significant effect on students reading comprehension on narrative text. This was proven by three main findings that were discussed in this research. First finding is based on the mean score of students reading comprehension taught by using Imagine, Elaborate, Predict, Confirm (IEPC) Strategy at experimental class. Second finding is baseD on the mean score of students' reading comprehension taught by using Group Discussion Strategy. Third finding is based ON whether Imagine, Elaborate, Predict, Confirm (IEPC) Strategy gave better effect on students' reading comprehension than Group Discussion Strategy. It showed that the students' reading comprehension by using Imagine, Elaborate, Predict, Confirm (IEPC) Strategy gave different effect on students' reading comprehension than Group Discussion Strategy.

When implementing the Imagine, Elaborate, Predict, Confirm (IEPC) Strategy to teach students' reading comprehension in the experimental class, the students had higher curiosity to guess pictures that the students would compare with the stories that they would read latter. On the other hand, the students were more interested and enjoyed in learning reading because of the subject matters is equipped with picture series. When students read

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the story, students were helped in understanding the story with the picture series and what they had imagines about the pictures before. Wood and Clare (2004: 4) explain that IEPC 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 origin 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 the teacher would use imagery to heighten students' interest in a selection and stimulate their thinking about a topic before reading.

Furthemore, based on the finding above, the researchers believed that applying the Imagine, Elaborate, Predict, Confirm (IEPC) Strategy in teaching reading comprehension on narrative text gave positive effect toward students' reading comprehension. During the learning reading using Imagine, Elaborate, Predict, Confirm (IEPC) Strategy in experimental class, the students had motivation in learning reading.

Finally, the researchers concluded that students' reading comprehension in experimental class was better than students' reading comprehension in control class. Imagine, Elaborate, Predict, Confirm (IEPC) Strategy gave the different effect than Group Discussion Strategy and then Imagine, Elaborate, Predict, Confirm (IEPC) Strategy gave the significant effect at experimental class than Group Discussion Strategy at control class.

SIMPULAN DAN SARAN

Based on the discussion on the previous chapter, it can be concluded that Imagine, Elaborate, Predict, Confirm (IEPC) Strategy gives the better effect toward students' reading comprehension on narrative text. Furthermore, IEPC Stategy gives different effect than Group Discussion Strategy which is usually used by the English teachers in teaching reading. Finally, the main finding of this research could be concluded as follow:

1. The students' reading comprehension on narrative text after taught by using Imagine, Elaborate, Predict, Confirm (IEPC) Strategy at eleventh grade students of SMA 4 Solok 2017/2018 academic year increased significantly.

2. The students' reading comprehension on narrative text after taught by using Group Discussion Strategy at eleventh grade students of SMA 4 Solok 2017/2018 academic year did not increase significantly.

3. There were different effect between students' reading comprehension on narrative text taught by using Imagine, Elaborate, Predict, Confirm (IEPC) Strategy and students' reading comprehension on narrative text taught by using Group Discussion Strategy at eleventh grade students of SMA 4 Solok 2017/2018 academic year. The students' reading comprehension on narrative text at experimental class was better than students reading comprehension at control class.

Some suggestions could be given after concluding this research. English teacher can use this strategy in teaching reading comprehension on narrative text. The implementation of the Imagine, Elaborate, Predict, Confirm (IEPC) Stratgy is not difficult. Teacher only needs to provide the pictures series that related to the narrative text that the student will read. The researchers also suggest to use Imagine, Elaborate, Predict, Confirm (IEPC) Strategy in the class because this strategy can stimulates students to think hard and have coriosity because students will guess the story based on the pictures given. Lastly, the next researcher can continue to do the research by using this strategy in teaching reading comprehension using difference skill and different types of subject material.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

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LAMPIRAN

Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	**Honor/Jam (Rp)**	**Waktu (jam/minggu)**	**Minggu**	**Honor per Tahun/ 12 bulan (Rp.)**
Validator Instrument	150.000	2	2	600.000
Pengumpul Data	100.000	4	1	400.000
Analisis Data	200.000	2	1	400.000
		Sub Total (Rp.)		**1.400.000**

2. Peralatan Penunjang				
Material	**Justifikasi Pemakaian**	**Kuantitas**	**Harga Satuan (Rp)**	**Biaya per Tahun**
Buku referensi	Referensi/ rujukan bahan Penelitian	10	128.000	1.280.000
Fotocopy	Perbanyak instrument Penelitian	5	96.000	480.000
Dokumentasi selama Penelitian	Penelitian	4	150.000	600.000
Jumlah				**2.360.000**

3. Bahan Habis Pakai				
Material	**Justifikasi Pemakaian**	**Kuantitas**	**Harga Satuan (Rp)**	**Biaya per Tahun**
Kertas HVS	Print laporan penelitian, instrument penelitian	3	60.000	180.000
Tinta Printer EPSON	Print laporan penelitian, instrument penelitian	4	175.000	700.000
Buku folio	Catatan lapangan Penelitian	1	23.000	23.000
Pen Correction (Tipe X)	Catatan lapangan Penelitian	2	8.500	17.000
Bulpoint	Catatan lapangan Penelitian	6	4.000	24.000
Spidol Snowman	Pelaksanaan Penelitian	2	9.000	18.000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	8	7.500	60.000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	2	24.000	48.000
Materai 10000	Kontrak Penelitian	12	10.000	120.000
Jumlah				**1.190.000**

4. Perjalanan				
Material	**Justifikasi Perjalanan**	**Kuantitas**	**Harga**	**Biaya/tahun/12**

			Satuan (Rp)	bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	50.000	100.000
Biaya Transportasi Penelitian	Perjalanan Penelitian	8	50.000	400.000
Jumlah				**500.000**
5. Lain-lain				
Kegiatan	**Justifikasi**	**Kuantitas**	**Harga Satuan (Rp)**	**Biaya per Tahun (Rp)**
Publikasi di Jurnal	Luaran	1	250.000	250.000
Sub Total (Rp)				**250.000**
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				**5.700.000**

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SURAT PERNYATAAN KETUA PENELITI/PELAKSANA

Yang bertanda tangan di bawah ini:

Nama   : Riyen Permata, S.Pd., M.Pd.
NIDN   : 1029038401
Pangkat/Golongan : Penata Muda Tk.1/IIIc
Jabatan Fungsional : Asisten Ahli

Dengan ini menyatakan bahwa proposal penelitiansaya dengan judul: **The Effect of Imagine, Elaborate, Predict, Confirm (IEPC) towards Students' Reading Comprehension at Eleventh Grade Students of SMA N 4 Solok at 2020/2021 Academic Year,** yang diusulkan dalam skema Hibah Penelitian LP3M UMMY untuk tahun anggaran 2020/2021 **bersifat original dan belum pernah dibiayai oleh lembaga / sumber dana lain.**

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataaan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke kas UMMY.

Demikian pernyataan ini dibuat dengan sesungguhnya, agar dapat digunakan sebagaimana mestinya.

Solok, 15 Mei 2021

Mengetahui,
Dekan Fakultas Keguruan
dan Ilmu Pendidikan

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Surat Tugas
No. /ST-P/LP3M-UMMY/III-2021

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama	: Riyen Permata, S.Pd., M.Pd.
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Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Untuk melaksanakan kegiatan Penelitian dengan judul **The Effect of Imagine, Elaborate, Predict, Confirm (IEPC) towards Students' Reading Comprehension at Eleventh Grade Students of SMA N 4 Solok at 2020/2021 Academic Year** pada Tahun Akademik 2020/2021.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggung jawab.

Solok, 15 Mei 2021
Kepala LP3M UMMY

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