THE EFFECT OF INQUIRY BASED LEARNING TOWARDS STUDENTS READING COMPREHENSION AT SMP YLPI MARPOYAN PEKANBARU

THESIS

Intended to fulfill one of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education Faculty

RIZKI FADILAH ADRIANI LUBIS
146310709

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
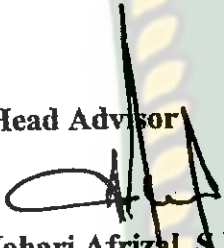## UNIVERSITAS ISLAM RIAU
PEKANBARU
2020

THESIS

THE EFFECT OF INQUIRY BASED LEARNING TOWARDS STUDENTS READING COMPREHENSION AT SMP YLPI MARPOYAN PEKANBARU
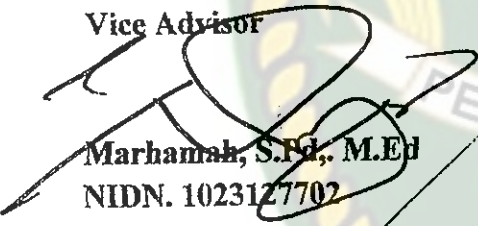
Name : Rizki Fadilah Adriani Lubis
Student Number : 146310709
Study Program : English Language Education
Faculty : Teacher Training and Education

The Candidate has been Examined
Monday, 16th Desember 2019
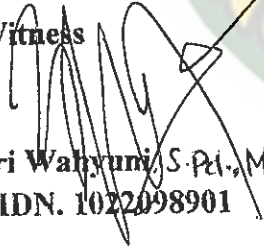The Examiners Committee

Head Advisor

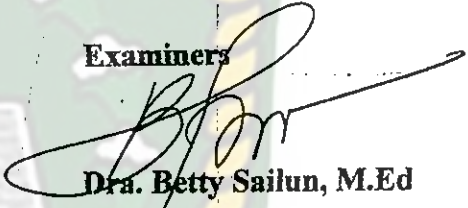Johari Afrizal, S.Pd., M.Ed
NIDN. 1013106701

Vice Advisor
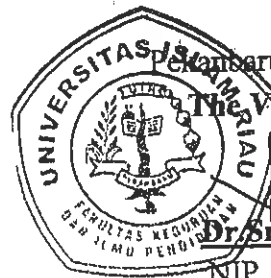
Marhamah, S.Pd., M.Ed
NIDN. 1023127702

Witness
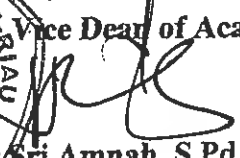
Sri Wahyuni, S.Pd., M.Pd
NIDN. 1022098901

Examiners

Dra. Betty Sailun, M.Ed
NIDN. 0027046002

Shalawati, S.Pd.I.,M.A.Tesol
NIDN. 1023027904

Fauzul Etfita, S.Pd., M.Pd
NIDN. 1030098901

Pekanbaru, November 23rd 2019
The Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name : Rizki Fadilah Adriani Lubis
Student Number : 146310709
Study Program : English Language Education
Faculty : Teacher Training and Education
Advisor : Marhamah, S.Pd., M.Ed
Tittle : **The Effect of Inqury Based Learning Towards Students Reading Comprehension at SMP YLPI MARPOYAN Pekanbaru**

No	Date	Guidance Agenda	Sign
1	August 09th 2018	Revised Chapter I	
2	September 28th 2018	Revised Chapter I and III	
3	October 08th 2018	Revised Chapter II and III	
4	November 27th 2018	Checked All Chapters	
5	February 18th 2019	Allowed to join Seminar Proposal	
6	March 11th 2019	Seminar Proposal	
7	October 31th 2019	Revised Chapter IV and V	
8	November 6th 2019	Revised Chapter IV and V	
9	November 22nd	Checked All Chapters	
10	November 28th 2019	Allowed to join Thesis Examination	

Pekanbaru, November 23rd 2019
The Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN. 0007107005

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name : Rizki Fadilah Adriani Lubis
Student Number : 146310709
Study Program : English Language Education
Faculty : Teacher Training and Education
Advisor : Johari Afrizal, S.Pd., M.Ed
Tittle : **The Effect of Inqury Based Learning Towards Students Reading Comprehension at SMP YLPI MARPOYAN Pekanbaru**

| No	Date	Guidance Agenda	Sign
1	August 09th 2018	Revised Chapter I	
2	September 28th 2018	Revised Chapter I and III	
3	October 08th 2018	Revised Chapter II and III	
4	November 27th 2018	Checked All Chapters	
5	February 18th 2019	Allowed to join Seminar Proposal	
6	March 11th 2019	Seminar Proposal	
7	October 16th 2019	Revised Chapter IV and V	
8	November 20th 2019	Revised Chapter IV and V	
9	November 23rd 2019	Checked All Chapters	
10	November 28th 2019	Allowed to join Thesis Examination	

Pekanbaru, November 23rd 2019
The Vice Dean of Academic
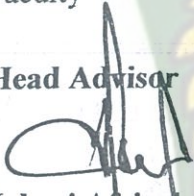
Dr.Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN. 0007107005

THESIS APPROVAL

THE EFFECT OF INQUIRY BASED LEARNING TOWARDS STUDENTS READING COMPREHENSION AT SMP YLPI MARPOYAN PEKANBARU

Name : Rizki Fadilah Adriani Lubis
Student Number : 146310709
Study Program : English Language Education
Faculty : Teacher Training and Education
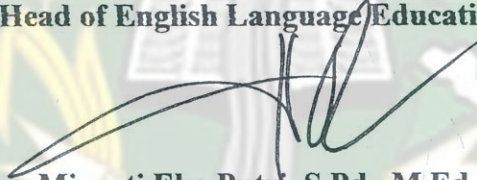
Head Advisor

Johari Afrizal, S.Pd., M.Ed
NIDN. 1013106701

Vice Advisor

Marhamah, S.Pd,. M.Ed
NIDN. 1023127702

Head of English Language Education

Miranti Eka Putri, S.Pd., M.Ed
NIDN. 1005068201

Thesis has been submitted in partial fulfill one of the requirements for the award of Sarjana Degree in English Language Teaching and Education.

Pekanbaru, November 12th 2019
The Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN. 0007107005

DECLARATION

Name   : Rizki Fadilah Adriani Lubis
Students Number   : 146310709
Study Program   : English Language Education
Faculty   : Teacher Training and Education

I admit this thesis work is the result of my own work, except for theories which were taken or quoted from various source and mentioned in references. I am responsible for the truthfulness of the data and its content.

Pekanbaru, November 28th 2019
The Researcher

Rizki Fadilah Adriani Lubis

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

First of all, praise belongs to Allah SWT the almighty, the Lord of universe, for His blessing and guidance. Finally, the writer can finish and completed this thesis. Then the writer delivers peace be upon to Prophet Muhammad SAW.

Here, the writer would like to express her deepest and sincere gratitudes to:

1. **Johari Afrizal, S.Pd., M.Ed,** as the writer's first advisor. Gratefully thank you for your suggestion, support, guidance and kindness in completing this thesis.

2. **Marhamah, S.Pd., M.Ed,** as the writer's second advisor. Thank you for giving opinion, guidance, suggestion, correction in finishing this thesis.

3. **Dr. Sri Amnah, M.Si,** as the dean of FKIP UIR and all staffs of Teacher Training and Education Faculty who giving their assistance for the completion this thesis.

4. **Miranti Eka Putri, S.Pd., M.Ed,** as the chairman of English Study Program for her guidance and all the lecturers who have contributed their knowledge to me.

5. For my beloved parents, Syamrul Indra Putra Lubis and Rahmaini Nasution who have never given prayer, support, and caring me to get this stage. Deepest gratefulness for both of you to love me as long as my life and for giving me anything I wanted. Hopefully, Allah SWT will pay back your effort.

6. My sisters, Yulisa Adriani Lubis S.E and Zuchairiah Adriani Lubis S.K.M, thank you for your support and your encouragement until I can finishing this thesis.

7. Thank you for my friends who still giving their support for me from proposal until finishing this thesis.

8. The last one, thank you for my boy Berto Addryanto S.Sos., M.Tr.I.P for your support, always cheering me up and still beside me until I can finish my thesis.

Finally the writer realizes that there are many weakness on this paper. Therefore, suggestion, critics and comments are needed in order to improve this thesis. May Allah SWT bless us all. Aamiin.

Pekanbaru, November 28th 2019
The Researcher

Rizki Fadilah Adriani Lubis
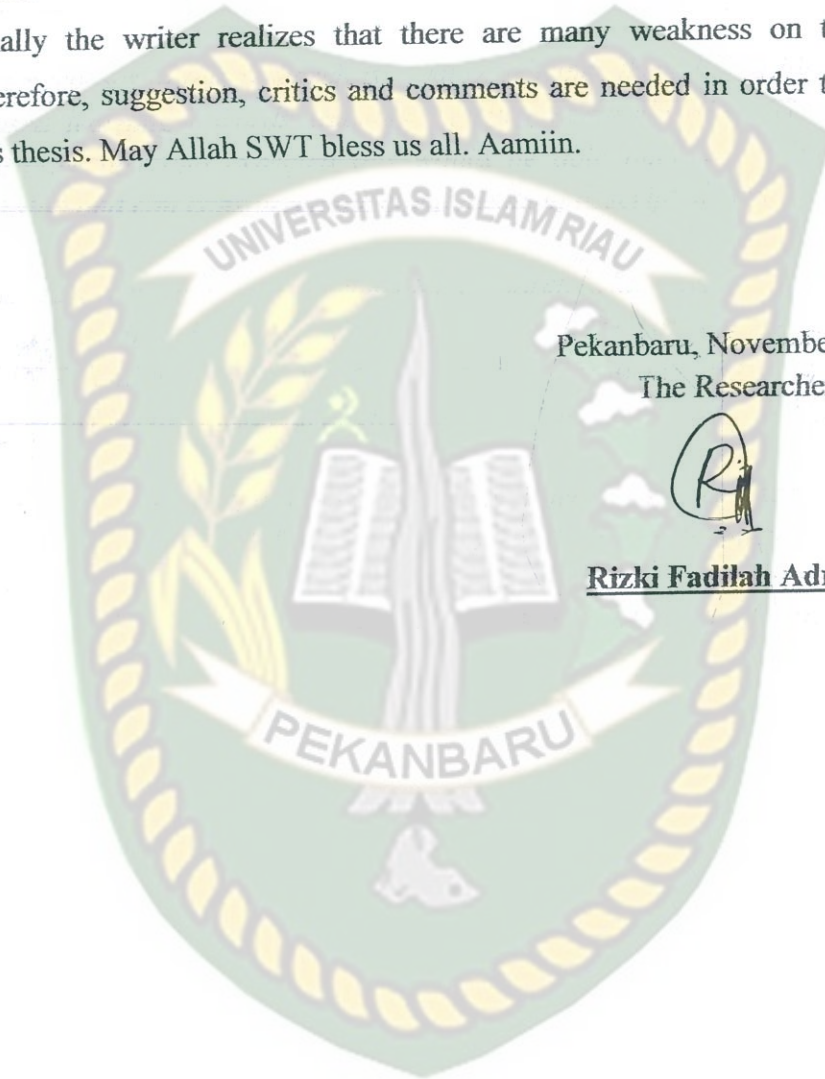
ABSTRACT

Rizki Fadilah Adriani Lubis, (2019):The Effect of Inquiry Based Learning Towards Reading Comprehension at SMP YLPI MARPOYAN Pekanbaru

Keywords: Inquiry based learning, Reading

The purposes of this research is to know whether there is significant effect of inquiry based learning towards students' reading comprehension. The researcher used descriptive text and expected this would be able improve students' reading comprehension and can considered the components of descriptive text.

This research was an experimental research which was consisting of one experimental group. The population was all of the students in SMP YLPI MARPOYAN Pekanbaru. The researcher involved 22 students of the eighth grade of SMP YLPI MARPOYAN Pekanbaru. The research instrument was reading test.

The result showed that there is significant effect of the main score before pre-test and post-test. In pre-test the mean score was 50,00 and the mean score of post-test was 75,45. While standard deviation 8,7 and 7,0. Then degree of freedom was 22. It could be seen that t-calculated (to) was 13,096, while t-table (tt) on the level significant 5% is 2,080. It can be read 13,096 > 2,080. It means that t-calculated (to) was higher than t-table (tt). Furthermore, based on the table, it could be seen that the significant value was 0,000 and it was lower than a level significant 5% (0,05). It means that 0,000 < 0,05 and it means null hypothesis was rejected and alternative hypothesis was accepted. In other word, there was a significant effect of inquiry based learning towards students' reading comprehension at SMP YLPI MARPOYAN Pekanbaru.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDIX

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Reading is a very crucial tool for human empowerment. It is the basic skill to possess in order to comprehend the text. Medina (2014) state that reading is one of the most frequently used language skills in daily life. Moreover, reading is a complex process where all components may be active in the same time. According to Grabe and Stoller (2002) says reading as the ability to draw meaning from the printed page and interpret the information appropriately. In general the aim of teaching reading is to develop the students' ability to read the text, to get information and understand the text.

Through reading, people can get a lot of information, knowledge, enjoyment or pleasure and even problem solution. Besides, students will be able to know what they dont know before. There are some reasons why reading is important in a new language. First, with reading students can understand the language itself. Second, students also can increase the vocabulary by introducing the new and unfamiliar words. And the third, with reading students can build their imagination or creativity.

Reading comprehension is the process by which person understand the meaning of the written language. Reading comprehension often used to measure the ability of students to understand the written text in English. So it is not just for reading, but also need to know how to pronounce it correctly. Thus, reading is very useful for the students to be successful in learning English. By having the

1

skill the students can get more information and knowledge to understand the material. In this research, the writer focused on descriptive text.

Descriptive text is type of text to explain or describe a person, animal, place or object. The generic structure of descriptive text is identification and description. Identification contains about introduce the character, meanwhile description is about describes the character. Descriptive text also is one of English lessons that should be mastered to the students. Because after all, descriptive text is necessary for increasing the student's English proficiency.

In addition, some approaches are taken into class in order to enhance the learners to comprehend a text and to change their habit in reading as well to gain the information from the text in general. In this case, the researcher used Inquiry Based Learning method. Inquiry engages in questions that could be easily interpreted as simply "asking question".

Inquiry Based Learning is a series of learning activities based on critical and analytical thinking to look for and find the answer of issue. The students can learn how to generate ideas and make a good organization by finding the answer of teacher question. Also the students can discuss with their friends to complete or find alternative idea. Blessinger & Carfora (2015) noted that the goal of this approach is to change the learner learning from passive participation to become active participation.

Due to the purposes, Inquiry Based Learning is approach that is hoped to lead the students to think critically and to lose the paradigm of Indonesian people that are always wanted to be provided the materials without letting them control

their own learning. By IBL the students are expected to think effectively in order to find their own answers from the questions they are facing.

Based on the writer experience to the second grade students of SMP YLPI Pekanbaru, the writer found that many students not be able to comprehend the reading text. Especially to find the main idea in the descriptive text, also the students not be able to identify the generic structure in descriptive text. They are easy to forget it when they move to the next text. Then the students have low motivation in learning English

To overcome the problems faced by students, the writer need to find the strategy, method, approach, etc. One of the method that can be applied in teaching reading is Inquiry Based Learning method. The writer want to apply inquiry method, because it can helping students to develop intellectual discipline and skills so that students have the ability to ask questions and be active in solving problems. Inquiry Based Learning lets the students connect with their learning by stimulating materials provided through questions about topic. Also IBL will help the students to express their ideas to comprehend the text by their discussion.

Furthermore, the students should play active roles during such experiments since they determine their own problems they themselves develop the solutions to those problems. Because students have to work in group to answer questions, so they should interact more and changing their ideas to another student.

There are some researcher which have done the study about Inquiry Based Learning method. They are conducting their research successfully and affects good result for the students. The different between this research and the other

research is the researcher trying increase students' motivation and achievement in reading comprehension after follow the application Inquiry Based Learning in order to get information in reading process by doing in group.

Based on the background above, the writer interested in doing the research by applying IBL in teaching reading to the second grade students in Junior High School which the title is: ***"The Effect of Inquiry Based Learning on The Reading Comprehension of Descriptive Text ofThe Second Grade Students at SMP YLPI MARPOYAN PEKANBARU".***

1.2 Setting of the Problem

Based on explanation above, there so many problems in comprehending the reading text.

First, the students have limited vocabulary mastery. As we know that the students always ask teacher to translate the text into Bahasa Indonesia. It is because their fell lazy and confused to search the words in dictionary. Thats why the students still low ability in reading the descriptive text. Secondly, the students were difficult to find the main idea and answer the questions. It is caused the students did not understand the text and not mastery the topic.

Third, the students have low motivation in learning English. When the teacher explain the topic, the students did not want to give attention and not focus on the topic. It is because the students not understand the language and they feel bored. So, most of the students of SMP YLPI MARPOYAN Pekanbaru in the second year still has trouble in learning English especially in reading.

1.3 Limitation of the Problem

The writer is focused to help and solve the students problem in their reading comprehend to easy in answering the questions by applied Inquiry-Based Learning method. To avoid the misunderstanding in this research, the reading text used by the writer is descriptive text to find out the factual information, main idea, the meaning of vocabulary, and make inference with this method.

1.4 Formulation of the Problem

The problems of the research can be formulated in the form of following question: Is there any significant effect of Inquiry Based Learning Method on the reading comprehension of the second grade students at SMP YLPI MARPOYAN Pekanbaru?

1.5 Objective of the Research

To know whether there significant effect of Inquiry-Based Learning method of reading comprehension on Descriptive text of the second grade students at SMP YLPI MARPOYAN Pekanbaru or not.

1.6 Significant of the Study

The result of this study is expected to be useful information also can give the positive effect for the teachers. And the writer hopes that IBL Strategy may help the students to improve their reading ability and can solve their problem in reading text. And also it will be make a right decision in use strategy, method or techniques for support the learning process for the teacher and for the writer itself.

1.7 Definition of Key Terms

1. Reading Comprehension

   Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows (K12 Reader).

2. Inquiry Based Learning

   IBL is more than asking a student what he or she wants to know. Inquiry here implies possessing skills and attitude, which allows a person to ask questions about new resolutions and issues while gaining new information (Heather Wolpert-Gawron).

3. Descriptive text

   Descriptive text is use to describe a person, place or thing, such as want to describe what a crab looks like, or how he moves. (Library of Congress; 2008). In this study, descriptive text is used by the writer to find out the students'ability in understanding reading material.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1   Relevance Theories

The relevance theories are about nature of reading comprehension, definition of reading comprehension, purposes of reading, types of reading, component of reading, definition of IBL, advantages of IBL, levels of IBL, and descriptive text.

2.1.1   Nature of Reading Comprehension

2.1.2   Definition of Reading Comprehension

Reading is the process of getting information from the written text; from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text. Comprehension is an active process and the reader must interact and be engaged with the text for it to work well (John Kruidenier. 2002:77). It is also a strategic process which can be taught. Reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text. If readers can read the words but do not understand what they reading, they are not really reading."As we read, as we listen to someone talking, as we go through life, we are constantly asking implicit questions, and if we are able to find answers to those questions, then we comprehend." (Frank Smith).

Comprehension is a specific kind of thinking process. Anderson in Alexander (1977:160) states "good comprehension includes the reader's discovering the meaning which is needed to achieve the particular purpose set for

7

or by him." In addition, Swan (1975:2) states that "comprehension is ability to show or understand by expressing the context of the text. Comprehension is ability that involves matters such as, identifying the words in sentence as sub-unit and whole sentence in paragraphs as a unit. Then, continued to interpret them appropriately."

Reading comprehension is one of the pillars of the act of reading. There are two elements that make up the process of reading comprehension; *vocabulary knowledge* and *text comprehension*. The best vocabulary instruction occurs at the point of need. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. Meanwhile, text comprehension is much more complex and varied than vocabulary knowledge. These include monitoring for understanding, answering and generating questions, summarizing and being aware of a text's structure to aid comprehension(K12 Reader).

Based on the definition above, reading comprehension is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension the students can get information and wide insight from the text, also understand the meaning from what the author means.

2.1.3 The Purpose of Reading

There are five purposes in reading that is stated by Grabe and Stoller (2002:13). They are as follows:

1. Reading to search for simple information

    Typically scan the text for a specific information or a specific word.

8

2. Reading to skim quickly

   To skim sampling segments of the text for general understanding. It involves the strategies for guessing the important information from the text.

3. Reading to learn from texts

   Typically occurs in academic and professional contexts to learn a considerable amount of information from a text. Also to remember main ideas and details of the main and supporting ideas in the text.

4. Reading for general comprehension

   It is the most basic purpose of reading, underlying and supporting most other purpose for reading. Also general reading comprehension is actually more complex than commonly assumed.

5. Reading to integrate information

   The reader inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate it for the reader's goal.

2.1.4 Types of Reading

There are the following types of reading, as follows:

a. Scanning

   Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom.

Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

b. Skimming

Skimming is reading to confirm expectations; reading for communicative tasks.

c. Close reading

It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to the all connotations of language as it is used by skilled writers.

2.1.5 Components of Reading

There are some components of reading, as follows:

1. Fluency

Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word. Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression.

2. Vocabulary

Vocabulary development is closely connected to comprehension. According to National Reading Panel, vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary should be taught both direct and indirectly.

3. Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. The National Reading Panel determined that young readers develop text comprehension through a variety of techniques, including answering question and summarization(retelling the story).

2.2   Inquiry Based Learning

2.2.1   Definition of Inquiry Based Learning

Inquiry Based Learning is a way of learning based on students' engagement in their own learning. Students are completely involved in their own learning and really learn their lessons. This is the complete opposite of traditional teaching where students memorize their lessons and later forget them. From a teacher point of view, inquiry-based teaching focuses on moving students beyond general curiosity into the realms of critical thinking and understanding. Meanwhile, from a student point of view, inquiry based learning focuses in investigating an open or problem (All about Inquiry Based Learning).

According to Perry and Richardson (2001), Inquiry based learning is defined as the process of learners' creating meaningful and useful knowledge from knowledge at-hand by asking questions, drilling, and analyzing the knowledge. In this process, students try to respond to the problems to be answered or solved with their research which they construct through active participation (Tatar & Kuru, 2006).

Inquiry can be conducted through experiential learning because inquiry values the same concepts, which include engaging with the content/material in questioning, as well as investigating and collaborating to make meaning. In

11

addition, it has been demonstrated that web-based guided inquiry based learning can improve different inquiry skills, such as identifying problems, formulating questions and hypotheses, planning and carrying out experiments, collecting and analyzing data, presenting the results, and drawing conclusions (Maeots, Pedaste, & Sarapuu, 2008).

Inquiry Based Learning method always seeks that students are always active mentally and physically. The material presented by the teacher is not just notified and accepted by students, but students are cultivated in such a way that they gain various experiences in order to "find out for themselves" the concepts planned by the teacher.

Inquiry based learning is usually in the form of work collaborative. Classes are divided into small groups. Each group is given a question or problem that will direct all group members work together to develop the project based on the question to find the answer. Students must be given the opportunity to try to discover for themselves the concept taught. Moreover, if students are also given the opportunity to measure their own learning progress, this will help them learn. So, in learning this inquiry students are involved mentally and physically to solve problems given by the teacher.

2.2.2 The Steps of Inquiry Based Learning

According to Sudjana (2004:155) in Supatminingsih Dwi Rahayu (2012), there are five steps of Inquiry Based Learning as follows:

1. **Presenting Problem**

   1. Teacher leads students to identify the problem.

2. Students deliver it by using some question to lead them think what is being discussed.

3. Students tries to discover their knowledge, confirm what they have been known, and lead them to something in which they dont know before.

4. Teacher asks some components in a text that is presented include the generic structures, language features, and the purpose of the text.

2. **Formulation Hypothesis**

1. Students discuss their ideas based the data that they get in the previous step. Based on the answers at the first step, students make hypothesis what text it is, the teacher's role in leading them to decide relevant hyphotesis.

3. **Collecting information and data needed**

1. Students gather data as many as possible and then analyze them to make a conclusion.

2. Students can do it by sharing with their friends in their group. In this step, students trained to socialize and understand each other.

4. **Making conclusion**

1. Students make conclusion under teacher's guidance. Students conclude what kind of text it is, what are their components, and how to make it.

5. **Applying the conclusion**

1. Students try to answers the question from teacher.

2. The teacher collects all the answers.

3. The teacher makes conclusion to right answers, the students will focus the topic or question in the middle and ask many things that surround it in order to explore and generate their ideas.

2.2.3 Advantages of Inquiry Based Learning

According to Roestiyah (2001:76-77) states that Inquiry Based Learning has some advantages, as follows:

1. Creating and developing self-concept of students

2. Helping to remind something and transfer the knowledge

3. Motivating the students to think and work by themselves

4. Be honest, objective, and open minded behavior

5. Giving intrinsic satisfaction

6. Stimulating the students in learning and teaching process

7. Developing the students talent

8. Giving freedom to the studetns to study by themselves

9. Avoiding the used of the traditional way in studying

10. Giving enough time to assimilate and accommodate the information.

2.2.4 Teaching Reading Through Inquiry

According to Joice, B, et al. (2000) the goal of inquiry method is to help the students develop the intellectual dicipline and skills necessary to raise questions and search out answers stemming from their curiosity. Then, the writer includes several steps that allow students to understand the reading text well. As expressed by Aebersold and Field (1997: 16) adding the step to make the

successfull students, consciously or unconsiously, that enables them to comprehend the reading text as well. What is students do, there are list as follow:

a. Recognize words quickly

b. Use title(s) to infer what information might follow

c. Use world knowledge

d. Analyse unfamiliar words

e. Read for meaning, concentrate on constructing meaning

f. Guess about the meaning of text

2.2.5 Characteristic of Inquiry Based Learning

According to Kahn & O"Rouke (2004) have identified five characteristics of IBL. Firstly, engagement with a complex problem or scenario. Next, students direct the lines of inquiry and the methods employed. Third, the inquiry requires students to draw on existing knowledge and identify their required learning needs. Then, tasks stimulate curiosity in the students, encouraging them to actively explore and seek out new evidence. Lastly, responsibility falls to student for analysing and presenting that evidence in appropriate ways.

2.2.6 Levels of Inquiry Based Learning

There are four levels of inquiry based learning by Heather Banchi and Randy Bell, as follows:

1. Confirmation inquiry

   Students are provided with the question and procedure, and the results are already known. This method is great to reinforce concepts taught

and to introduce students into learning to follow procedures, collect and record data correctly and to confirm and deepen understandings.

2. Structured inquiry

    The question and procedure are still provided by the teacher, and students generate an explanation supported by the evidence they have collected.

3. Guided inquiry

    The teacher provides only the research question for the students. The students are responsible for designing and following their own procedures to test that question and then communicate their results and findings.

4. Open inquiry

    Students formulate their own research question, design and follow through with a developed procedure, and communicate their findings and results. This level requires the most scientific reasoning and greatest cognitive demand from students.

2.3   Descriptive Text

2.3.1 Definition of Descriptive Text

Descriptive text is a text that aims to describe something in general, without thorough research, whether it describes living things or inanimate objects. For example their characteristics, their shape, their nature, and what they are. According to Gerot and Wignell (1994) descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of

particular thing, animal, person, or others, for instance; our pets or a person we know well.

"Descriptive text is a text which says what a person or a thing is look like. Its purpose to describe and reveal a particular person, place, or a thing." (British Course).

So, descriptive text is the text that describes what kind of person or an object described, good shape, properties, number and others in particular. Goal of the descriptive text is clear, namely to explain, describe or disclose a specific individual or object.

2.3.2 General Structure of Descriptive text

Identification : contains about the introduction of person, place, animal or object will be described.

Description : contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Table 2.1 Example of Descriptive Text

Komodo	
Identification	Komodo are the largest species of lizards in the world living on the islands of Komodo, Rinca, Flores, Gili Motang, and Gili Dasami in Nusa Tenggara. These lizards by native island of Komodo also called by local name ora.

Description	Komodo are the largest lizards in the world, with an average length of 2-3 m. Komodo does not have a sense of hearing, despite having ear holes. Komodo is able to see up to 300 m. Komodo are carnivorous animals. Although they mostly eat carrion meat, research shows that they also hunt live prey by sneaking followed by a sudden attack on the victim.

2.3.3 Language Features of Descriptive text

a. Specific participant : has a certain object. Example; Bandengan beach, my house, Borobudur temple, uncle Jim.

b. Adjective : to clarify the noun. Example; a beautiful beach, a handsome man, the famous place in Jepara, etc.

c. Simple present tense : if things/persons described are still alive.

d. Simple past tense : if things/persons described do not exists anymore.

e. Action verbs : show an activity. Example; run, sleep, walk, cut, etc.

f. Use of has or have.

g. Use noun.

2.4 Hypothesis of the Research

1. Null hypothesis (Ho)

   Ho : There is no significant effect of Inquiry Based Learning Method on the Reading Comprehension of the second grade students at SMP YLPI MARPOYAN Pekanbaru.

2. Alternative hypothesis (Ha)

   Ha : There is a significant effect of Inquiry Based Learning Method on the Reading Comprehension of the second grade students at SMP YLPI MARPOYAN Pekanbaru.

2.5 Past Studies

Ellentika Okta Sari (2015) "The Effect of Inquiry Based Learning on Reading Comprehension of The Second Year Students of SMPN 28 Pekanbaru." This research used experimental research. The researcher collected data from 30 students only in experimental class. This research used some hypothesis; null and alternative hyphotesis. Then it can be found that the null hyphotesis is rejected and the alternative was accepted.

Monika Prisila (2017) "The Implementation of Inquiry Based Learning to Improve Students' Reading Comprehension on Recount Text." This data were derived from observation checklist, field notes and field records, and test. The researcher focused on three stages of Inquiry Based Learning, such as engagement, exploration, and evaluation. The result was supported with the improvement of the students' mean score. The result also

indicated that students' critical thinking was evident in posing and solving the problem by themselves.

In this research, the writer want to experiment about reading comprehension using the inquiry based learning method. Inquiry is defined as a seeking for truth, information, or knowledge by questioning. In conducting this research, the writer involves one group pre test and post test design which mean this group just used experimental group. This data is exposed pre test, given treatment, and post test. In this inquiry method, the learning process is built on the questions posed by students. Students are encouraged to collaborate to solve the problems, and receive instructions directly from the teacher. Hence, the writer will try to follow up about the application of inquiry method by the tittle: The Effect of Inquiry Based Learning on the Reading Comprehension of Descriptive text at the Second grade of SMP YLPI MARPOYAN Pekanbaru. Hopefully students english learning motivation will increase after follow the application inquiry based learning.

CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Design

This research is an experimental research which focused on quasi experiment. In this research, there   are two variables. The independent variable refers to Inquiry Based Learning Method and the dependent variable refers to students reading comprehension.

In conducting this research, the writer involves one group pre test and post test design. This group is used as experimental group: there is not control group. In this quantitative research, experimental group is exposed pre test, given treatment, and exposed to post test.

Table 3.1 Variable of the Research

Independent variable (variable x) Inquiry Based Learning	→	Dependent variable (variable y) Reading Comprehension
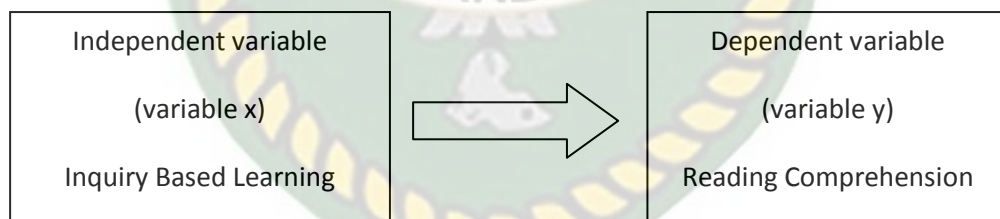
3.2   Location and Time of The Research

This research is conducted at SMP YLPI MARPOYAN Pekanbaru. It is located on Kaharudin Nst, Simpang Tiga, Marpoyan Damai Pekanbaru. The data is collected on second grade students. The time is conducted on August 2019.

3.3 Population and Sample of the Research

3.3.1 Population

According to Sugiono, Population is generalization that composed of the subject/object that has certain qualities and characteristics of the applied researcher to learn and then be concluded. According to Sugiono (2008:121) the cluster technique is used to take sample if the object that will be taken as sample, the sample is taken based on the population that specified. The population of this research is the second grade students at SMP YLPI MARPOYAN Pekanbaru. There are sixth classes.

Table 3.2 Population of the Research

Class	Students
VII.1	23
VII.2	22
VIII.1	22
VIII.2	23
IX.1	22
IX.2	24
Total	136

3.3.2 Sample

The sample of this research is the second grade students at SMP YLPI Marpoyan Pekanbaru. Suharsimi (2006) stated that sample is a part of population which has same characteristics. There are two ways in selecting a sample. First, if the population is less than 100, all population can be sampled. Second, if the population is more than 100, it coud be taken between 10%-15% or 20%-25% from all population as a sample. The researcher taken in one class and choose VIII.1 as the sample of the research.

Table 3.3 Sample of the Research

Class	Sample
VIII.1	22

3.4 The Instrument of The Research

The instrument of this research, the writer give reading descriptive test. The form of test is multiple choices. The test material is taken from internet. The test applied in pre-test and post-test. The pre-test is used to know students' score in reading descriptive text before treatment. The post-test is used to know students' score in reading descriptive text after treatment. Both pre-test and post-test will use multiple choice consist of 25 questions.

Table 3.4 Blue Print of Pre-test

No	Topics	Indicators	Items number
1	Siak Sri Indrapura	1. Main idea 2. Factual information 3. Reference 4. Identification 5. Description	1 2 3 4 5
2	Tigers	1. Main idea 2. Identification 3. Reference 4. Description 5. Factual information	1 2 3 4 5
3	Wakatobi	1. Main idea 2. Reference 3. Identification 4. Description 5. Factual information	1 2 3 4 5
4	My Favorite T-shirt	1. Main idea 2. Identification 3. Description 4. Factual information 5. Reference	1 2 3 4 5
5	Mrs. Debby Magdalena	1. Main idea 2. Factual information 3. Identification	1 2 3

23

| | | 4. Reference | 4 |
| | | 5. Description | 5 |

Table 3.5 Blue Print of Post-test

No	Topics	Indicators	Items number
1	Aek Martua Waterfall	1. Main idea	1
		2. Factual information	2
		3. Reference	3
		4. Identification	4
		5. Description	5
2	My Best friend, Ernesto	1. Main idea	1
		2. Reference	2
		3. Identification	3
		4. Factual information	4
		5. Description	5
3	My Persian Cat	1. Main idea	1
		2. Description	2
		3. Factual information	3
		4. Reference	4
		5. Identification	5
4	My Teddy Bear	1. Main idea	1
		2. Identification	2
		3. Reference	3
		4. Description	4
		5. Factual information	5
5	Pekanbaru	1. Main idea	1
		2. Reference	2
		3. Description	3
		4. Factual information	4
		5. Identification	5

3.5 Technique of Collecting Data

The data was collecting by using pre-test and post-test. Therefore, the writer carried out a pre-test and post-test for the object of the research as well. The pre-test will given to the students in the beginning of the research. It aims to find out their reading test score before they got treatment. Then the post-test will given at the end of the research.

Table 3.6 The Activities of taking the Data

Pre-test	Treatment	Post-test
First, the researcher gave pre-test to know the basic competence the students in reading comprehension.	After pre-test, the researcher gave treatment by using Inquiry Based Learning method in learning and teaching process.	In the last meeting, the researcher gave post-test. The processes of post-test were the same with the pre-test. In order to know students' knowledge of reading comprehension after learning descriptive text by using IBL method.

1. Pre-test

   Before conducting the treatment, the writer gave pre-test in the first meeting. There are 25 questions with 5 topics. This test will be given to know the basic competence the students' reading comprehension in descriptive text.

2. Treatment (Inquiry Based Learning)

   The writer carried out treatment by applying Inquiry Based Learning in teaching reading comprehension after giving pre-test. In the first meeting, the teacher and the students discussed together about descriptive text. It aims to build up their knowledge about descriptive text that already heard

or they have been read from another source. The second to the fourth meeting, the writer will be applying treatment by Inquiry Based Learning in teaching reading comprehension.

3. Post-test

In the last meeting, the writer gave post-test. The processes of post-test were the same with the pre-test. The purpose of giving post-test is to measure the result of students' reading comprehension to know their knowledge after they got treatment. Then, the writer compared the pre-test and pos-test mean scores of students to find the enhancement of students' reading comprehension.

3.6 Procedure of Collecting Data

1. Pre-test

Before treatment will administered to the students, the pre-test will be given to the students in order to know the basic competence of students in comprehend the text. The pre-test written in multiple choices.

2. Post-test

The post-test will be given to measure the result of students' reading comprehension to know there is increase on students' descriptive on reading after they got treatment. Then, the writer compared the pre-test and post-test mean scores of students to find the enhancement of students' reading comprehension. The researcher used steps in previous chapter.

Table 3.7 Teacher and Students Activities in classroom

Teacher's activities	Student's activities
Pre-teaching	**Pre-teaching**
✓ The teacher greeting to the students and introduce herself ✓ The teacher check the students attendance list ✓ The teacher asks the students some questions related to the topic ✓ The teacher explains the students' roles in doing activity and the objective of the lesson	✓ Students respond the teacher greeting ✓ Students raise their hand when teacher call their name ✓ Students pay attention to roles in doing the activity of the lesson
While-teaching	**While-teaching**
✓ The teacher remind the students about descriptive text. ✓ The teacher ask the students what they know about descriptive text. ✓ Teacher asks some	✓ Students give attention when the teacher explain about descriptive text ✓ Students answer what they have been known about descriptive text ✓ Students tries to discover

components in a text that is presented include the generic structures and the purpose of the text.

✓ Design a plan for the project, the teacher introduces and explain about the method they have to use and also gives instruction what they have to do.

✓ Teacher leads students to identify the problem

✓ The teacher divide them into small group consist of 4 students and provide each group with descriptive text with different topic.

✓ The teacher ask 1 student in each group to read the text and let the other students listen first.

✓ After that, teacher ask the

their knowledge, confirm what they have been known about the text.

✓ Students sit based on their group divided by the teacher

✓ Students listen to teacher's explanation about method they have to use and what they have to do

✓ Students work in group to complete the task given by the teacher about descriptive text

✓ Students read the text loudly.

✓ Other students give their opinion about how their friend read the text.

✓ Students discuss their ideas and trying to make conclusion about the text. Students should sharing

student's opinion about how their friends read the text. ✓ Then the teacher asks groups to discuss how to comprehend a text which covers supporting idea, word meaning, implicit information and answer the questions relate to the text. ✓ Monitoring the students and the progress and giving more explanation about the task. Teacher leading students to make the project exactly like the instruction. ✓ After all group finished their work, the teacher ask students to submit it. Then teacher collects and checks the answers.	with their group. They conclude what are the components, and how to make it. ✓ Students try to answer the questions relate to text ✓ Students present the result of their discussion ✓ Students submit their work to the teacher.
Post-teaching ✓ The teacher giving positive	**Post-teaching** ✓ Students give attention to

feedback about students' participation in the learning process ✓ The teacher ask the students whether they still have questions about the lesson or not ✓ The teacher gives reward ✓ The teacher give close greeting to the students.	the teacher about concluding the material ✓ Students answers the teacher's greeting ✓ Students finish the class.

3.7   Technique of Data Analysis

The items of reading test are used multiple choice. The data was gained from the action conducted in the field. The data was analyzed from the result of reading test given and checked and scored based on the answers. The data of this research is analyzed by using SPSS Statistics 24 (Paired Sample Test).

Table 3.8 Classifications of Students' score

Total Score	Level of ability
80-100	Good to excellent
60-79	Average to good
50-59	Poor of average
0-49	Poor

(Harris 1974: 134)

30

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This chapter presented the research findings dealing with data analyzed interpreted, which have been taken from the pre-test and post-test of one group experimental. It will showed the students' score increase from pre-test to post-test in order to find out whether there is or not the experimental group's achievement by using Inquiry Based Learning method at SMP YLPI Marpoyan Pekanbaru. The research was classified into experimental research that is quantitative research. Therefore the data of the research, there are result of pre-test and post-test.

4.1.1 Students' Score of Pre-test

Before teaching the students by using Inquiry based learning, the researcher gave pre-test to know the ability of the students in reading comprehension of descriptive text. The score of pre-test could be seen in table bellow.

Table 4.1 Students' Score of Pre-test

No	Students	Indicators			Score	Categorized
		Main idea	Vocabulary	Fluency		
1	1	6	6	5	32	Poor
2	2	13	11	7	52	Average
3	3	12	9	7	48	Poor
4	4	7	5	5	32	Poor
5	5	14	10	8	56	Average

31

6	6	13	11	8	56	Average
7	7	12	9	8	52	Average
8	8	14	10	7	52	Average
9	9	16	12	6	52	Average
10	10	11	9	7	48	Poor
11	11	14	10	9	60	Average
12	12	16	12	10	68	Average
13	13	12	12	8	56	Average
14	14	10	10	7	48	Poor
15	15	13	11	7	52	Average
16	16	11	9	5	40	Poor
17	17	15	9	7	52	Average
18	18	12	8	5	40	Poor
19	19	13	11	8	56	Average
20	20	12	8	8	52	Average
21	21	16	12	8	60	Average
22	22	12	8	8	52	Average

From the table 4.1, it showed the students score of pre-test in reading the descriptive text and answer the questions related to the text in experimental class. Based on the data, it can be classified that 13 students were in average level, while 9 students were in poor level. It can be seen that most of students did not have good skill in reading comprehension.

Figure 4.1 Data Presentation of Pre-test
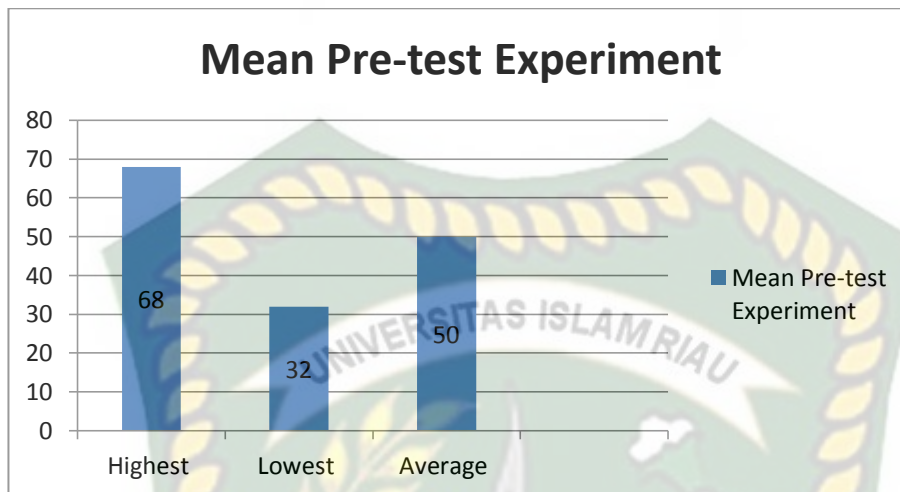
The histogram above showed the students result of pre-test in comprehending descriptive text and based on indicators in experimental class as follow: the highest average score was 68 and the lowest average score was 32. From the data above, the total score of pre-test from 22 students is 1.100 before doing treatment. Here, based on the descriptive statistic, it can be calculated that the average score was 50,00 point. It means the students' mean score of pre-test before doing treatment is low.

4.1.2 Students' Score of Post-test

After giving treatment, the researcher conducted the post-test to know the increase of students' score after they got treatment using Inquiry Based Learning method, a post-test was conducted in the last meeting. The score of post-test could be seen in the table bellow.

Table 4.2 Students' Score of Post-test

No	Students	Main idea	Vocabulary	Fluency	Score	Categorized
		Indicators				
1	1	15	13	10	68	Average
2	2	16	12	13	80	Good
3	3	18	14	13	84	Good
4	4	14	10	10	64	Average
5	5	16	12	9	64	Average
6	6	17	15	12	80	Good
7	7	18	14	13	84	Good
8	8	12	12	11	68	Average
9	9	15	13	10	68	Average
10	10	17	15	13	84	Good
11	11	14	14	10	68	Average
12	12	15	13	12	76	Good
13	13	16	12	10	68	Average
14	14	15	13	11	72	Good
15	15	16	12	14	84	Good
16	16	16	16	12	80	Good
17	17	14	14	13	80	Good
18	18	17	11	11	72	Good
19	19	14	14	12	76	Good
20	20	15	13	12	76	Good
21	21	16	16	13	84	Good
22	22	15	13	13	80	Good

From table 4.2, it showed the students' score in reading the descriptive text after giving treatment. Based on the data above from 22 students, it can be classified that 15 students were in good level, while 7 students were in average level. It can be seen that most of students were good in reading comprehension because they could increase the test score from previous score.

Figure 4.2 Data Presentation of Post-test
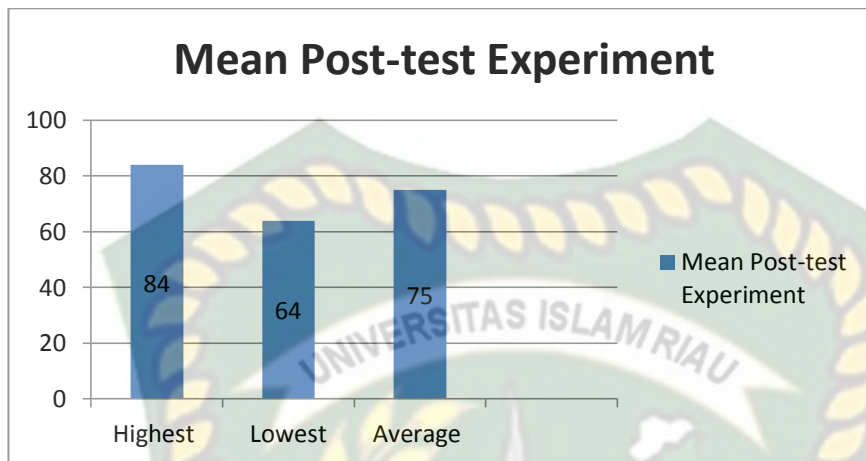
The histogram above showed the students result of post-test in comprehending the descriptive text and based on indicators in experimental class as follow: the highest average score was 84 and the lowest average score was 64. From the data above, the total score of post-test from 22 students is 1.660 after doing treatment. Here, based on the descriptive statistic, it can be calculated that the average score was 75.45 point. It means the students' mean score of post-test after getting treatment is good. In conclusion, the students' ability in reading comprehension to descriptive text was improved, because there was a significant differences average scores between pre-test before given treatment and post-test after getting treatment.

4.1.3 Increasing Students' Mean Score of Pre-test and Post-test

Based on the calculation above, the researcher find out the mean score of pre-test and post-test in experiment class. The increasing students' score reading comprehension by using inquiry based learning method calculated by SPSS taken from pre-test and post-test in experiment class can be seen in diagram bellow.

Figure 4.3 Increasing Students' Mean Score
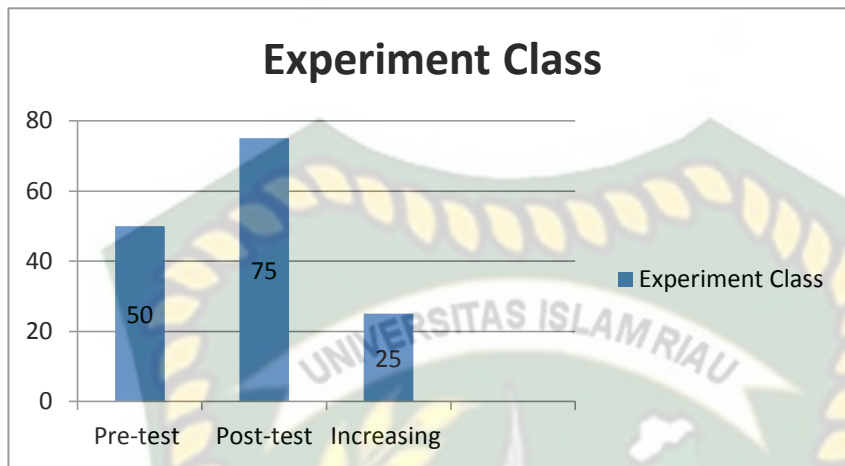
Based on histogram, it showed the students' mean score in comprehending the reading of descriptive text in experimental class. It can be seen that students' mean score of pre-test was 50 while the students' mean score of post-test after the students given the treatment using inquiry based learning method become 75. It can be read that the score of students' reading comprehension in post-test was increased from the students' score in pre-test. It can be summarized that there is significant effect with using inquiry based learning on students' reading at SMP YLPI Marpoyan Pekanbaru.

4.1.4 Statistic of Pre-test and Post-test

Table 4.3 Descriptive Statistic Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	22	32	68	50.00	8.794
posttest	22	64	84	75.45	7.015
Valid N (listwise)	22				

From table above, it can be seen that there were 22 students in experiment class. In the pre-test maximum score is 68 and minimum score is 32, while the post-test the maximum score is 84 and minimum score is 64. It showed the mean of pre-test is 50,00 and mean of post-test is 75,45. The standard deviation of pre-test is 8,7 and post-test is 7,0. From the data it can be concluded that there is differences mean score both pre-test and post-test in experiment class after treatments using inquiry based learning.

4.2 Hypothesis Testing

To find out whether the null hypothesis or the alternative hypothesis is accepted, the researcher using paired sample test. Based on output SPSS version 24, *paired sample t-test* showed differences to know the same variance.

Ho= variance population identic

Ha= variance population not identic

If probabilities > 0,05 then Ho is accepted

If probabilities < 0,05 then Ha is accepted

Table 4.4 Paired Sample Test

| | | Paired Differences | | | | | | | |
| | | | | Std. Error | 95% Confidence Interval of the Difference | | | | Sig. (2- |
		Mean	Std. dvt	Mean	Lower	Upper	t	df	tailed)
Pair 1	pretest - posttest	-25.455	9.117	1.944	-29.497	-21.412	13.096	21	.000

Based on the table above, paired sample test was used to know whether any significant effect of using inquiry based learning method towards students' reading comprehension. According to Sugiono (2011:308) the alternative hypothesis is accepted if the value of t_o is greater than t_t, and vice versa.

Based on the table, it could be seen that the significant value was 0,000 and it was lower than a level significant 5% (0,05). It means that $0,000 < 0,05$ and it means null hypothesis was rejected and alternative hypothesis was accepted. Based on the score, the researcher concluded that Ho (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted. It means there is significant effect of inquiry based learning method towards students' reading comprehension at SMP YLPI Marpoyan Pekanbaru.

4.3 Data Interpretation

In this interpretation was focused on the result of research and data analysis which is the effect of inquiry based learning towards students reading comprehension at SMP YLPI Marpoyan Pekanbaru.

From the data analysis it could be seen that there was the progress in pre-test and post-test in experimental class. In pre-test the students' mean score was 50,00 and in post-test the students' mean score was 75,45. It can be concluded that the mean score of post-test in experimental class increased significantly after treatment conducted. It means that there is a positive effect in students' reading comprehension on descriptive text after using inquiry based learning method.

Based on the result of the related research about the use of inquiry based learning on reading comprehension, the data from previous researcher were derived from field notes, observation checklist and test. The result also indicated that students' critical thinking was evident in posing and solving the problem by themselves. Similarly in this research, the students are encouraged to collaborate to solve the problems, and receive directly from the teacher. From the result of the data, the researcher concluded that the use of inquiry based learning can improve students' reading comprehension on descriptive text. Meanwhile the previous researcher use recount text.

4.4 Teacher and Students activities in the Classroom

In the first meeting, the teacher gave the students' pre-test. Firstly, the teacher explained about the instruction of the test. The teacher asked students to identify the text and then answer the questions related to the text. After students try to answer the questions, teacher submitted the reading test. The students work individually.

In the second meeting, the teacher showed example of descriptive text and asked students what they know about the text. The teacher asked students to ask some questions related to the text given. After that the students collect some information from the text based on generic structure, language features and social function. Then the teacher explained about the material of descriptive text and make sure the students understand the material.

In the third meeting, the teacher divided students into 5 groups and then teacher give descriptive text to each group. The teacher asked students to read the text aloud and ask other students to give their opinion about how their friend read the text. After that the teacher gave feedback to the students. Then the teacher directs students to identify the problem in the text and then the students try to collect more information related to generic structure and language features. The students discussed their opinion related on the problem they found and after that students try to make the conclusion under the teacher guidance. The students conclude what are the components and how to make it. The students work in group.

In the fourth meeting, the teacher divided students into 5 groups and then teacher give descriptive text to each group. The students read the text aloud and clearly then other students give their opinion about how their friend read the text. The teacher gave feedback to the students. Then the teacher asked students to discuss how to make a text which covers supporting idea, language features, and implicit information. The students collect more information such as generic structure and language features and after that the students discuss their opinion related to the problem. Then the students try to make conclusion under teacher guidance. The students conclude what are the components and how to make the descriptive text. The students work in group.

In the fifth meeting, the teacher gave the students post-test. The teacher explained about the instruction of the test. After that, the teacher asked students to identify the text and try to answer the questions related to the text. After that the

Perpustakaan Universitas Islam Riau

Dokumen ini adalah Arsip Milik :

teacher submitted the reading test and then gave the students reward. The students

work individually.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research is an experimental research, and the researcher involves one group pre-test and post-test design. It means the research was used experimental group and there is no control group. The formulation of this research is to find out the significant effect of inquiry based learning towards students reading comprehension at SMP YLPI Marpoyan Pekanbaru. Having analyzed the data and result presented in the previous chapter, the researcher can concluded as follow:

1. Using inquiry based learning method can influence the students' reading comprehension on descriptive text at SMP YLPI Marpoyan Pekanbaru. It can be seen from the mean score of pre-test is 50,00 to post-test is become 75,45. It means there is increasing students' score from pre-test to post-test. It can be concluded that there is significant effect towards students reading ability at SMP YLPI Marpoyan Pekanbaru.

2. There is significant difference to the students' reading comprehension after being taught by inquiry based learning. In other word, it gives positive impact to raise the students' ability in reading comprehension.

3. By using inquiry based learning, the students can think and work by themselves. It makes the students more actively in studying in classroom.

5.2 Suggestion

Related to the conclusion of the research, the researcher present some suggestion as follow:

1. The teacher need to consider inquiry based learning method to the students. Don't teach them in hurry, and make sure give clear information, so the students can understand what to read and what to do. Also the teacher should divide students who know the vocabulary better so it can help other students to be able to know the problems they are facing.

2. The students should be master more vocabulary and new word, and need to try read the text aloud. Also the students should do more practice to improve their reading comprehension. In other occasion, the researcher suggested that it would be better if this action research to be continued in order to get the maximal result the students' reading comprehension.

3. The researcher hopes that the conclusion and suggestion in this research can help and can be used for the teacher, students, and other researcher.

REFERENCES

Alexander, Anderson. 1977. *Using Reciprocal Teaching Technique in Improving Reading Comprehension.* International Journal.

Allen, Bruton. 1998. *Psycholinguistic Ambiance of Short Stories in Enhancing Students' Reading Comprehension and Vocabulary Power.* International Journal of Foreign Language Teaching and Research, Vol. 4, Issue 13, Pages 97-108.

Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: PT. RinekaCipta.

Banchi, Heather, Randy Bell. *The Many Levels of Inquiry*. https://www.miseagrant.umich.edu/lessons/files/2013/05/the-many-levels-of-inquiry-NSTA.article.pdf

Descriptive text. *Definition, generic structures, language features.* http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php.

Ellentika Okta, Sari. 2015. *The Effect of Inquiry Based Learning Method on Reading Comprehension of the Second Year Students of SMPN 28 Pekanbaru.* UIR THESIS.

Ermawati. 2015. *The Role of Inquiry Based Learning to Improve Reading Comprehension of EFL Students.* International Journal of Science and Research. ISSN (Online): 2319-7064.

Field, Aebersold. 1997:16. *Steps to make students understand the Reading text.* Oktober 19th 2018.

Frank, Smith. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read.* Sixth edition. Routledge Education Classic Edition Series. Retrieved from book.

Grabe, Stoller. 2002. *Psycholinguistic Ambiance of Short Stories in Enhancing Students' Reading Comprehension and Vocabulary Power.* International Journal of Foreign Language Teaching and Research, Vol.4, Issue 13, Pages 97-108.

Grabe, Stoller. 2002. *Reading Comprehension in Face-to-Face and Web-Based Modalities: Graduate Students' Use of Reading and Language Learning Strategies in EFL.* International Journal.

Gerot, Wignell. 1994. *An Analysis of Descriptive text in English Textbook Using Transitivity System.* Journal of English and Education 2016, 4(1), 147-158.

Joice. 2000. *Teaching Reading through Inquiry.* Oktober 19th 2018.

Reader, K12. "What is Reading Comprehension". https://www.k12reader.com/what-is-reading-comprehension/.

Kruidenier, John. 2002. *Research-Based Principles for Adult Basic Education Reading Instruction.* USA, The National Institute for Literacy.

National Reading Panel. 2000. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Washington DC: National Institute of Child Health and Human Development.

Nurmarifa. 2014. "Metode Pembelajaran Inkuiri". http://Nurmarifa8.blogspot.com/2014/12/metode-pembelajaran-inkuiri.html

Perry, Richardson. 2001. *Effect of Inquiry Based Learning Method on Students' Motivation.* 4th International Conference on How Horizons in Education. Internatioanl Journal.

Rahayu, Dwi Supatminingsih. 2012. *Improving the Students Reading comprehension through Inquiry based Learning. A classroom action research at SMPN 3 Ngargoyoso, Karanganyar.*

Roestiyah. 2001. *Improving Students' Ability in Writing through Inquiry based Learning.* Retrieved from web, July 31th 2018.

Swan. 1975. *Using Reciprocal Teaching Technique in Improving Reading Comprehension.* International Journal.

Sugiono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, p. 117.

Sujarweni, Wiratna & Utami Retnani. 2019. *Pintar Mengolah Data Statistik Untuk Segala Keperluan Secara Otodidak.* The Master Book of SPSS. ISBN: 978-623-7324-36-2. Yogyakarta.

Tatar, Kuru. 2006. *Effect of Inquiry Based Learning Method on Students' Motivation.* 4th International Conference on How Horizons in Education. Internatioanl Journal.