THE INFLUENCE OF IMAGINE, ELABORATE, PREDICT, CONFIRM (IEPC) STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 2 SUNGAI LILIN

THESIS

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ENGLISH EDUCATION STUDY PROGRAM

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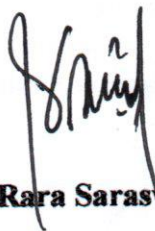
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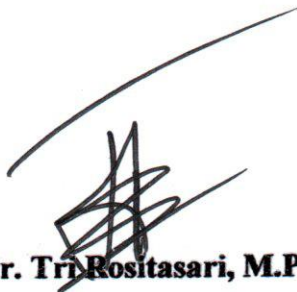
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iii

SURAT PERNYATAAN

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Menyatakan bahwa skripsi berjudul :

The Influence of Imagine, Elaborate, Predict, Confirm (IEPC) Strategy to Improve Students Reading Comprehension at the Eighth Grade Students of SMP Negeri 2 Sungai Lilin. Beserta seluruh isinya benar merupakan hasil karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dan masyarakat ilmiah.

   Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap skripsi saya.

Palembang, 26 Oktober 2021

Yang Menyatakan

Monica Syafitri

<div align="center">**MOTTO AND DEDICATION**</div>

Motto:

       "Love yourself before loving others, respect yourself before respecting others"

Dedication:

- **I would like to dedicate this thesis for people who always be special in my heart and who always there for me, they are:**

  - ❤ **My beloved parents, they are my father Sukirno and my mother Romlah. Thank you so much for your love, best support, and prayer for me. I really love you more than you know.**
  - ❤ **My beloved brother (Rizky Mai Riansyah) my beloved sisters (Ati Nurani and Putri Wahyuningsih) and my sister in law (Gusthi Indah) thank you for your support, help and give me motivation.**
  - ❤ **My all family, thank you for your support, motivation and prayer to me.**
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  - ❤ **Thank you for my almamater, Universitas Muhammadiyah Palembang.**
  - ❤ **Last but not least, thanks to myself for always being alive in any condition**

ABSTRACT

Syafitri, Monica. 2021. The Influence of Imagine, Elaborate, Predict, Confirm (IEPC) Strategy to Improve Students Reading Commprehenstion at the Eighth Grade Students of SMP Negere 2 Sungai Lilin. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Edication, Universitas Muhammadiyah Palembang. Advisors: (1) Sherly Marliasari, S.Pd., M.Pd., (2) Dwi Rara Saraswaty, S.Pd., M.Pd.

Keywords : Influence, Reading Comprehension, and *IEPC* Strategy

This thesis is entitled *"The Influence of Imagine, Elaborate, Predict, Confirm (IEPC) Strategy to Improve Students Reading Commprehenstion at the Eighth Grade Students of SMP Negere 2 Sungai Lilin"*. The problem of this study was "Is it influence to improve students reading comprehension by using *IEPC* strategy at the eighth grade students of SMP Negeri 2 Sungai Lilin?". The objective of this study was to find out there was the influence of *Imagine, Elaborate, Predict and Confirm (IEPC)* strategy in improving students reading comprehension to the eighth grade students of SMP Negeri 2 Sungai Lilin. This study used a pre-experimental design using one group pretest posttest. The population in this study was all of the eighth grade students of SMP Negeri 2 Sungai Lilin, with the total number of students were 68 students. The sample of the study was 22 students in VIII.3 class. The instruments used in collecting the data were the pre-test and post-test. Each test consisted 26 items. The data was obtained from 26 multiple choice questions. The data were analyzed by using t-test. Based on the number of students who answered the item, the finding of pre-test indicated that the highest score was 60 and the lowest score was 36. After pre-test, the students were taught reading comprehension by using *IEPC* strategy. The finding of post-test indicated that the highest score was 92 and the lowest score was 72. The mean score of pre-test was 46.55 and the mean of post-test was 80.55. Based on data analysis, the result of the showed that the value of t-obtained was 1.7171. The value of t-obtained (17.787) was higher than t-table (1.7171). It means the null hyphotesis was rejected and the alternative hypothesis was accepted. It means that the influence of Imagine, Elaborate, Predict, Confirm (*IEPC*) strategy to improve students reading comprehension at the eighth grade students of SMP Negeri 2 Sungai Lilin.

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Palembang,   October 2021
The writer

MS

vii

CONTENTS

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

This chapter describe (A) background, (B) problem of the study, (C) limitation of the study, (D) formulation of the study, (E) objective of the study, (F) significances of the study, (G) hypothesis of the study.

A.   Background of the Study

Learning is one of the processes involving mental activities and the knowledge. In addition, Hamalik (2005) states that learning is defined as the form of growth or change of individuals which is stated by new behaviour as the result of experience and practice (p.21). He adds that the sample of behaviour are: changing from unknowing to knowing, appearing some new understanding, changing in attitude, skill, emotional and etc. Furthermore, Mesi Ulvianti (2012) states that the purpose of learning English is to equalizer our country to other modern countries in many aspects (p.1).

English is a foreign language for Indonesian students. It is one of the essential parts of education, we can call English education. Actually English can be use everywhere and everyone. This language is very needed in achieving the goal of education. It means that English is used by teacher in learning and teaching process. Besides that English is a relatively language to learn. There are four skills in learning English, those are listening, speaking, reading, and writing. Reading is one of the most important skill in learning English because students must know what they reading or understand the meaning of the text.

According to Harmer (2007), reading is useful for language acquistion (p.99). Provide that students more or less understand what they read, the more they read, the better get at it. Moreover, Grellet (2004) said reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it (p.7). In reading, the students should be teach to use what they know understand unknown elements, whether these are ideas or simple words. The basic competence in reading is that the students are able to understand and respond the meaning of short functional text accurately and fluently. The aim of teaching

reading is to make students expect to read affectivelly and efficiently, so they really understand about the content. But the fact, the students do not reach what the content from the text when they read the text.

Reading is also one of the activities in this world, because everywhere and every time, people need it to get many information and knowledge, such as from newspaper, magazine, book, etc. In addition, reading is an important aspect in learning English. It can develop critical thinking and enables students to expand their knowledge, when they read especially in English. Reading is also the main reason why student learn English, but many students did not enjoy their reading task because they felt bored with the text and the teaching strategy in the classroom. The students also difficulties to understand about the meaning, because the vocabulary is less, and also they have low motivation about teaching and learning process, because the teacher less to improving the others strategy.

Reading is the important subject to be teach in the school. In reading, learning process the student must understand what the content of text to got the information from it. But the fact, reading skill is not easy to be mastered. Most of students fail in reading comprehension because they did not able to comprehend the information inside the text. Many students had problems in understand this subject and they always confused to master the reading text. In reading, learning process the student must understand what the content of text to got the information from it. Reading is process to transfer the science from book to brain from writer to reader, and this information would not received with the readers if they did not understand what the content of the text. The problems occur because of the difficulties in comprehending reading text especially in reading of descriptive text, the student felt difficult to understand the meaning of the text. It also can be caused by other factors from the students themselves. The students had an opinion that English learning is a difficult in particular the reading skill. It could be seen from their test result that they always failed in the reading text. This matter would out from the goal of teaching learning. Other problem in reading is lack of pronunciation.

From that many problems, the solution was needed to solve it. The solution of thus problems was that the teacher would know more about approach, method, and strategy in learning English, as the method was supported the teacher way to make his teaching learning more effective. The writer proposed the suitable strategy in teaching reading comprehension, called by *Imagine, Elaborate, Predict, Confirm (IEPC)* strategy. According to Wood (2002) IEPC used to helped students become active participants by using what they already know to understand new information (p.47). Beside that IEPC strategy had proceed with an explanation of the procedures for classroom implementing along with sample lessons from various subjects areas in the middle school. The writer choosen *IEPC* as a strategy because it could help the students to improve their reading comprehension.

Based on the explanation stated, *IEPC* strategy may helped students to learn reading comprehension in English easily. In this study the writer liked to complete their studied by exploring students' reading comprehension. So that is why the writer is interested in doing the writer under the title **"The Influence of Imagine, Elaborate, Predict, Confirm (IEPC) Strategy to Improve Students Reading Comprehension at Eighth Grade Students of SMP Negeri 2 Sungai Lilin"**

B.   Problem of the Study

Based on the background above, many problems included in reading, such as most of the students did not understand the text, the students have low motivation, the students have lack of vocabularies and also pronunciation. In this study they were feel difficult to understand when reading in English. That is why, reading skill is very poor.

C.   Limitation of the Study

In this study, the writer limited the problem on the influence of *Imagine, Elaborate, Predict, Confirm (IEPC)* strategy in improving students reading comprehension especially in descriptive text. The decision to determine this strategy was taken by considering the importance of *Imagine, Elaborate, Predict,*

Confirm (IEPC) strategy to make students more active in determining important things in the reading.

D.   Formulation of the Study

Based on the background and the problem stated, the writer formulated problem into the following question "is there any significant influence of the Eighth Grade Students' reading comprehension who are taught through *Imagine, Elaborate, Predict, Confirm (IEPC)* strategy in improving students` reading comprehension at the eighth grade students of SMP Negeri 2 Sungai Lilin?"

E.   Objective of the Study

Based on the problem stated, the objective of the study was to find out there was the influence of *Imagine, Elaborate, Predict, Confirm (IEPC)* strategy in improving students reading comprehension to the eighth grade students of SMP Negeri 2 Sungai Lilin.

F.   Significances of the Study

The significance of the study may be useful for the following parties:

a. For the Reader

   It would be useful fot the reader to know the importance of *Imagine, Elaborate, Predict, Confirm (IEPC)* to improve their reading comprehension.

b. For Writer Herself

   It could improve the writer knowledge more on reading comprehension and gave her some experiences in doing the study.

c. For Students

   To the students, the used of *Imagine, Elaborate, Predict, Confirm (IEPC)* strategy will help students practice reading comprehension in learning English. They could get knowledge and experience how to be a good reader.

d. For teachers of English

   Hopefully, the study could be a good reference for the teachers of English to improve their teaching skills on reading comprehension to the students in the classroom activity.

G. Hypotheses of the Study

The writer purpose two hypotheses in this study namely the alternative hypothesis (H_a) and null hypothesis (H_o) as follows:

a. (H_a) : There is a significance influence of *Imagine, Elaborate, Predict, Confirm (IEPC)* strategy to eighth grade students of SMP Negeri 2 Sungai Lilin.

b. (H_o) : There is no a sigificance influence of *Imagine, Elaborate, Predict, Confirm (IEPC)* strategy to eighth grade students of SMP Negeri 2 Sungai Lilin.

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