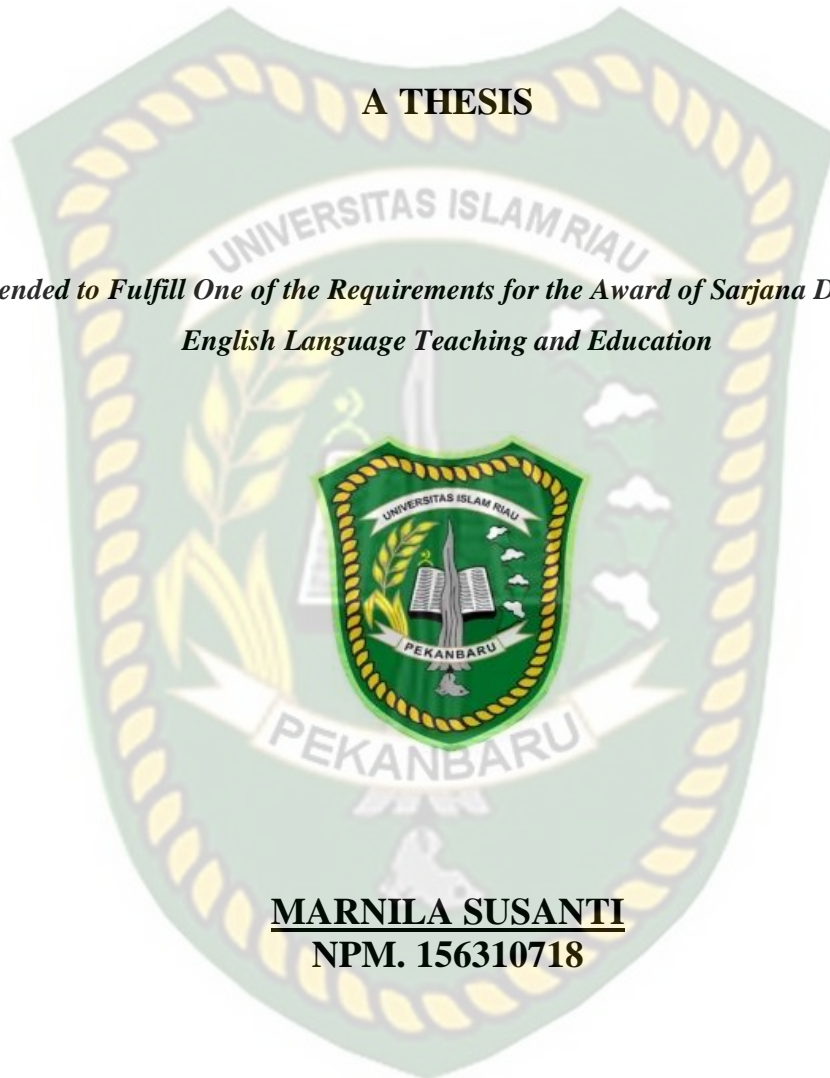


**THE EFFECT OF INQUEST (INVESTIGATION QUESTION)
TECHNIQUE TOWARDS READING COMPREHENSION OF RECOUNT
TEXT AT THE SECOND YEAR STUDENTS OF SMPN 1 PINGGIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education*



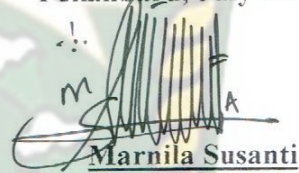
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PEKANBARU
2018/2019**

DECLARATION

I hereby declare that the work in this is my own, except for the question which had been listed in references.

Pekanbaru, July 2019

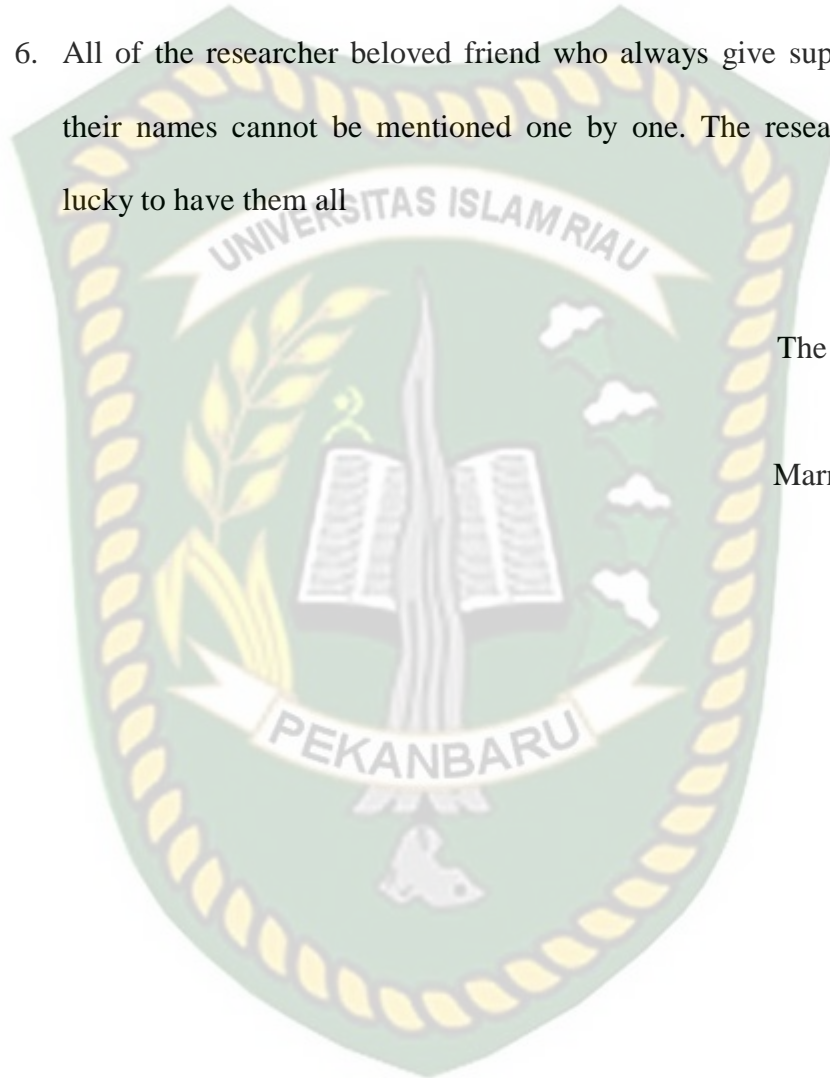

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Dokumen ini adalah Arsip Milik :

Perpustakaan Universitas Islam Riau

5. The English Study Program Lectures and staffs who gave knowledge and guidance to the researcher, whom their names cannot be mentioned one by one.
6. All of the researcher beloved friend who always give support which their names cannot be mentioned one by one. The researcher is so lucky to have them all



The Researcher

Marnila Susanti

ABSTRACT

The Effect of Inquest Technique toward Reading Comprehension of Recount Text at the Second Year of SMPN 1 Pinggir

The students of SMPN 1 Pinggir have difficult in reading comprehension. they must learn reading by using inquest to find out whether inquest technique has impacted toward students reading comprehension of recount text.

This research was classified as an experimental research type. The method used in this research was quantitativ method. two classes were chosen as experimental class and control class, data which each of class consisted of 24 students. to collect the data research used the test pre-test and post test of IX 1 as experimental class and IX 6 as control class.

The result of this research showed that in the pre-test the mean score of experiment class was 57.91 and in control class 58.33. However, post-test the mean score of experimant class was 67.5 and in control class 62.92. in otherword there uas the effect of students reading comprehension by using inquest technique to word students of recount text. Mean while the hypothesis data show that on $df=23$ and in digree of significance 5% the value of degree of significance. It could be seen that the score of $T_{calculated}(to)$ in experiment group was 3.607. while the significant level 5% was 1.026. it could be read $3,607 > 1.026$. It means that t calculated (to) higher than table (tt). Furthermore, based on the table above, it could be seen that the significant score in experimantal class was 0,000 and it was lower that a significat 5% (0.005). alternative hypothesis was accepted. It could be concluded that there was significant effect of inquest technique toward students' reading comprehension at SMPN 1 Pinggir.

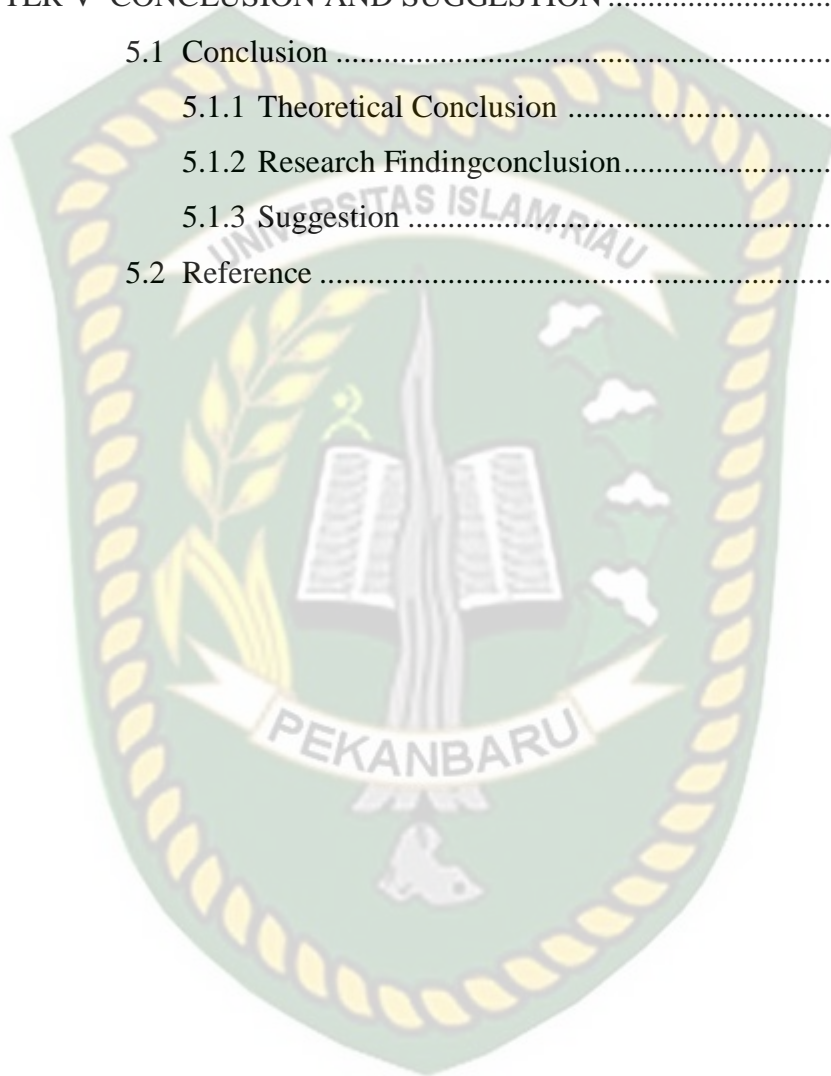
Keywords: *Inquest, reading.*

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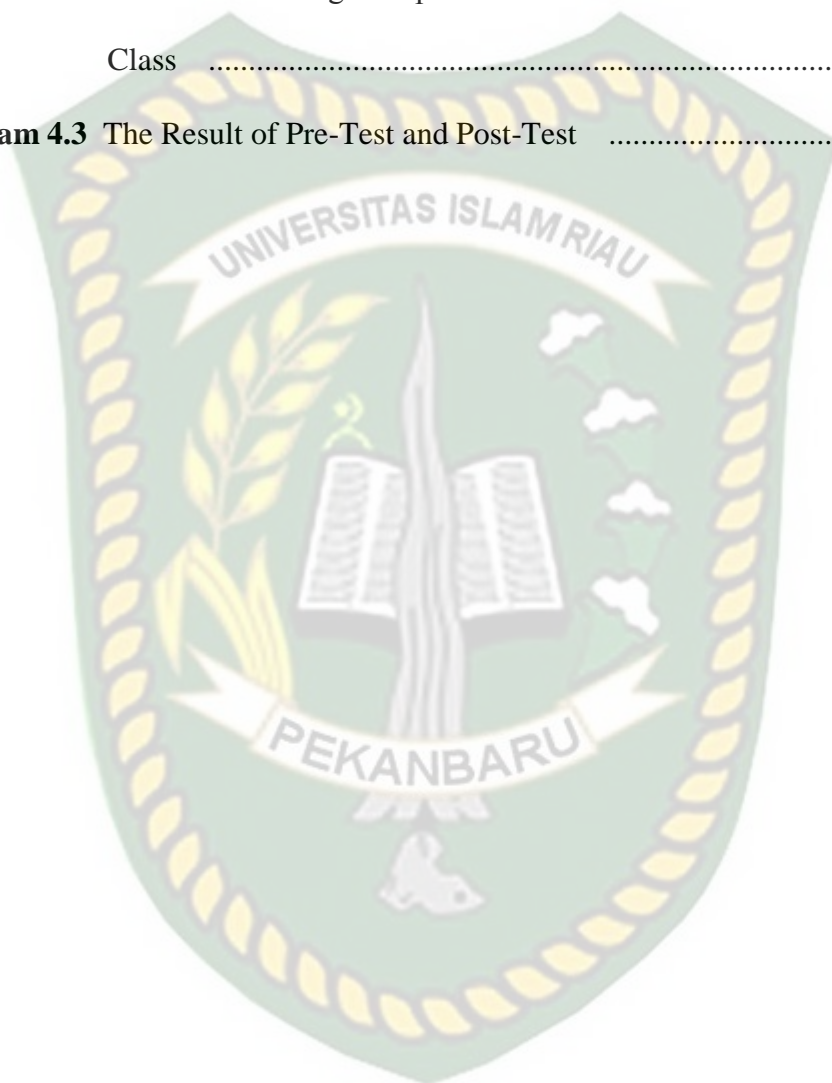


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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Reading is one of the important language skills. It is one of the common ways to get information, for pleasure or for interest. It is a complex skill requiring many things including specification, ability, and certain skill. Not of the people can understand about what they read, including the students who learn english they just read sentences without understanding appropriately dealing with what they have read

Reading is one of activities which is done by language learners and it's one of language skills of english, reading can't be produced without master in grammar and vocabulary, especially, for english reader and student researchers Based on the ideas above, neil anderson point out if "reading" is a fluent process of readers combining information from a text and their onw background knowledge to build meaning (Anderson, 2003.68)

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text (Grabe and Stoller, 2002). It means that reading comprehension is the ability to read text, process and understand its meaning. An individual's ability to understand text is influenced by their natures and skill, one of which is the ability to make inferences.

Reading comprehension also can improve vocabulary and writing skill. According to Nuttall (1982), there are five aspects of reading comprehension which

the students should understand in comprehending a text well, such as determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words or detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text.

Related to the result of interview with the English teacher at eighth grade of SMPN 1 PINGGIR, there are some problems with the students' reading comprehension in Recount text. First, the students still have difficulties to identify theme, places, times, and character in orientation of Recount text. They seemed confused when asked about the contents of orientation above. Second, when the students were asked about what the complication and resolution, they did not understand what happened in a sequence. Then, the students got trouble in identifying generic structures of the Recount text. They could not identify the orientation, events, or re-orientation of their reading text. And the last, the students also have difficulties to identify the communicative purpose of their reading text. The investigation question (inquest) procedure technique is important to stimulate the students to interact with other students in the class. The investigation question technique will be discussed by using the role play. It might help the students to study reading easily.

Inquest Technique is developed by Peter Edwards (2003:35) to create cooperative learning in the classroom. The steps are select an interesting story, read a story up to an exciting part, think a question that we like to ask. Other children will get a part of investigate reports. Evaluate the text with the questions.

Based on the phenomena above, the researcher was interested to conduct the research which entitled, “ **The Effect of Inquest (Investigation Question) Technique toward Reading Comprehension of Recount Text at the Second Year Students SMPN 1 Pinggir**”

1.2 Setting of the Problem

Based on the description background above. The researcher need to set the problem as follo. First, the students still have difficulties to identify theme, places, times, and character in orientation of Recount text. They seemed confused when asked about the contents of orientation above. Second, when the students were asked about what the complication and resulation, they did not understand what happened in a sequence. Then, the students got trouble in identifying generic structures of the Recount text. They could not identify the orientation, events, or re-orientation of their reading text. And the third, , the students also have difficulties to identify the communicative purpose of their reading text.

1.3 Limitation of the Problem

Based on setting of the problem states above, it is very imprortant for the writer to limit the problem. The writer focuses on the effect of inguest technique of recount text toward students’ reading comprehension of recount text at the second year of SMPN 1 PINGGIR. Furthermore: some of the students are not able to identify time or place, characters of recount text, theme the students are not able to identify situation or events and climax of recount text.

1.4 Formulation of the Problem

Dealing with the limitation of the problem above, the researcher formulates of problems: is there any significant effect of inquest technique to word students' reading comprehension of recount text at the second year of SMPN 1 PINGGIR?

1.5 Objective of the Research

The objectives of the research are describing the teaching and learning process of teaching reading comprehension of the second year SMPN 1 PINGGIR. The objectives of the research is to find out whether there is or not significant effect of inquest technique toward students' reading comprehension of recount text at the second year SMPN 1 PINGGIR .

1.6 Hypothesis of the Research

The hypothesis based on the assumption above that there is significant improvement on students' reading comprehension after being taught through inquest technique.

1. The alternative hypothesis

H_a = There is a significant effect of inquest technique toward students' reading comprehension at the second year of SMPN 1 PINGGIR.

2. The null hypothesis

H_o = There is not significant effect of inquest technique toward students' reading comprehension of recount text at the second year students' of SMPN 1 PINGGIR

1.7 Needs of the Study

The results of the implementation of this experiment research will provide significant benefits to the individual or institution below:

1. For Students :
 - 1) Can improve students' reading comprehension
 - 2) Can increase the activity of students in the process of learning to read
2. For Teachers
 - 1) Can find a variety of learning methods for teaching read
 - 2) Can improve and enhance the learning system to read
3. For Schools
 - 1) As consideration for the head coaching schools in improving the quality of teacher learning difficulties in implementing the reading.
 - 2) As a comparison in order to improve learning in the SMPN 1 PINGGIR in particular and other school generally.
4. For Further Research :

As one of the following reference material for researchers interested in examining the same issues.

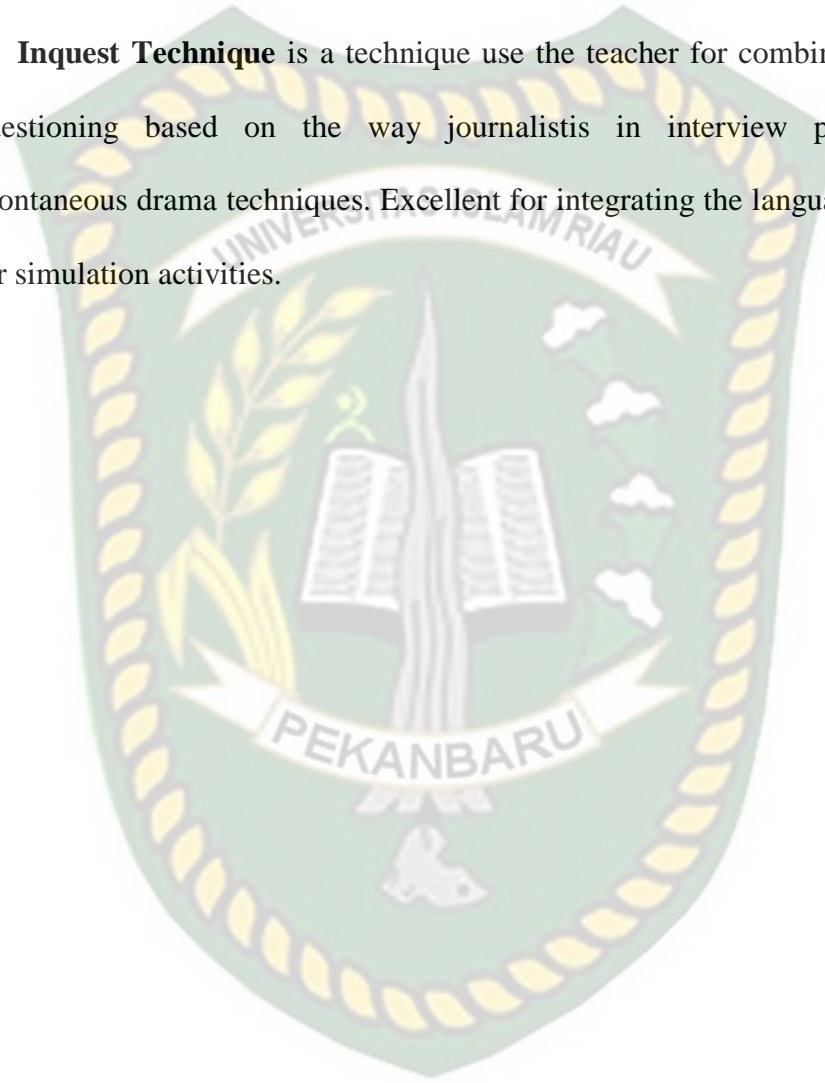
1.8 Definition of the Term

In order to avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines the key of terms as follows:

1. **The Effect** means change caused by something, a change that is a result or consequence of an action or other cause

2. Reading Comprehension is essentially the ability to understand what has been read (Zimmerman, 2010). In this research, reading comprehension means the students' ability to understand

3. Inquest Technique is a technique use the teacher for combining student questioning based on the way journalistis in interview people, and spontaneous drama techniques. Excellent for integrating the language arts and for simulation activities.



CHAPTER II

THEORITICAL FRAMEWORK

2.1 The Nature of Reading

Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. but teaching English as a foreign language especially teaching reading is not easy (Harmer, 2007:99). By reading, students spend their time in good way, get new information, enrich their vocabulary, and also improve their sentence structure.

According to Whorted and Kathleen (1990:23) reading is a routine activity in which individual words are combined to produce meaning. Students will be able to catch the ideas of the print or the text by reading it carefully. Readers do the reading activity for the message stated in the reading. Readers should have an active role in reading since readers also make a contribution in reading, students are thinking about the purpose and content of the text while reading it in order to get meaning of the text

Reading is an activity with a purpose(Hasibuan, 2007:114). The purpose for reading also determines an appropriate approach to reading comprehension. It meanss that before doing reading activity, a reader has to know what the purpose of reading it self to get the meaning what we are reading (Elizabeth, 2003:45). It is a complex activity that involves both perception and thought. It is clear that reading involves out thinking and perception after finishing reading the text to reach understanding.

William et al (2002:9), define that reading is the ability to drae meaning from the printed page and interpret this information appropriately. Then the comprehension it self is ability to understand something (Oxford, 2003:83) this reading comprehension is the power of understanding to read. Reading comprehension is defined as ability to comprehend a reading text. In this present day, this ability refers to subject ability to answer both factual questions with answer are directly and explicit in the question text.

Reading comprehension means read the text and understand it. It requires the learner to decode or recognize by sight the words in the written text, understand the meaning of the words/sentences, relate the meaning of the sentence (S) to the rest of the text, activate prior knowledge and experience about the topic, use this prior knowledge to infer meaning and support understing and monitor understanding of the text continually (Light et al, 2010). In reading process, a reader tries to understand and comprehend ideas of the writer. The reader shoul prepare himself/ herself with the sufficient knowledge regarding the text. To understand reading text, the student should have a good competence in knowing the meaning of the words.

According to Kalayo and Fauzan (2007:128), reading comprehension is an activity with a purpose. It is very useful for all people. It is an interactive process that goes on between the reader and the text. A person may read in order to gain information or verify existing knowledge,m or in order to review a writer's ideas or writing style. A person ,may also read for enjoyment, or to enhance knowledge of the language being read. Bernhardt et.al says that comprehension is an

interactive process in the construction of meaning. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationship with the new incoming information. In order to understand text, a reader must be able to identify words rapidly, know the meaning of all most of the words and be able to combine units of meaning into a coherent message (Bernhardt, 2003:14). Reading comprehension is the process of getting meaning from print. It means that reading is an activity to get information from writer text. In this activity, there is interaction between the readers and the researcher because the researcher delivers her/his idea to the readers through the texts.

So, reading comprehension is the ability to understanding the texts what we have read. In reading comprehension have a good competence in knowing the meaning of the words.

2.1.1 The Purpose of Reading

There are many kinds of the purpose of reading. based on the Grabe & Stoller (2002:13) the reading has the following purpose:

a. Reach for simple information and reading to skim

Reading to search for simple information is common purpose of reading. it is used so often in reading task that is probably seen as a type of reading ability. In reading to search, we typically scan the text for particular bits of information or a specific what we are searching for. This is quickly reading to get an overall idea of the subject matter of a selection, on other word, this is a reading form by using a seeing way to find out the main idea. This skill means that we do not have to

read every word and line. For example, we usually search through telephone directory to find key information, either or address, and telephone number.

So, the purpose of reading is to search the information from the text. Such as main idea, generic structure, language feature and etc.

b. To learn from the text

Reading to learn is useally carried out at a reading rate somewhat slower that general reading comprehension. It is primarily due to reading and and reflection strategy to help remeber information. Furthermore, it makes stronger demand than general comprehension to connect information with background knowledge e.g. connecting a character, events or concepts, or connecting possible causes to know events. Reading to learn typically occurs in academic and professional context in which somebody has to learn a considerable amount of information from a text.

Reading to learn from a text requires ability to:

- 1) Remember main idea as well as number of details that elaborate the main and supporting ideas in the text.
- 2) Recognize and build rhetorical frames that organize the information in the text.
- 3) Link the text to the reader's knowledge base.

This reading has goal to get and understanding completely, it needs to be done by reader slowly and carefully.

c. To integrate information, write and criticize text

Reading to integrate information requires additional decisions about the relative importance of the complementary, mutually supporting or conflicting information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal

d. For general comprehension

General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words. Strong skill in inferring general meaning represents main ideas, and efficient coordination of many processes under very limited time constraints.

Comprehension is a special kind of thinking process. In addition, Bernhardt et al (2003:14), says that comprehension is an interactive process in the construction of meaning. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationship with the new incoming information.

So, in order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. In conclusion, reading comprehension is an interaction between thought and language to get the meaning of a text.

2.1.2 The level of Reading Comprehension

Level of comprehension refers to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers, it

means that how far the students understand the information gotten from the text and which level that has been achieved. Divide comprehension into four levels of reading comprehension that must be achieved in reading comprehension. They are:

a. Literal Comprehension

Literal comprehension refers to the ability to understand what stated by the writer or taking the idea and facts that are directly stated on the printed page. The basic of literal comprehension is recognizing stated main idea, detailed, cause effect, and sequence. Mastering the basic of literal comprehension, can be done throught understanding of vocabulary, sentence meaning, and paragraph meaning. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what they actually said.

In this level, the readers know the words meaning, able to paraphrase or recall of details directly in own words.

b. Inferential Comprehension

Inferential comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the inside meaning. Readers identify and derive and meaning from a text they are explicitly stated. It can be said that inferential comprehension is the ability to get inference or implied meaning from the text.

In this level, the reader is able to infer factual information, main idea, comparisons, causes-effects relationship which is not explicitly stated in the passage.

c. Critical Comprehension

Critical comprehension refers to the ability to make analysis, evaluation, judgment and personal reacting about the ideas of information that writers offers in a passage. It required a higher degree of skill development and perception. In critical reading, readers evaluate writer material; compare the ideas found in the material with his/her previous knowledge and draw conclusion appropriately. In other words, the reader compares his previous experience to the the element of the new material of the passage.

d. Creative Comprehension

Creative comprehension refers to the ability of reader to use his/her imagination when reading the passage. Skills for creative reading comprehension include the understanding cause-effect relationship on a story solving problem and producing the creations.

According to Janette (2007:23), reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text it self (interest in text, understanding of text types). Reading comprehension is the process of getting meaning from print. It means that reading is an activity to get information from written text. In this activity, there is interaction between the readers and the researcher because the researcher delivers her/his idea to the readers through the texts.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word

knowledge, and fluency (Janette, 2007:1). Reading comprehension is a dynamic interactive process between the readers and the reading materials. The readers need to understand about the materials that they read because it is the purpose of reading activity. In other words, the reader has to be able to comprehend the written discourse that she reads. If the readers can understand the text, it means that they can comprehend the text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of how to catch the ideas of the text or what the writer talks by comprehending reading materials. Reading comprehension is an interactive process that goes on between the reader and the text, resulting in comprehension (Hasibuan, 2007:115). The reader can also improve their understanding through reading activity.

2.2 The Advantages of Reading Comprehension

According to Belcher (2008), one of the main advantages of reading is that it exercises our mind. Our mind begins to bend and flex mentally, it stays loose and limber so that we can flow easier through the course of the day. The regular routine ensures that the reading muscle stays in good shape as well as the mind. Just like physical exercise, there has to be a determination to make reading part of your life. If we understand the many benefits of reading, we will have no trouble adopting a regular habit of reading.

Based on the explanation above, it can be seen that the teacher should build up students' knowledge about the important of reading and set goal from their

activities in reading, the teacher should give correction to students' reading mistake directly or indirectly when students make incorrect in complete or answer the tasks.

According to Ayushveda (2012), the advantages of reading are as follows:

1. Vast Vocabulary Booster. Reading enhances our vocabulary. While reading we go through different words, some of them are many times new to use. Thus, by getting familiar with more and more words help in increasing our knowledge and make us more self assured.
2. Relieve Stress. Our habit of reading relieves us from stress and in addition it also makes us feel fresh. It works as a relieving pill for our tired mind. Regular reading strengthens our reading muscles and keeps the mind fresh.
3. Learning and Knowledge. There is no better opportunity for learning than through reading. Almost every human being, great or average has gained most of the knowledge through reading, in comprehension to any other means. Routine reading expands our mind tremendously. A great benefit of reading is that we come to know about the history of the great people who lived before our birth.
4. Sharp and Mind. The other main benefits of reading include making you intelligent; sharpen our mind and making us feel more confident. It is because of reading that the person feels complete. It is because of reading that the mind remains cool and that helps us in staying fresh during the course of day.
5. Good Ideal for Kids. Reading sets a nice example for younger generation. We can communicate the message to them more properly by our reading habit.

that anything we could say. We can't show them how much we value reading, if we do not read ourself. A regular habit of reading can keep our mind occupied and full of life, even during our old age.

the explanations above, it can be concluded that when we develop a practice a habit of reading, we are building solid foundation on which to build. This foundation of reading will allow us to accomplish many goals and ambitions for our live. Our habit of continuing to read helps to ensure and will continue to succeed. Reading has a long and distinguishes record of accomplishment for establishing positive and lasting benefits to humanity.

2.3 Teaching Reading in the Classroom

Based on the explanations above, it can be seen that in teaching reading in the classroom, the teacher should build up students' knowledge about the important of reading and set goal from their activities in reading, the teacher should give correction to students' reading mistake directly or indirectly when students make incorrect in complete or answer the tasks.

2.4 The Nature of Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Recount Text is central to children's learning. They use it as a tool to help them organize their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.

Recount text is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which student has to complete studying in high school, Recount is a text that retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story.

2.4.1 Generic Structure of Recount Text

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

2.4.2 Language Feature of Recount Text

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

2.4.3 Examples and structures of the text

A. Our trip to the Blue Mountain

Orientation On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

Events On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation In the afternoon we went home.

B. Vacation to London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

In addition, there are some indicators of reading text comprehension. They are: (Prasetya, 2013).

- a. The students are able to find out main idea of the text.
- b. The students are able to identify the generic structure of text.
- c. The students are able to analyze the meaning of certain words in the text
- d. The students are able to identify the references of certain words.
- e. The students are able to find out the factual information of the text.

for the first indicator can be found in the first generic structure of recount text; orientation and the second until fifth indicator can be found in all generic structures of narrative text; orientation, event, and reorientation.

2.5 Inquest Technique

According to Peter Enwards(2003:35), Investigation Questioning (Inquest) technique is technique for combining student questioning based on the way journalistis in interview people, and spontaneous drama techniques. Excellent for integrating the language arts and for simulation activities. said the Investigation Questioning Procedure(Inquest) technique in encourages reader interaction with the text and the combine student questioning with creative drama.

In teaching reading with the Investigation Questioning Procedure(Inquest) technique, the very important things should be done is stimulate the students to interact with other students in the class then will discuss in the role-play the basic questions about the text. It might help the students to study reading easily.

In this case, Investigation Questioning Procedure (Inquest) technique allowed the students to read the whole text as a team in the role play that consisted of four

students. In the role play the students shared their knowledge related to their understanding toward the text and take the parts of the investigate reporters and ask the character questions about the story. By doing this, students could add more information about the text; these also could help another student indirectly. Then, they worked with their partner to read and find out the specific aspects of the reading text and gave more opportunity to share what they had already known. They were given several questions as warming up before they did the test, this was also as the evaluation of what they had and got from previous activities.

2.6 Procedure of Teaching Reading by Using of Inquest Technique

Inquest technique is one of the technique that are developed by Peter Edwards (2003:35) to create cooperative learning in the classroom. According to him, Inquest technique is simple. The steps for Inquest technique are described below of explanation detail. The steps are:

- a. Select an interesting story and read the story up to an exciting part-then stop.
- b. Select one of the characters in the story and think of question that you would like to ask about what has happened or what is likely to happen. Avoid questions that can be answered by a simple yes or not. If this does happen ask why?.
- c. Other children take the parts of the investigate reporters and the character questions about the story.
- d. Read further into the story and repeat the process using the same character and reporters or change to a different characters and reported.

- e. Evaluate which questions were the best explaining the story and in making the character seem alive.

The learning technique to be used in classroom environment need to be chosen considering lesson objectives, subject, learners' achievement levels, their skills and available amenities. If teachers and learners are not experienced in Inquest Technique, they had better choose more well-structured techniques.

Based on the students' condition in teaching learning process, it is hoped that using Inquest Technique is good way of teaching reading comprehension to help the students to promote critical thinking about what they read by solving problem first in group, then in pair and finally in their own. This technique is designed to motivate students to tackle succeed at problems which initially are beyond their ability. In other word, by using Inquest Technique in teaching reading comprehension, it can improve the students reading skill.

2.7 Relevant Research

To avoid the same title used in the research, than the writer shows the relevant research, which is done by previous student of STKIP PGRI West Sumatera is Dinda putri with title "increasing students Reading Comprehension Recount Text Through InvestigationQuestion Technique of the first year Student at MAN 1 Andaleh". She takes one class with totally 27 participants as sample. After doing the research, she found that score of students' reading comprehension of the first year students at MAN 1 Andeles after using Investigation Questioning Procedure Technique in cycle 1 found that mean score 68,34 and the mean score in cycle II 79,50. In concluded that Investigation Questioning Procedure Technique could

increasing students reading comprehension of the first year student at MAN 1 Andaleh is “Accepted”

Endriani (2010) had research “the contribution of investigation question procedure through descriptive text” Based on the research, she said, that she has been measure students’ reading descriptive text, and the result is the writer uses pre-test and post-test to measure students improvement and based on researched, reading descriptive text can increase their skill in reading descriptive text. From the investigation above that reading descriptive of text can improve reading of students in descriptive text. So, the writer interests to conduct the research on the implementation of reading descriptive a text to improve students’ reading comprehension by used Investigation Question Procedure could their comprehension of descriptive text.

CHAPTER III

RESEARCH METODOLOGY

3.1 Research Design

The design of this research was an experimental research type pre-test and post-test. This designed requires at least two groups, each of which was formed by random assignment. Both groups are administrated a pre-test and each group receives different treatment (Gray, 2000). Both groups were post-tested at the end of the study. Post-test score were compored to determine the effectiveness of the treatment. This research consisted of two variable; the independent variable symbolized by “X” that is the effect of using Investigative Questioning Procedure Technique and the dependent one as “ Y” which refers to students’ reading comprehension. The indicators that would be compared were about students’ reading comprehension before and after taught by using Investigative Questioning Procedure Technique. The indicators were as follow:

Table 3.1 Research Design

| Class | Pre-test | Treatment | Post-test |
|------------|----------------|-----------|----------------|
| Experiment | X ₁ | T | X ₂ |
| Control | Y ₁ | - | Y ₂ |

Where:

X₁ :The students’ reading comprehension before treatment of experimental class

Y₁ : The students’ reading comprehension before treatment of control class

T :Teaching reading by using investigative Questioning procedure technique (treatment)

Y₂ : The students' reading comprehension after treatment of experimental class

Y₂ : The students' reading comprehension after treatment of control class

3.2 Location and Time of the Research

The research would conducted of SMPN 1 Pinggir. This research conducted on January-July 2019.

3.3 Population and Sample of Research

3.3.1 Population

The population of this research were students at the grade of SMPN 1 Pinggir in academic year 2019-2020. The total population were 169 students which consist of three classes, experimental research and the control one by using total sampling.

Table 3.2 Population of Research

| No | Class | Total |
|----|-------|-------|
| 1 | IX1 | 24 |
| 2 | IX 2 | 31 |
| 3 | IX 3 | 31 |
| 4 | IX 4 | 30 |
| 5 | IX 5 | 29 |
| 6 | IX 6 | 24 |

The table above shown the population of this research. the population were all at grate of SMPN 1 Pinggir. The total of the population were 169 students.

3.3.2 Sample

Since the total number of students was quite large, the sampling technique was appliend. The sample of the study assigned by using cluster Sampling Technique. According to Gay (2000) that cluster sampling randomly selects groups, not individuals. The teacher took the sample as two classes is IX 6 as control class and IX 1 as experimental class.

3.4 Research Material

The material of the test was taken from the textbook and modified with researcher by using combination among picture and recount text. When the research shown the picture and recount text with the filling gap test, the students answered the test base of the text. Its could be seen following table:

Table 3.3 The Schedule of the Research in the Classroom

| No | Meeting | Material | Group |
|----|---------|-------------------|--------------------------|
| 1 | I | Pre-test | Experimental and control |
| 2 | II | My best friend | Experimental |
| 3 | III | My daily activity | Experimental |
| 4 | IV | Go to the zoo | Experimental |
| 6 | VI | Post-test | Experimental and control |

3.5 Research Instrument

The instrument of this research was reading comprehension test and the test type of multiple choice test. The researcher had two tests, they were pre-test and post-test. The pre-test was given in the first meeting and post-test was in the last meeting. The researcher used the test to the students as the instrument to collect the data.

1. Reading Test (Pre Test and Post Test)

One of research instrument in this research was reading test used recount text. The test applied for pre-test and post test. The pre-test aimed to finding out the prior reading of the students. While post-test aimed to find out the students reading comprehension by using the treatment of Investigation Questioning Procedure Technique, this activity also to find out whether the students reading comprehension was improvement after treatment. In control class, students only the test and there was without treatment. The test adopted from textbook for SMPN 1 Pinggir.

Table 3.4 Indicator of Recount Text

| Variable | Indicator | The Classification of Term |
|--------------|--|--|
| Recount Text | 1. Orienttation 2. Events 3. Reorientation | 1. explain about in which the narrator tell the audience who is in the story (Characters), when the story is talking place and where the action is happening (setting) 2. identifying the crisis or conflict of the story. 3. identifying the way to solve the crisis better or worse. |

After the score of pre-test has been calculating, the writer taught the students by using Investigation Question Technique Which could help the students' reading comprehension at SMPN 1 Pinggir. The following were teachers' activities in applying Review of inquest technique. In control class, there is no treatment when was taught leaning process in control. The students was studied in class depent on subject from the teacher by using their textbook.

Group in pre-test. Before treatment the students in experimental group give pre-test. The purpose was to know students' reading comprehension.

| No | Topic | | Indicator | Number | |
|----|----------------|----------------------|------------------|-----------|------------|
| | Pre-Test | Post-Test | | Pre-Test | Post-Test |
| 1 | A Terrible Day | A Wonderable Holiday | 1. Orientation | 1,3,10 | 9,10 |
| | | | 2. Events | 4,6,7,8,9 | 1,2,3,4,6, |
| | | | 3. Reorientation | 2,5 | 5,7,8 |

3.6 Research Procedure

3.6.1 Pre-Test

The pre test would carry out to determine the early background reading comprehension of the students who were selected as the sample. In this case, the researcher conducted pre test to the class IX 1 as experimental class and IX 6 as control class. The test items that used for pre test was reading comprehension of recount text.

3.6.2 Post-Test

After finishing the whole treatments, post-test administer in order to saw the difference achievement of students in reading comprehension after using the treatment of inquest technique.

3.7 Data Collection Technique

3.7.1 Pre-test

The writer gave pre-test to IX 6 as control class and IX 1 as experimental class. pre-test was given to know the previous students' in reading comprehension. In pre-test, the students begged to reading. The reading was given which the some topic for the pre-test. It would be similar to the experimental group and control class.

1.7.2 Treatments

The treatment were only given to experimantal class, the steps were :

| Meeting | Teacher's Activity | Student's Activity |
|-----------------------|--|--|
| Meeting 1 Pre-Test | Pre-Activity : ✓ Teacher entered the class ✓ Teacher greeted the student ✓ Teacher checked the attendance list. Whilst activity : ✓ Teacher gave pre-test to the students Post-Activity ✓ Teacher collected students' test | ✓ Students Replay Teacher's Greeting ✓ Students did the pre-test |
| | Pre-Activity : ✓ Teacher entered the class. | ✓ All of the students responded it |

| | | |
|-------------------------|---|--|
| <p>Meeting 2</p> | <ul style="list-style-type: none"> ✓ Teacher greeted the students ✓ Teacher checked the attendance ✓ Introduced the lesson to the students. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher introduced and explains about the recount text, example text, generic structure and language feature of recount text ✓ Teacher informed the material which is going to be learned and introduced inquest technique. ✓ Teacher explained the major components of inquest technique through identify astory. ✓ Teacher asks to the students read the text recount and divided students into 6 groupsand complete the story map worksheet. ✓ Teacher checked the responses of students individually with those students requiring additional guidance. <p>Post- Activity :</p> | <ul style="list-style-type: none"> ✓ Some students gave response ✓ Students listened carefully ✓ The students read the text. ✓ Each the group made a story map with the guidance of the teacher and students completed their story map in the worksheet. |
|-------------------------|---|--|

| | | |
|-------------------------|--|--|
| | <ul style="list-style-type: none"> ✓ Teacher concluded the lesson. ✓ Teacher asks to students about the difficulties that they had while they were reading the text and applying this strategy. ✓ Teacher closed the lesson (greet) | <ul style="list-style-type: none"> ✓ Students gave their opinion about learning process. ✓ Students responded well. ✓ Replayed greeting |
| <p>Meeting 3</p> | <p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher entered the class. ✓ Teacher greeted the students. ✓ Teacher checked the attendnace list. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher reviewed about the explanation of the meaning of recount text ✓ Teacher reviewedto explain the major components of story mapping through identifying a story. ✓ Teacher asked to the students read the text recount and divided students into 6 group and complete the story map worksheet ✓ Teacher checked the responses of students individually with those | <ul style="list-style-type: none"> ✓ All of students responded it. ✓ Some students gave response. ✓ Students listened carefully. ✓ The students read the text. ✓ Each the group made a story map with the guidance of the teacher and students complete their story map in the worksheet. |

| | | |
|--|---|---|
| | <p>students requiring additional guidance.</p> <p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher concluded the lesson. ✓ Teacher asked to students about the difficulties that they have while they are reading the text and applying this strategy. ✓ Teacher closed the lesson (greet) | <ul style="list-style-type: none"> ✓ Students gave their opinion about learning process ✓ Students responded well ✓ Replied greeting |
|--|---|---|

| Meeting | Teacher's Activity | Student's Activity |
|------------------|---|--|
| Meeting 4 | <p>Pre-Activity</p> <ul style="list-style-type: none"> ✓ Teacher enter the class. ✓ Teacher greets the students. ✓ Teacher checks the attendance list ✓ Introduces the lesson to the students. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher reviewed to explain by using inquest technique through identifying a story. ✓ Teacher asks to the students read the text recount text and divided students into 6 group and complete the story | <ul style="list-style-type: none"> ✓ All of the students respond it. ✓ Same students give response. ✓ Studentslisten carefully. ✓ The students read the text. ✓ Each the group makes a story map with the guidance of the teacher and students complete |

| | | |
|-------------------------|---|---|
| | <p>map worksheet.</p> <ul style="list-style-type: none"> ✓ Teacher checks the responses of students individually. <p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher concludes the lesson. ✓ Teacher asks to students about the difficulties that they have while they are reading the text and applying this strategy. ✓ Teacher close the lesson (greet). | <p>their story map in the workshet.</p> <ul style="list-style-type: none"> ✓ Students give their opinion about learning process. ✓ Students respond well ✓ Reply greeting |
| <p>Meeting 5</p> | <p>Pre-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher enters the class. ✓ Teacher greets the students. ✓ Teacher checks the attendance list. ✓ Introduces the lesson to the students. <p>Whilst-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher reviews explain the major components of story mapping through identifying a story ✓ Teacher asks to the students read the text recount text and divided students into 6 group and complete the story | <ul style="list-style-type: none"> ✓ All of the students respond it ✓ Some students give response. ✓ Students listen carefully <ul style="list-style-type: none"> ✓ The students read the text. ✓ Each the group makes a story map with the guidance of the teacher and students complete |

| | | |
|------------------|--|--|
| | <p>map worksheet.</p> <p>Post-Activity :</p> <ul style="list-style-type: none"> ✓ Teacher concludes the lesson. ✓ Teacher asks to students about the difficulties that they have while they are reading the text and applying this strategy. ✓ Teacher close the lesson (greet). | <p>their story map in the workshet.</p> <ul style="list-style-type: none"> ✓ Students give their opinion about learning process. ✓ Students respond well ✓ Reply greeting |
| Meeting 6 | <p>Pre-Activity</p> <ul style="list-style-type: none"> ✓ Teacher enter the class. ✓ Teacher greets the students. ✓ Teacher checks the attendance list <p>Whilst activity :</p> <ul style="list-style-type: none"> ✓ Teacher give pre-test to the students <p>Post-Activity</p> <p>Teacher collects students' test</p> | <ul style="list-style-type: none"> ✓ Students Replay Teacher's Greeting ✓ Students do the pre-test |

3.7.3 Post-Test

The post-test was done after doing pre-test. The writer gave post-test to control class and experimental class. it have was aimed to know was there significant effect in reading. The writer was given the same topic for the post-test. It would be similar to the experimental class and control in the pre-test

3.8 The Validity and Reliability of The Test

3.8.1 The Validity of The Test

Validity in general refers to appropriateness of given test or any it was component parts as measure of was purposed to measure. It means that, the test was valid to the extent measured what is supposed to measure.

Before the test was given, both of the tests would be tried out 35 students at the second year to obtain validity of the test. It was determine by finding the difficulty level of each item. Item difficulty determined as proportion of correct responses.

3.8.2 The Reliability of The Test

If $\alpha > t$ -table the question item was reliable, whereas if the $\alpha < t$ -table, the correlation was not reliable, so that the question item is not reliable. The reliability of the istrument can be seen the table below :

3.9 Data Analysis Technique

After teaching reading by using team word-webbing, the data was analyzed by using statistical analysis. To know the score of each students has been calculated by applying the formula:

$$\text{Score} = \frac{\text{Right}}{\text{item}} \times 100\%$$

Then, to interpret the students' score, the researcher used interpretations score that suggested by suprayekti et al. (2016:14)

| Score | Interpretations |
|--------|-----------------|
| 91-100 | Excellent |
| 81-90 | Verry Good |
| 71-80 | Good |
| 51-70 | Fair |
| <50 | Poor |

To analyze the significaneffect of team word-webbing technique on students' reading comprehension of the second year students of SMPN 1 Pinggir, SPSS (Statistical Program for Social Sciences) was used to collect and score the data of the students score in this research. The procedure are:

1. Scoring the Pre-test and Post-test.
2. Tabulating the result of the test and calculating the mean of Pre-test and Post-test by using paired sample t-test, because the data of this research come from one class.
3. Finding the Distribution of Frequency of students' pre-test and post-tes score. The next find out the Description statistics pre-test and post-test
4. Drawing a conclusion from the tabulated results of pre-test and post-test, then analyzing by using SPSS (Statistical Program for Social Sciences) version 22
5. Finally, making conclusion, the analysis of t test formula describes whether the hypothesis is accept or reject are as follows :
 - a. if the t-calculate is the same or less than critical value of t- table, so the null hypothesis is accept and the alternative hypothesis is reject

- b. if the value t - calculate is bigger than t - table, means the alternative hypothesis is accept and null hypothesis is reject.



CHAPTER IV

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

In this chapter the writer explored about the presentation of the data and research. In this chapter the writer is going to present the data has been collected from experimental classroom to the second year students especially IX class at SMPN 1 Pinggir.

First, the writer was administrating the pre-test, the writer carried out the post test in order to get the data of the research, subsequently, it would show the students' score increase from pre-test to post test in control class and experimental class in order to find out whether there was or not significant effect of Inquest Technique toward reading comprehension at the second year students' of SMPN 1 Pinggir in pre-test and students' comprehension to post-test in control class and experimental class.

4.1.1 Data Presentation

The writer gave pre-test and post-test. The writer gave pre-test to know the basic ability about students' reading. Then, the writer gave post-test to know the result of students' reading comprehension.

4.1.1 The Students' Score of Pre-Test in Experimental Class

Before giving treatment, the research gave pre-test to students. It was done to know the ability of students in reading comprehension. The data of students' reading comprehension before using inquest technique were taken from pre-test in the class IX as experimental class. The score of pre-test in experimental class could be seen in the table 4.1

Table 4.1

Students' Score of Pre-Test Experimental Class

| Students | Indicators | | | Score | Level of Ability (Category) |
|--------------|--------------|--------------|---------------|--------------|---------------------------------|
| | Orientation | Event | Reorientation | | |
| Student 001 | 20 | 40 | 20 | 80 | Good |
| Student 002 | 20 | 30 | 10 | 60 | Fair |
| Student 003 | 10 | 30 | 10 | 50 | Poor |
| Student 004 | 20 | 20 | 20 | 60 | Fair |
| Student 005 | 20 | 30 | 10 | 60 | Fair |
| Student 006 | 30 | 20 | 10 | 60 | Fair |
| Student 007 | 20 | 20 | 10 | 50 | Poor |
| Student 008 | 10 | 20 | 20 | 50 | Poor |
| Student 009 | 20 | 10 | 20 | 50 | Poor |
| Student 010 | 10 | 10 | 20 | 40 | Poor |
| Student 011 | 10 | 10 | 10 | 30 | Poor |
| Student 012 | 20 | 30 | 20 | 70 | Fair |
| Student 013 | 10 | 20 | 10 | 40 | Poor |
| Student 014 | 30 | 30 | 10 | 70 | Fair |
| Student 015 | 20 | 40 | 20 | 80 | Good |
| Student 016 | 20 | 30 | 10 | 60 | Fair |
| Student 017 | 20 | 20 | 20 | 60 | Fair |
| Student 018 | 10 | 30 | 10 | 50 | Poor |
| Student 019 | 10 | 20 | 20 | 50 | Poor |
| Student 020 | 20 | 30 | 10 | 60 | Fair |
| Student 021 | 10 | 30 | 20 | 60 | Fair |
| Student 022 | 20 | 30 | 20 | 70 | Fair |
| Student 023 | 20 | 40 | 20 | 80 | Good |
| Student 024 | 10 | 30 | 10 | 50 | Poor |
| Total | 410 | 620 | 370 | 1.390 | |
| Mean | 17.08 | 25.83 | 15.41 | 57.91 | Fair |

Table 4.1 showed the student score of pre-test in comprehending recount text in experimental class. Based on the data above from 24 students were classified that 10 students (46%) were in poor level, 11 students (62.73%) were in fair, 3 students (80%) were in good level and no one students in excellent level. The data showed that most of students did not have good skill in reading comprehension. It proved that students had serious problem in reading. Further, the maximum score in pre-test of experimental class 80 and the minimum score was 40.

From the data above total score of students was 1.390 before doing treatment. Here. It can be calculated that the mean score of experimental class in pre-test was 57.91. It means that the students means score classified as Fair level.

4.1.2 The Students' Score of Post Test in Experimental Class

After giving treatment in experimental class by using Inquest Technique, a post test was conducted in the last meeting. The score of test had been taken as data of research. The score of post-test in experimental class could be seen in the table 4.2

Table 4.2

Students' Score of Post-Test Experimental Class

| Students | Indicators | | | Score | Level of Ability (Category) |
|--------------|--------------|-------------|---------------|--------------|---------------------------------|
| | Orientation | Event | Reorientation | | |
| Student 001 | 20 | 40 | 20 | 80 | Good |
| Student 002 | 10 | 40 | 30 | 80 | Good |
| Student 003 | 10 | 40 | 20 | 70 | Fair |
| Student 004 | 20 | 40 | 20 | 80 | Good |
| Student 005 | 10 | 30 | 20 | 60 | Fair |
| Student 006 | 20 | 30 | 30 | 80 | Good |
| Student 007 | 10 | 30 | 20 | 60 | Fair |
| Student 008 | 10 | 30 | 30 | 70 | Fair |
| Student 009 | 20 | 40 | 20 | 80 | Good |
| Student 010 | 20 | 30 | 20 | 70 | Fair |
| Student 011 | 10 | 30 | 20 | 60 | Fair |
| Student 012 | 10 | 40 | 30 | 80 | Good |
| Student 013 | 10 | 20 | 10 | 40 | Poor |
| Student 014 | 10 | 30 | 30 | 70 | Fair |
| Student 015 | 20 | 50 | 20 | 90 | Very Good |
| Student 016 | 10 | 30 | 30 | 70 | Fair |
| Student 017 | 20 | 40 | 20 | 80 | Good |
| Student 018 | 10 | 20 | 20 | 50 | Poor |
| Student 019 | 10 | 20 | 10 | 40 | Poor |
| Student 020 | 10 | 20 | 10 | 40 | Poor |
| Student 021 | 10 | 30 | 20 | 60 | Fair |
| Student 022 | 10 | 30 | 20 | 70 | Fair |
| Student 023 | 20 | 40 | 30 | 90 | Verry Good |
| Student 024 | 10 | 30 | 10 | 50 | Poor |
| Total | 310 | 780 | 520 | 1.620 | |
| Mean | 12.92 | 32.5 | 21.67 | 67.5 | Good |

Table 4.2 showed the students score of post-test in comprehending recount text in experimanal class. Based on the data above from 24 students were classified that 2 students (90%) were in very good level, 7 students (80%) were in good level, 10 students (66%) were in fair level, 5 students (44%) were in poor level and no one students in excellent level. The data showed that most of students were good in reading comprehension because they could increase the test score from provious score. Further, the maximum score in post-test of experimantal class was 90 and the minimum score was 40.

From the data above total score of 24 students was 1.620 after doing treatment by using inquest technique in reading comprehension. Here. It can be calculated that the mean score of experimantal class in post-test was 67.5. It means that the students means score classified as Good level.

4.1.3 The Students' Score of Pre-Test and Post-Test in Experimantal Class

The result data students' reading comprehension by using mapping strategy calculated by SPSS taken from pre-test and post-test can be seen in the table 4.3

Table 4.3

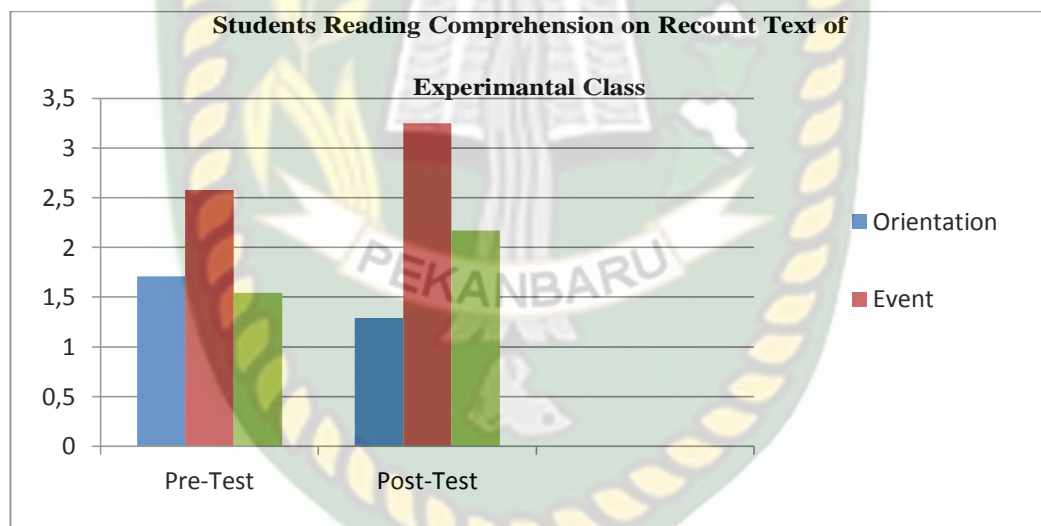
Students' Statistics of Pre-Test and Post-Test in Experimantal Class

| | Mean | N | Std Deviation | Std.Error Mean |
|--------------|-------|----|------------------|-------------------|
| Pair Pretest | 57.91 | 24 | 12,846 | 2,630 |
| Postest | 67,50 | 24 | 15,108 | 3,084 |

From the table it can be seen that there were 24 students in experimental class. The mean score of pre-test 44.59 and mean score of post-test was 62,39. The standart deviation in pre-test was 8.7 and post-test 8.1. the standart error mean in pre-test was 1,4 and post-test was 1,3 it means the student had improvement in reading coprehension, it was proved by students total score had improvement after treatment by using mapping strategy.

Diagram 4.1

The Diagram of Experimental Class



Based on diagram 4.1 showed the students' ability in comprehension such indicators of recount text for pre-test and post-test in experimental class. It could be seen that the students' reading comprehension in recounttext for orientation was 17.08 in pre-test and for orientation in post test was 12.92 for event was 25.83 in pre-test and for event in post-test was 32.5 for reorientation was 15.41 in pre-test and for reorientation was 21.67 in post test.it mean that students reading

comprehension in recount text for each indicator in experimental class got improvement from pre-test to post-test.

4.1.4 Students' Score of Pre-Test in Control Class

In control class the research did not apply the treatment. Further the researcher also gave the test in control class. The students' score of pre-test and post-test in control class can be seen in table 4.4 and 4.5

Table 4.4

4.1.4 Students' Score of Pre-Test in Control Class

| Student | Indicators | | | Score | Level of Ability (Category) |
|-------------|-------------|-------|---------------|-------|-----------------------------|
| | Orientation | Event | Reorientation | | |
| Student 001 | 20 | 30 | 10 | 60 | Fair |
| Student 002 | 10 | 30 | 20 | 60 | Fair |
| Student 003 | 10 | 20 | 20 | 50 | Poor |
| Student 004 | 20 | 30 | 10 | 60 | Fair |
| Student 005 | 10 | 30 | 20 | 60 | Fair |
| Student 006 | 20 | 30 | 10 | 60 | Fair |
| Student 007 | 20 | 20 | 20 | 60 | Fair |
| Student 008 | 20 | 30 | 10 | 60 | Fair |
| Student 009 | 10 | 20 | 10 | 40 | Poor |
| Student 010 | 10 | 40 | 10 | 60 | Fair |
| Student 011 | 10 | 20 | 10 | 40 | Poor |
| Student 012 | 20 | 30 | 20 | 70 | Fair |
| Student 013 | 10 | 20 | 20 | 50 | Poor |
| Student 014 | 20 | 30 | 10 | 60 | Fair |
| Student 015 | 20 | 40 | 10 | 70 | Fair |
| Student 016 | 10 | 30 | 20 | 60 | Fair |
| Student 017 | 20 | 30 | 10 | 60 | Fair |
| Student 018 | 10 | 20 | 10 | 40 | Poor |

| | | | | | |
|--------------|------------|--------------|--------------|--------------|-------------|
| Student 019 | 20 | 30 | 10 | 60 | Fair |
| Student 020 | 20 | 40 | 10 | 70 | Fair |
| Student 021 | 10 | 40 | 10 | 60 | Fair |
| Student 022 | 10 | 30 | 20 | 60 | Fair |
| Student 023 | 20 | 30 | 10 | 70 | Fair |
| Student 024 | 10 | 40 | 10 | 60 | Fair |
| Total | 360 | 710 | 310 | 1,400 | |
| Mean | 15 | 29.83 | 12.91 | 58.33 | Fair |

Table 4.4 showed the student score of pre-test in comprehending recount text in control group. Based on the data above from 24 students were, 19 students (62.10%) were in fair level, 5 students (44%) were in poor level and no one students in excellent level. The data showed that most of students were good in reading comprehension because they could increase the test score from previous score. Further, the maximum score in post-test of experimental class was 70 and the minimum score was 40. From the data above total score of 24 students was 1.400 before doing treatment. Here. It can be calculated that the mean score of control class in pre-test was 58,33. It means that the students means score classified as Fair level.

4.1.5 Students' Score of Post-Test in Control Class

In control class, the post-test also conducted in last meeting. Students' score of post-test in control class can be in table 4.5

Table 4.5

4.1.5 Students' Score of Post-Test in Control Class

| Student | Indicator | | | Score | Level of Ability (Category) |
|--------------|--------------|--------------|---------------|--------------|-----------------------------|
| | Orientation | Event | Reorientation | | |
| Student 001 | 20 | 30 | 20 | 70 | Fair |
| Student 002 | 20 | 30 | 20 | 70 | Fair |
| Student 003 | 10 | 40 | 10 | 60 | Fair |
| Student 004 | 20 | 30 | 20 | 70 | Fair |
| Student 005 | 10 | 30 | 10 | 50 | Poor |
| Student 006 | 20 | 40 | 20 | 70 | Fair |
| Student 007 | 10 | 30 | 10 | 50 | Poor |
| Student 008 | 20 | 30 | 20 | 70 | Fair |
| Student 009 | 10 | 30 | 10 | 50 | Poor |
| Student 010 | 30 | 30 | 20 | 80 | Good |
| Student 011 | 20 | 30 | 10 | 60 | Fair |
| Student 012 | 20 | 30 | 10 | 60 | Fair |
| Student 013 | 20 | 30 | 10 | 60 | Fair |
| Student 014 | 20 | 40 | 20 | 70 | Fair |
| Student 015 | 20 | 40 | 20 | 70 | Fair |
| Student 016 | 10 | 40 | 10 | 60 | Poor |
| Student 017 | 30 | 40 | 10 | 70 | Fair |
| Student 018 | 30 | 20 | 10 | 60 | Fair |
| Student 019 | 10 | 30 | 10 | 50 | Poor |
| Student 020 | 10 | 30 | 10 | 50 | Poor |
| Student 021 | 30 | 20 | 20 | 70 | Fair |
| Student 022 | 20 | 30 | 20 | 70 | Fair |
| Student 023 | 20 | 30 | 20 | 70 | Fair |
| Student 024 | 10 | 30 | 10 | 50 | Poor |
| Total | 440 | 760 | 350 | 1,510 | |
| Mean | 18.33 | 31.67 | 14.58 | 62.92 | Good |

Based on the data above from 24 students were classified that 1 students (80%) were in good level. 7 students (51,43%) were in poor level.16 students (70%) were in fair level and no one students in excellent level. Further, the maximum score in post-test of control class group was 80 and the minimum score was 50. The total score of 24 students was 1.510 and mean score was 62.92. It meant that the students mean score classified as good level.

4.1.6 Students' Score of Pre-Test and Post-Test in Control Class

The result data of students' reading comprehension without treatment in control class also taken from pre-test and post-test. The result score could be seen in the table 4.6

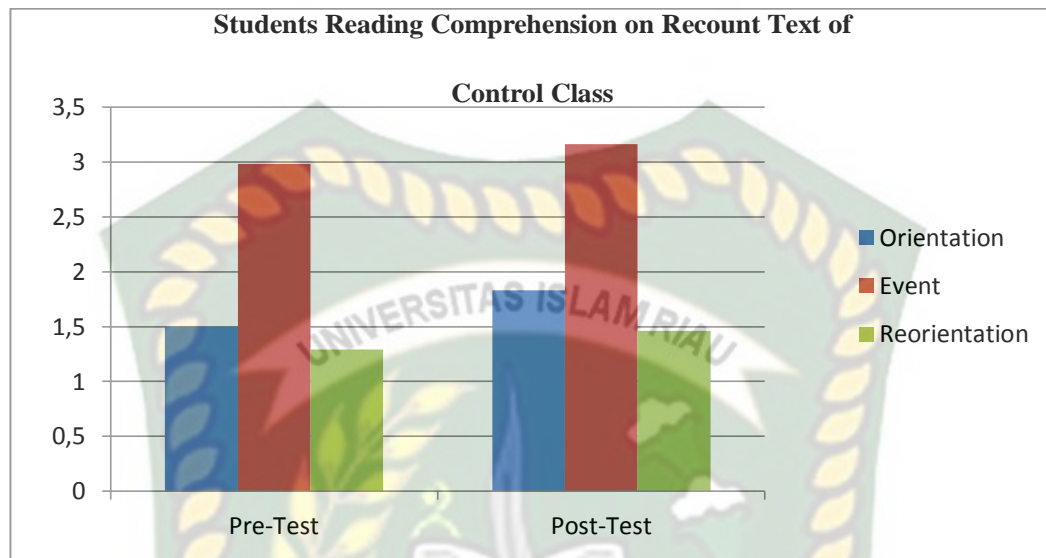
Table 4.6

Students' Statistics of Pre-Test and Post-Test in Control Class

| | Mean | N | Std. Deviation | Std.Error Mean |
|---------------|-------|----|----------------|----------------|
| Pair Pre-Test | 58.33 | 24 | 8.681 | 1.773 |
| Post-Test | 62.92 | 24 | 9.078 | 1.853 |

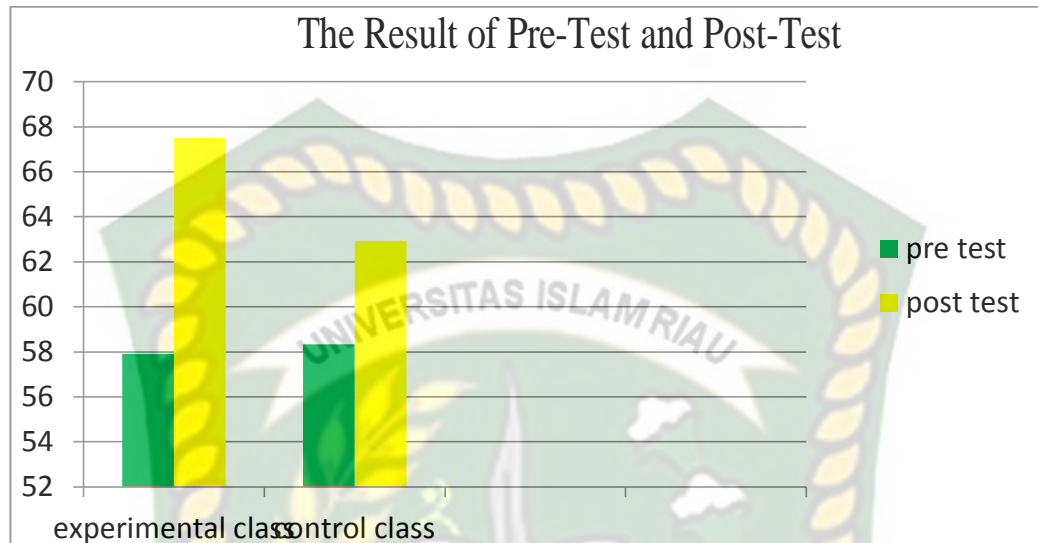
From the table it can been that there were 24 students in control class. The mean score of pre-test 58.33 and mean score of post-test was 62.91. The standart deviation in pre-test was 8.681 and post-test 9.078. The standart error mean in pre-test was 1,773 and post-test was 1,853.

Diagram 4.2



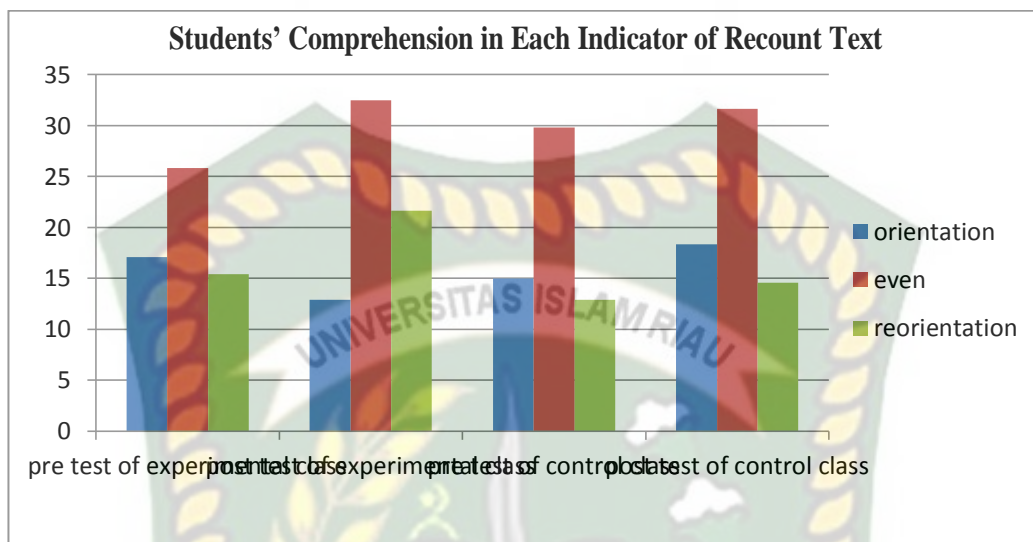
Based on diagram 4.2 showed the students' ability in comprehension such indicators of recoun text for pre-test and post-test in control class. It could be seen that the students' reading comprehension in recounttext for orientation was 16,62 in pre-test and for orientation in post test was 19.59 for complication was 12,83 in pre-test and for complication in post-test was 14,32 for resolution was 13,10 in pre-test and for resolution was 13,78 in post test.it mean that students reading comprehension in recounttext for each indicator in control class was little improvement from pre-test to post-test.

Diagram 4.3



Based on diagram 4.3 shows the result of pre-test and post test in comprehending recount text of experimental class and control class the mean score of experimental class in pre-test was 57.51 and post-test 67.5. It could be seen the increasing of mean score from pre test to post test was 9.99 .It means that there were significant improvement. However, the mean score of recount text class in pre-test was 58,33 and in post test was 62.93. It could be seen the increasing of mean score from pre-test to post-test was 4,6 .It means there were little improvement,

Diagram 4.4



Based on diagram 4.4 showed the students' ability in comprehending such indicators of recount text for pre-test and post-test in experimental class and control class. It could be seen that the students' reading comprehension in recount text for orientation was 17.08 in pre-test and for orientation in post test was 12.92. for event was 25.83 in pre-test and for event in post-test was 32.5 for reorientation was 15.41 in pre-test and in post-test was 21.67.

However, the students' ability in comprehending such indicators of recount text for pre-test and post-test in control class was not good. It could be seen that the students' reading comprehension in recount text for orientation was 15 in pre-test and for orientation in post test was 18.33 for event was 29.83 in pre-test and for event was 31.67 for reorientation was 12.91 in pre-test and in post test 14.58.

From the data above, the students' score of each indicator in recount text of two class from pre-test to post-test. However, the increasing of experimental

class was higher rather than control class. Therefore. The increasing of students' reading comprehension on each indicator of recount text by using inquest technique gave significant improvement of students reading comprehension in experimental class than control class.

4.2 Reliability Testing

Test reliability is done to test the consistency of answer from respondents. A questioner is said to be reliable if someone's answer to the question is consistent or stable from time to time. In reliability testing, the value said is reliable if $r \text{ Alpha} > 0.60$. the criterion of reliability:

- 1) 0,91-1,00=very high
- 2) 0,71-0,90=high
- 3) 0,41-0,70=enough
- 4) 0,21-0,40=low
- 5) <0,21=very low

While the reliability test results for all variables are as follows:

Table 4.7 Reability of experimant class

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,726 | 2 |

From the table 4.9 aboved it can be seen that the value of Cronbach Alpha experimental class was 0.72. so that it can be concluded that the instrument for the experiment class was reliable because cronbach Alpha experiment class is higher than 0.60.

Table 4.8 Reliability of control class

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,373 | 2 |

From the table 4.10 above it can be seen that the value of Cronbach Alpha control class was 0.37. so that it can be concluded that the instrument for the control class was not reliable because cronbach Alpha experiment class is lower than 0.60.

4.3 Normality Test

The normality test is performed using Shapiro wilk the test is for the two group, both post test and pre test group. To determine if the distribution of the data from the sample is normal. Thus, the researcher used SPSS vesion 22 software. If the normality is more than the level of significance α (0,05), scores will be normality distributed.

Table 4.9

Normality Pre-Test Result between Experimental and Control Class

| Class | Shapiro-Wilk | | |
|------------|--------------|----|------|
| | Statistic | Df | Sig. |
| Experiment | ,935 | 24 | ,124 |
| Controlled | ,771 | 24 | ,000 |

From the table 4.11 above, it can be seen that the significance of pre test score in experimrnt class based on Shapiro wilk was 0,005 if the data is lower in a

significance $\alpha = 0,124$ hence it can be concluded that the data was not normal because $0,005$ is lower than $0,124$ ($0,005 < 0,124$).

It also can be seen that the significance of pre test score in control class on Shapiro wilk was $0,00$ if the data is lower in a significance $\alpha = 0,05$. It means that the data was normal distributed hence it can be concluded that the data was normality distributed because $0,060$ is lower than $0,05$ ($0,00 < 0,05$).

Table 4.10

Normality Pre-Test Result between Experimental and Control Class

Tests of Normality

| Class | Shapiro-Wilk | | |
|------------|--------------|----|------|
| | Statistic | Df | Sig. |
| Experiment | ,910 | 24 | ,035 |
| Controlled | ,831 | 24 | ,001 |

From the table 4.12 above, it can be seen that the significance of pre test score in experiment class based on Shapiro wilk was $0,005$ if the data is lower in a significance $\alpha = 0,035$ hence it can be concluded that the data was not normal because $0,005$ is lower than $0,035$ ($0,005 < 0,035$).

It also can be seen that the significance of pre test score in control class on Shapiro wilk was $0,01$ if the data is lower in a significance $\alpha = 0,05$. It means that the data was normal distributed hence it can be concluded that the data was normality distributed because $0,001$ is lower than $0,05$ ($0,05 < 0,01$).

4.4 Hypothesis Testing

To prove the hypothesis, the data which was obtained from the experimental class and control class was calculated by using t-test formula. The statistical hypothesis of this research can be seen as:

The statistical hypothesis of this study could be seen as:

Ho: there was no significant effect of reading comprehension by using story Inquest Technique of the second year student at SMPN 1 Pinggir.

Ha: there was an significant effect of reading comprehension by Inquest Technique of the second year students at SMPN 1 Pinggir.

And then, the eriteria used as follows:

- 1) If $t\text{-test } (t_o) > t\text{-table } (t_t)$ in significant degree of 0,005, Ho (null hypothesis) is rejected. It means that rates of mean score of the experimental group are higher than the control group. The using of story Inquest Technique is effective on students' reading comprehension.
- 2) If $t\text{-test } (t_o) < t\text{-table}(t_t)$ in significant degree of 0,05, Ho (the null hypothesis) is accepted. It means that the rater of the means score of the experimental group are same as or lower than the control group. The using of Inquest Technique is not effective on students' reading comprehension.

Table 4.11 Paired Sample Test

| | Paired Differences | | | | | t | Df | Sig. (2-tailed) |
|------------------------------|--------------------|-------------------|-----------------------|---|----------|--------|----|--------------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 Pretest – Posttest | -9,58333 | 13,01476 | 2,65663 | -15,07899 | -4,08768 | -3,607 | 23 | ,001 |

From the table 4.15 as the paired sample test. Paired test used to know whether any significant effect of inquest technique towards reading comprehension. According to Sugiyono (2013:308). The alternative hypothesis is accepted if the score of t is greater than the value of t_t . However, if t is greater than t_t the alternative hypothesis is rejected. The research was already calculated and analyzed the data.

From the calculation of analysis data. It could be seen that the score of t calculated (t_o) in experiment group was 3,607. while the significant level 5% was 1.026. it could be read $3,607 > 1.026$. it means that t calculated (t_o) higher than table (t_t). Furthermore, based on the table above, it could be seen that the significant score in experimental class was 0,000 and it was lower than a significant 5% (0.005). alternative hypothesis was accepted. It could be concluded that there was significant effect of inquest technique toward students' reading comprehension at SMPN 1 Pinggir.

Based on the result of the related research about use of story inquest technique in reading comprehension (Yahmun:2013, Asri D : 2015 and Fera K:

2015), it could be concluded that used of inquest technique can increase students' reading comprehension on recount text. Similiarly in this research, from the result of the data of researcher also concluded that the of inquest technique gave the the possive effect in reading comprehension, mean while tis researcher focused an recount text.

4.5 Description of Teaching and Learning Proces

The activity in teaching and learning process during the research showed that how the process of inquest technique could give significant effect on students' reading comprehension. The first meeting and the last meeting were the writer gave the pre-test and post test. Although, the second until fourth meeting were activities in teaching and learning process whith used inquest technique in the experimantal class.

4.5.1 Meeting 1

In the first meeting, the writer gave pre-test to the experiment class and control class. Before giving pre-test, the writer introduced herself and check the attandance list. Furthermore, the writer provided the topic. Topic was **A TERRIBLE DAY**. The pupose of giving pre-test was to know the basic knowledge of the students in reading comprehension of recount text.

4.5.2 Meeting II

In the second meeting, after giving pre-test, the writer did the treatment by usinginquest technique. This treatment was taken in order to know is there any significant effect on students' reading comprehension of recount text after using inquest technique. After that. The teacher introduced about recount text in order to

makes the student understand what they learnt. The teacher explained about generic structure, social function, language feature of recount text. The teacher gave one example for students by the title “ my best friend “ . after that, the teacher introduced the students by using produre of inquest technique toward students’ reading comprehension of recount text.

- f. Select an interesting story and read the story up to an exciting part-then stop.
- g. Select one of the characters in the story and think of question that you would like to ask about what has happened or what is likely to happen. Avoid questions that can be answered by a simple yes or not. If this does happen ask why?.
- h. Other children take the parts of the investigate reporters and the character questions about the story.
- i. Read further into the story and repeat the process using the same character and reporters or change to a different characters and reported.
- j. Evaluate which questions were the best explaining the story and in making the character seem alive.

4.5.3Meeting III

In the third meeting, the teacher reviewed to explain about reading comprehension of recount text and its generic structure, social function, language features of recount text. The teacher gave student an example of recunt paragraph, entitle :”**My Daily Activity**”

4.5.4 Meeting IV

In the fourth meeting, the teacher gave the students an example of recount text, entitled "Go to the Zoo" after that, the students read the recount text. Then, they presented the result of their task in class. After finishing the presentation and asking the question, the teacher gave positive feedback about the students' participation in the learning process and also asked to the students whether they still had questions about the lesson. Finally, the teacher concluded the material.

4.5.5 Meeting V

In the fifth meeting was the last meeting. The writer gave the post-test to the student. The purpose of this test was to know the effect of inquest technique toward students' reading comprehension of recount text.

4.6 Data Interpretation

In the description on the data which was taken from 27 students of experimental class, the writer could explain about the data which was got from the students. The description of the experimental class has the mean of pre-test 57.91 before using Inquest Technique. It means most of students got low score and cannot reach the minimum score. After giving 4 times treatments for experimental clas using Inquest Technique. The writer got the mean of post-test 57.91.

it can be known that Inquest Technique has improved students' reading comprehension of recount text. It has proved that Inquest Technique could increase students reading comprehension of recount text. Boulineau et al., argues that the story Inquest Technique provides elements of that make students be easier to read the story in recount text. Hence, when the students were given the

treatment in four meetings, they could be easy to read the recount text in using inquest technique, because they were familiar with the inquest technique elements, when they had reading post-test, they could be easy to read the passage and answer it. The students' reading achievement improved in post-test. It can be seen in the main score which has been mentioned before. Moreover, in applying inquest technique in the classroom, the writer felt that the students could enjoy reading.

They could actively involve in teaching and learning activity since the students could use their creativity and imaginary. Based on farris explanation, the inquest technique supplies the story elements that can be drawn by the students. They could use their imaginary and creativity to draw the inquest technique elements and it will make teaching reading recount text be more fun. Furthermore, the result of pre-test in experimental class told that the lowest score in the pre-test was 40 and the highest score was 70. The data showed in post-test that the smallest score was 50 and the highest score was 90. It can be summarized that the lowest and the highest score in post-test were higher than pre-test.

Meanwhile, from the description of score in control class was the writer got the mean of pre-test 58.33. in this class, the writer did not use inquest technique, but the writer only asked the students to read the story, translate the story into their recount language and answer the questions based on the story, after giving 4 times treatments with conventional technique, the writer got the mean of post-test was 62.92. it can be seen the gain was also increased but not as significant as in the experimental class. It means that the gain score of

experimental class was higher than control class. The writer thought there are some factors that caused why the class in control class not as significant as in the experimental class. The first is because students felt bored when they are reading the text, then translate it into native language answer the questions based on the text.

The second. If it was compared with inquest technique which encourage students' creativity in drawing inquest technique. The students could actively involve in teaching and learning activity while in using conventional technique it is not. Moreover, the result of pre-test in control class showed that the lowest score in the pre-test was 40 and the highest score in the pre-test was 70. Meanwhile, the lowest score in pre-test was 40 and the highest score was 60. It can be summarized that the lowest and the highest score in post-test were also higher than pre-test event though not as significant as in experimental class.

Based on the finding of the research, it was found that the students' achievement in reading comprehension of recount text in experimental class where inquest technique was applied to teach reading comprehension have increased than students' achievement in reading comprehension who were taught by using inquest technique can be easy to understand the reading text. According to Farriz, the improvement of students reading comprehension achievement is because in inquest technique there are elements in story which facilitate the students to read the recount text. In inquest technique, there are story elements consist of title, character, problems and solution which facilitate students to read the recount text easily. The result of pre-test showed that the students' achievement in reading comprehension before inquest technique was applied was lower than after inquest technique was applied.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research is experimental research. It was done in two class experiment and control class. The writer used Inquest Technique to teach reading comprehension in experiment class and control class.

The location of the research was at SMPN 1 Pinggir which is located in kabupaten bengkalis with the target population of this research was at SMPN 1 Pinggir in academic 2018/2019. Exactly, the writer took 48 students as the sample.

Having analyzed the data presented in the previous paper chapter, there are several points that can be forwarded for the conclusion of this research relate at SMPN 1 Pinggir improvement in reading comprehension by Inquest Technique. The conclusion could be draw as follows:

5.1.1 Theoretical Conclusion

Reading was a complex skill requiring inc simultaneous use of different abilities. Either four or five components were generally recognized in it. They were pronunciation, vocabulary, fluency and comprehension. Problems in reading is students cannot speak the language because of the dissatisfaction with language learning among the students and general public and the teacher seems dislike hearing the incorrect grammar in the classroom.

A debate can be a valuable method for promoting thinking and reflection especially if participants are expected to take a position that may be contrary to their own. This design actively involves every participant, not just the debaters. Students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information.

5.1.2 Research Finding conclusion

1. To improve students' reading comprehension by Inquest Technique in teaching reading at SMPN 1 Pinggir made remarkable progress. This can be seen from the mean of score at control class was 58.33 become 62.93 when post-test, with improvement 4.60. This score low compared to experiment class. That at experiment class, moment pre-test score of the mean of student before conducted treatment by value 57.91. After conducted treatment and conducted post-test, score of the average of level student becomes 67.50. This score level as high as 9.99.
2. The use Inquest Technique teaching reading facilitates the students to organize, generate their ideas, creative and make connection among the them smoothly in the conversation.
3. By using Inquest Technique in teaching reading comprehension made the students motivated, and interested. It can be created or varied by using box medicines. It would show how the students could think critically about the topic.

4. The use Inquest Technique in reading comprehension is unique because the students' idea showed in conversation or dialogue when doing. It could help teacher plan reading task well, organized interesting topic for reading, derive creativity to facilitate students thinking and establish the students' base knowledge.

5.1.3 Suggestion

Dealing with result of this research, some suggestion are offered as follows:

1. It expected that the English teachers had to show more concern about their students' reading comprehension, they could use Inquest Technique to help students establish their based knowledge and make them focus a broad topic for reading, and the last derive creativity to facilitate students' thinking about topic. ALL these can help students improve their reading skill.
2. The students are hoped to be more active in taking part in reading activities, improve their reading skill not only during learning in the classroom but also outside the classroom, whenever they had good ideas, they can use the Inquest Technique to generate it, it can bw a begin steps to make them familiar with reading.

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