The Effectiveness of Initiation Response Evaluation Strategy in Teaching Students' Reading Comprehension

Abstract

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The purpose of this research is to know the effectiveness of Initiation Response Evaluation strategy effective in teaching reading comprehension. The formulation of problem is: Is Initiation Response Evaluation strategy effective in teaching reading comprehension? To achieve the purpose, the writer used Initiation Response Evaluation Strategy in teaching students' reading comprehension. According to Franke et al (2007:1), " Initiation Response Evaluation the teacher gives the questions, and then the students' response the questions, and then the teacher evaluates the response". In conducting the research, the writer used pre-experimental as the research method. In pre-experimental method, the writer used one group pretest and posttest. The research was conducted at the tenth grade of students SMAN 2 Indramayu. After the writer collected and analyzed the data, it was concluded that Initiation Response Evaluation was effective in teaching students' reading comprehension of narrative text. It was proved by the score of t_{count} was higher than t_{table}. the value of t_{count} was 18,4 while the value of t_{table} at 0,05 level two tiled was 2.042. it means that $t_{count} > t_{table}$ or in other word, null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. Finally, the writer hoped that the result of this research will give English teacher an alternative strategy in teaching reading comprehension of narrative text.

Keywords : Reading comprehension, Initiation response evaluation strategy, narrative text, pre-experimental.

INTRODUCTION

Reading is one of important aspect that influence students to success in learning English because reading can increase students' vocabulary and their knowledge. Grabe & Stoller (2002: 6) state that "Reading can be thought of as a way to draw information of a text and to form an interpretation of that information." Therefore, in reading paragraph, the readers have to comprehend the main idea and specific information of the text. Without comprehending the text, it will be difficult to understand what the writer means.

According to Wells (1987) there are four types of literacy level. They are: performative, functional, informational, and epistemic. In the 2004 curriculum (2003:11) state that the graduate of senior high school is expected to reach level of

informational literacy because they are prepared to continue their education into college. In this level, the people are expected to access the knowledge of the languages.

Unfortunately, there are many student have difficulties in reading comprehension. Klinger, Vaughn & Broadman (2007: 5) state students have difficulties with decoded, fluency (reading words quickly and accurately), and vocabulary. Difficulty in any of these three areas will interfere with reading comprehension." Thus that make students difficult in reading comprehension is because they lack of vocabulary, they are lazy to read when they find the difficult words, they are lazy to look up the meaning in dictionary. Sometimes it makes them confuse and dizzy to comprehend the text.

They did not also know the main idea of the text, whereas it is the ultimate goal to be achieved when reading a text. Mohamed et. al (2012: 280) also state that "Students have difficulty in locating the main ideas and supporting details when answering the literal comprehension questions."

Considering some problems above, the writer would like to apply initiation response evaluation strategy in teaching students' reading comprehension. According to Franke et al (2007:1), "Initiation Reading evaluation is a strategy for supporting comprehension in a text. It is especially helpful when students need to read texts containing of new information".The writer hopes that Initiation Response Evaluation strategy can make students enjoy and

make them more understand in reading.

LITERATURE REVIEW
Reading

According to Urquhart in Grabe (2009: 14), "reading is the process of receiving and interpreting information encoded in language from the medium of print". Furthermore, Nunan (1989: 72) states that in reading, the readers do a solitary activity in which the reader interacts with the text in isolation. This isolated activity involves many interaction between readers and what they bring to the text like previous knowledge and strategy use, as well as variables related to the text like interest in the text and understanding of the text types. Reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by the author, Dallman (1972:22).

Harmer (1998:68) states that reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.

Narative Text

Derewianka (1990: 40) explains that the basic purpose of narrative is to entertain, i.e to gain and hold the reader's interest in a story. But narratives may also seek to teach or inform, to embody the writer's reflection on experience, and – perhaps most important – to nourish and extend the reader's imagination.

There are many types of narrative. Generally, it could be categorized into the fictional narrative or imaginary, the nonfictional narrative, or combination of both;

1) A Fictional Narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions.

2) A Nonfictional Narrative (also factual narrative) presents a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience.

a. Generic Structure of narrative

The generic structure of narrative text focuses on a series of stages that proposed to build a story. In traditional narrative the stages include:

1) Orientation : the introduction of the characters who involve in the story, time and the place where the story takes place.

2) Complication : a series of events in which the main character attempts to solve the problem.

3) Resolution : the ending of the story containing the problem solution.

b.   component of narrative

There are some features that writer should be recognized in writing a narrative text. Those are as follows:

1) Plot : What is going to happen?

2) Setting : Where will the story take place? When will the story take place?

3) Characterization : Who are the main characters? What do they look like?

4) Structure : How will the story begin? What will be the problem? How is the problem going to be resolved?

5) Theme : What is the theme/message the writer is attempting to communicate

c.   Language features of narratives

Derewianka (1990: 42) explain that narrative has some language features, the expalanation of features as follows:

1)   Specific, often individual participants with defined identities. Major participants are human, or sometimes animals with human characteristics

2)   Mainly action verbs (material processes), but also many verbs which refer to what human or human participants said,or felt, or thought (verbal and mental processes)

3)   Normally past tense.

4)   Many linking words to do with time.

5)   Dialogue often included, during which the tense may change to the present or future.

6)   Descriptive language chosen to enhance and develop the story by creating images in the reader's mind

7)   Can be written in the first person (I, we) or third person (he, she,they). (In choose – your own adventures, the reader is involved in the story as a major character and addressed as " you".)

Initiation Reading Strategy (IRE)
Definition of IRE Strategy

Initiation-Response-Evaluation (IRE) is a strategy for supporting comprehension in a text. It is especially helpful when students need to read texts containing of new

information. According to Franke et al (2007:1), the teacher gives the questions, and then the students' response the questions, and then the teacher evaluates the response. IRE strategy is effective not only in improving students in a text and also to improve students in reading comprehension. In line with to Nystrand (2006:9) states that in this strategy, the teacher response the students' ideas and then students simply answering a series of questions that given by the teacher. This is an appropriate strategy for teaching English as a foreign language because the students have a chance to discuss and share ideas in their own pairs.

According to Dashwood (2004:491), this pattern is asking a question to which the teacher already knows the answer. The purpose such questioning is to elicit information from the students. The role of the teacher serves as facilitator and negotiates the best sentence. Pairs work gives the students a chance to share and discuss their ideas. Because they are working together without the teacher control to every student and they take some of their own decisions in completing the task. Besides, they can work without the pressure of class because each pairs has own responsibility to complete the task with their pairs. Working in pairs not only increases students' active participation, but also encourages social skill development. In line with, Hammond (2007:6) says that IRE strategy is appealing because it can be used by teacher for interacting with students. The students can share

ideas and learn from one another which make the learning effective.

Cazden (2001:31) states that is a perfect opportunity for the teacher to circulate around the room and listen. It is appropriate time to create checklist for documenting the students' progress and improvement during following the reading activities in the classroom.

Initiation-Response-Evaluation (IRE) Practice

According to Franke et al (2007:1), "IRE is a strategy for supporting comprehension in a text". It is especially helpful when students need to read texts containing of new information.

Steps in the Initiation-Response-Evaluation:

Step 1 : Select a portion of text to be read

Step 2 : The teacher present the information from that portion text and then gives the questions

Step 3 : Have students read the books version of the same material, students' now response the questions

Step 4 : And then the teacher evaluates the response

The component of IRE strategy is divided into three stages:

1. Initiation

The first stage of IRE is the teacher presents information to students about the book they will be reading. This can be in the form of a short on the topic, and then gives the questions. The teacher gives them enough time to think to students. Then don't urge students to answer in a short time. Here the teacher need patience to wait for an answer from the students. Question should be distributed to all students. Don't ask questions only on certain students

that other students feel neglected. Before submitting the questions, the teacher views should be able to sweep all students. Then immediately point to the students who want to answer questions.

2.   Response

According to Gestalt theory, the most important thing in learning is the first adjustment, to get a response or an appropriate response. So in this case, students should always be stimulated to always answer, critical thinking, and finding the right arguments in his opinion. Student creativity can be stimulated with questions. To develop a critical mind these students need a situation where they become more responsible in his opinion and the response (Badarudin, 2006: 51).

3.   Evaluation

Evaluation is a process of making an assessment of a student growth. Evaluation is the process of growth assessment of students in the learning process. Achievement of students progress should be measured, both the position of students as individuals as well as its position in group activities. Things must be realized by a teacher because in general the students enter the classroom with varying capabilities. There are students who quickly grasp the subject matter, but some are classified as having a reasonable speed and some are quite slow. Teacher can evaluate the growth of the students ability to know what

they were doing at the beginning to the end (measurement).

HYPOTHESIS

There are two hypotheses in this research are:

Ho: Initiation Response Evaluation is not effective in teaching reading comprehension

Ha: Initiation Response Evaluation is effective in teaching reading comprehension

METHOD

The writer uses experimental design to conduct the research. There are many kinds of experimental design, but the writer decides to choose Pre-Experimental method. Hatch and Farhady (1989: 19) state that Pre-Experimental designs are easy, useful ways of getting preliminary information of research question."

In Pre-Experimental design, the writer chooses one group pre-test post-test design. In this design, the writer uses one class as a sample and give the pre-test before treatment and post-test after treatment. This design makes the writer more easy to analyze the data, because the writer will know students' reading skill in reading comprehension before applying treatment using Initiation Response Evaluation strategy and how far the students ability when the writer applied the treatment.

According to Hatch and Farhady (1982:22), "the one group pretest-posttest design can be represented as follows:

The One-Group Pretest-Posttest Design

T1	X	T2
Pre-test	Treatment	Post-test
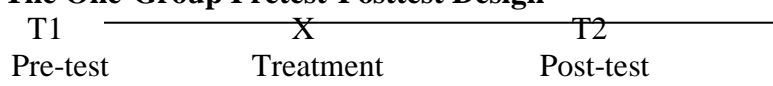
T1   : Pre-test

X   : Treatment
T2   : Post-test

RESEARCH FINDINGS AND DISCUSSION

The writer conducted the research about the effectiveness of Initiation Response Evaluation in teaching reading comprehension of narrative text in SMAN 2 Indramayu. The writer has chosen one class as the sample of research. In this research, the writer wants to know the students' reading comprehension before and after given the treatment. The result of this research showed that there was an improvement of students' reading comprehension of narrative text using Initiation Response Evaluation strategy. Initiation Response Evaluation was strategy that can make students interested.

According to Nystrand (2006:9) in this strategy, the teacher response the students' ideas and then students simply answering a series of questions were given by the teacher.

In pre-test activity the writer as a teacher opened the lesson by greeting to the students, then the writer check attend list, after that the writer introduced, then the writer introduced the learning objective, the writer directly gave the pre-test. The writer prepared the test with 20 numbers in part different question. The forms of pre-test are 3 items multiple choice consist of 10, true or false question consist of 5 and essay consist of 5. Then purpose of this pre-test was to measure the ability of students' reading comprehension of narrative text, and the writer monitor the pre-test activity. After the students have done, the answer collected. From the pre-test, the writer corrected the result of the students. In pre-test, from the result before doing treatment the students score are included very poor category. Many students got lowest category because they still confused some of the students had some difficulties to comprehend the reading text.

To find out the qualities of students reading comprehension, the writer categorized of tests into excellent, very good, good, pass, poor and very poor. It could be seen on the table 4.1. The writer analyzed the result of total score pre-test of 31 students is 1770, the average 57. The highest pre-test score 70 and the lowest score 45. Based on the result of pre-test there were 2 students or 6,4% who got score 0-49, it very poor category because they have difficulties to understanding the text. Then 15 students or 48,3% who got score 50-59, it poor category because they have enough capability to understanding the text. 11 students or 35,4% who got score 60-69, it pass category because they have better understanding than the previous category. 3 students or 9,6% who got score 70-79 it good category.

In teaching learning process the writer gave explanation about narrative text, such as definition, generic structure and language features of narrative text, and then gave explanation about Initiation Response Evaluation strategy, then the writer gave some practice to discuss. The writer gave narrative text about The Legend of *Rawa Pening* using of strategy Initiation Response Evaluation. The writer explained

about narrative text, the students tried to discuss with the writer. In the second treatment, the writer gave once more, in this treatment, the writer gave narrative text about *Malin Kundang,* and then the students worked, and the writer monitored that activity. In first teaching learning process, they were many students still confused to reading comprehension of narrative text; in this case students have less interest to reading narrative text. But in the next meeting, the students more interested to reading narrative text. And the purpose of giving Initiation Response Evaluation as a strategy is to make students more interested and more active in reading comprehension of narrative text.

In the post-test, the writer gave the final test for the material, the writer divide the text about *Malin Kundang* and The Legend of *Rawa Pening*. The form of post-test are 1 item essay consist of 5 to find out the qualities of students reading comprehension after applied the treatment of Initiation Response Evaluation strategy, 5 true or false, and 10 essay of The Legend of *Rawa Pening*, and the students worked the post-test, and the writer monitor the activity. After that, the students collect their answer. To find out the qualities of students reading comprehension, the writer categorized of tests into excellent, very good, good, pass, poor and very poor. It could be seen on the table 4.2. The writer analyzed the result of total score post-test of 31 students is 2580, the average 83,2. The highest post-test score 90 and the lowest score 80. Based on the result of post-test there were 28 students or 90.3% who got score 80-89 belonging to very good

category and then 3 students who get score 90-100 belonging to excellent category. It's showed that the result of students' post-test was better than pre-test.

The teaching learning process was better from the previous one. The writer found that majority of students enjoyed the activity. The writer felt that Initiation Response Evaluation strategy in teaching reading comprehension of narrative text was successful.

Based on the research finding the writer concluded that the students at SMAN 2 Indramayu, have a positive improvement in learning English especially in reading narrative text. The result of students' achievement in learning reading used Initiation Response Evaluation strategy show that $t_{count} \geq t_{table}$, or $18,4 \geq 2,042$. It means that hypothesis alternative (H_a) was accepted so hypothesis null (H_o) was rejected. And from this research, the writer noticed that some students have problem in learning reading especially in narrative text that is less in language use and vocabulary of their reading.

The result of test above showed that the treatment from the writer gave a significant effect to the students in reading comprehension, the writer got the score of post-test is much better than the score of pre-test. The writer concluded from pre-test and post-test there were several positive improvements which can be considered as a successful of Initiation Response Evaluation in teaching reading comprehension of narrative text. In other word the writer can conclude that using Initiation Response Evaluation in teaching

reading comprehension of narrative text is effective.

CONCLUSION

After the writer conducted the research and analyzed the data of research, the writer concluded that Initiation Response Evaluation strategy was effective in teaching reading comprehension of narrative text. Initiation Response Evaluation strategy helped teacher in teaching reading; also it was able to make students interested in reading.

The result of students' achievements in reading comprehension using Initiation Response Evaluation strategy showed that $t_{count} \geq t_{table,}$ or $18,4 \geq 2,042$. It means that hypothesis alternative (H_a) was accepted so hypothesis null (H_o) was rejected. Based on this data, the writer concluded that the formulation of problem was answered.

Finally, the data of pre-test and post-test showed that the students more comprehension the text well after giving the treatment. It can be seen from the result of mean of students' score in pre-test and post-test. The mean post-test (83,2) was higher than mean of pre-test (57). Initiation Response Evaluation was effective in teaching reading comprehension of narrative text.

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