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**THE USE OF IMAGINE, ELABORATE, PREDICT, AND CONFIRM (IEPC)  
STRATEGY TO IMPROVE THE READING ABILITY OF THE THIRD  
YEAR STUDENTS OF SMPN 17 PEKANBARU IN NARRATIVE TEXTS**

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**Abstract**

*This study aimed to explore whether IEPC Strategy could improve the reading ability of the third year students of SMPN 17 Pekanbaru in narrative texts. The subjects were 36 students from class IX.4 at SMPN 17 Pekanbaru. This study was classroom action research which was divided into two cycles, in which every cycle consisted of four stages which were plan, action, observation and reflection. The data collection techniques consisted of observation, field note, and tests (pre-test, formative test, reflection 1 and post-test). Observation sheets and field notes used to gain the record of the classroom activity during doing the treatments. Pre-test is done before action, formative test is done after each meeting, reflection 1 is done after the first cycle has conducted, and post-test is done after the second cycle finished. In analyzing the data to find out the level of students' mastery in the application of IEPC Strategy in improving students' reading ability, the writer used formula by Hatch and Farhady (1982). The findings of this study indicated that IEPC Strategy could improve the students' reading ability in which there were 22 students or 61.1% of the students could achieve the standard minimum criteria of achievement (KKM) with average was about 80.1. In addition, the percentage of students' activities was also improved from the first to the last meetings. Moreover, the result of observation sheets and field notes showed a positive behaviour in a process of learning and it also helped students improve their reading ability and more active in learning process.*

**Keyword:** *IEPC, Reading Ability, Narrative Text*

**INTRODUCTION**

In Indonesia, English is one of compulsory subject that is studied at school. It has been taught since kindergarten level. Based on school-based curriculum (KTSP), there are four skills that have to be mastered by students in learning English, they are: listening, speaking, reading, and writing. From these four skills, reading is the most important skill for the students in learning English. According to Anderson et

al (1985), reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.

Reading is one of the important skills in learning English. The fundamental goal of any reading activity is to understand the content and to know the language. It means that students really understand about the content. Students do not only have to know about the structure of the text, but also comprehend the meaning what written is. However, it is not easy to comprehend the reading text since English is still our foreign language and students should have fully understanding about the text.

It is stated in syllabus for Junior High School based on the latest curriculum (KTSP, 2006), there are five kinds of text should be taught to the third year students' of junior high school, they are narrative, recount, descriptive, report, and procedure. The purpose of teaching reading in that level is the students have to be able to understand, to respond, and to comprehend the texts.

In order to know the students ability in comprehending reading text, the writer did a small survey of reading test to the third year students of SMP 17 Pekanbaru. The test consisted of 25 multiple choice questions. There was about main idea, supporting detail, word meaning, reference, and inference. Based on the result of a small survey done by the writer in SMPN 17 Pekanbaru, the writer assumes that the students' ability in comprehending the text is still low. They still have difficulties in comprehending the text, especially the narrative text which is chosen by the writer in this research. Here, most of the students still get confuse and do not comprehend the text well. The result of the test shows that the students' average grade is still below minimum criteria (KKM). Among 36 students, there have been only 5 students who reached KKM (80). It means only 13.9% of the students whose grade reached KKM. The rest (86.1%) of the students' average is still below KKM. So, the students still have the problem in reading comprehension.

However, the ability of the students in reading the text need to be improved in order to enable them to get use to the reading process and to give them enough time to develop their ability. Here, the writer assumes that IEPC Strategy is the best one to improve students' reading ability especially in narrative texts.

IEPC strategy is a strategy that can help students to increase their understanding and recall in reading by using visual imaginary to predict events in a selection. It begins by modelling for students how to imagine a scene, add details, and use their thinking to predict a possible story line. After reading, students return to confirm or disprove their original predictions. The specific components of IEPC Strategy; imagine, elaborate, predict, and confirm.

Karen D. Wood suggested aiding comprehension with the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy in 2002. This is a new strategy designed to improve reading comprehension. This strategy can help the students become active participants by using their prior knowledge to understand new information. It also increases the amount of student participation in the classroom, IEPC can helps them understand and remember what they read by making pictures or images before, during, and after reading, Then, it reduces the teacher's dominance in the classroom.

IEPC Strategy consists of four components. The first component is imagination. In this phase, the students have to try creating mental picture in their head before reading the text, so that it can activate their sensory experiences by

imagining the feelings, taste, smell, sight, and surroundings. It can guide them to do the next phase. Strang (1976) state reading requires your thing, feel, imagine. Effective reading is purposeful. The use one makes of reading largely determines what is read, why it is read, and how it is read. Decades of research have proven that getting students to create visual images before, during, and/or after reading is the way of enhancing comprehension (Douville, 1999; Fillmer & Parkay, 1990; Grambell & Bales, 1986; Peters & Levin, 1986; Pressley, 1977; Sadoski & Paivio, 2001; Williams, Konopak, Wood & Avett, 1992) in Wood (2002).

The second component is elaboration. Cooper in Wood (2001) states that elaboration is the practice of forming connections between previously learned information and new content through imaginary, visualization, analogies, descriptions, and details. It means that the students use their prior knowledge in making image and add detail about the topic so that it can develop their understanding about the text. According to Hartman et al, in Wood (2002), the use of elaboration can develop understanding by getting students to extend and modify their verbalization during reading.

The third component is prediction. Wood and Endres (2004) state that getting students to make predictions about a selection involves more than just telling them to “guess what will happen in this story.” Before beginning predictions phase, the teacher adds some more details about the text to keep the students’ predictions on track and more text-based. Then, Godman in Burnes and Page (1991) points out that prediction refers to the reader’s expectation of what meaning will be found on the page.

The last component is confirmation. Burnes and Page (1991) state that in reading situation, prediction are confirmed, or rejected on the same base on which they were made. According to Wood and Endres (2002) after reading, confirmation phase helps them distinguish between fiction and fact as they read to find evidence to confirm or disconfirm their former beliefs. In this phase, the students have to confirm their previous prediction correct or incorrect, so it can help them to comprehend the text.

In this research, a kind of text which used by the writer was narrative text. This text is choosing based on the writer’s consideration and observation: (1) based on 2006 curriculum, narrative text is taught to the third year students of SMPN 17 Pekanbaru. (2). Narrative text is familiar with the students because they used to find the text in their daily life such as in magazines, short story, novel, etc. Nevertheless, they still have problems in comprehending the text well. (3). IEPC strategy is suitable for narrative text.

## **METHODOLOGY**

The writer had gathered data and information about the students’ problem in narrative text through the small survey, and planned to solve the difficulties faced by the students in reading by using IEPC Strategy. This research contained of 2 cycles to see any improvement of students’ reading ability in narrative text during the implementation of IEPC Strategy.

Before conducting the treatment in cycle 1, the writer had given a pre-test to the students. It was done to know the ability of the students in narrative text before implementing the strategy.

Then, to know the students’ proficiency, the writer gave them treatments in reading narrative text by using IEPC Strategy. The steps of the strategy were drawn as follows:

1. Imagine the topic given by using prior knowledge and write the responses in “I” column.
2. Elaborate the topic by using visual images and write the responses in “E” column.
3. Predict the topic by using prior visual images and write the responses in “P” column.
4. Read the original text and write some keys information while reading the text.
5. Confirm the previous prediction, coordinate with the original story and write the responses in “C” column.

The implementation of the action was followed also by the observation process in which the result was delivered into observation sheet. The students’ and the teacher’s activities were recorded by the collaborator in the observation sheets, and the situation in the class was recorded in the field notes during the treatments.

After conducting the treatment and recording the activities during the treatment in the observation sheets, then the result was collected as raw data of the research and was analyzed to find out whether the students showed a good progress in narrative text or not. Both researcher and observer analyzed the activity in cycle 1 through the observation sheets and field notes. The observer gave comments about the teacher’s performance and added any other improvement in using IEPC Strategy in the classroom.

The writer decided to continue to the cycle 2 if the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. In this cycle 2, the writer still used IEPC Strategy by rearranged the planning to improve the ability of students in reading skill.

In addition, the quantitative data of this study was collected through the reading test (Pre-Test, Post-Test I, and Post-Test II), and the qualitative data was collected by the recording of activity during the treatment by using the observation sheets and field notes.

## **FINDING AND DISCUSSION**

Pre-test was given before IEPC Strategy used by the writer. The purpose was to know the students reading ability’s base score in narrative texts. The quantitative data of the pre-test can be seen as the following table:

<b>Rank</b>	<b>Ability Level</b>	<b>F</b>	<b>Percentage</b>
80 - 100	Good to Excellent	4	11.2%
60 - 79	Average to Good	14	38.8%
50 – 59	Poor to Average	10	27.8%
0 – 49	Poor	8	22.2%

From the table above, we could say that the result of pre-test which they had done before doing the treatments showed that only four students almost reached the good to excellent level of ability. Here, the mean of students’ score was about 57.5 and there was only 4 students achieved the standard minimum criteria of achievement (KKM) which was about  $\geq 80$ .

In this discussion the writer began to apply IEPC Strategy in order to increase the students’ reading ability. There were three meetings in each cycle.

Every meeting had 80 minutes. The writer was observed the students' activity. The observation result can be seen as the following table:

No.	Students' Activities	Students' Average in 1 <sup>st</sup> Meeting		Students' Average in 2 <sup>nd</sup> Meeting		Students' Average in 3 <sup>rd</sup> Meeting	
		Std.	%	Std	%	Std	%
1	Imagine and write responses in "I" column	36	100%	36	100%	36	100%
2	Elaborate and write responses in "E" column	36	100%	36	100%	36	100%
3	Predict and write responses in "P" column	36	100%	36	100%	36	100%
4	Write down the key information while reading	11	30.6%	16	44.4%	22	69.4%
5	Involve in discussion by retell their version of story (imagine, elaborate, and predict phase)	9	25%	14	38.9%	25	61.1%
6	Confirm and write responses in "C" column	36	100%	36	100%	36	100%
7	Doing task	36	100%	36	100%	36	100%

Based on the table above, we can see the activeness of students in each activity from the first to the third meeting in this activity.

During a process of treatment in cycle 1, the writer needed to ask a collaborator to fill in Field Note sheets for each meeting. It was used to observe and to cross check the atmosphere in the classroom activities. The collaborator was an English teacher in class of IX. The result for classroom activities can be seen as follow:

At the first meeting, the observer noted that the teacher introduced the material and the strategy. The students couldn't understand the strategy because they did not pay attention to the teacher.

At the second meeting, the teacher can't monitor all the students. Then, the students who sit at the back don't pay attention to the teacher explanation, they just making noise in the class

Then, at the third meeting, the teacher began to be more confident during explain the material and the strategy. Then, half of the students pay attention to the teacher explanation and the material because they like the material. Also, the teacher can guide the students in applying the strategy.

The students were also assigned to do the exercises given by the writer. The exercises were collected and the writer and English teacher calculated the students'

worksheet. The average result of students' score during treatments in cycle one could be seen as the following table:

No.	Score	Ability Level	Students' Score in Each Meeting					
			First		Second		third	
			F	P	F	P	F	P
1	80 - 100	Good to Excellent	4	11.1%	1	2.7%	-	-
2	60 - 79	Average to Good	12	33.3%	28	77.8%	33	91.6%
3	50 - 59	Poor to Average	13	36.1%	5	13.9%	3	8.4%
4	0 - 49	Poor	7	19.5%	2	5.6%	-	-
<b>Total</b>			<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>36</b>	<b>100%</b>

Note:

F= Frequency

P= Percentage

After the three meetings in cycle 1, the writer did a reflection to the students by giving them reading test in order to know whether there are any improvements after being taught by using IEPC Strategy in three times. The result of reflection 1 can be seen in the following table:

Rank	Ability Level	F	Percentage
80 - 100	Good to Excellent	6	16.6%
60 - 79	Average to Good	23	63.8%
50 - 59	Poor to Average	5	13.8%
0 - 49	Poor	2	5.6%

The result of cycle 1 was not satisfied for the writer. The total score of cycle 1 was 2410, the mean was 66.7 and the level of ability was average to good. From the result, the writer knew that it could not reach the successful on minimum standard of achievement in SMP N 17 Pekanbaru is 80, whereas the result of cycle 1 is 66.7.

After doing this research from pre-test to three times of treatment in cycle one, the writer found that the students' score for each treatment and students' reading ability by using IEPC Strategy was still not good enough, or need an improvement. Therefore, based on the result of observation above, it was needed to rearrange the planning of the implementation the method for the next cycle. So, it was hoped that the students could reached better result and motovation in order to have a significant improvement.

In order to get the better result, here were the several things that would be applied in the second cycle:

1. IEPC Strategy was still used in the second cycle but on different type of narrative texts.
2. The writer explains about how to identify main idea, supporting details, word meaning based on context, reference, and inference.

3. The writer had to increase the students' interest and motivation by using power point and real media, such as doll, a costume, a toy, etc. to support the narrative texts. Therefore, it will be easier for the students to imagine about the story.
4. The writer had to give reward when the students able to answer the question, so it will motivate the students.
5. Guide the students to apply IEPC Strategy to make the more understand about the topics; therefore they can answer the question.
6. The writer as the teacher should more confident in the process of learning, and needed more interesting explanation for the students. She should control the classroom activities better and engage more the students' motivation.

For the result of observation sheet and field note in cycle two, it was found that the teacher's and students' activities in teaching and learning process was obviously better than cycle one. The progression could be seen on observation sheets and field notes that collaborator made during the class activities for the fourth to the sixth meeting.

The observation result can be seen as the following table:

No.	Students' Activities	Students' Average in 4 <sup>th</sup> Meeting		Students' Average in 5 <sup>th</sup> Meeting		Students' Average in 6 <sup>th</sup> Meeting	
		Std.	%	Std.	%	Std.	%
1	Imagine and write responses in "I" column	36	100%	36	100%	36	100%
2	Elaborate and write responses in "E" column	36	100%	36	100%	36	100%
3	Predict and write responses in "P" column	36	100%	36	100%	36	100%
4	Write down the key information while reading	28	77.8%	31	86.1%	33	91.6%
5	Involve in discussion by retell their version of story (imagine, elaborate, and predict phase)	25	69.4%	28	77.8%	30	83.3%
6	Confirm and write responses in "C" column	36	100%	36	100%	36	100%
7	Doing task	36	100%	36	100%	36	100%

From the data above, almost all of the students did the stages well. It showed that the students' participation in doing the treatments in cycle two increased if it compared with students' participation in cycle one, even still was found the few of students did not do the activities in writing the key information and involving in discussion.

Then, the process and result of field notes in cycle two could be interpreted as follows:

At the fourth meeting, teacher lets the students do the strategy by themselves without the instruction from the teacher. There were almost a lot of students paid attentions to the teacher's lecture. The lack of teacher in this meeting was he didn't explained students about the difficult words.

During the fifth treatment, the teacher seemed more confident and attractive. The students enjoyed learning reading narrative text and they could answer the question. Also, teacher controlled well the students and helped the students in finding difficult word.

At the last treatment, it wouldn't take a long time for the students to do all of the steps of IEPC Strategy and the teacher could handle the class very well.

In short, the students were interested more to the lesson and the topic that teacher gave. They also could follow all steps of the strategy and then do the task well without made noise. Then, the teacher was able to handle the class well. The students' progress could be seen from the result of students' score during doing treatments in cycle two as the following table:

No.	Score	Ability Level	Students' Score in Each Meeting					
			First		Second		third	
			F	P	F	P	F	P
1	80 - 100	Good to Excellent	4	11.1%	6	16.7%	12	33.3
2	60 - 79	Average to Good	31	86.1%	30	83.3%	24	66.7%
3	50 - 59	Poor to Average	1	2.7%	-	-	-	-
4	0 - 49	Poor	-	-	-	-	-	-
<b>Total</b>			<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>36</b>	<b>100%</b>

Then, in cycle two, the writer decided to give the students post-test in order to look the students' improvement after giving the treatments in cycle 2 and to compare the achievement with the result of pre-test and reflection in cycle 1. The result of post-test could be interpreted in the table as below:

Rank	Ability Level	F	Percentage
80 - 100	Good to Excellent	22	61.1%
60 - 79	Average to Good	14	38.9%
50 - 59	Poor to Average	-	-
0 - 49	Poor	-	-

The level of the students' ability in this cycle was better than the previous cycle. In other words, there was an improvement achieved by the students. It was



proved that there were 22 students or 61.1% could achieve the level good to excellent and the rest of students achieved the average to good level. The researcher really satisfied about the result of post-test 2 because none of the students in the level poor to average and the poor level. So, IEPC Strategy was able and suitable to be used in improving the reading ability of the third grade of SMPN 17 Pekanbaru in narrative texts.

The writer analyzed the data based by comparing the result of pre-test and post-test . The comparison of average score between both of tests can be seen in table below.

Pre-test Average Score	Reflection 1 Average Score	Post-test Average Score
57.5	66.7	80.1

The increasing point of mean score of pre-test and post-test is 22.6. Here the writer decided to stop her observation in cycle two.

## CONCLUSION

Having all the data calculations of the research about the use of IEPC Strategy to improve the reading ability of the third year students of SMP N 17 Pekanbaru in narrative texts in chapter IV, it is found that, firstly, there is different achievement between the students' score in the beginning (before the treatment by using IEPC Strategy) and at the end (after the treatment). In the beginning the ability of the students in comprehending narrative texts is still low. Therefore, the result could not reach the minimum standard of achievement at SMP N 17 Pekanbaru.

Secondly, the use of IEPC Strategy in reading could increase students' ability in comprehending narrative texts. The result of the data showed that the results of the students' score were improved. There was significant improvement between pre-test and post-test. The improvement is proven by the students' mean score from 57.5 (pre-test) and 80.1 (post-test). Therefore, most of students could reach the successful on minimum standard of achievement at SMP N 17 Pekanbaru. The ability of students was increased from poor to average to good level.

Next, the use of IEPC Strategy could achieve students' activity and it could make the students more active in reading class. It could be seen from the result of the observation sheet. The result was most of the students could follow the class well.

Then, this strategy helps the students to answer the entire questions about main idea, supporting detail, word meaning based on context, reference, and inference. Then, IEPC Strategy can make the students more active in imagine, elaborate, predict, confirm and doing task phase. Besides, there are also some factors that influence the students' improvement, they are the students' interest, motivation, and participation in teaching and learning process which help them in comprehending the text.

And finally, the writer concluded that IEPC strategy can improve the reading ability of the third year students of SMP N 17 Pekanbaru in narrative texts.

## IMPLICATION

Based on the findings and conclusion above, the writer implicated that IEPC Strategy can be used to improve the reading ability of the third year students of SMP N 17 Pekanbaru in narrative texts.

## SUGGESTION

The writer would like to deliver some suggestions as follows:

1. It is suggested that in teaching reading, the English teachers should use the appropriate strategy for teaching in order to make the lesson more interesting. The teachers may consider using IEPC Strategy as one of the alternative methods since the result can improve the reading ability of students by its steps that require students to be involved in learning process.
2. In applying IEPC Strategy, the teacher should tell the students about the steps that they are going to do and may not give the wrong instruction for the students' activities in applying this strategy, so that they are not confused. Then, the English teachers need to control and help the students to follow all of the IEPC procedures in order to make this strategy run well.
3. The English teacher should be able to create interesting and active classroom situation for the students to make the students enjoyable in studying English.
4. It is better if the teacher can bring supported media such as a doll, a picture, a costume, a toy, etc. to support your narrative texts. Therefore, it will be easier for the students to imagine about the story.
5. The teacher has to walk around the classroom to control the students' activities during the teaching learning process because this strategy has many procedures to do. Do not let the students make some noise because it can decrease the amount of time of applying the IEPC Strategy.

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