

**THE IMPLEMENTATION OF IEPC (IMAGINE, ELABORATE, PREDICT,
CONFIRM) STRATEGY TO IMPROVE STUDENTS' ACHIEVEMENT IN
READING COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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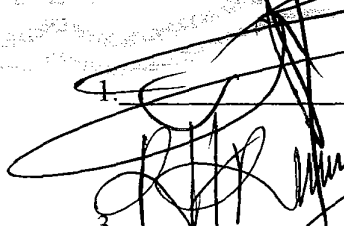
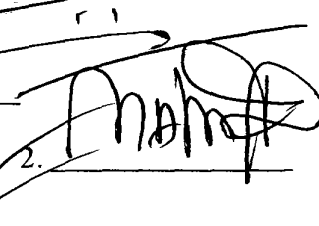
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
2/3/2018	Chapter I, II	
	Chapter III	
	Review the Instrument of the Research	
	Review the Technique of Data Analysis	
6/3/2018	Chapter IV	
	- The Data of Cycle I & Cycle II	
	- The Data Analysis	
	- The Table of Students Score	
	- Research Findings	
9/3/2018	Chapter V	
	- Conclusion - Observation Sheet	
	- Suggestion	
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ABSTRACT

Nurwandani, Siti. 1402050113. “The Implementation of IEPC (Imagine, Elaborate, Predict, Confirm) Strategy to Improve Students’ Achievement in Reading Comprehension”. Skripsi. English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara.2018.

This study dealt with the implementation of IEPC (Imagine, Elaborate, Predict, Confirm) strategy to improve students’ achievement in reading comprehension. This study was conducted at SMK TI Harapan Mekar 1 Medan on Jalan Marelan Raya no.77 Medan in tenth grade. The number of subject were 32 students. The method of research applied classroom action research. It was applied to figure out the student’s activity during the implementation of IEPC strategy in reading comprehension and to figure out the improvement of the student’s achievement in reading comprehension by applying IEPC strategy. The instruments of this research were reading comprehension test and observation sheet which consisted of 10 multiple choices. The researcher conducted two cycle in this research, there were two meetings in cycle 1 and two meetings in cycle 2. This research used quantitative and qualitative data. The quantitative data showed that the mean score in cycle 1 was 69.37%, the mean score in cycle 2 was 86.25%, the students who got score more than 75 in cycle 1 was 15 and the percentage was 46.87%, the students who got score more than 75 in cycle 2 was 32 students and the percentage was 100%. The qualitative data got from observation sheet in every cycle showed that th improvement of teacher and students’ behaviour. Based on the results from quantitative and qualitative data proved that IEPC strategy improved the students’ achievement in reading comprehension

Keywords: IEPC strategy, reading comprehension, students’ achievement

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the skills that the students should mastered in learning English in order to get information from the English materials. Devine (1987:7) argues that “Reading comprehension is a process of activating the prior knowledge of the reader which cooperates with his appropriate cognitif skills and reasoning ability to find out the concept from a printed text”. In these words, the reader should be able to understood, to interprete and to select actual information from text. Gupta (2008:77) states that “Reading comprehension is the process of understanding and constructing meaning from a piece of text”. To be able to accurately understood the text, students need to decoded what they read and then made connections between what they read and what they already knew. It involved the students’ experience and prior knowledge while comprehending the text.

2013 Curriculum offered the ideas of teaching and learning alteration which was reputed capable to renew a more effective teaching from the previous curriculum (KTSP). Specifically, the teaching of reading comprehension as one of the language competency in English. One of the problem to comprehend text of students was about Narrative Text. As we knew Narrative text is a text that tell a story, a fictive or non-fictive. The purpose of narrative text is to entertaine or to amuse the readers or listeners about the story. The kinds of narrative text as

follow; LEGEND, FABLE, FAIRYTALE, and SCIENCE FICTION. Linguistic features of narrative text as follows; used active verbs, used past tense, used conjunction, the first person (I or we) or the third person (he, she , or they), used specific noun, and used adjective and adverb. The generic structure of Narrative text were Orientation, Complication, and Resolution.

The difficulty of teaching reading and the failure of reading comprehension were also found on the researchers' experience during the teacher training practice (PPL) at SMK TI HARAPAN MEKAR 1 Medan. It was found that the students' achievement on the reading comprehension were low. The researcher found that the students still were difficult to comprehend English reading text. The students just know some vocabulary and did not know the meaning of many words found in the text, so they were not able to comprehend the content of texts. They were unfamiliar with the topics, and the strategy that was used by their teacher could not stimulate them to read well. Because some teachers' were still used the conventional strategy to teach reading in the classroom. For example, the teacher often asked the students to read the text, and then answered the question only. So, the students had a lack opportunity to express their ideas, asked question, and worked in group. It made the students were passive and they got bored with the text.

Therefore, the teacher should apply appropriate reading strategy to increase the students' ability in comprehending reading text. One teaching strategy that could help the students in Narrative Text subject was IEPC (Imagine, Elaborate, Predict, and Confirm). IEPC was 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 narrative text.

According to Wood and Harmon (2010), this strategy is designed to motivate students' interest in reading while simultaneously enhancing their ability to comprehend. In the other word, this strategy can help the students to improve their reading comprehend. IEPC strategy allows the students to have their own imagination related to the text that they will read.

Wood and Douville (1999:91) IEPC strategy can encourage students use visual imaginary as a means of enriching their understanding of information which is viewed, listened to or read. The IEPC strategy in which is applied to improve students' comprehension in reading narrative text. By applying this strategy the students will be interested in reading, easy to be learnt and easy to be understand or comprehended the reading text.

Based on all reason above, the researcher thought that applied IEPC strategy could improved students reading comprehension, because IEPC strategy was suitable in conducted research entitle “ *The Implementation of IEPC (Imagine, Elaborate, Predict, Confirm) Strategy to Improve the Students' Achivement in Reading Comprehension*”

B. The Identification of the Problem

The problem of this research would be identified as follow :

1. Many students were difficult to comprehend an English reading narrative text.
2. The students were lack of vocabulary so they were not able to comprehend the content of texts.
3. The teacher still used conventional method in teaching reading comprehension that made the students were difficult in comprehend the text.

C. The Scope and Limitation

Based on the background of the problem previously, the scope of this research focused on reading comprehension in Narrative Text. The limitation of the study was on inferential comprehension of Narrative Text of the Grade X students of SMK Harapan Mekar 1 Medan at academic year 2017/2018 by used IEPC Strategy.

D. The Formulation of the Study

Based on the background of the study, the formulation of this study would be formulated as follow : Was there any improvement of applied IEPC strategy on the students' reading achievement in reading comprehension of the Grade X students of SMK TI Harapan Mekar 1 Medan?

E. The Objective of the Study

Based on the formulation of the study, the objective of the study would be formulated as follow : To investigated the implementation of applying IEPC strategy in improving the students' reading achievement in reading comprehension of the Grade X students of SMK TI Harapan Mekar 1 Medan.

F. The Significance of the Study

a. Theoretically

To added knowledge, experience and insight, as well as in application of materials research by used IEPC strategy, especially regarded our knowlegde about reading comprehension and useful for other research who want to did the research about this topic, so they could improved the research better.

b. Practically

1. For the teacher :

a. The result of the study would hopefully help the teacher in deciding the best steps in increased the student reading ability.

b. It could gave some informtion about various method in teaching narrative text in reading comprehension.

2. For the students, could improved the students' interested and students' achievement in the narrative text in reading comprehension.

3. For the researcher, this finding was expected as the basic information to increase their knowledge reading comprehension in narrative text.

4. For the Headmaster :

- a. Could increased awareness of teacher and the headmaster performance to improved profesionalism.
 - b. As principle to guide the teacher had quality and enjoyable teacher.
5. For UMSU library, the reader at UMSU library, to enrich readers' knowledge about applied IEPC (Imagine, Elaborate, Predict, Confirm) strategy on students' achievement in reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. THEORETICAL FRAMEWORK

In conducting a research, theories needed to explain some concept applies concerning to the research. The following theories used in this study.

1. The Concept of Reading

It is useful to define what is reading or some definition of reading. According to Nunan (2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In reading process, the reader is not only understand the text on the reader's knowledge to build meaning but also transfer ideas and information expressed by writer. Therefore, the reader background knowledge should be integrated with the text to create meaning. So, everyone get the information and knowledge not only from what they write and what they listen. But also, from reading a text. In reading, the writer can transfer information to the readers. It means that there was an interactive process between the reader and text. From a text, the reader can build meaning by their background knowledge.

Furthermore, Seyler (2004) states that reading is the process of obtaining or constructing meaning from a word or cluster of words. This statement gives three ideas about reading. First, meaning was found in cluster of words, not necessarily in complete sentences. Second, reading involves getting meaning from

the words, understanding the ideas, information or feeling the word convey when put in particular pattern. The third, meaning was thinking about the verbs obtaining or constructing. The task of the reader is to obtain the meaning that the writer want convey. Reading does not only demand students having high knowledge and abilities, but also having cognitive capacities. So, from word to word in the text, the reader can get meaning and information what the writer means. It will make the readers easy to get comprehend the information.

Then, Brown (2004) gives opinion that reading is likewise a skill that teacher simply expect learner to acquire. It indicates that reading is a process that expects the reader to get information or knowledge by reading the texts. Actually, when students read the text, they will get new information or knowledge. Moreover, information or knowledge will be gotten in many aspects, such as technology, newspaper, and education. So, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension. It means reading was one of communication to transfer information between the writer to the readers.

Additionally, when the readers read the text, it was not just read, but the readers should get comprehend what the text talking about. McNamara (2007) emphasizes the comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. So reading comprehension requires deeper understanding to comprehend the text. In reading the text the readers should understand what the meaning of the writer convey in the text. It means comprehension was needed the reader when a text.

Based on some definition of reading above, it was concluded that reading is not only process to understand the text moreover to build our knowledge about the information of the text. Reading can made to understand the meaning of words, sentence, ideas, or information from the text. From the information of the text we can get knowledge and it is one of communication between experience of the reader and the writer. It was important to reading comprehension because to know what is the content of the text is not just only to read.

1.1 Types of Reading

To understand about reading, there are some types of reading. Brown (2003: 189) describes that the types of reading. In the case of reading, variety of performance is derived more from the multiplicity of types of the text than from the variety of overt types of performance. Nevertheless, several types of reading are identify as follows :

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation and other graphemic symbol. Bottom-up processing is apply.

b. Selective

In other to know one's reading recognition of lexical, grammatical, or discourse feature of language within a very short story, selective reading is apply.

c. Interactive

Include among interactive reading are stretches of language of several paragraphs to one page or more in which the reader mist, psycholinguistic sense,

interact with the text. That is, reading is process of negotiating meaning, the reader brings the text a set of schemats for understanding it and in take is the product of interaction .

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical report, short stories and books.

1.2 The Purpose of Reading

Like doing other activities, the reader also had some purposes in doing reading. Nunan (2003) suggest there are seven main purpose of reading:

- 1) To obtain for some purpose or because we are curious about the topic.
- 2) To obtain an how to platform some task for our work daily life (e.g. knowing how an appliance work).
- 3) To act in a play, play a game, do a puzzle.
- 4) To keep in touch with friends by correspondence or to understand business letters.
- 5) To know when and where something will taken place or what is available.
- 6) To know what is happening or has happened (as reporter in newspaper, magazine, reports)
- 7) For enjoy and excitement.

1.3 The Reading Activities

Teacher should divide the reading into their interrelate stages those are: pre-reading, while-reading, and post-reading.

a. Pre-reading Activities

The purpose of the activities are:

1. To introduce and amouse interest in the topic.
2. To motivate learners by giving a reason for reading.
3. To provide some language preparation for the text.

Pre-reading as an aspect of comprehension instruction, involves preparing students for what they are about to read. Pre-reading includes: drawing out or providing prior knowledge about content and process, motivating students and teaching important vocabulary. Some pre-reading answer from the text. Some various types of activity may be develop.

b. While-reading Activities

The aim of these activities is to help learners to develop their reaing skills so that they can be effective and independent readers. By implication students should be flexible in their ways of reading which are appropriate to the give text. In these level students interact with the text by the help of their relevant background knowledge such as interaction will help students:

- 1) To understand the writer's purpose.
- 2) To understand the text structure.
- 3) To classify the content.

Furthermore, the activities in this phase of reading should be gradually develop from a global understanding of the text and to smaller unit such as paragraph, sentence and word.

c. Post-reading Activities

The aims of these activities are:

- 1) To measure how far the students understand about the reading text in the while reading.
- 2) To investigate and measure how far the students ability to extend their knowledge. In this case, the teacher will probably organize some kind of follow up student's task relate to text give.

1.4 The Basic Skills of Reading

There are some basics skill of reading, based on Mc Neil (1992) defines the basic skills of reading as follows:

1) Pronunciation

Pronunciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronunciation of a word would help the reader to retell the meaning of it. Stress intonation are under this part.

2) Structural System

Structural system is the past of a word that forms unit of meaning or second. The unit may be parts of an inflectional ending, a compound word, a prefix, suffix, and syllable.

3) Vocabulary

Vocabulary is a list of words in a reader can find words to express the meaning. In other words recognition vocabulary is much larger than production vocabulary.

4) Comprehension

Comprehension is the combination of knowledge in structure and vocabulary in which situation the language is use.

2. Reading Comprehension

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading with comprehension meant understanding what had been read. It was an active thinking process that depends not only on comprehension skills but also on the student's experience and prior knowledge. According to Snow (2002) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other word, when reading activity the students have to find the meaning of the text, because if the students do not understand the text, it means that they have no interaction with the author. Therefore, they have to comprehend what they have read because; comprehension was really needed in reading activity.

Level of comprehension refers to the degree in which a reader can be categories as good as poor reader, proficiency reader. It means that how far the

students understand information gotten from the text and which levels that has been achieved. According to Brown (2004) states that there are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

2.1 Reading Comprehension Process

In reading comprehension there are some processes to read the text. According to Hampton & Resnick (2008: 22) that there were two fundamental components of reading comprehension process: developing a text base and building a mental model.

a. Developing a text base

Developing a text base means the readers try to make connections within the text. Understanding the information and ideas that the text presents is the essential undergirding for understanding what it means. The students must understand the meaning of the word, phrases, sentences and paragraphs and link these ideas coherently.

b. Building a mental model

Mental model is representation from the ideas in the text base that was developed by existing knowledge of the readers. In building a mental model, the readers tried to make meaning from the text. In this process, the readers built a word or create an image in their minds based on the situation that is described in the text. They try to relate it into the prior knowledge, experience and purposes they already have.

2.2 Component of Reading Comprehension

As stated previously, reading comprehension is a complex process and multicomponent that involve many interactions between the reader and what the reader brings into the text (previous knowledge, strategy use). By this definition could be seen that component of reading comprehension include reader, text, the reader will use their previous knowledge and strategy to comprehend a text.

William (2009:1998) explained that “in comprehending a text needs the ability to identify main idea in the text that involves the knowledge of basic grammar, effective comprehension strategies, and awareness of text structure and also a large of vocabulary knowledge base”.

2.3 Levels of Reading Comprehension

Level of comprehension refers to the degree in which a reader can be categories as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieve. Ayala et.al (2006) divides comprehension into three levels, namely literal comprehension, inferential comprehension, and evaluative comprehension.

a. Literal Comprehension

Literal comprehension refers to the understanding of information that is explicitly in the text. The information includes finding main ideas, details, caused, effect, and sequence of events that are explicitly stated in the text. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. Literal comprehension

requires the students to have the necessary background information including knowledge of vocabulary that is used in the text.

b. Inferential Comprehension

Inferential comprehension refers to the understanding of the information that is not explicitly in the text. The information is implied within the text. In inferential comprehension, the students must simply read between the lines and make inferences about things not directly stated and the students need to understand the anaphora, or the use of one word or phrase in place of another one that has been previously used. It can be said that interpretative comprehension is the ability to get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage. Inferential comprehension could also involve identifying cause-effect relationship, making prediction, interpreting figurative language, drawing conclusions, determining the mood, and judging the author's point of view.

c. Evaluative Comprehension

Evaluative comprehension refers to the ability to use critical thinking skills and logical analysis to evaluate text. The support from teachers is needed to develop evaluative comprehension skills of the students. Skills for evaluative comprehension including the following:

- 1) Detecting contradictions and weakness how the writers develop their arguments.
- 2) Judging the accuracy, of the information in a text based on prior knowledge, reasoning, and information from other texts.

- 3) Differentiating facts and opinions, evidence from conclusions, and relevant/irrelevant information in the text.
- 4) Recognizing the authors' ideology, moral, and intentions.

From the explanations above, it is concluded that all levels of reading comprehension are important, but in this research the researcher only focus on the one level, namely is inferential comprehension, as stated previously, Inferential comprehension refers to the understanding of the information that is not explicitly in the text. The information includes get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage that usually involve identifying cause-effect relationship, making prediction, interpreting figurative language, drawing conclusions, determining the mood, and judging the author's point of view.

3. Narrative Text

Narrative text is one of the genres taught for the students at Senior High School. Various purposes are communicated in a narrative type. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they related.

In addition, Anderson & Anderson (2003) explain that a narrative is a text that tells a story and in doing so, entertains the audience. It has character, setting, and action. the characters, the setting, and the problem of the narrative are usually

introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

From all above, narrative text is telling a story, experience, and can amuse the reader when someone reads a narrative text. So, narrative text can amuse and entertain people or the reader.

According to Freez (1998), the social function of narrative text is to entertain and amuse the readers or the viewer with the fictive or non-fictive experience. Generally, narrative text has a generic structure, there are: orientation, complication and resolution.

a. Orientation

This is part in which the narrator tells the audience about who is in the story. When the story is taking place and where the action is happening. It can also be called as introductory part of a story.

b. Complication

This is the part of story where the narrative tells about something that will begin a chain of events. These events will affect one or more of the characters. This part also tells about events with the conflict or problem in the story.

c. Resolution

This is the part that can be found in the end of the story. This is the part of the narrative where the complication is sorted out or the problem is solved in some narratives, the narrator includes the part which is called coda, if there is a moral or message to be learned from the story.

4. Imagine, Elaborate, Predict, Confirm (IEPC) Strategy

According to Wood and Harmon (2010), this strategy is designed to motivate students in reading subject is IEPC (Imagine, Elaborate, Predict, and Confirm). According to Wood and Harmon (2010), this strategy is designed to motivate students' interest in reading while simultaneously enhancing their ability to comprehend. In other word, this strategy can help the students to improve their reading comprehend.

IEPC strategy allows the students to have their own imagination related to the text that they will read. Wood and Douville (1999:99) IEPC strategy can encourage students use visual imaginary as a means of enriching their understanding of information which is viewed, listened to or read. This step can help the students to understand about the topic easily, because in this step the students can write everything that come in their mind whenever they heard about the topic. After that they also elaborate their prior knowledge or everything that they know about the text. In this step, the students can write everything that they know about the text, for example they have read something or some article related to the topic. The next step is the students can make their own prediction about the text before they read the whole text. This step they czn guess what will happen in the text or what they are going to read.

After doing the steps the teacher can get students' interest in reading subject easily. The students also can understand the teext easily, because they have their own prediction before. As a result, their reading comprehension will increase.

4.1 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 pos-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, 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, narrative text.

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.

1. 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.

a. "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.

b. "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.

c. "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.

2. 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 is located. It may be necessary to model one or more examples of this type of strategic thinking for the class.

3. 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.

a. "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 thinking 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

4.2 The Advantages and Disadvantages of IEPC Strategy

4.2.1 The Advantages of IEPC Strategy

Here are some advantages of applying Imagine, Elaborate, Predict, Confirm (IEPC) strategy :

- 1) This strategy really engaged the students in an active reading activity, which considered as an act to develop their reading comprehension of the text.
- 2) This strategy could help the students to interact with the text.
- 3) In Imagine phase, the students were guided to use their imagination toward the topic given by the teacher, the students were able to develop their own way of thinking as the process of comprehending the essence information from the text.
- 4) In predict phase, the students used their critical thinking to predict what will happen in the text.
- 5) As an Elaborate phase, the students were guided to expand their basic knowledge.
- 6) The advantage of Confirm phase is that the students were able to make a conclusion of what they have done so far as a product of their understanding.

4.2.2 The Disadvantages of IEPC Strategy

This strategy could be very overwhelmed to be done by the teacher if the teacher did not have a good preparation and good class management. The disadvantage of this strategy still could be covered if the teachers have good

preparation as the basic for the teacher to be successful in implementing the strategy, the teacher should be aware of the need to build students' interest in the strategy used, introduce selected vocabulary, develop some background for understanding the passage, and provide the student with an understanding of the rules of IEPC strategy.

B. Relevance Studies

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevants of the study with the research that will be done as follows :

The first is written by Dedi Hirawan (2012), the objective of the study was to find out whether the teaching of reading through Guided Reading Strategy improves the 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 is written by Dasril Hutabalia (2009), 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 third was an article, the reading strategies here are focused on previewing text, self-questioning, making connections, visualizing, knowing how word works, monitoring, summarizing, and evaluating.

C. Conceptual Framework

IEPC Strategy is one of the strategies that help the teacher to solve the problem of the students in comprehending in reading material. The procedure of IEPC strategy describe like modeling phase, pre-reading stage, reading stage, post-reading stage. This strategy is design as a procedure for students to use to monitor their comprehension and learning as they read and study narrative text.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research was conducted at SMK TI Harapan Mekar 1 Medan, Jalan Marelan Raya no.77 Medan, Sumatera Utara in academic years 2017/2018. The reason for choosing this school because when the researcher did teaching practising program (PPL) at tenth grade in SMK TI Harapan Mekar 1 Medan, the researcher found the students were not able to comprehend the reading comprehension text and also the teacher did not found the good media in teaching reading comprehension. The reseacher was interested to reseach the problem of implemented imagine, elaborate, predict, confirm (IEPC) strategy on students' achievement in teaching narrative text in senior high school.

B. Subject of the Research

The subject of this research were in the tenth grade of SMK TI Harapan Mekar 1 Medan. The researcher took X TKJ II students which consisted 32 students as the subject of the research. Because when the researcher found that the students were not able to comprehend the reading comprehension text and also the teacher did not found the good media in teaching reading comprehension.

C. Research Design

This research was conducted by using classroom action research. Classroom action research was a method of finding out what works best in your own classroom to improve students' learning.

There were four steps to conduct class room action research namely :

1) Plan, this was the first stage that the teacher might did before doing anything.

Involved thinking processed and evaluated to reflect the event that happened and attempted to find out ways to overcome the problem.

2) Action, this was an implemented of the action plan that had been created which could either a specific application of learning models that aim to improve the model that was being executed. The action involved to improve the result of implemented of the task.

3) Observation, was activity that consisted of gathering data to identified the result action. Collected data could consider from several factors there were students, teacher, interaction between student and teacher.

4) Reflection, it was a feedback processed of the action. It was used to help teacher made a decision because the reflection did in order to analyzed the situation and made conclusion what to do next. The reflection process was based on the data, reading comprehension text.

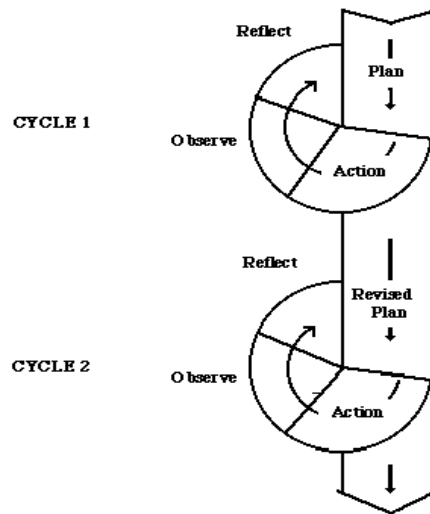


Chart 3.1
Classroom Action Research Model by Kemmis and Mc. Taggart
(Arikunto, 2013)

D. Procedure of the Research

This research was conducted by two cycles. Every cycle has four stages; they were planning, action, observation, and reflection.

1. Cycle 1

a) Planning

The activities in the planning were :

- 1) Made the lesson plan about Narrative Text.
- 2) Designed the steps in using IEPC Strategy.
- 3) Prepared the material, that was Narrative Text.
- 4) Prepared teaching aids, that was IEPC Strategy.
- 5) Prepared the test, that was reading test.

b) Action

Teachers' activities :

- 1) The teacher opened the class by greeted the students.
- 2) The teacher checked the students attendance.
- 3) The teacher asked the students what topic they would learned, that was about Narrative Text.
- 4) The teacher gave the materials and introduced the IEPC Strategy in learning Narrative Text.
- 5) The teacher gave explanation about IEPC strategy to helped students explored, gathered, generated, and organized their ideas.
- 6) The teacher gave a picture about Narrative Text.
- 7) The teacher helped the students to imagining, elaborating, and predicting the picture.
- 8) The teacher asked the students to share their ideas with fellow students.
- 9) The teacher asked the students to read the text individually and recalled information.
- 10) The teacher asked the students to confirm their ideas with the Narrative text.
- 11) The teacher gave the questions to the students and they had to answer it in worksheet.
- 12) The teacher and the students made the conclusion based on the material.
- 13) The teacher ended the class.

Students' activities :

- 1) The students answered greeting from their teacher as responded to the teacher.
- 2) The students filled their attendance.

- 3) The students guessed the topic they would learn.
- 4) The students listened the explanation of material and the IEPC strategy.
- 5) The students listened the explanation of the IEPC strategy.
- 6) The students kept attention with the picture.
- 7) The students imagined, elaborated, predicted the picture.
- 8) The students shared their ideas with their fellow friends.
- 9) The students read the text individually and recalled the information.
- 10) The students confirmed their ideas with the Narrative text.
- 11) The students answered the question in worksheet.
- 12) The students made conclusion based on the material.
- 13) The students answered the closing from their teacher as responded to the teacher.

c) Observation

Observation used to collect data namely, teacher and students activities attitude during teaching learning process. In this section the researcher did the formal observation. The researcher was an observer for English teacher and the students of the class that considered 32 students.

d) Reflection

Reflection was a feedback process from the action that was done. Reflection used to help the teacher to make decision. The teacher and researcher analyzed all recording information learning process by using a reading comprehension test in narrative text.

2) Cycle 2

The researcher did cycle 2, if the result in cycle 1 was still need improvement. In cycle 2 also has four stages; they were planning, action, observation, and reflection. Every weakness in cycle 1 was revised in cycle 2.

E. The Instrument of the Research

This research use two instruments. They were test and observation sheet.

1. Test

To get the data the researcher was gave the reading comprehension test, especially in narrative text. The test was multiple choice and consists of 10 questions. The items were about students' ability in finding the main idea, finding the topic, identifying the specific information, deducting the meaning of unfamiliar words. The test taken from the students' learning book of tenth grade.

2. Observation Sheet

Observation sheet used to observe all activites happened during the teaching learning processed by used IEPC strategy. The activities were included the teacher and students' activities.

F. The Technique of Collecting Data

Collected the data did by test and observation sheet's technique. Observation used to observe the quality of teaching learning process based on the instrument of observation, and the test did to know the quality of learning result.

G. The Technique of Data Analysis

Quantitative data used in this study. It used to analyze the students' score.

The quantitative data analyzed by using formula as follows :

$$\bar{X} = \frac{\sum x}{N} \quad (\text{Arikunto, 2013})$$

Where :

\bar{X} : The mean of the students' score

$\sum x$: The total score of students

N : The number of the students

Next, to categories the number of the students who passed the test successfully, the researcher applied the following formula :

$$P = \frac{R}{T} \times 100 \% \quad (\text{Arikunto, 2013})$$

In cycle 1 :

$$P1 = \frac{R}{T} \times 100 \%$$

In cycle 2 :

$$P2 = \frac{R}{T} \times 100 \%$$

Where :

P : The percentage of those who getting score

R : The number of students' getting score.

T : The total number of the students

P1 : The percentage of the students who got point 75 to 100 in cycle 1

P2 : The percentage of the students who got point 75 to 100 in cycle 2

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data of this research consisted of two kinds. They were quantitative and qualitative data. Quantitative data was got from the students' score in a reading comprehension test of Narrative text and qualitative data was got from the observation sheet. This research was conducted in one class. It consisted of 32 students. It was accomplished in two cycles have four stages, namely: planning, action, observation, and reflection. The researcher conducted two cycles. Cycle 1 was conducted two meetings and cycle 2 was conducted two meetings.

1. Quantitative Data

The quantitative data was taken from the students' score in a reading comprehension test of Narrative Text. It was taken from IEPC strategy that consisted of 10 question of multiple choice in each part of Narrative Text. The correct answer of multiple choice was given 10 point and incorrect answer was given 0 point, so the highest score was 100 point. In this research, the researcher divided the score of the students based on the indicator of reading comprehension and the researcher showed the comparison of the students' score of the hard and easy questions based on the indicator of reading comprehension from the students answered of multiple choice test. There were two cycles in this research, they were cycle 1 and cycle 2.

1.1. Cycle 1

There were 2 meetings in cycle 1. In the first meeting in cycle 1 the researcher explained about Narrative Text without giving a test. In the second meeting in cycle 1, the researcher explained about Narrative Text and gave multiple choice of reading comprehension test. The items of the multiple choice test of cycle 1 have indicators of reading comprehension could seen by the table 4.1 below:

Table 4.1
Indicator of Reading Comprehension in Multiple Choice Test in Cycle 1

Question Number	Indicator of Reading Comprehension in multiple choice test in Cycle 1
1	Answering some questions through specific information from text provided.
2	Answering some questions through specific information from text provided.
3	Answering some questions through specific information from text provided.
4	Answering some questions through specific information from text provided.
5	Finding the meaning of specific word from text.
6	Answering some questions through specific information from text provided.
7	Finding synonym of particular word in the text.
8	Answering some question through specific information from text provided.
9	Completing sentences by using specific word from text.
10	Finding the refering of the word from the text.

After did the reading comprehension test in cycle 1, the researcher get the result of the students' score of multiple choice test in cycle 1. The data could be seen from the mean of the students score during the research, the researcher applied the following formula:

$$X = \frac{\sum x}{N} \times 100$$

Where :

X : the mean of the students

$\sum x$: the total score

N : the total number of students

In the test of cycle 1, the total score of the students were 2220 and the number of the students were 32, so the mean was:

$$X = \frac{2220}{32} \times 100\% = 69.37$$

To categorize the number of master students in the research of cycle 1 the researcher used this following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P : the percentage of students getting score ≥ 75

R : the number of the students who get the point ≥ 75

T : the total number of the students who did the test

The percentage that the points up to 75 in cycle 1 were 15 students, it could seen as follow:

$$P1 = \frac{15}{32} \times 100\% = 46.87\%$$

Based on the data, we could concluded that in Cycle 1 there were 17 students did not got maximal scores. Means of students score in Cycle 1 were shown by the chart 4.2 below :

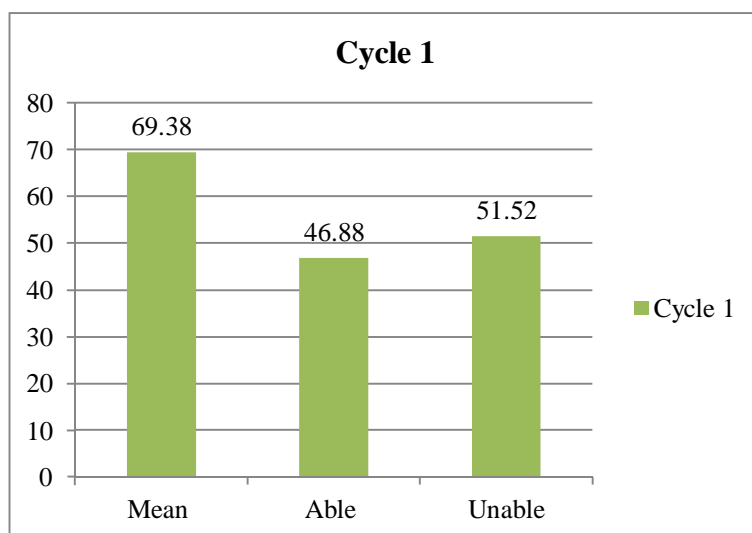


Chart 4.1
The Students' Score in Cycle 1

1.2. Cycle 2

There was two meeting in cycle 2. In first meeting in cycle 2, the researcher explained about Narrative Text without giving a test. In the second meeting in cycle 2, the researcher explained about Narrative text and gave a multiple choice in reading comprehension test. The items of multiple choice test in this research have indicators of reading comprehension could seen by the table 4.3 below:

Table 4.2
Indicator of Reading Comprehension in Multiple Choice Test in Cycle 2

Question Number	Indicator of Reading Comprehension in multiple choice test in Cycle 2
-----------------	---

1	Answering some question through specific information from text provided.
2	Finding true statement of specific information from the text.
3	Finding synonym of particular word in the text.
4	Answering some question through specific information from text provided.
5	Answering some question through specific information from text provided.
6	Finding the specific information from the text.
7	Answering some question through specific information from text provided.
8	Finfing true statement of specific information from the text.
9	Finding synonym of particular word in the text.
10	Answering some question through specific information from text provided.

After did the reading comprehension test in cycle 2, the researcher get the result of the students' score of multiple choice test in cycle 2. The data could seen from the mean of the students score during the research, the researcher applied the following formula :

$$X = \frac{\sum x}{N} \times 100$$

Where :

X : the mean of the students

$\sum x$: the total score

N : the total number of students

In the cycle 2, the total score of the students were 2760 and the number of the students were 32, so the mean was:

$$X = \frac{2760}{32} \times 100\% = 86.25$$

To categorize the number of master students in the research of cycle 2 the researcher used this following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P : the percentage of students getting score ≥ 75

R : the number of the students who get the point ≥ 75

T : the total number of the students who did the test

The percentage that the points up to 75 in cycle 2 were 32 students, it could seen as follow:

$$P2 = \frac{32}{32} \times 100\% = 100\%$$

In the cycle 2 was 100% of students got ≥ 75 score. It could concluded that IEPC strategy as a method of learning could improved students' achievement in reading comprehension. Students' score in cycle 2 could seen on chart 4.4 below :

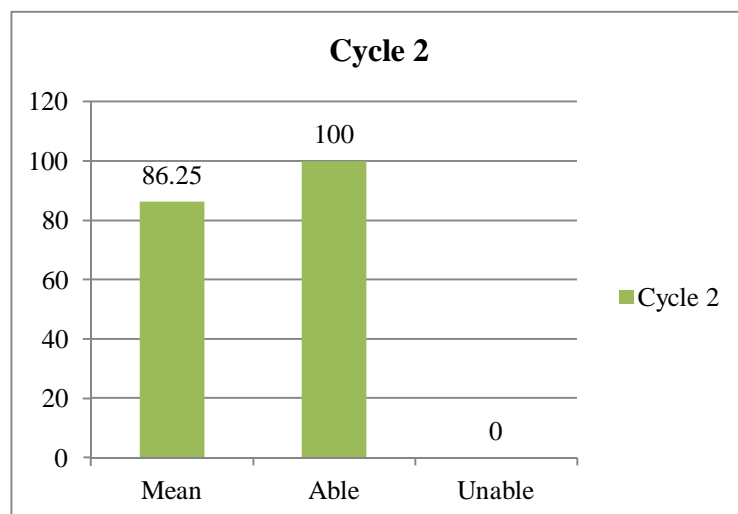


Chart 4.2
The Students' Score in Cycle 2

Based on the chart above showed that the students who were able 32 students or 100% and the students who were unable 0 students or 0%. From the data above, it could concluded that students score in cycle 2 had improved. The improvement of students' score in cycle 1 and cycle 2.

Based on the result of cycle 1 and cycle 2 that have done by the researcher, so there was improvement that seen during teaching and learning process, the improvement could seen by the chart 4.5 below:

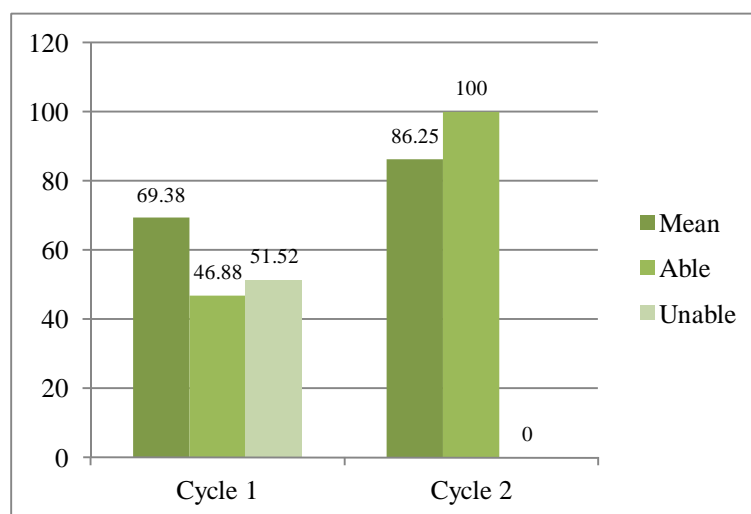


Chart 4.3
The Improvement of Students' Score in Cycle 1 and Cycle 2

From the chart above could concluded that there were able students reading achievement in cycle 1, it could seen there were 15 students got score more than 75 in reading comprehension or 46.87%. All the students should reach

score up to 75, and the diagram showed that there was improvement reading score in cycle 2, all the students got the score more than 75 or 100%.

Table 4.4
Table of Students' Score from the First until Last Meeting

Test	Students' Score up to 75 Points	Percentage
Cycle 1	15	46.87%
Cycle 2	32	100%

From the table above, in the cycle 1 there were 15 students (46.87%) who got points up to 75. In cycle 2 there were 32 students (100%) who get points up to 75. The improvement from the cycle 1 to cycle 2 was 53.13%.

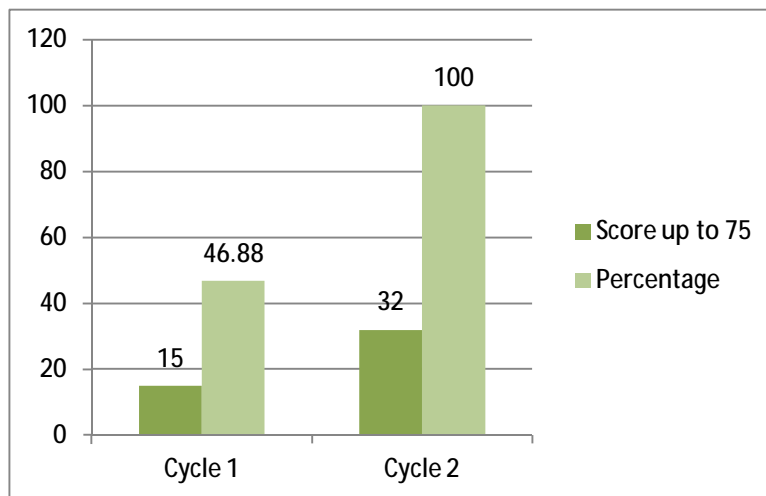


Chart 4.4
Students' Reading Comprehension Score in Percentage

From the chart above could be concluded that there was improvement in cycle 1 to cycle 2, score up to 75 in cycle 1 was 15 students 46.87%, and cycle 2 was 32 students or 100%. It meant that students' achievement in reading

comprehension especially in Narrative Text in the Tenth Grade at SMK TI Harapan Mekar 1 Medan had been improved by IEPC strategy.

2. Qualitative Data

The qualitative data was taken from observation sheet. The teacher and researcher used observation sheet to know the improvement in teaching reading comprehension in Narrative Text by applying IEPC strategy.

B. Data Analysis

1. The Analysis of Quantitative Data

Four meetings were conducted in this research. Two meetings in cycle 1 and two meeting in cycle 2. The researcher gave a reading comprehension test to know the students' score in reading comprehension. The researcher applied IEPC strategy in cycle 1 and cycle 2. There were an improvement of reading comprehension's score from cycle 1 to cycle 2.

In cycle 1 , total score of the students were 2220 and the number of the students were 32, so the mean was:

$$X = \frac{2220}{32} = 69.37$$

In cycle 2 the total score was 2760 and the number of the students was 32 so the mean was:

$$X = \frac{2760}{32} = 86.25$$

To categorize the number of master students in cycle 1 and cycle 2 the researcher used the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{15}{32} \times 100\% = 46.87\%$$

$$P2 = \frac{32}{32} \times 100\% = 100\%$$

Where :

P : the percentage of students getting score ≥ 75

R : the number of the students who getting point ≥ 75

T : the total number of the students who did the test

P1 : the percentage of the students who got point 75 to 100 in cycle 1

P2 : the percentage of the students who got point 75 to 100 in cycle 2

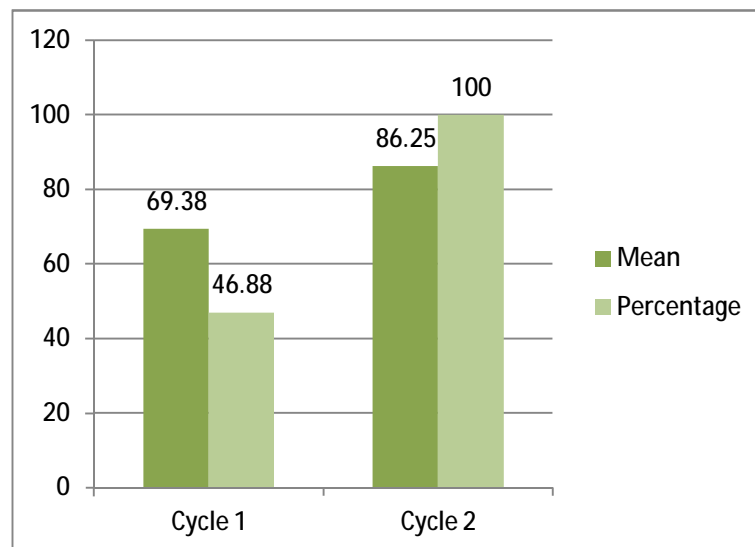


Chart 4.5
Reading Comprehension Score

The improvement of the mean of the students from the cycle 1 to cycle 2 was 16.28% it then increased in cycle 2. In the test of cycle 1 there were 15 students (46.87%) who got points up to 75. In the cycle 2 there were 32 students (100%) who got points up to 75.

2. The Analysis of Qualitative Data

Observation sheet was used to observe all activities that happened during the teaching learning process. The activities included teacher and students activities. The researcher was an observer for the English teacher and the students of the class that consisted of 32 students. The researcher did formal observation. The researcher observed every meetings in cycle 1 and cycle 2.

2.1 The Situation and Background

There were four meetings in this research. The first meeting in cycle 1, the researcher explained Narrative Text without giving a test, and in the second meeting in cycle 1, the researcher explained Narrative Text again and gave a test of reading comprehension. While doing the test in cycle 1, there were many students who were not able to comprehend the text in Narrative Text. They keep on looking up the words in a dictionary and asked the teacher to find out the meaning of the words.

2.2 The Data of Cycle 1

a. Planning

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which apply IEPC strategy.

b. Action

The following were the procedure of the action in cycle 1:

1. First, in this stage the researcher reviewed that the students already learning about Narrative text.

2. Next, the researcher give the picture about Narrative text and the students had to imagine, elaborate, predict and confirm that picture with gave the IEPC sheet.
3. The teacher asked the students what were they minded.
4. After that the teacher gave reading comprehension test to the students

c. Observation

The observation of the action was students in SMK TI Harapan Mekar 1 Medan. The students were learning through IEPC strategy. The observation report was put on the observation sheet of the students. The problem found during teaching and learning process:

1. The students' reading comprehension were still low, they were lack of vocabulary, especially in finding of words from the text.
2. The students' difficulties in answering the text. It was caused they didn't understand and difficult to comprehend what the meaning of the text.

d. Reflection

Based on the observation and the result students test, it was know the teaching and learning reading through IEPC strategy not yet satisfied and did not gave improvement, although there was some students got low score or under the KKM (75). Reflection also was a phase to process the data that taken from observation while teaching learning process through IEPC strategy. After cycle 1 had finished, the result of researcher did not effective through IEPC strategy in improving students achievement in reading comprehension, it was needed to continue in cycle 2.

2.3. The Data of Cycle 2

a. Planning

In planning, the researcher did:

1. Prepared the lesson plan that related to the study, especially about Narrative text.
2. The teacher gave the motivation for the students.
3. The teacher gave the picture in front of class about narrative text.
4. The teacher also gave the IEPC sheet to the students to write what were they minded.
5. The teacher gave the reading comprehension text about narrative text to the students.
6. The students did multiple choice of reading comprehension text.

b. Action

In this step the researcher done the lesson plan which add arranged in cycle 1, and also in this cycle improved the weakness before. The questions were gave was different in cycle 1 and cycle 2, but still about Narrative Text. The teaching and learning process in action same in cycle 1, it was started from opening until closing.

The activities in action were follow:

1. Giving observation sheet
2. Teaching reading of IEPC strategy

In meeting of cycle 2, the teacher told the students' mistake in cycle 1. They need to improvement in cycle 2. It could be shown from the different score

in cycle 1 and cycle 2. In cycle 1 46.87% or 15 students got more than 75. And then the researcher gave second test in cycle 2 with different test but still about narrative text, result of the test that in cycle 2 , 32 students got more than 75 or 100%.

c. Observation

Observation was done to know the students' activities when teaching and learning process.

1. The students' reading comprehension were high, the score more than 75.
2. The students could answer the question with right answer.

Thus the researcher collected the data that used as a basic of reflection. Observation was done together with action in the same time. It was intended to discover the information about behavior, attitude, performance, activities, during teaching learning by applying IEPC strategy in the classroom with collaborator between the researcher and the English teacher.

3. Reflection

Based on the observation and reading comprehension test, it was known that teaching and learning reading comprehension by applying IEPC strategy was satisfied and gave the improvement to the students.

By applying IEPC strategy made the students could played with their imagination and what were they minded related to the topic. So that the text could be easier understood by the students. The teacher were forced to be more creative. The teaching in learning process also was fun, interesting and enjoyable for the

students. The result of this result was IEPC strategy could improve the students' achievement in learning reading comprehension.

C. Research Findings

Based on the data analysis, it showed that the students' achievement in reading comprehension had been improved by applying IEPC strategy. It could be seen from the quantitative data. The mean score in cycle 1 was 69.37%, the mean score in cycle 2 was 86.25%. The students who got score more than 75 in cycle 1 were 15 students, the students who got score more than 75 in cycle 2 were 32 students, and the percentage of the students who got score more than 75 in cycle 1 were 46.87%, the percentage of the students who got score more than 75 in cycle 2 were 100%. It also could be seen from qualitative data that was observation sheet.

It could be concluded that IEPC (Imagine, Elaborate, Predict, and Confirm) strategy could improve the students' achievement in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data , the conclusion could be drawn as followed:

1. There was improvement of students' achievement in reading comprehension by implementing IEPC (Imagine, Elaborate, Predict, Confirm) strategy. It meant that IEPC strategy was a good method of learning in teaching reading comprehension.
2. The improvement of students' achievement shown from quantitative data. The mean score in cycle 1 was 69.37%, the mean score in cycle 2 was 86.25%, the students who got score more than 75 in cycle 1 were 15 students, the students who got score more than 75 in cycle 2 were 32 students, and the percentage of the students who got score more than 75 in cycle 1 were 46.87%, the percentage of the students who got score more than 75 in cycle 2 were 100%.
3. The improvement of students achievement shown from qualitative data too. The qualitative data got from observation sheet. From observation sheet every cycle showed there improvement of teacher and students' behaviour.

B. Suggestion

Suggestion were stages as followed:

1. For English teacher, it was better to use IEPC (Imagine, Elaborate, Predict, Confirm) strategy to improve the students' achievement in reading comprehension test in reading comprehension.

2. For students to use IEPC strategy in learning English, especially in reading comprehension because it could improve their achievement in reading comprehension.
3. The other researchers, this research could be used as the reference to teach other subject such as expository text, because IEPC strategy was easy and good to apply in teaching reading comprehension.

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APPENDIX I
LESSON PLAN
CYCLE 1

A. Identity of Education Program

Name of School : SMK-TI HARAPAN MEKAR 1 MEDAN
Subject : English
Competency Skills : TKJ
Class/Semester : X / 2
School Year : 2017 / 2018
Time Allocation : 2 X 45 minute

B. Core Competence and Basic Competence

Core Competence *)

CC	Description of Core Competence
Knowledge	Understand, apply, analyze, and evaluate factual, conceptual, operational, and metacognitive knowledge according to the field and scope of work at the technical, specific, detailed, and complex levels, concerning science, technology, art, culture and the humanities within context of self-potential development as part of family, school, workplace, national, regional, and international citizens.
	Carry out specific tasks, using common tools, information, and work procedures and solve simple problems in accordance with the work field. Displays performance under guidance with measurable quality and quantity in accordance with work competency

Skill	standards. Demonstrate effective, creative, productive, critical, independent, collaborative, communicative, and solutive abstract skills in the abstract realm related to the development of what they learn in school and capable of performing specific tasks under direct supervision. Demonstrate the skills of presenting, preparing, imitating, familiarizing motion proficiently, making natural movements, in concrete realms related to the development of what he learns in school, and being able to perform specific tasks under direct supervision.
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Basic Competence *)

BC	CODE	Description of Basic Competence
Knowledge	3.8	Analysis of fuction in social, structure of text, dan element of language to some narrative text and written with given and require to information related with legend, depend of using context.
Skill	4.8	Present the short narrative text and simple related with legend in oral and written with observe in fuction social, structure of text and element of language is true and depend of using context.

C. Indicators of Competence Achievement

Code	Description of Indicators of Competence Achievement
3.1	Explaining the purpose, structure of the text, and element of language in oral or written.
3.2	Explaining the content of narrative text in oral or written.
3.3	Telling the meaning of narrative text in oral or written.

D. The purpose of Learning

Number	Description Purpose in Learning
3.1	Explaining the purpose of communication, structure of the text, and element of language from narrative text in oral or written about legend depend of using context.
3.2	Explaining the content of short legend in oral or written with observe the purpose of communication, structure of the text, and element of language in narrative text depend of using context.
3.3	Telling the legend in oral or written with observe the purpose of communication, structure of the text, and element of language in narrative text depend of using context.

E. Material of Learning

- Narrative Text

F. Strategy

- Imagine, Elaborate, Predict, Confirm (IEPC) strategy

G. Activities of Learning

First meeting

Opening Activities (10 minutes)	
Phase	Activities
Opening the class	1. Teacher give greetings. 2. Teacher leds prayer. 3. Teacher check student's attendance 4. Teacher communicate with students and give questions to material will be taught.
Core Activities (70 minutes)	
Observation (20 minutes)	

Teacher	Students
1. The teacher shows some pictures which is related to the narrative text	1.The students observe the pictures and guess what kind of text that will they learned
2. The teacher distributes handout to the students about the narrative text	2.Students try to comprehend the handouts that teacher gives to them about narrative text. 3.Students observe examples of the text in the handout 4.Students observe the social functions, generic structure, and language features of the text
3. The teacher gives another handout to the students about IEPC strategy and explains to the students how to use each step in the strategy	5.The students try to understand about the strategy in the handouts 6.The students give attention by making note about the teacher explanation.
Question (10 minutes)	
Teacher	Students
Teacher asks students to give questions about what they do not understand.	Students give some question about narrative text and IEPC strategy that they have not been understood
Exploration (40 minutes)	
Teacher	Students
1. The teacher divides students into some group and gives the IEPC sheet to each group 2. The teacher shows a picture that relate to the narrative text. 3. The teacher ask some questions to help students do the prediction	1.The students imagine and elaborate what the text will tell about by looking the picture. 2.Students predict the story by answering the teacher's questions and mentioning as many ideas as possible related to the picture. 3.Students write down their predictions about the story in predict part in the IEPC sheet
4. The teacher asks the students to write their prediction into their IEPC sheet.	5.The students organize all the ideas that have been done in the predict step into IEPC sheet. 6.The students can categorize the ideas based on the generic structure, language feature, or main idea of narrative text.
5. The teacher gives a written text that related to the picture and title in the predict step to each group of students	7. The students start to read the text and try to comprehend the text 8.The activity is followed by confirm their prediction in the text.

Closing Activities (10 minutes)
<ol style="list-style-type: none"> 1. Teacher explains that the next activity will continued in the next meeting 2. Teacher reminds the students to bring their IEPC sheet in the next meeting and asks them to study at home. 3. Teacher closes the class with motivation and greets the students.

Second Meeting

Opening Activities (10 minutes)	
Phase	Activities
Opening the class	<ol style="list-style-type: none"> 1. Teacher give greetings. 2. Teacher leds prayer. 3. Teacher checks student's attendance 4. Teacher reminds students about the previous meeting. 5. Teacher asks students about their IEPC sheet in the previous meeting.
Core Activities (70 minutes)	
Exploration (15 minutes)	
Teacher	Students
<ol style="list-style-type: none"> 1. The teacher asks students to continue their activities in the previous meeting. 	<ol style="list-style-type: none"> 1. Students continue their activities in the previous meeting they are confirm what happened in the text.
Association (20 minutes)	
<ol style="list-style-type: none"> 2. The teacher asks students to compare their first and second IEPC sheet. 	<ol style="list-style-type: none"> 1. Students compare their two answer IEPC sheet generated before and after reading the text and asked to them to make moral lesson of the text. 2. Students write the new vocabulary which they found in the text and their meanings. 3. Students write some unfamiliar information that they get from the text.
Communications (35 minutes)	
Teacher	Students
<ol style="list-style-type: none"> 1. Teacher asks students to presents their IEPC sheet. 2. Teacher gives individul test in the form of multiple choice question to evaluate the students' understanding 	<ol style="list-style-type: none"> 1. Each group of students present their IEPC sheet. 2. Students done the multiple choice question individually.

about the text.	
Closing Activities (10 minutes)	
<ol style="list-style-type: none"> 1. Teacher collects the students' answer sheet. 2. Teacher and students together make a conclusion about the material and the strategy. 3. Students give question about the material or strategy that they have not been understood. 4. Teacher closes the class with motivation and greets the students. 	

H. Media, Instrument/Matter of Learning

Media	Slide Presentation, IEPC images
Instrument	Narrative Text
Matter	LKS, English book and Internet.

I. The Source of Learning

1. LKS Bahasa Inggris X Grade by Muhammad Tsaqif. R
2. English Book by Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2017.
3. Internet :
 - www.ef.co.id--Google
 - <http://learningtonarrativeetext/google.com>
 - www.narrativetext/google

J. Appraisal

Attitude : observation sheet of students activities in learning process

Assessment Technique : reading comprehension test and IEPC sheet

I	E	P	C

Medan, February 2018

English Teacher

The Researcher

(KASIH INDRIYANTI, S.Pd)

(SITI NURWANDANI)

The Headmaster of

SMK TI HARAPAN MEKAR 1 MEDAN

(MARTUA NASUTION, ST)

LESSON PLAN

CYCLE 2

A. Identity of Education Program

Name of School : SMK-TI HARAPAN MEKAR 1 MEDAN
Subject : English
Competency Skills : TKJ
Class/Semester : X / 2
School Year : 2017 / 2018
Time Allocation : 2 X 45 minute

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	Carry out specific tasks, using common tools, information, and work procedures and solve simple problems in accordance with the work field. Displays performance under guidance with measurable quality and quantity in accordance with work competency standards. Demonstrate effective, creative, productive, critical,

Skill	independent, collaborative, communicative, and solutive abstract skills in the abstract realm related to the development of what they learn in school and capable of performing specific tasks under direct supervision. Demonstrate the skills of presenting, preparing, imitating, familiarizing motion proficiently, making natural movements, in concrete realms related to the development of what he learns in school, and being able to perform specific tasks under direct supervision.
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3.3	Telling the legend in oral or written with observe the purpose of communication, structure of the text, and element of language in narrative text depend of using context.

E. Material of Learning

- Narrative Text

F. Strategy

- Imagine, Elaborate, Predict, Confirm (IEPC) strategy

G. Activities of Learning

Third Meeting

Opening Activities (10 minutes)	
Phase	Activities
Opening the class	5. Teacher give greetings. 6. Teacher leads prayer. 7. Teacher check student's attendance 8. Teacher communicate with students and give questions to material will be taught.

Core Activities (70 minutes)	
Observation (20 minutes)	
Teacher	Students
2. The teacher shows some pictures which is related to the narrative text	4. The students observe the pictures and guess what kind of text that will they learned
5. The teacher distributes handout to the students about the narrative text	5. Students try to comprehend the handouts that teacher gives to them about narrative text. 6. Students observe examples of the text in the handout 7. Students observe the social functions, generic structure, and language features of the text
6. The teacher gives another handout to the students about IEPC strategy and explains to the students how to use each step in the strategy	7. The students try to understand about the strategy in the handouts 8. The students give attention by making note about the teacher explanation.
Question (10 minutes)	
Teacher	Students
Teacher asks students to give questions about what they do not understand.	Students give some question about narrative text and IEPC strategy that they have not been understood
Exploration (40 minutes)	
Teacher	Students
4. The teacher divides students into some group and gives the IEPC sheet to each group 5. The teacher shows a picture that relate to the narrative text. 6. The teacher ask some questions to help students do the prediction	4. The students imagine and elaborate what the text will tell about by looking the picture. 5. Students predict the story by answering the teacher's questions and mentioning as many ideas as possible related to the picture. 6. Students write down their predictions about the story in predict part in the IEPC sheet
9. The teacher asks the students to write their prediction into their IEPC sheet.	10. The students organize all the ideas that have been done in the predict step into IEPC sheet. 11. The students can categorize the ideas based on the generic structure, language feature, or main idea of narrative text.
6. The teacher gives a written text that related to the picture and title in the	12. The students start to read the text and try to comprehend the text

predict step to each group of students	13. The activity is followed by confirm their prediction in the text.
Closing Activities (10 minutes)	
<ol style="list-style-type: none"> 1. Teacher explains that the next activity will continued in the next meeting 2. Teacher reminds the students to bring their IEPC sheet in the next meeting and asks them to study at home. 3. Teacher closes the class with motivation and greets the students. 	

Fourth Meeting

Opening Activities (10 minutes)	
Phase	Activities
Opening the class	<ol style="list-style-type: none"> 6. Teacher give greetings. 7. Teacher leds prayer. 8. Teacher checks student's attendance 9. Teacher reminds students about the previous meeting. 10. Teacher asks students about their IEPC sheet in the previous meeting.
Core Activities (70 minutes)	
Exploration (15 minutes)	
Teacher	Students
2. The teacher asks students to continue their activities in the previous meeting.	3. Students continue their activities in the previous meeting they are confirm what happened in the text.
Association (20 minutes)	
4. The teacher asks students to compare their first and second IEPC sheet.	<ol style="list-style-type: none"> 4. Students compare their two answer IEPC sheet generated before and after reading the text and asked to them to make moral lesson of the text. 5. Students write the new vocabulary which they found in the text and their meanings. 6. Students write some unfamiliar information that they get from the text.
Communications (35 minutes)	
Teacher	Students
3. Teacher asks students to presents their IEPC sheet.	3. Each group of students present their IEPC sheet.

4. Teacher gives individual test in the form of multiple choice question to evaluate the students' understanding about the text.	4. Students done the multiple choice question individually.
Closing Activities (10 minutes)	
5. Teacher collects the students' answer sheet. 6. Teacher and students together make a conclusion about the material and the strategy. 7. Students give question about the material or strategy that they have not been understood. 8. Teacher closes the class with motivation and greets the students.	

H. Media, Instrument/Matter of Learning

Media	Slide Presentation, IEPC images
Instrument	Narrative Text
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Attitude : observation sheet of students activities in learning process
Assessment Technique : reading comprehension test and IEPC sheet

I	E	P	C

Medan, February 2018

English Teacher

The Researcher

(KASIH INDRIYANTI, S.Pd)

(SITI NURWANDANI)

The Headmaster of

SMK TI HARAPAN MEKAR 1 MEDAN

(MARTUA NASUTION, ST)

Reading Comprehension Test in cycle 1

Multiple Choice

(Narrative Text)

Answer the question based on the text !

Once upon a time, in the afternoon, there was a poor farmer. He lives with his wife. One day, he dug his field and found a very large box. He then store them in their homes. One sunny morning, she dropped apples in the box. Suddenly, the box gets filled with apples. No matter how many apples were taken out, moree apples going on inside the box. One day, forming dropping gold coins into the box.

Simultaneously. Apple began to dissappear and the box full of gold coins. Farmer soon become rich. After hearring that his son become wealthy, his father visited that couple. His father was not very strong. He could not go out to work again. So the farmer askes his old father to help him take the gold coins out of the box. His father worked hard, took the gold coins out of the box. When he was told that he was very tired and wanted to rest, the farmer yelled to him, “why are you so lazy? Why cannot you work harder”, old man said nothing and continued to work long. Suddenly, his father fell into the box. He died.

As well as gold coins began to disappear and the box is filled with the dead. The former should be pulled out and buried. To do this, farmers have to spend all the money that had been collected earlier. When he had spent all his money, broke the box. The farmer was poor as before.

1. What is the occupation of the protagonist in the story above?
 - a. Farmer
 - b. Mechanic
 - c. Blacksmith
 - d. Prisoner
 - e. Police
2. What kind of fruit existed in the box?
 - a. Apple
 - b. Orange
 - c. Pineapple
 - d. Coconut
 - e. Cucumbers
3. What is the characteristic of the farmer's father?
 - a. Strong
 - b. Weak
 - c. Sturdy
 - d. Coward
 - e. Grumpy
4. Why did the farmer's father die?
 - a. He fell in the box.
 - b. He was sick
 - c. He was overwhelmed by the coin
 - d. He was too weak to stand
 - e. He was old
5. As well as gold coins began to disappear and the box is filled with the dead. The Indonesian translation of the underlined word above is....
 - a. Hilang
 - b. Termakan
 - c. Tertelan
 - d. Muncul
 - e. Hadir

Answer the question based on the text !

Malin Kundang

Once upon a time, there lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument and finally he sailed with the big ship.

Several years later, Malin Kundang succeed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malins real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malins favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malins had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

6. What is the main idea of the first paragraph ?
 - a. There was a diligent boy named Malin Kundang
 - b. There was a boy lived in the seashore
 - c. There was a boy very poor
 - d. There was a boy lived quiet and harmonious
 - e. There was a boy lived with his grandmother
7. "They were very poor, but they lived quiet and harmonious". The underlined word is synonymous with.....
 - a. Happy
 - b. Compatible
 - c. Unhappy
 - d. Harmonious
 - e. Poor
8. What did Malin Kundang character look like ?

- a. Kind and greedy
 - b. Greedy and arrogant
 - c. Handsome and friendly
 - d. Kind and greedy
 - e. Bad and handsome
9. Why did his mother become angry with him? His mother become angry because he?
- a. Became rich man
 - b. Happy with his wife
 - c. Forgot his mother
 - d. Rebellious with his mother
 - e. Became a good son
10. “They were very poor , but they lived quiet and harmonious”. (paragraph
- 1) what does the underlined word refer to?
- a. Malin Kundang and his mother
 - b. Malin Kundang and his father
 - c. Malin Kundang and his wife
 - d. Mother and her daughter in law
 - e. Mother and his husband

Reading Comprehension Test in Cycle 2

Multiple Choice

(Narrative Text)

Read the text below and choose the right answer by crossing (X) A, B, C, D, or E in the answer sheet!

A Cap Seller

Once, a cap seller was passing through a jungle. He was dead tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there. He was wondering where they could have gone. Indeed, he was greatly puzzled.

When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each wearing a cap on his head. They had evidently done it to imitate him.

He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he began to make gestures, even when he raised his fist towards them to threaten them, they also imitated him.

At last he hit upon a clever idea. "Monkeys are a great imitator" he thought. So he took off his own cap and threw it down on the ground. As he had expected, all the monkeys took off the caps and threw it down on the ground. Quickly he stood up and collected the caps, put them back into his bag and went away.

1. What did the seller finally do to get his caps back?
 - a. He took off his own cap and threw it down on the ground.
 - b. He threw the monkeys with stones.
 - c. He pretended to sleep again.
 - d. He threw the monkeys with his own cap.
 - e. He threw his bag down on the ground.

2. Which of the following statements is NOT TRUE?
 - a. A cap seller had slept for one hour under a tree.
 - b. A cap seller found that all his caps were stolen by monkeys.

- c. A cap seller got all his caps back.
 - d. Cap seller was dead.
 - e. The monkeys imitated what the cap seller did.
3. "He was startled when he found all his caps missing, though the bag was intact," The synonym of the underline word is?
- a. Broken
 - b. Dirty
 - c. Empty
 - d. Complete
 - e. Lost
4. The communicative purpose of the text?
- a. to describe about cap and monkey
 - b. to persuade the readers to avoid monkey
 - c. to tell the readers about the struggle of a cap seller to get his caps back.
 - d. to criticize a work of art
 - e. to inform the readers how to deal with monkey.
5. Why was each monkey wearing a cap on their head?
- a. They liked them
 - b. They liked wearing caps
 - c. They were imitating the cap seller
 - d. They were teasing the cap seller
 - e. They had stolen the caps
6. What is the moral value of the text?
- a. Monkeys are clever animals
 - b. Put your belongings in a safe place
 - c. Kindness must be possessed by everyone
 - d. Foolishness is a source of faulty
 - e. You have to know who you are talking to

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had

never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push.

The witch fell into the oven and the stepmother shut the door. "Children, I have come to save you," she said, hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

7. The story is about a stepmother who
 - a. cried every night
 - b. planned to eat her children
 - c. begged a witch for money
 - d. tried to run away from a witch
 - e. Saved her children from a witch

8. Which statement is TRUE about the stepmother?
 - a. She was the witch's friend.
 - b. She loved her stepchildren.
 - c. She hit the witch with a broom.
 - d. She locked her children in a cage
 - e. She visited the witch to see her children.

9. "The witch fell into the oven and the stepmother shut the door" (p.4) The underlined word can be replaced by the word

- a. closed
- b. opened
- c. painted
- d. marked
- e. polished

10. How did the witch die ?
- a. She was burnt in the oven
 - b. She was trapped in a cage
 - c. She was hit with a broom
 - d. She was locked in her house
 - e. She was pushed against the wall

ANSWER KEYS OF READING COMPREHENSION TEST

Answer key of multiple choice in cycle 1

1. A
2. C
3. B
4. D
5. A
6. A
7. B
8. C
9. D
10. A

Answer key of multiple choice in cycle 2

1. A
2. D
3. E
4. B
5. C
6. B
7. E
8. C
9. A
10. A

The Improvement of Students' Score in Cycle 1 and Cycle 2

No	Students' Initial	The Students' Score in Cycle	The Students' Score in Cycle 2
1	ADF	50	90
2	AP	70	90
3	AK	60	80
4	BJS	80	90
5	CJ	50	80
6	DS	80	90
7	DAS	40	80
8	DR	60	90
9	DL	70	90
10	DR	80	90
11	DPA	80	90
12	FS	70	80
13	FF	60	80
14	IH	80	90
15	J	80	80
16	KB	50	80
17	KA	80	90
18	LS	40	80
19	LL	90	90
20	MD	60	90
21	MF	80	90
22	MLN	70	80
23	MR	80	90
24	MRS	60	80
25	PIT	80	80
26	RA	90	90
27	SAP	60	90
28	SAL	80	90
29	WM	70	80
30	YIM	80	90
31	Y	60	90
32	ZM	80	90
	$\sum x =$	2220	2760
	$\bar{X} =$	69.37	86.25

OBSERVATION SHEET

CYCLE 1

Subject : English

Class : X-2 TKJ

Number of Students : 32

Observer's name : Siti Nurwandani

Teacher's Name : Kasih Indriyanti, S.Pd

Note : 3= very good, 2 = good, 1 = bad

Indicators	First Meeting			Second Meeting		
	1	2	3	1	2	3
1. The teacher plans effectively and sets clear objectives that are understood.						
a. Objectives are communicated clearly at the start of the lesson.	√				√	
b. Materials are ready		√				√
c. There is structure of the lesson.		√				√
d. The lesson is reviewed at the end.		√			√	
2. Teacher shows knowledge and understanding.						
a. The teacher gives thorough knowledge at the subject content covered in the lesson.		√				√
b. Instruction materials are appropriate for the lesson.		√			√	
c. Knowledge is made relevant and interesting for the students.		√				√
3. Teaching methods are used enable all students to learn effectively.						
a. The lesson is link to	√				√	

previous teaching learning.						
b. The ideas and experiences of the students are drawn upon.		√			√	
c. A variety of activity and questioning techniques are used.		√			√	
d. Instructions and explanations are clear and specific.		√			√	
e. The teacher involves all the students, listen to them and respond appropriately.	√				√	
f. High standard of efforts, accuracy and presentation are encourage.	√				√	
g. The teacher uses the interesting media.		√			√	
4. Students are well managed and high standard of behaviour are insisted upon.						
a. Students are praised regularly for their effort and achievement.	√			√		
b. All students are treated fairly.		√			√	
5. Students work is assessed thoroughly.						
a. Students understanding is assessed throughout the lesson by using of teacher's question.		√			√	
b. Mistakes and misconceptions are recognized and used constructively to facilitate learning.		√		√		
6. Homework is used effectively to reinforce and extend learning.						
a. Homework is appropriate.	√					
b. Homework is followed up if it is set previously.		√			√	
7. Medium of instructions.						
a. The instructional materials are used to capture the interest	√				√	

students.						
Total Number	35			42		
Mean	$\frac{35}{7} = 5$			$\frac{42}{7} = 6$		

OBSERVATION SHEET

CYCLE 2

Subject : English

Class : X-2 TKJ

Number of Students : 32

Observer's name : Siti Nurwandani

Teacher's Name : Kasih Indriyanti, S.Pd

Note : 3= very good, 2 = good, 1 = bad

Indicators	Third Meeting			Fourth Meeting		
	1	2	3	1	2	3
8. The teacher plans effectively and sets clear objectives that are understood.						
e. Objectives are communicated clearly at the start of the lesson.			√			√
f. Materials are ready			√			√
g. There is structure of the lesson.			√			√
d. The lesson is reviewed at the end.			√			√
9. Teacher shows knowledge and understanding.						
d. The teacher gives through knowledge at the subject		√				√

content covered in the lesson.						
e. Instruction materials are appropriate for the lesson.			√			√
f. Knowledge is made relevant and interesting for the students.						
10. Teaching methods are used enable all students to learn effectively.						
h. The lesson is link to previous teaching learning.			√		√	
i. The ideas and experiences of the students are drawn upon.			√			√
j. A variety of activity and questioning techniques are used.			√			√
k. Instructions and explanations are clear and specific.		√				√
l. The teacher involves all the students, listen to them and respond appropriately.		√			√	
m. High standard of efforts, accuracy and presentation are encourage.			√			√
n. The teacher uses the interesting media.			√			√
4. Students are well managed and high standard of behaviour are insisted upon.						
c. Students are praised regularly for their effort and achievement.		√				√
d. All students are treated fairly.			√			√
5. Students work is assesed thoroughly.						
c. Students understanding is assesed throughout the lesson by using of teacher's question.			√			√
d. Mistakes and misconceptions are recognized and used constructively to facilitate learning.			√			√

13. Homework is used effectively to reinforce and extend learning.						
c. Homework is appropriate.		√				√
d. Homework is followed up if it is set previously.			√			√
14. Medium of instructions.						
b. The instructional materials are used to capture the interest students.			√			√
Total Number	55			60		
Mean	$\frac{55}{7} = 7,85$			$\frac{60}{7} = 8,57$		

THE STUDENTS' ATTENDANCE OF SMK TI HARAPAN MEKAR 1
 MEDAN
 ACADEMIC YEAR 2017/2018
 X TKJ 2

NO	STUDENTS' NAME	SIGNATURE			
		Cycle 1		Cycle 2	
		1	2	3	4
1	AHMAD DZIKRI FUADI				
2	ALVIN PRATAMA				
3	ANDINI KAHRISMA				
4	BUNGA JULI SIMANGUNSONG				
5	CINDY JUNIARNY				
6	DANDI SABANA NASUTION				
7	DEA ANANDA SIREGAR				
8	DENI RAMADHAN				
9	DEWI LESTARI				
10	DIAN RAMADHAN				
11	DWI PUTRI ANZELLY Br. HUTAPEA				
12	FATIMAH SYAM				
13	FERRY FAHRIZA				
14	IDRIS HAMDY				
15	JENNI				
16	KHAIRUNNISA BUDIMAN				
17	KIKI ANDRIANI				

18	LAMBOK SULUNG HASULUNGAN HUTABARAT				
19	LIDYA LESTARI				
20	MAHARANI DEWI				
21	MHD. FADLAN				
22	MUHAMMAD LUTHFI NASUTION				
23	MUHAMMAD RINALDI				
24	MUHAMMAD RIO STIPANI				
25	PARLINDUNGAN LUMBAN TORUAN				
26	RIFALDI AGUSTIAN				
27	SALMAN ALFARISY				
28	SITI AISYAH LAIYA				
29	WIDYA MITHALOKA				
30	YONATHAN ISHAK MARBUN				
31	YULIA				
32	ZERICO MANURUNG				

APPENDIX II
RESEARCH DOCUMENTATION





CURRICULUM VITAE

NAME : Siti Nurwandani
PLACE AND DATE BIRTH : Sei Alim Hasak, 24 February 1996
AGE : 22 Years Old
GENDER : Female
NATIONALITY : Indonesia
RELIGION : Islam
MARITAL STATUS : Not Married
ADDRESS : Desa Sei Alim Hasak, Kecamatan Sei Dadap
Kabupaten Asahan, Kisaran, Sumatera Utara
PHONE NUMBER : 0823-0468-6530
EMAIL : sitinurwandani24@gmail.com

BACKGROUND OF EDUCATION

- Kindergarden at Dharma Wanita, Kisaran (2001-2002)
- Elementary School at SDN 013840, Kisaran (2002-2008)
- Junior High School at SMPN 1 Sei Dadap, Kisaran (2008-2011)
- Senior High School at SMA DIPONEGORO, Kisaran (2011-2014)
- Students of English Department Faculty of Teacher Training and Education, UMSU 2014 until Reaching the Degree of Sarjana Pendidikan (2014-2018)

Medan, March 2018

The Researcher

Siti Nurwandani