

THE EFFECT OF IRE (INITIATION-RESPONSE-EVALUATION) STRATEGY IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT AT THE FIRST GRADE OF SMAN OLAHRAGA RIAU PEKANBARU.

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Abstract: The students at first grade of SMAN Olahraga Riau Pekanbaru had some problems in reading narrative text. Based on observation, the researcher tried to solve the phenomena by using *IRE (Initiation-Response-Evaluation)*. The purpose of this study was to find the effect between students taught with *IRE (Initiation-Response-Evaluation)* by not using a strategy. Measuring the tested the effectiveness of the *IRE (Initiation-Response-Evaluation)* Strategy in teaching narrative text reading. This type of this research is Quasi Experiments. The population of this study is the first grade of SMA Olahraga Riau Pekanbaru. The population is 99 students. The samples there are 48 students: Xis1 25 students as control class and Xis4 23 students as experiment class. The experimental class result in the average pre-test is (60.00) while the control is 61.40. It was explain that the experiment class value is lower. After the researcher did the treatment with IRE strategy, showing that the average experiment class is higher than the control class with an average of experiment class was 69.78 while in the control class 66.40 from the test results. Researcher got sig value (0.000) < (0.05). In conclusion, there is an effect between students taught by using the IRE strategy by not using a strategy. This strategy is effective in teaching narrative text reading.

Keywords: IRE, Reading, Narrative text

1. INTRODUCTION

Narrative text is considered as the most interesting text. A narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. The text consists of orientation, complication, or problem and resolution. Students are expected to understand the text, but many students still find difficulties in reaching the goal. They sometimes can not find main ideas of the text. The students ought to construct of generic structure of narrative text namely orientation, complication, resolution. The students

ought to comprehend the contents of orientation. The students are difficult to comprehend the text, because they are low vocabulary. It makes them confused.

Based on Ontario Ministry of Education (2008: 3) states reading is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help

them reconnect with the meaning of the text. In addition, Cahyono (2011:57) said that reading is a means of communicating information between the writer and the reader.

There are various kinds of text learned by students. One of them is narrative text. According to Syafi'i (2010) narrative is story telling whether tells a true story or fiction. A narrative text gives an account of one or more experience. It tells a story to make point or explain an idea or event. According to Nurzaida (2009) narrative is mainly used to entertain in past tense. However, present tense can also be used within dialogues. Narrative text structure is usually the first structure that children are exposed to, and not surprisingly they are often more familiar with it than with order structures.

Initiation-response-evaluation (IRE) is a strategy for supporting comprehension in a text. It is especially helpful when students need to read text 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. 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 question 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 question to which the teacher already knows the answer. The purpose of such questioning is to elicit information from the students. The role of the teacher serves as facilitator and negotiates the best sentences. Pairs work gives the students a chance to share and discuss their ideas. Because they are

working together without the teacher control to every students 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.

2. METHOD

2.1. Type of Research

This research was experimental research. An experimental research is the traditional approach to conduct quantitative research (Creswell: 294). According to Creswell (2005:296) state that experiments have common characteristics, their use and applications very depending on the type of design used. In this research researcher used Quasi Experiments in between group design. Between group research is the most frequently used design in education are those where the research compares two or more groups (Creswell: 309). Quasi-experimental include assignment, but not random assignment of participants to groups.

2.2. Setting of the Research

The population of this research includes all of the first grade students at SMAN Olahraga Riau Pekanbaru. They are all about 99 students, divided into four classes.

A sample was part of the population being examined at the time of research. Thus, the sample of research should be less than population. The sample had to have the characteristics, which represent all the population being observed in the research. It enabled in researcher to collect and organize the data more effectively and practically. In this research, researcher determined the classes based on student based score to see students have equal ability. After calculating the score, researcher got the result that students'

average score of classes. Researcher determined two classes as the sample of this research by using lottery, before doing that, researcher committed that the first taken out was experiment class and control class.

2.3. Instrument of the Research

In this research, researcher used test as instrument. The students was given reading narrative text. The researcher used pre-test and post-test between the students of experiment class and control class.

2.4. Technique of Collecting the Data

In this research, the researcher used test as instrument to collect the data. The technique of collecting the data differentiate into: pre-test, treatment, and post-test. It was used to measure the students' reading narrative

a. Pre-test

The first step is pre-test. A pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment, Creswell (2008: 297). Pre-test was given to the students before giving the treatment to both of the experimental class and control class to measure reading narrative text of the first grade students at SMAN Olahraga Riau Pekanbaru.

b. Treatment

Treatment was given to the experimental class. The researcher was given treatment by using IRE strategy. The researcher explains how to read the text of narrative using IRE and was given the students an exercise of reading narrative text.

c. Post-test

The last step was given post-test after treatment. The researcher was conduct post-test in both experimental class and control class. The test was to know about the result of treatment.

2.5. Data Analysis Technique

The data was analyzed statically to find out the result whether it is statistically significant or not between treatment class and control class by using IRE strategy in reading narrative text. It is analysed by using t-test if the data homogeneity and use U-Mann-Whitney-test if it is not homogeneity. The special data that got is used to see the students' reading ability in narrative text is the result data from pre-test and post-test score. The data was analysed to know the result of the test. The result data then was calculated the get the average of the score.

Next it is analysed the data of pre-test and post-test. That use Software Statistical Package for Social Science (SPSS) for windows verse 16 before hypothesis test, first is do the normality test distribution data and homogeneity variance data both classes. Testing normality distribution data in this research will using test Kolmogorov Smirnov (KS-21) in program SPSS verse 16 While test for testing homogeneity of sample. Continue after normality test and homogeneity test as follow:

a. T-Test

T-test is a parametric statistic used to test the hypothesis, comparative average of two samples, when the data are interval or ratio form. T-test is used when the data is normal and homogeneous. To determine the normal and homogeneous data used normality and homogeneity test.

The value of Levene contained obtain will compared with Levene table or can also use a significant comparison with alpha value of 5%. If the value of Levene count <Levene table or P value > 5% of the data a simple regression or multiple regression has a homogenous variety. On contrary, if the value of the Levene > Levene table or P value < 5% then data regression simple or multiple regression that does not have

homogeneous variety. And the hypothesis by T-test formula as below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

t = t- test

$\bar{X}_1 - \bar{X}_2$ = Mean score of treatment class and control class

S_1^2 = Standard deviation of treatment class

S_2^2 = Standard deviation of control class

n_1 = number of the students of treatment class

n_2 = number of the students of control class

(Zulkarnaen 2010:187)

b. U Mann-Whitney Test

U-test is used to test the comparative hypothesis of two independent samples when the data are ordinal form, if in an observation interval of the form data, then it will need to change first into ordinal data. If the data is still shape interval, we can use T-test, but if the assumption of T-test is not match, then this test can be used. There are two formulas that will use for testing: both of formulas are in calculation.

$$U1 = n1.n2 + \frac{n1(n1+1)}{2} - R1$$

$$U2 = n1.n2 + \frac{n2(n2+1)}{2} - R2$$

n_1 : Amount of rank sample 1

n_2 : Amount of rank sample 2

U1 : Amount of level 1

U2 : Amount of level 2

R1 : Amount of rank sample 1

R2 : Amount of rank sample 2

(Sugiyono 2010: 153)

3. FINDINGS AND DISCUSSION

3.1. FINDINGS

This research is experimental research. The research data consisted of preliminary and final tests on the materials that have been submitted using inquiry method. This research raised the research variable that is the independent variable of learning comprehension reading with IRE strategy and the dependent variable is the learning result. Student learning result data is obtained by multiple choice test.

In this study, researchers obtained data from the results of pre-test and post-test conducted on the experimental class and control class. Pre-test is a test of ability given to students before being treated, while post-test is done after the students get treatment. Both of these tests serve to measure the effectiveness of the learning program.

Before performing the data retrieval, the researcher tested the question instrument that will be used as a matter of pre-test and post-test. Trials were conducted at SMAN Olahraga Riau Pekanbaru in class Xis2 with a total of 26 students. Trials are conducted to determine the validity and reliability of the instruments.

From the 25 item questions of the instrument there are 5 problems that rejected. The fallen problem is a matter of no 4, 5, 7,12 and 20 because the r count is smaller than r table at a significant level of 5% with n 25 being 0.296. From the calculation also obtained r value of 0.853. Then it can be concluded test instrument of reliable learning result with very high criteria.

(*appendix of validity and reliability*)

After the experiments have been performed and the results are known, it is followed by retrieving preliminary results using pre- test in the experimental class and control class. Then treated, where the experimental class using IRE Strategy

while in the control class with the lecture method. After the two classes are given treatment, then the post-test is given to both classes. This is done to determine the students' final ability after treatment.

Based on the data that had been collected, experiment class and control class were getting the post-test data in the following table:

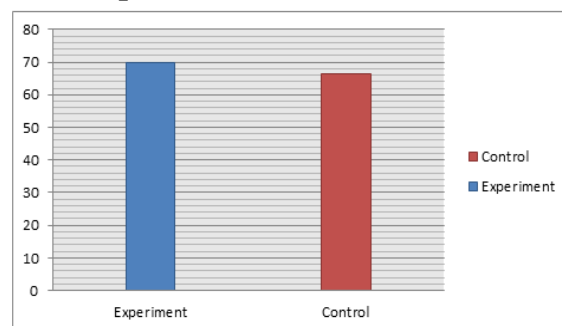
Table 1.
Descriptive Statistic of Post-test Score

Value	Class	N	Test of Mastery Concept			Average
			Ideal score	Minimum score	Maximum score	
Post-test	Experimental	23	100	50	100	69.78
	Control	25	100	45	90	66.40

As the table shows, the maximum score, minimum score, and the average score of post-test on experiment class was getting higher than control class. The minimum score for experiment class 50, while control class was 45. The maximum score on the control class was 90, it was lower than score gained by experiment class 100, moreover, the average of post test on experiment class was 69.78 and the control class for the average of post test was 66.40. The conclusion of the table above is it can be seen that for the post-test score the experiment class was higher than control class after giving some treatments.

The comparison of post-test score of experimental and control class can be seen on the bar diagram below:

Diagram 1.
Comparison Score Post-test of Experiment and Control Class



From the diagram above it can be concluded, the result of average post-test both of classes that was the average of experiment class was seen higher 69.78. The lower one got 66.40 on control class.

Table 2.
Mean Score of Indicator of Reading narrative Text From the experiment Class in Post-Test

Indicators	N	Sum	Average
Function	23	65	10.4
Orientation		115	18.4
Resolution		73	12.69
Complication		52	9.04

From the table above, it was showed the mean score of four indicator of reading narrative text from the experiment class in post-test. The mean score in function was (10.4), orientation was (18.4), resolution was (12.69), and complication was (9.04). In experiment class consisted of 23 students and the test consisted of 20 questions.

Next, mean score of four indicator of control class in post-test, it can be seen in the table:

Table 3
Mean Score of indicator of Reading narrative text from The control class in Post-test

Indicators	N	Sum	Average
Function	25	69	11.04
Orientation		116	18.56
Resolution		80	12.8
Complication		51	8.16

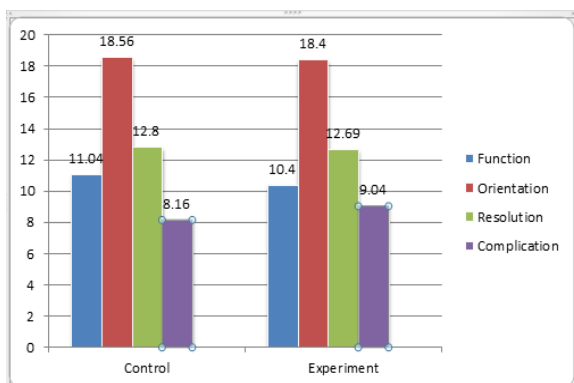
From the table above, it was showed the mean score of four elements of reading narrative text from the control class in post-test. The mean score in function was (11.04), orientation was (18.56), resolution was (12.8), and complication was (8.16). In control class consisted of 25 students and the test consisted of 20 questions.

Pertaining to the post-test data was gained experiment and control class. Next calculation was done normality test, homogeneity test, those tests were one of qualification for continuing test. The data had normal and homogenous distribution: it was continued by using t-Test. for the data which was not normal and homogenous. U-Mann Whitney was a next testing after test normality and homogeneity completely done, and data was not normal and homogenous. It used calculation nonparametric. In this research, normality test was done to know the distribution data whether normal or not that this test to determine the next test, using parametric statistic or nonparametric. Normality test in this research used a formula of Kolmogorov Smirnov (KS-21). The result of normality test of post-test can be seen from the following table:

Diagram 2.

Normality Test of Post-Test

On the table the normality test of post-test on experimental class and control class had normal distribution. Here experiment class had the column Asymp.Sig.(2-tailed) 0.396. it compared with significant level



0.05. Asymp.Sig.(2-tailed) 0.396 > 0.05. It meant that data was normal. While the control class got Asymp.Sig.(2-tailed) 0.296 with significant level 0.05. It was also normal since Asymp.Sig.(2-tailed) 0.296 >

Class	Asymp. Sig. (2-tailed)	A (Significant Level)	Hypothesis	Distribution
Experiment	0.396	0.05	Accept H_0	Normal
Control	0.296	0.05	Accept H_0	Normal

0.05.

Homogeneity test is done to know the homogeneity of sample. The conclusion showed homogenous. So could be continued by using parametric statistic. Compare value of based on trimmed mean with appropriate level 0.05. On the analysis of homogeneity test. It used Levine test. Based on result of post-test gained by both classes. The result of homogeneity test as follow:

Table 4.

Homogeneity Test of Post-test

Levene Statistic	df1	df2	Sig.
1.686	4	15	0.205

Pertaining to table above, the value of trimmed mean was 0.205 with level significant 0.05. Based on trimmed mean was higher than level significant 0.05. It could be said post-test data on experimental and control class were homogenous variance because trimmed mean 0.205 > 0.05. It meant that Homogenous. (Appendix)

Since data was normal and homogenous, so the data could be calculated by using parametric. Here data calculated by T-test. T-test was Asymsig.(2-tailed) that was compared with significant level 0.05, when the data value of Asymsig.(2-tailed) < 0.05, so that the data is differ significant, but if the data value of Asysim. (2-tailed) > 0.05. It is not differ significant.

it shows that t-test of post-test on control and experimental class were differ significant, because $Asymsig.(2\text{-tailed}) 0.000 < 0.05$. It could be concluded that both of classes were differ significant.

3.2.DISCUSSION

This research was done at the first grade of SMAN Olahraga Riau Pekanbaru. The samples of the research were Xis4 as the experimental class and Xis1 as the control class. The decision of determination which was as control and experimental class was taken by using random.

In reading narrative text by using IRE (Initiation-Response-Evaluation) strategy made the students enthusiastic, they are really interested. It could be seen as in the first meeting before applying the strategy, the students were curious about what way that teacher would teach them with so that they asked to the teacher about strategy.

During applying the strategy, all students applied and followed the steps in the IRE (Initiation-Response-Evaluation) strategy. Firstly, Initiation is teacher ask a question or action to initiate students to do interaction in classroom. It is the effort of teacher in pushing students to drop their selves in a communication or interaction. Secondly, Response is representing the teacher initiate in response of initiation move by participants act. It means that the students do interact to response the teacher stimuli. The last, that feedback completes the cycle as it provides closure to the initiation and response. It means that students get immediately the correction or evaluation for their response.

Based on the result of pre-test was done in the experimental and control class showed that there was no a significant difference between two classes. It showed from the result of pre-test that had been done which the experimental got 60.00 and control group got 61.40.

Meanwhile, after giving a treatment to the experimental class by using IRE, the result of average score of experimental was higher than control group. It can be seen from the result of post-test that had been done to both of two classes in which the experimental got 69.78 and control class got 66.40.

Extracting from the evidence above, it showed an increasing of student's result test Mean score of experimental group by using IRE in teaching reading narrative text than ordinary teaching technique from pre-test and post-test. The result of T-test (0.00) on the level of significant 0.05 it meant that $Asymsig.(2\text{-tailed}) 0.00 < 0.05$.

The description of the pre-test data according to indicators of narrative texts as follow :

1. Function of narrative text

In function of narrative text most students' has the true answers in the test. And there are a view of students' answers wrong, like students' one, nine, ten, fourteen, fifteen, seventeen, eighteen, and nineteen. In students' one, he chosen the B answer but the correct answer A. The students, number one, nine, ten, fourteen, and seventeen chosen wrong answer because the students' didn't know what the function of narrative text.

2. Orientation

The result of the test shows the students has difficulty to understanding to content of orientation namely participant, place and time. Because most of their answers incorrect, like questions number eight and seventeen, and several students' has incorrect answer.

3. Complication

The result of the test shows the students has difficulty understanding to content of narrative text. Like questions number eleven, and eighteen, and several students has incorrect answer

4. Resolution

In resolution of narrative text most students' has the true answers in the test. And there are a view of students' answers wrong, like number sixteen, and nineteen, there are a view students' answer number sixteen has B but the correct answer has A.

The description of the post-test data according to indicators of narrative text as follows; in post-test, there are several students still didn't know about resolution of narrative text. There are several students didn't understand content of the text. Like student number 3, 10, 14, and 23. Like student number 3 got score 55, student number 10 got 60, student number 14 got 60, and student number 23 got 50.

As clarified previously, there was positive effect of using IRE on students' ability in reading narrative text at the first grade of SMA Jagaditha Amilapura where this strategy helped the students read narrative text correctly. By using this strategy could optimize the use of all the potential of the students and also keep the attention of students to remain focused on the learning process. This research also related findings that ever done before by Artha (2014) conducted the research entitled "Improving Reading Comprehension Through Initiation-Response-Evaluation (Ire).

The result of the data analysis of the post-test score for cycle I was 68.32 and cycle II was 77.17. This finding clearly showed that the subjects' reading comprehension was developed significantly after they had been taught Through IRE strategy. The result of questionnaire

indicated that students responded the application of IRE strategy in reading class positively.

In Ginarsih he conducted the research entitled "An Analysis of Classroom Interaction Response Feedback Model In Speaking Class at SMP 17 Gedong Tataan. The percentage of student inform (Initiation- Feedback/IF) was 33.97%, Teacher Elicit (Initiation-Response-Feedback/IRF) was 16.89%, Student Elicit (Initiation-Response/IR) was 14.95%. Teacher Inform (Initiation/I) was 14.12%, *Check* (Initiation-Response-Feedback/IRF) was 13.01%, and *Teacher Direct* (Initiation- Respond-feedback/IRF) was 7.20%.

4. CONCLUSION

Based on the purpose of this research is to identify whether the students who received in class instruction of IRE strategy in reading narrative text had difference than students who do not receive in class instruction of the strategy at the first grade in SMAN Olahraga Riau Pekanbaru and the formulation "Is there any effect of IRE Strategy toward students' Reading narrative text at the First grade of SMAN Olahraga Riau Pekanbaru?". It has been successfully answered that **Yes, there is**. The students who receive in class instruction of using IRE strategy in Reading had difference ability in narrative text than students who did not receive the instruction strategy. It supported by several results:

1. IRE is effective in teaching Reading narrative text.
2. There is difference of the students 'ability in teaching reading narrative text between experimental class that receive instruction by IRE

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